



Meadgate Primary School

Special Educational Needs Information Report

Date: Autumn term 2025 Review: Autumn term 2026



Meadgate School welcomes all children whatever their ability. Our school endeavours to include all children in all aspects of school life and enables them to take part in, and contribute to, the school community. We ensure that all children have access to the curriculum and we support them in engaging fully in their own learning.

We invite families to work with us in order to ensure and nurture their children's enjoyment, success and independence - unlocking their learning potential together.

It is important for us to know all our children well and to address any additional needs as early as possible in order to break down barriers to learning.

<p>Talking about SEND</p> <p>Who to talk to and how to contact us</p> <p>SENDCO: Mrs Anna Ing aing@meadgate.essex.sch.uk</p>	<p>Class-teachers</p> <p>All class-teachers have had experience teaching children with a range of Special Educational Needs. They are knowledgeable in identifying children's strengths and barriers to learning, and as such are members of the Special Educational Needs and Disabilities (SEND) team.</p> <p>If you would like to discuss your child's needs with their class-teacher you can request an appointment in person, by phone or email. Class-teachers are not available for unscheduled meetings before school as they are involved in preparing for the day's activities at this time, however a convenient time can then be arranged for after the school day has ended.</p> <ul style="list-style-type: none"> • Telephone: 01245 259403 • Email: admin@meadgate.essex.sch.uk <p>Class-teachers may also invite you in to discuss your child's needs as matters arise.</p> <p>Special Educational Needs Coordinator (SENDCO)</p> <p>The SENDCO is responsible for the operation of SEND policy and the co-ordination of provision made to support individual pupils with SEND.</p> <p>Our SENDCO is Mrs Anna Ing and she works at the school Monday to Wednesday</p> <ul style="list-style-type: none"> • Telephone: 01245 259403 • Email: aing@meadgate.essex.sch.uk
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	<p>Mrs Ing gained the National Award for SEND Coordination in 2019.</p> <p>Other members of the SEND team</p> <ul style="list-style-type: none"> • Higher Level TA (HLTA) – Mrs Davine. Mrs Davine teaches whole classes during their teacher’s Planning, Preparation and Assessment Time (PPA). She is a highly experienced member of staff who has worked at Meadgate for a number of years and knows our children and their families incredibly well. Mrs Davine provides adjusted (differentiated) lessons to meet the differing needs within each class and has a great rapport with individual children. • Class Learning Support Assistants (LSAs) – LSAs effectively help children with classroom activities and work closely with the teacher to provide adapted experiences to suit all levels of learning. Part of their provision may involve delivering additional and different interventions to individual or small groups of children, such as those to support cognition and learning or speech and language needs. • 1:1 LSAs who are assigned to work with children who have particularly complex and high support needs. These children usually have an ‘Education, Health and Care Plan’ (EHCP) (See ‘Graduated Approach’).
<p>How do we define Special Educational Needs and/or a disability (SEND) at Meadgate school?</p>	<p>At Meadgate Primary School we use the definitions for SEN and disability that can be found in the SEND Code of Practice (2015):</p> <p>SEN: “A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England”</p> <p>Disability: “Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.”</p> <p>Children and young people with disabilities do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN, when this is the case both definitions can be used.</p>

<p>Additional needs in our school</p>	<p>The Code of Practice identifies four areas of need and acknowledges that in many cases children will have needs in more than one area. The areas are:</p> <ul style="list-style-type: none"> • Communication and interaction • Cognition and learning • Social, emotional and mental health (SEMH) • Sensory /physical <p>For some children their SEND can be identified at an early age but for others their difficulties only become evident as they progress through school. The Code of Practice makes it clear that the purpose of identification is not to simply label children but to inform the action the school needs to take and the provision it should make. In the majority of cases children’s needs are addressed by high quality teaching which highlights their strengths and addresses their challenges.</p> <p>Meadgate Primary School has had experience in providing for the following needs:</p> <ul style="list-style-type: none"> • Attention Deficit and Hyperactivity disorder (ADHD) • Autism • Cerebral palsy • General and cognitive learning needs • Motor skills difficulties – including Developmental Coordination Disorder (also known as Dyspraxia) • Specific learning difficulties – including severe and profound literacy and numeracy difficulties (also known as Dyslexia and Dyscalculia) • Speech and Language difficulties – including receptive, expressive, social communication and verbal dyspraxia
<p>How do we use the Graduated Approach (as described in the SEND Code of Practice) to identify:</p> <ul style="list-style-type: none"> • if a child has SEND • the level of support needed • the provision needed to ensure wellbeing and progress 	<p>High Quality Teaching</p> <p>All children at Meadgate School experience high quality teaching (HQT) that is adapted and personalised in order to meet their individual needs.</p> <p>All parents are invited to discuss their child’s progress with the class teacher in the Autumn and Spring term at formal parent consultation meetings.</p>

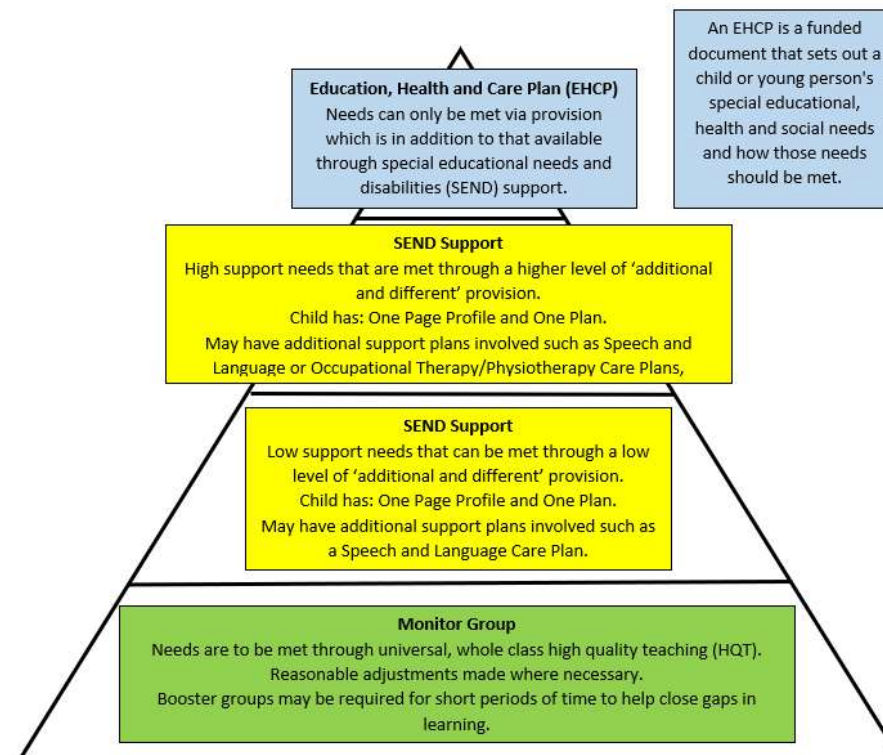
The Graduated Approach to meeting the needs of children with SEND

A few children need support and provision that is additional and different to this and these children can be described as having special educational needs (as described in the SEN Code of Practice 2015). The special educational needs of our children are met through **The Graduated Approach**.

The Code of Practice (2015) p. 280 has the following definition of **The Graduated Approach**:

'A model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing'

The diagram below shows the levels of **The Graduated Approach**:



	<p>The graduated approach is supported by a four-part cycle which involves:</p> <ul style="list-style-type: none"> • Assessment – in order to identify the child’s needs • Planning – a high or low support One Plan is written which includes outcomes/targets for the children and describes the provision needed for them to achieve those outcomes, including breaking the outcomes down into small steps • Doing – the provision which is outlined in the plan is put in place • Reviewing – progress is reviewed and further assessment is considered before writing the next One plan <p>This cycle takes place 3 times a year.</p>
<p>How do we decide who is part of our SEND Support Group and is placed on the SEND register?</p>	<p>Additional Intervention Support</p> <p>Children are included in our ‘SEND support group’ if they need Additional Intervention Support (AIS) as well as High Quality Teaching (see yellow band in diagram). Parents/carers are consulted when a class-teacher feels that a child should have AIS and if the parents/carers agree, the child is recorded on our SEND register.</p> <p>If your child has AIS, a low support One Plan is created by your child’s class-teacher. This clearly reflects the ‘Assess, Plan, Do, Review’ cycle and outlines:</p> <ul style="list-style-type: none"> • your child’s individual targets which are set in light of ongoing assessments • the support and provision that your child receives in order to achieve those targets <p>The effectiveness of provision and its impact on the child’s progress is reviewed on agreed dates three times a year.</p> <p>High Needs Support</p> <p>If your child has more complex and higher support needs and requires ongoing support they may require a high support ‘One Plan’ document (see upper yellow box). If this is the case you will be invited to discuss your child’s needs and provision with the SENDCO once a term. The review meetings are child centred and the child’s class teacher will also join these meetings as regularly as possible.</p> <p>Within a One Planning meeting we ensure that:</p> <ul style="list-style-type: none"> • everyone develops a good understanding of the child’s areas of strength and difficulty • we take into account and discuss the children’s and parents/carers concerns • everyone understands the agreed outcomes sought for the child • everyone is clear on how each outcome can be broken down into manageable steps • a copy of the One Plan is sent home

	<p>Statutory Assessment and possible Education, Health and Care Plan</p> <p>While most children with SEND will make progress through the schools graduated levels of support some pupils may have more complex needs (that have or haven't already been formally diagnosed) and require a much higher level of support.</p> <p>If we feel that your child does not seem to be making good progress, despite the additional and different support offered in school, we may suggest that we try to access a higher level of support through an 'Education, Health and Care Plan' (EHCP).</p> <p>This is a statutory process which involves applying to our Local Authority for additional support. The first step is to ask the local authority if an EHC needs assessment can take place and then if the assessment shows additional support is needed, an EHCP may be put in place.</p> <p>'With high aspirations, and the right support, the vast majority of children and young people can go on to achieve successful long-term outcomes in adult life. Local authorities, education providers and their partners should work together to help children and young people to realise their ambitions.' Code of Practice 0-25 (2015) Page 28.</p>
<p>How do we assess children's learning?</p>	<p>Ongoing Assessment Individual progress is continually monitored throughout the school year.</p> <p>Ongoing assessment takes place:</p> <p>During lessons through :</p> <ul style="list-style-type: none"> • careful dialogue/questioning • fostering of self-monitoring - pupils are encouraged to monitor their own understanding and to let their teaching team (class teacher and learning support assistants) know if they are having difficulties • a degree of in class marking and discussion which provides golden opportunities for 'assessment for learning' where difficulties/strengths can be identified and addressed/celebrated there and then <p>After lessons through:</p> <ul style="list-style-type: none"> • informal discussion • assessing products of learning activities including the marking of written work <p>Formal assessment: progress in English and Mathematics is assessed through the use of specifically designed test papers and activities.</p>

Theses can include:

ENGLISH	MATHEMATICS
<ul style="list-style-type: none"> • Half termly phonics assessments - on Grapheme Phoneme Correspondence (GPCs) that have been taught (Reception and Year 1) • Phonics screening - November, March (practise for Year 1 pupils and for any child in the school that did not pass the screen) June (official screen) • Decoding (reading) of Harder to Read and Spell words. HRS words are currently harder to read and spell as children have not yet been taught the relevant GPCs. • Encoding (spelling) of Harder to Read and Spell words • Ongoing assessment of writing • SAT tests (Year 6 - held in May) • Pearson Reading Comprehension Tests (from Orange band books in Year 2 and 3) • NFER reading tests (year 3 Spring and Summer and Year 4 and 5 termly) • Past SATs reading papers half termly (Year 6) • Single Word Spelling Test (KS2 September and July) • Informal spelling tests tailored to individual needs (first 100 HFW/next 200 HFW / Year 3-4 or 5-6 statutory spellings) • Literacy difficulties screen (Pearson Dyslexia Screening test) for children who have difficulties making progress in English (Year 2 Term 3 onwards) 	<ul style="list-style-type: none"> • Number facts tests • White Rose Maths assessments (end of each unit Year 1-6) • NFER Arithmetic assessments (year 3-5 termly) • NFER Reasoning and Problem Solving (Year 4 and 5 termly) • Arithmetic papers (fortnightly/ weekly year 5 and 6) • SAT tests (Year 6 – held in May) • Termly arithmetic and reasoning and problem solving papers (Termly Year 6) • Times Table Check (Year 4) • Practical maths assessment activities • Mastering Number (NCETM) – whole class additional input to develop number fluency, number facts and good number sense <ul style="list-style-type: none"> - Years 1 and 2 identify one child accessing free school meals (FSM) and one child not accessing FSM child to assess at the start and end of the year to check for progress. (This child cannot be on the SEND register) - 'Retrieval materials' can be accessed to assess the level of children's understanding as they progress through the Mastering Number input

**Potential intervention
provision available within our
school**

Interventions

Learning Support Assistants are able to deliver interventions and to use specific resources and strategies. Class-teachers and the SENDCO will consider the suitability of interventions and strategies for your child as the need arises. You will be informed if your child is selected for additional interventions and if additional and different provision is frequently required, this will be recorded on their One Plan.

Potential forms of additional support that may be available in our school at differing points in time:

- Pre teaching – work targeted at specific children to cover curriculum content/vocabulary in advance
- Precision teaching – personalised practise for reading/ spelling
- The Ultimate Guide to Phonological Awareness – structured activities and materials to teach early phonological awareness skills, paving the way for the systematic teaching of phonics
- Essential Letters and Sounds (ELS) – Oral blending Intervention
- Essential Letters and Sounds (ELS) – Grapheme-phoneme correspondence (GPC) recognition Intervention
- Essential Letters and Sounds (ELS) – Blending for Reading Intervention
- Direct Instruction for support recognition of high frequency words
- Paired Reading – reading support for children with a degree of reading fluency
- 1:1 Speech and Language support, working on care plans given by Provide Speech and Language Therapists
- Power of 2 – develops basic number concepts further using all four operations, students are encouraged to carry out mental calculations without using pen and paper.
- Mastering Number (NCETM) – whole class additional input to develop number fluency, number facts and good number sense
- Finger gym – fine motor skills
- Gym Trail
- Specific handwriting support
- Musical communication – develops social and communication skills (predominantly EYFS age)
- Time to Talk – develops social skills (predominantly KS1 age)
- Intensive Interaction – predominantly to support children with complex, high support needs who find communication challenging
- Sensory Circuits
- Lunch time 'checks ins' for social and emotional support
- Sessions with Ms Pointon - Family Support Worker (FSW)
- 'Chat and Chill' as a drop in at lunchtime with school SENCO
- Drop in sessions at the Orchards café once a month where parents and carers can go and meet the school SENCO and FSW to discuss any concerns they have

<p>Physical/Medical Needs</p>	<p>We will discuss your child's needs with you prior to your child joining the school and if appropriate we will devise a 'Health Care Plan' with your input and agreement to support needs such as that relating to toileting. If your child has a diagnosed physical or medical need such as Epilepsy or Diabetes and is under the care of the hospital, we will ask for a copy of their hospital care plan to help support their needs in school. It is important that you provide as much information as possible about your child's strengths and difficulties so we can help prepare and support them in the best way possible. If a greater amount of 1:1 provision is required than that available on SEND support, the school may apply to the Local Authority for additional support.</p> <p>Medication for children with allergies and other chronic conditions is kept in the First Aid room for use if required. We do not allow nuts to be brought into school under any circumstances.</p> <p>A register of children with chronic medical conditions and/or allergies is updated annually. However, if there are any changes to the register before this date, they will be made immediately. Copies of this register are kept in the school office cupboard and on the inside door of the first aid cupboard in the First Aid room. Teachers are kept informed of any medical needs/allergies present in their classroom and are able to access the medical notes form the office at any time they wish to do so.</p> <p>We have accessible toilet on our ground floor which includes a full-size changing table to accommodate a primary age child. This has adjustable height mechanisms, allowing safe mounting and dismounting on and off the table independently where possible.</p>
<p>What support do we give to children who are having a difficult time emotionally?</p>	<p>We recognise that some pupils with SEND may have emotional and social development needs that will require support in school. The emotional health and wellbeing of all our pupils is very important to us.</p> <p>The senior management team, the SENDCO and all the teachers and support staff continually monitor the emotional social and emotional wellbeing of all our pupils.</p> <p>The school employs a Family Support Worker (FSW), Ms Mel Pointon, who uses her expertise and experience to support children who are experiencing social and emotional difficulties. This is delivered on a 1:1 basis. Mel Pointon also works closely with families. She helps them to find ways to support their child and deal with situations which may require deeper emotional involvement.</p> <p>We have a robust and detailed approach to ensure that we prevent bullying wherever possible. Children and Parent/Carers are encouraged to talk to either the class teacher, Headteacher, SENDCO or FSW immediately if they have any concerns that bullying may be taking place. We have a zero-tolerance approach to bullying.</p>

<p>How do we listen to children with SEND?</p>	<ul style="list-style-type: none"> • Children with SEND are always actively encouraged to be part of the school council and to apply for other leadership roles in class, such as being a 'Digital leader'. We have had a number of pupils on our SEND register that have taken a very active and essential role in providing the voice for their class • Children with SEND are actively supported to contribute to their One Page profiles where they are developmentally able to.
<p>Specialist Involvement</p>	<p>Where a child continues to make less than expected progress, despite evidence-based support and interventions that are matched to the child's area of need, we will consider involving specialists, including those from outside agencies. These may include professionals such as Educational Psychologists (EP), Speech and Language therapists (SaLT), members of the Specialist Teaching Service for Physical and Neurological needs, Physiotherapists, Occupational Therapists (OT), School Nurse Service and the Inclusion Partner (IP) and Engagement Facilitator (EF).</p> <p>We may involve specialists at any point to advise us on early identification of SEND and effective support and interventions. We will usually seek to involve a specialist where a child continues to make little or no progress or where they continue to work at levels substantially below those expected of children of a similar age, despite SEND support being delivered by appropriately trained staff.</p> <p>If we feel that we need more information about your child's specific needs and that it would be beneficial to explore them further, we may contact you to discuss the possibility of referring to the Community Paediatrician.</p> <p>We are able to refer directly to the Speech and Language Service (SaLT). Once your child has been assessed, the SaLT will conclude whether their speech development is age appropriate and therefore they are discharged from the service, or, that further intervention is required resulting in a Care Plan being designed for them. Parents are expected to fully engage with the treatment process and to practise with their child regularly at home. If further intervention is required in school, a number of our LSAs are able to follow up SaLT care plans where required and appropriate to do so.</p> <p>We or your GP can also refer to services which support the emotional wellbeing and mental health of children. This may include services such as Healthy Family Support Practitioners (HFSP), Kids Inspire or SET CAMHS. Professionals from these services may consult with parents and teachers and will sometimes work with the child on a one to one basis in the school environment if this is preferred.</p> <p>We will always inform parents/carers if we wish to seek specialist advice and consent will be sought before any form of further action is taken.</p>

<p style="text-align: center;">Transition from to Primary and Secondary School</p>	<p>From Pre-school to Meadgate School: We have established an effective transition programme which helps all children and is particularly beneficial to children who have special educational needs. Our EYFS teacher(s), visit all local feeder preschools and meet with parents during the preceding summer term. During this time in June/July a number of sessions are run where the children get used to their new environment and meet, work and play with the staff team. Mrs Ing, the SENDCO meets with parents and preschool teachers to discuss specific needs and prepare a support programme where necessary. This is done in the summer term so that provision is in place for the autumn term.</p> <p>Where needed, a transition package is created between Meadgate Primary School, parents and carers and the child's existing pre-school or nursery. This may include additional transition sessions where the child attends extra visits to the school to familiarise themselves with their new surroundings and a more detailed transition book of photos to help them re-visit the school site over the summer holiday.</p> <p>From Meadgate School to Secondary Schools: We have excellent working relationships with all our local secondary schools. Programmes vary but in each case schools welcome us when we ask for additional visits for pupils with SEND. These additional visits enable the children to become accustomed to the demands of their new environment. Each secondary school asks for information about the children on our SEND register who are joining their setting and where possible arrange for Year 7 staff to meet with our Year 6 teacher, Miss Reynolds and SENDCO Mrs Ing here at Meadgate. During the preceding summer term they often arrange taster sessions and information evenings to ensure smooth transition. Where a child has high support needs and it is deemed appropriate, the secondary school SENDCOs are invited to a small number of children's One planning meetings in the summer term before they leave Meadgate School.</p>
<p style="text-align: center;">Complaints about SEND provision</p>	<p>We are committed to having an 'open door' policy; the Headteacher (Mr Figg), Head of school (Mrs Meager), class teachers and SENDCO are available to parents to discuss concerns. Please contact the office to make an appointment if an in depth discussion is required. We will always do our very best to resolve any situations where a parent is dissatisfied, but if parents feel that their issue is not resolved, they may see a detailed copy of our Complaints Policy via the link:</p> <p>https://primarysite-prod-sorted.s3.amazonaws.com/eveleigh-link-academy-trust/UploadedDocument/fc6f4310e0e543d888daedd69ceag7c6/complaints-policy.pdf</p>

<p style="text-align: center;">SEND Governor</p>	<p>Mrs Roz Coleridge is our lead SEND Governor and is responsible for raising awareness of SEND issues at governing body meetings. Mrs Coleridge works closely with the SENDCO to gain a clear working knowledge of the SEND Code of Practice and be aware of their school's systems for SEND provision.</p> <p>Mrs Coleridge supports the SENDCO to:</p> <ul style="list-style-type: none"> • Ensure that the school's SEND budget is appropriately allocated to support pupils with SEND • Give up-to-date information to the governing body on the quality and effectiveness of SEND and disability provision within the school • Help to review the school's policy on provision for pupils with SEND.
<p style="text-align: center;">Support Services available to Families</p>	<p>The SENDCO will also work with families by sign posting them to outside support such as:</p> <p>Family Solutions Call the 0345 603 7627 and ask for the CHILDREN & FAMILIES HUB</p> <p>Kids Inspire 01245 348707* or 07908 829550 Email: admin@kidsinspire.org.uk</p> <p>Digital Parent Support Service Free parent helpline: 0808 802 0222 Email: NDPSS@family-action.org.uk</p> <p>Families InFocus 01245 353575</p> <p>Health Drop in sessions 01245 283396 Range of workshops that also cover general physical and emotional health problems and parenting concerns</p> <p>The Yo-Yo Project (Chelmsford) Child Bereavement service Website: https://www.farleighospice.org/contact-us Email: yoyoproject@farleighospice.org Phone 01245457416</p>

	<p>For family support from SNAP please contact: Telephone: 01277 211300 Helpline: familyteam@snapcharity.org General Enquiries: info@snapcharity.org</p>
The Local Offer	<p>You are able to find more information about the range of services accessible in our area by clicking on the link below:</p> <p>http://www.essexlocaloffer.org.uk</p>