



## SEND Policy

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## **Introduction**

This policy outlines the framework for Meadow School to meet its duty and obligation to provide a high-quality education to its learners, all with special educational needs and disabilities (SEND), and to do everything it can to meet the needs of those learners.

Through successful implementation of this policy, the school aims to:

- Eliminate discrimination.
- Promote equal opportunities.
- Develop emotional resilience, independence, and self-esteem.
- Develop social skills that will enable learners to access all areas of life.
- Have a key focus on educational development for all learners.
- Prepare our learners for adulthood.

We have high aspirations for our learners with regard to employment, independent living/skills, and community participation, and these aspirations should be developed through our curriculum and extracurricular provisions. The following principles underpin this policy:

- The identification and recognition of children's and young people's needs.
- The involvement of children, parents/carers, and young people in decision-making.
- Collaboration between education, health, and social care services to provide support.
- High-quality provision to meet the needs of children and young people with SEND.
- Greater choice and control for young people and parents/carers over their support.
- Successful preparation for transition points, including transition to secondary school, preparation for adulthood, including career guidance, and development of independent skills.

As a school we primarily, but not exclusively, cater for learners who experience difficulties in:

- Social, emotional, and mental health.
- Communication and interaction
- Cognition and learning

We ensure that all applications to this school are treated fairly and in line with our Admissions Policy and SEND Code of Practice guidelines.

## **Legal Framework**

This policy has due regard to legislation, including, but not limited to, the following:

- Children Act (2004)
- Children and Families Act (2014)
- Data Protection Act (2018)
- Disability Discrimination Act (1995)
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Education Act (2011)
- Equality Act 2010 (Disability) Regulations 2010
- Health and Social Care Act 2012
- Mental Capacity Act 2005
- Special Educational Needs (Personal Budget) Regulations (2014)
- Special Educational Needs and Disability (Amendment) Regulations 2015
- Special Educational Needs and Disability (Detained Persons) Regulations (2015)
- This policy also has due regard to statutory and non-statutory guidance, including, but not limited to, the following:
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years' (updated April 2020).
- DfE (2015) 'Supporting pupils with medical conditions'.

- DfE (2020) 'Keeping children safe in education'.
- DfE (2020) 'Working together to safeguard children'.
- DfE (2018) 'Promoting the education of looked-after and previously looked after children'.
- DfE (2025) 'Keeping Children Safe in Education'.

### **Policy Aims and Principles**

The Code of Practice (2015) states:

*"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her".*

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

*"Has significantly greater difficulty in learning than the majority of others of the same age; has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream academies/ schools."*

A special educational provision is a provision that is different from or additional to that normally available to learners of the same age, which is designed to help children and young people with SEN or disabilities access the National Curriculum or alternative educational packages. Meadow School offers a bespoke, broad, and balanced curriculum.

This policy outlines the framework for the school to meet its duties and obligations to provide a personalised, high-quality education to all its learners, including learners with special educational needs and/or disabilities.

The range and degree of learning difficulties, behavioural problems, and physical or sensory disabilities that might be found in any group/ class can be considerable, and it is recognised that this situation exists at Meadow School.

The aims and objectives of the SEND Policy relate directly to other school policies and are also based on the values derived from and are guided by the requirements of the various Acts of Parliament and guidance published about SEND and the 2015 Code of Practice.

### **Terminology**

4.1 The term 'parents' is employed throughout this policy and elsewhere to refer to any parent, guardian, or other responsible adult in 'loco parentis'.

### **5. Aims**

The aims of Meadow School are:

- To endeavour to provide exceptional intervention to meet the needs of any learner with SEND in collaboration with colleagues, other professionals, the young person, and the parents.
- To fully involve parents and learners in the identification, assessment, and delivery of SEND provision and to strive for close cooperation between all agencies concerned and for a multi-disciplinary approach to resolving pertinent issues.
- To regularly (and at least annually) review plans for learners with an Education Health and Care Plan (EHCP), ensuring that both learner and parent views are involved in the review process.
- To deliver SEND provision as a responsibility of the class teacher, the teacher support, behaviour welfare and Special Education Needs Co-ordinator (SENDCo).

- Wherever possible, to ensure full entitlement and access to high-quality education for SEND learners within a balanced and relevant curriculum.
- To educate all our learners by providing a flexible and personalised curriculum focusing on strengths and providing targeted support for challenges.
- To stimulate learners' curiosity, interest and enjoyment in their education and celebrate achievement.
- To build learners' emotional well-being and promote self-esteem, independence, and resilience.
- To develop social skills that will allow learners to function as contributing members of society.
- To enable SEND learners to be familiar with a body of knowledge, skills, principles, and vocabulary to lead full and productive lives. The curriculum must be suitable to promote intellectual, emotional, social, and physical development so that learners can develop as valuable members of society both now and in the future by encouraging social skills such as politeness, initiative, independence, and safety awareness.
- To assess learners with SEND as early and thoroughly as possible through a programme of monitoring in the classroom/school; this will include reading and comprehension skills and mathematical reasoning to establish baseline data and data of personal development throughout each term through the school's SEN review process.
- To provide concise SEND information and training in line with yearly school SIP and learner cohort. These will be updated and reviewed regularly and made accessible to school staff.
- To support and advise school staff of their responsibilities towards SEND learners through training and regular statutory meetings.
- To implement a Continued Professional Development (CPD) programme for teaching and support staff.

### **Roles and Responsibilities**

The senior leadership team ensures this policy is implemented and adhered to. The school advisory panel will also provide support, challenges, and advice. The Melrose senior leadership team will ensure the school meets its statutory requirements.

The principal has the responsibility to ensure the school:

- Regularly reviews how expertise and resources are used to address SEN and Disability and are used to build quality of whole-school provision as part of an approach to whole-school improvement.
- Fully engages parents and/or young people with SEND when drawing up policies that affect them.
- Identifies, assesses, and ensures effective provision to improve long-term outcomes for all children and young people with SEND.
- Uses best endeavours to secure the special educational provision called for by a child or young person's SEND.
- Designates an appropriate member of staff (the SENDCo and Deputy SENDCo) as responsible for coordinating provision for learners with SEND.
- Makes reasonable adjustments for learners with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Takes necessary steps to ensure that learners with disabilities are not discriminated against, harassed or victimised.
- Ensures that those teaching or working with learners know their needs and have arrangements to meet them.
- Ensures that teaching staff understand the strategies to identify and support vulnerable learners and possess knowledge of the SEN and disabilities most frequently encountered

in line with the school's IEPs (Individual Education Plans, linked directly to EHCP) and the school's ESP's (Emotional Support Plan).

- Ensures that teaching staff monitors and regularly reviews learners' progress each term.
- Issues a termly school report and completes a comprehensive SEN review.
- Cooperates with local authorities during annual EHC plan reviews.
- Ensure that a learner's EHC plan is reviewed at least 7 months before transfer to another phase of education (pre-Christmas/Spring term annually).
- Takes steps to ensure that learners and parents/carers are actively supported in contributing to needs assessments and developing and reviewing EHC plans.
- Establishes and maintains a culture of high expectations and encourages learners with SEND to fulfil their potential and become valuable members of society.

The SENDCo and Deputy SENDCo:

- Takes a leading role in the school's strategic development of SEND policy and provision.
- Ensures that the school meets its responsibilities under the Equality Act (2010) concerning reasonable adjustments and access arrangements.
- Undertakes day-to-day responsibility for the operation of SEND policy and coordinates the specific provision made to support individual children with SEN, including those with EHCPs.
- Advises on a graduated approach to providing SEND support.
- Prepares, publishes, and updates annually SEND Policy
- Oversees liaison with the parents of learners with SEND.
- Oversees liaison with other academies, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Oversees liaison with the potential future education providers to ensure that the young person and their parents are informed about options and a smooth transition is planned.
- Provides professional guidance to colleagues and works closely with staff members, parents, carers, and other agencies.
- Is one of the key points of contact for external agencies.
- Works with other professionals, providing a support role to the family.
- Ensures that the school keeps the records of all learners with SEND up to date.
- Supports the class/subject tutor in assessing a learner's strengths and weaknesses and advises on effective support implementation.
- Ensures parents/carers and relevant school staff are current with any changes or concerns involving the Learner.

Class teachers/tutors must:

- Plan and review support for their learners with SEND, on a graduated basis, in collaboration with parents, the SENDCO/ Deputy SENDCo and, where appropriate, the learners themselves.
- Set high expectations for every learner and aim for them to achieve their full potential, whatever their prior attainment.
- Use appropriate assessment to set targets which are deliberately ambitious.
- Plan lessons to address potential areas of difficulty and to ensure that there are no barriers to every learner achieving.
- Be aware of the needs, outcomes sought, and support provided to learners with SEND they are working with.
- Keep an up-to-date emotional support plan (ESP) that supports the additional needs of all learners in their class.
- Keep the relevant figures of authority up to date with any changes in behaviour, academic developments and causes of concern.

We encourage parents and carers to:

- Work closely with the school to develop a partnership that will support their child long-term so that they successfully prepare for adulthood.
- Be aware of their child's targets and progress made towards them.
- Attend and take part in reviews.

### **Involving Parents and Learners in Decision Making**

Effective planning should help parents, children, and young people with SEN express their needs, wishes and goals, and should:

- Focus on the child or young person as an individual, not their SEN label.
- Be easy for children, young people, and their parents to understand and use clear, ordinary language and images rather than professional jargon.
- Highlight the child or young person's strengths and capacities.
- Enable the child or young person, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in future.
- Tailor support to the needs of the individual and their family.
- Bring relevant professionals together to discuss and agree on the overall approach to supporting each learner effectively to succeed in education and life.
- Ensure learners have the opportunity to feed into their ECHP reviews and implement innovative strategies to gather this information, e.g., working with a trusted adult outside the formal review so that they feel comfortable sharing their thoughts and feelings; this will ensure the plan is fully informed and accurate.

### **Graduated Approach**

The school will employ a graduated approach to meeting the learner's needs, including:

- Establishing a clear picture of the learner's needs.
- Planning with the learner and the learner's parents the interventions and support to be put in place, as well as the expected impact on progress, development, and behaviour, along with a clear date for review.
- Implement the interventions with the support of the SENDCo/Deputy SENDCo.
- Review the effectiveness of any interventions for identified or potential SEND and make any necessary revisions half-termly/termly or in line with any specific intervention date.

### **Data and Record Keeping**

The school will:

- Include details of SEND, outcomes, teaching strategies and the involvement of specialists as part of its standard system to monitor the progress and development of all learners.
- Record details of additional or different SEND provisions; all the above will be stored within a secure server that is owned by the school. Any other paper-based records will be kept within a lockable cupboard in line with our data protection policy.

### **SEN and Disability Tribunal**

The school will meet any request to attend a SEND Tribunal and explain any departure from its duties and obligations under the SEN Code of Practice.

### **Confidentiality**

The school will not disclose any EHC plan without the consent of the learner's parents except for the disclosure:

- To an SEN and Disability Tribunal.
- On the order of any court for the purpose of any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.

- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986 or from the Children Act relating to safeguarding and promoting the welfare of children.
- To regulatory teams as part of their inspections.
- To the principal (or equivalent position) of the institution where the Learner intends to start.

### **Admissions**

Meadow School will consider applications for learners who have an EHCP.

The school will require information on any disability or special educational need which may affect a Learner's ability to participate in the admissions procedure and take full advantage of the education provided at the school so that the school can assess those needs and consult with parents about the adjustments which can reasonably be made to ensure that the application procedure is accessible for the candidate and that the school can cater adequately for the learner should the offer of a place be made.

Learners referred will have Special Educational Needs and disabilities (usually formalised with an Education Health and Care Plan). In most cases, the presenting reasons for referral will be SEMH needs or communication difficulties, although the young people referred are likely to present with a range of other difficulties, including dyslexia, dyspraxia, ADHD, ADD, ODD and GDD, which the school will endeavour to support if the local authority cannot find them a specialist provision that caters for their individual specific need to prevent learners from being out of education.

Meadow School will inform the local authorities in the summer term of any learners who are not making sufficient progress and need a specific setting for their additional needs, and not the broad and balanced offer of Meadow School.

Meadow is not a secure unit and is not resourced to cater for learners who present high levels of aggressive behaviour to learners or staff, cause significant property damage, and require high levels of skilled physical intervention.

### **Monitoring and Review**

This policy will be reviewed as required or in the following circumstances:

- Changes in legislation and/or government guidance.
- Because of any other significant change or event.
- If the policy is determined not to be effective.
- The policy will have an interim review but will still be reviewed annually.

If there are urgent concerns, these should be raised to the SENDCo/Deputy SENDCo or the principal in the first instance for them to determine whether a review of the policy is required in advance of the review date.