SEND Information Report 2026 - 2027

This document has been written within the context of the Governors' aims and objectives, which they summarise in the school values **"Confident, caring and accomplished children." Meadow Farm Primary School** is a mainstream community school with approximately 146 pupils on roll.

What is SEND and SEND support?

SEND stands for special educational needs and/or a disability.

The Special Educational Needs Code of Practice 2014 states that:
'A student has SEN where their learning difficulty or disability calls for special educational provision, that is different from or additional to that normally available to Children and Young People of the same age.'

Many children will have special educational needs of some kind during their education. Schools and other organisations can help most children overcome the barriers their difficulties present quickly and easily. A few children will need extra help for some or all of their time in school.

Who are the best people to talk to at our school about your child's difficulties with learning/SEND?

The Class Teacher has responsibility for:

- checking on the progress of your child
- identifying, planning and delivering the adapted curriculum for your child in class as required
- personalised teaching and learning for your child
- ensuring that the school's SEND Policy is followed in their classroom.

SENCo	**Chloe Knowles (senco@meadowfarm.derby.sch.uk)**
SEND Governor	**Melanie Gaiderman**

They are responsible for:

- developing and reviewing the school's SEND Information report/ policy
- co-ordinating all the support for students with special educational needs or disabilities
- updating the school's SEND register (a system for ensuring that all the SEND needs of students in the school are known) and making sure those records of your child's progress and needs are kept up to date and are confidential
- providing specialist support for teachers and support staff in the school, so that they can help students with SEND in the school to achieve the best possible progress.

They are also responsible for ensuring that you are:

- involved in supporting your child's learning
- kept informed about the support your child is receiving
- involved in reviewing how your child is doing and liaising with all other agencies which may be involved with your child e.g. Educational Psychology, Behaviour Support Service, Social Care and Health Service.

The kinds of SEND provided for in our school are:

When identifying the nature of a pupil's special educational needs, the four areas of need are taken into account:

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- sensory and/or physical needs.

The school recognises that the child may need support in more than one of these areas.

How are children with SEND identified at our school?

Referring to the 'SEND Code of Practice: 0-25' 2014, a child has SEN 'where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age'.

Class teachers make regular assessments of progress for all children. From this, the school is able to identify those making less than expected progress given their age and individual circumstances. Other factors including attendance, punctuality and health are considered. Consideration is also given to the particular circumstances of students, for example those who are in Care and/or eligible for the Pupil Premium.

When deciding whether to make special educational provision, a meeting may be arranged between the SENCo, teaching staff and parents and will consider all the information gathered, including:

- the child's areas of strengths and difficulties
- any parent/carer concerns
- any additional support your child may receive
- any referrals to outside professionals, to support your child's learning.

Where a pupil is identified as having SEND, the school will seek to remove barriers to learning and put SEND provision in place. The support will take the form of a four part cycle:

Assess: an analysis of need will be carried out by the all concerned, including outside agencies, if necessary.
Plan: an appropriate plan will be agreed by all concerned.
Do: agreed support and interventions will be delivered.
Review: the effectiveness of the intervention/support will be reviewed regularly.

We aim to work with the child and parents/ carers throughout this process.

What are the different types of support available at our school?

Teachers have the highest possible expectations for your child and all children in their class. The quality of teaching and learning is reviewed regularly to ensure the highest possible standards are achieved. This includes whole school training on SEND issues.

- Teachers adapt planning to support the needs of children with SEND.
- Teachers use a variety of teaching styles and cater for different learning styles to allow pupil's with SEND to access the curriculum.
- Teachers and other adults in the classroom work together to give targeted support according to your child's needs.
- Your child is fully involved in learning in class.
- Strategies which may be suggested by the SENCo or other professionals working with your child are in place to support your child to learn.
- Interventions and targeted booster work are used extensively to support children with all levels of attainment and also with and without SEND.

Adaptations to curriculum or learning environment may be made to remove barriers to learning.

Strategies are used according to need across the mainstream school may include:

- Sitting in a particular space during lessons.
- Using enlarged resources, PECS (Picture Exchange Communication System) and other specialist resources.
- Use of ICT.
- Use of colour overlays.
- Visual timetable provided.
- Individual reward and behaviour systems.
- Having someone to scribe a child's work.
- Use of the nurture room and calming areas.

Outside agencies

You may be asked to give permission for your child to be referred to a specialist professional, e.g. Educational Psychologist. This will help the school and you to understand your child's needs better and to support them more effectively.

The specialist professional may work directly with you and your child and may make recommendations on support strategies to be used at home and in school.

How we measure progress?

Pupil progress is continually monitored by the Senior Leadership and SENCo. Progress is reviewed at regular intervals and formally once each half term. If your child is at SEND Support or has an Educational Health Care (EHC) Plan, you will receive a termly report on their progress as well as having the opportunity to speak to teachers at a parents' and carers' evening. The progress of pupil with an EHC Plan is formally reviewed at an annual review.

The SENCo will also monitor that the pupil is making good progress in any targeted work while also monitoring the effectiveness of the provision and/or interventions.

Strategies for accelerating pupils' progress, will be recorded in an MEP (Multi Element Plan) containing information on:

- Short-term targets
- Teaching strategies

- Provision made
- Date for review
- Success and/or exit criteria
- The outcomes recorded at review

The MEP will record only the provision that is different from or additional to the normal ambitious curriculum, and will concentrate on up to three individual targets that closely match the pupil's needs. The MEPs will be discussed and agreed with the pupil and their parents.

How we evaluate effectiveness?
The SENCo and school leadership team will use the four part cycle (Assess, Plan, Do, Review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and of what supports the child in making good progress and securing good outcomes. This is known as the graduated approach. Parents, as well as the child when age and need appropriate, will be included in all aspects of this process.

How can you let the school know you are concerned about your child's progress in school?
If you have concerns about your child's progress you should, in the first instance, speak to the Class Teacher and they will work with the SENCo in school and you to help meet your child's needs.

What support is there for a child's overall well-being?
Within the school, we have a Personal, Social, Health and Citizenship curriculum. Children are given time and space to discuss achievements and difficulties. Activities may be planned to promote social and communication skills and personalised behaviour plans and attendance in the school's nurture group may be used to promote positive behaviour and emotional well-being.

This provision for well-being may involve working with the school's ELSA (Emotional, Literacy Support Assistant) or outside agencies such as the School Nursing Service and/or specialist educational and health services.

How is SEND support allocated to children at our School?
The Code of Practice 2014 states that:
'A student has SEND where their learning difficulty or disability calls for special educational provision, that is different from or additional to that normally available to children of the same age.' :

- pupils who are underachieving and failing to meet targets have interventions in and out of class.
- pupils are moved on to SEND support (previously School Action), when, despite accessing catch up interventions, they are still not making expected progress and are not meeting their targets. Children with more complex needs who may also require support from outside agencies would also be classified as SEND support (previously School Action Plus).
- for a minority of children who are not making progress, we would investigate using the graduated approach for an extended period.

The school budget is received from Derby City Local Authority, which includes funding to support children with SEND. The Headteacher decides on the budget allocation for SEND

in consultation with the school governors, on the basis of needs within the school. The Headteacher, office manager and SENCo discuss information they have about SEND including:

- children already receiving extra support
- those needing extra support, including those who have been identified as not making as much progress as expected

All resources/training and support are reviewed regularly. Children may be taken off the SEND register, if and when targets/outcomes have been achieved. Equally, some children may be on the school's SEND register for their entire academic career.

Who else could support your child with SEND?

Here at Meadow Farm Community Primary School, we take a multi-agency approach and work in collaboration with other professionals and agencies to ensure the provision we provide is effective and innovative.

Directly funded by the school:

- Teachers
- Teaching Assistants.
- Nurture group
- Educational Psychology Service / STePS
- Educational Welfare Officer
- SENDCo
- ELSA

Paid for centrally by LA/Health Service:

- Speech and Language Therapy
- Occupational Therapy
- Behaviour Support Service (LA)
- Multi-agency team
- SENDIASS
- Support Services for the Hearing, Physically & Visually impaired
- Connexions Careers Service
- Community Learning Disabilities Team
- Child and Adolescent Mental Health Service (CAMHS)
- Social Care
- School Nurse
- Physiotherapy Service

Voluntary Sector:

- Umbrella
- Fundability
- Disability Direct
- Derby City Parent and Carer Forum
- Voices in Action
- Build Sound Minds

And many more.

The Local Offer provides more information about the provision available to children and young people with SEND across education, health and social care. For further details go to www.derby.gov.uk/sendlocaloffer

What support do we have for you as a parent/carer of a child with SEND?

- Class Teachers and the SENCo are available to discuss issues, as appropriate to their roles in school.
- Your child's target will be reviewed at least 3 times a year, we will work with you to plan and review these during the parents' and carers' meetings.
- We will hold meetings with outside professionals where and when appropriate.
- We hold information sessions/open evenings.
- We will share information with you about parent/carer support groups.

How does the school support a pupil with medical conditions?

The school follows **'Supporting pupils at school with medical conditions: Statutory guidance for governing bodies of maintained schools and proprietors of academies in England'** (April 2014.)

The school has a policy regarding the administration and management of medicines on the school site. Some children will have a medical care plan in place.

Staff have updates on conditions and medication affecting individual students and training, where appropriate, so that they are able to manage medical situations.

How is our school accessible to children with SEND?

The mainstream school has step free or ramp access throughout and is all at ground floor level. There is a disabled toilet, closomat toilet and hoist and a first aid/changing bed. After school and extra-curricular provision and school visits are accessible to all children, including those with SEND. Extra support and modifications are provided if required. Risk assessments are carried out prior to any off site activity.

How will your child be supported through transitions?

The school recognises that transitions can be difficult for pupils with SEND and their families and so take steps to ensure any transition is as smooth as possible.

If your child is moving to another school:

- We will contact the school's SENCo and ensure they know about any special arrangements and support that needs to be made for your child.
- All records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to new teachers. All relevant information will be shared.
- All children will take part in transition activities towards the end of each school year, where they will have the opportunity to spend time in their new classroom and meet their new teacher.

Starting school

- Visits to school
- Parental information sharing sessions
- Sharing of records

Transition to Secondary School:

- Head of Year and SENCo will usually visit us
- Transition meeting with staff from both schools

- Record sharing
- Enhanced transition, which includes visits and activities with designated members of staff
- Extra support for tests, assessments and examinations will be considered as and when necessary

Transition towards adulthood:

- Lessons provide opportunities to apply learnt skills to real world situations.

How will your child be able to share their views?

We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through meetings of the School Council and ambassador groups, which includes representatives from Reception to Year 6. Children with SEND are involved in age appropriate and need appropriate ways in the drafting and reviewing of their MEP targets and in offering their pupil views for the Annual Reviews of EHCPs. With the support of those who know them best, some children will create a one-page profile to share their strengths, values and support needs.

What training have the staff had about SEND?

There is an on-going professional development programme throughout the school year which addresses areas of SEND within the school. Recent training has included:

- Autism Awareness
- Epilepsy
- Diabetes
- Dyslexia
- Behaviour management
- Epi pen training and other medical conditions
- Colostomy bag
- Hoist training
- First Aid at work
- Paediatric first aid
- Mental Health and wellbeing
- Zones of Regulation
- Sensory Circuits
- Social Stories
- Comic Strip Conversations
- B-Squared Assessment

Staff regularly research specific conditions with which children present or are diagnosed and these findings are shared with colleagues in staff briefings, training, meetings and twilight sessions.

How do you apply for a school placement?

We believe that our admissions criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the 2014 SEND Code of Practice. Places within our school are admitted through the Local Authority. We will consult with the Local Authority, parents and the child's current setting to ensure that provision is appropriate and can meet the needs of the individual child.
For more information go to http://www.derby.gov.uk/education-and-learning/schools-andcolleges/primary-school-admissions/

What if you want to complain?

Due to the inclusive and parent friendly philosophy of our school, we enjoy excellent and mutually supportive relationships with the parents and carers of our pupils, especially where SEND needs are complex and regular communication is essential. Therefore, complaints are very rare indeed. However, our school naturally has a complaints policy, copies of which can be obtained from the school office. If you wish to complain we always suggest you come and speak to us first to try to resolve any issues. If you still want to complain you can do so in writing to the Head Teacher or Chair of Governors. Please see the complaints policy for full details.

Linked documents on the school's website include:

- Anti-Bullying Policy
- SEND Policy
- Safeguarding and Child Protection Policy
- Equality plan
- Accessibility plan

Head Teacher	Bethany Dickson
SENDCo	Chloe Knowles
SEND Governor	Melanie Gaiderman

Signed:
Bethany Dickson
(Headteacher)

Signed:
David Allan
(Chair of Governors)