

Special Educational Needs and Disabilities (SEND) Policy

Meanwood Church of England Primary School



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Contacts:

SENDCo: Mrs Emma Caldwell, emma.caldwell@meanwood.leeds.sch.uk, tel 0113 2755883

SEND Governor: Mrs Jess Jubb, jess.jubb@meanwood.leeds.sch.uk

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Leeds Local Authority Offer

This is available in school as a paper document as well as on our school website and through this link. <https://leedslocaloffer.org.uk/#!/directory>

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Vison and values

This school is committed to safeguarding and promoting the wellbeing of children and young people and expects all staff and volunteers to share this commitment.

This policy has due regard to the following ethos:

At Meanwood C of E Primary School we will continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school will be given fair and equal opportunities to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, faith, sexuality or disability. The school will provide an inclusive curriculum, which will meet the needs of all its pupils including those with disabilities, special educational needs, from all cultural backgrounds and faiths and pupils with English as an additional language.

Vision

Open hearts

Open Minds

Open Arms

Our vision is to enrich the lives of our children emotionally, physically, spiritually and academically, where every person is valued, nurtured and empowered.

Our vision is underpinned by Jesus' commandment to "love one another as I have loved you" (John 15:12).

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Intent

At Meanwood CE Primary School, our intention for Special Educational Needs and/or Disabilities (SEND) is to ensure that all children receive a high-quality and ambitious education regardless of need or disability. We believe that it is vital that our pupils are equipped with the tools needed to become independent, inquisitive learners both in and out of the classroom and that they are well prepared for the next stage of their education and, ultimately, for adulthood.

Through our high-quality planning, teaching and provision we:

- Pride ourselves on early identification and intervention for SEND to ensure that progress and opportunities are maximised and that additional support is accessed at the earliest possible opportunity.
- Ensure that all children have access to a broad and balanced curriculum which is scaffolded to enable children to understand the relevance and purpose of learning.
- Provide an accessible learning environment which is tailored to the individual needs of all pupils.
- Develop children's independence and life skills using a bespoke curriculum, taking account of individual needs and life stages.
- Regularly monitor the progress of children with SEND, using a child-centred approach and carefully analyse SEND data to inform next steps planning.
- Provide relevant and current training for all staff members working with children with SEND.
- Have purposeful partnerships with parents and carers.
- Work closely with external agencies and other professionals using a multi-agency approach to providing a high-quality education for children with SEND.

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Implementation

At Meanwood CE Primary School, every teacher is a teacher of SEND and every TA will support children with SEND. All staff have responsibility for the progress, wellbeing and development of children with SEND. As such, inclusion is a thread that runs through every area of the school enhanced by collaboration between senior leaders, teachers, support staff, external agencies, parents and most importantly, the child.

At Meanwood CE Primary School, pupils with SEND will:

- Be included in all aspects of the school day, in a purposeful way taking account of their individual needs.
- Be provided with quality first teaching, scaffolded to their needs.
- Be provided with support that is additional to or different from the rest of their cohort when required.
- Be respected and their contributions valued and acknowledged.

Pupils with SEND may:

- Have specific 1:1 or small group intervention to support their cognitive, communication, SEMH, physical or medical needs.
- Have additional support from our SENDCO (Special Educational Needs and Disabilities Coordinator), SEMH (Social, Emotional and Mental Health) Leader, and / or Learning Mentor.

- Receive additional support with their speech and language development from our Speech and Language Therapist.
- Attend specialist SEND sessions, led by external agencies.
- Work alongside external agencies including but not limited to: Educational Psychologist, Speech and Language Therapist, Occupational Therapist, Art therapists or professionals from SENIT (Special Educational Needs Inclusion Team).

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Impact

As a result of our implementation, children at Meanwood CE Primary School

- Feel happy, safe and respected.
- Behave well in school and diversity is celebrated.
- Demonstrate high levels of engagement in activities, developing their speaking, listening and social skills.
- Children with SEND make good progress from their starting points due early identification of SEND, a multi-agency approach and the use of a variety of specialist teaching methods.
- On leaving Meanwood CE Primary School children with SEND have developed good independence and life skills and are well prepared for the next stage of their education.

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Legislation and Guidance

This policy is founded on the statutory Special Educational Needs and Disabilities (SEND) Code of Practise (2015).

It also complies with part 3 of the Children and Families Act 2014, which sets out school's responsibilities for pupils with SEND, and The Special Educational Needs and Disabilities Regulations 2014, which sets out school's responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENDCos) and the SEN information reports.

This policy gives due regard to the school's

- Accessibility plan,
- Anti-bullying policy,
- ICT and acceptable use policy,
- Health and safety policy,
- Mental health and wellbeing policy,
- Supporting children with medical conditions policy,
- Intimate care policy,
- Equality and diversity policy,
- Safeguarding and child protection policy,
- Privacy notice and data protection policy,
- Complaints policy.

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Definition of Special Needs

The Special Educational Needs and Disabilities Code of Practice 0-25 years (2015) states that:

- A child or young person has Special Education Needs if they have learning difficulty or disability which calls for Special Educational Provision to be made for him/her.

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

- Has significantly greater difficulty in learning than the majority of others of the same age
- Has a disability which prevents or hinders him/her from making use of the facilities of a kind generally provided for others of the same age in mainstream school or mainstream post 16 institution.

The SEND Code of Practice 2015, identifies 4 broad areas of need:

Area of Primary Need	Possible indicators which may show a child or young person's area(s) of need
Communication and Interaction	Difficulties with: <ul style="list-style-type: none">• Speech – expressive language• Understanding – receptive language• Concentration, social interaction and relationships – Pragmatics Diagnosed conditions: <ul style="list-style-type: none">• Autistic Spectrum Disorder
Cognition and Learning	Learning may develop at a significantly slower pace than his/her peers. Attainment may also be below the age-related expectations. Children may show difficulties with the following: <ul style="list-style-type: none">• Language, memory and reasoning• Sequencing and organisation skills• Decision making• Understanding number• Problem solving and concept development• Information processing Learning difficulties cover a wide spectrum of needs, including specific learning difficulties (SpLD) such as dyslexia, dyscalculia, dysgraphia or dyspraxia
Social, Emotional and Mental Health	Development is affected due to: <ul style="list-style-type: none">• Anxiety• Depression• Attention difficulties• Social isolation• Attachment disorder• Emotional dysregulation• And this need may be expressed through behaviour.
Sensory and/or Physical needs	A wide range of needs may come under this heading: <ul style="list-style-type: none">• Visual impairment (VI)• Hearing impairment (HI)• Fine and/or gross motor skills development• Multi-sensory impairment• Medically diagnosed conditions which impact on a child's ability to access his/her education

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Roles and Responsibility Provisions for pupils with SEND is a matter for the school as a whole.

Every teacher is a teacher of SEND

SENDCo Mrs E Caldwell	<p>The SENDCo:</p> <ul style="list-style-type: none">• Works with the Headteacher, SLT and SEND Governor to determine the strategic development of the SEND policy and provision in school• Has day to day responsibility for the operations of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have Education, Health, Care Plans (EHC Plans)• In liaison with family, colleagues and professionals, produce statutory and school based documentation: plans, reports and assessments.• Provide professional guidance to colleagues and work with staff, parents and other professional agencies to ensure that pupils SEND receive appropriate support and high quality teaching• Provide advice on the graduated approach to providing SEND Support• Provide advice on the deployment of the school delegated budget and other resources to meet pupil's needs effectively.• Is the point of contact for external agencies, especially the local authority and its support services• Will liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.• Works with the Headteacher and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regards to reasonable adjustments and access arrangements.• Ensures the school keeps the records of all pupils with SEND up to date.
The SEND Governor Mrs J Jubb	<p>The SEND Governor will:</p> <ul style="list-style-type: none">• Help raise awareness of SEND issues at the governing board meeting• Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this.• Work with the Headteacher and SENDCo to determine the strategic development of the SEND policy and provision in school.• Provide professional challenge for the headteacher and SENDCo
The Headteacher Mr Jamie Chapman	<p>The Headteacher will:</p> <ul style="list-style-type: none">• Work with the SENDCo and SEN Governor to determine the strategic development of the SEND policy and provision.• Have overall responsibility for the provision and progress of learners with SEND.
Class Teachers	<p>Each class teacher is responsible for:</p> <ul style="list-style-type: none">• The progress and development of every pupil in their class including those with SEND

	<ul style="list-style-type: none"> • Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and intervention and how they can be linked to classroom teaching. • Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision. • Ensuring they follow this SEND policy. • Alongside the SENDCo ensuring that the provision for all children with SEND including those with EHCPs is adhered to.
Behaviour lead Mrs E Parker	<ul style="list-style-type: none"> • Responsibility for analysing behaviour data • Working with SENDCo and Class teachers to determine SEMH interventions and provision in class • Link to external agencies for SEMH needs

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SEND information

Our school currently provides provision for a range of needs, including pupils with:

- Communication and interaction difficulties (autism, specific language impairment, speech and language needs)
- Social, Emotional and Mental Health difficulties
- Moderate learning difficulties
- Specific Learning difficulty (Dyslexia, Dyscalculia)

Please see our SEND Information Report on the school website for more information.

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Identifying pupils with SEND and assessing their needs

Each child's current skills and levels of attainment are assessed as part of a thorough assessment cycle.

Teachers make termly assessments of progress for all pupils and identify those pupils whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap



Class teachers will discuss with parents and raise concerns with the SENDCo. (Slow progress and low attainment does not automatically mean a pupil should be recorded as having special educational needs).



When deciding whether special educational needs provision is required, we may:

- Monitor a pupil closely
- Focus on desired outcomes
- Discuss expected progress and attainment
- Barriers to learning will be considered
- Interventions and support may be offered where appropriate as part of a graduated response
- Pupils' and parents' views will be sought

Where it is determined that a pupil does have SEND, parents will be formally advised of this decision and the pupil will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided is enabled by a four – part cyclical process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as an understanding of the pupil's needs grow. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Identification and assessment of children whose language is not primarily English are treated with care. Where possible, the child is assessed in their home language using a translator alongside external professionals. Having English as an additional language (EAL) is not equated to learning difficulties. Where a child's progress is slow, it will not be assumed that is automatically hindered by the language problem.

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Special Needs and Disabilities Register (SEND Register)

A child will only have their name appear on the Special Needs Register if it is deemed that he/she needs provision which is additional to/different from the provision which is needed by his/her peer group. Parents/carers will be informed by the SENDCo if their child is added to our SEND register.

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Individual Provision Map (IPM)

Once a child is recorded as having special educational needs, an Individual Provision Map (IPM) will be created to support the child. This will be generated with input from adults who work with the child in school, parents and the child, and will be shared with all parents and child. IPMs will be monitored to ensure the pupil is accessing support and provision to help him/her meet the set outcomes. IPMs are reviewed termly.

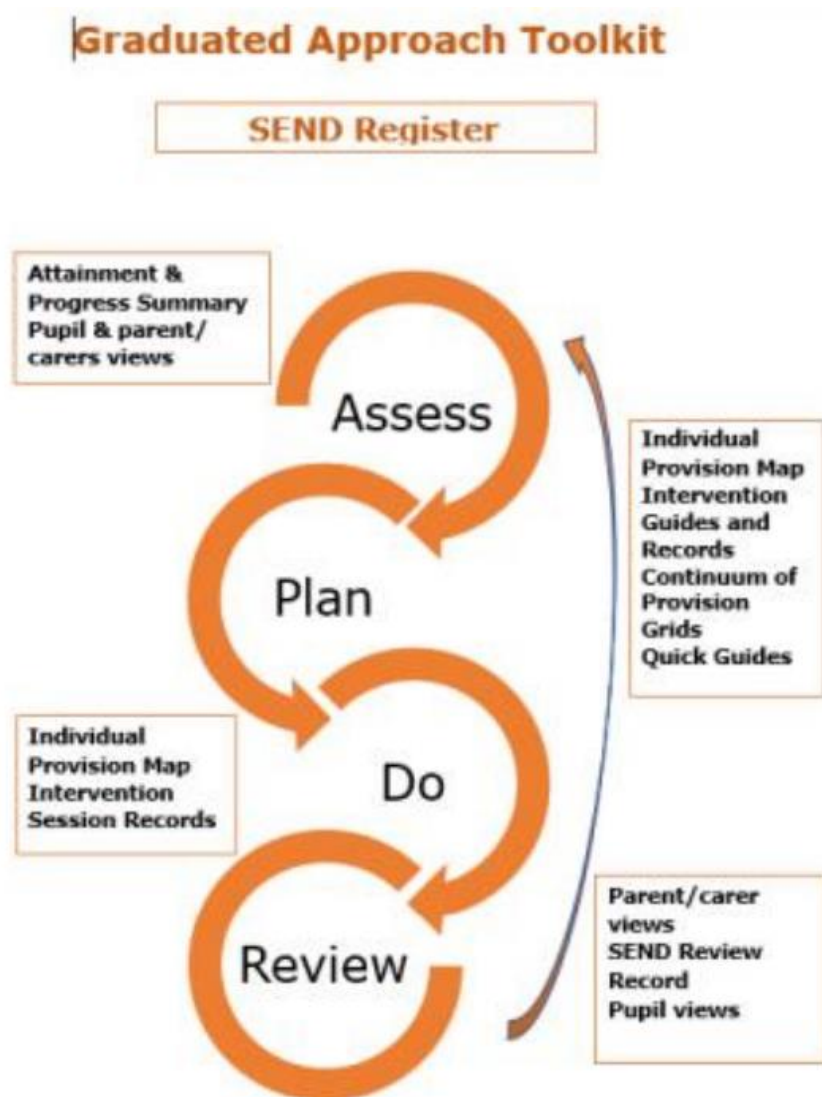
In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in informal conversations, parents' evenings, and formal review meetings with parents and pupils, and may also involve questionnaires or data gathering exercises.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

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Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. In line with the SEND Code of Practice 2015, we use a graduated approach continuous cycle of assess, plan, do, review.



Once a child's needs have been identified and assessed, provision is planned and reviewed progressively, following this structure:

- Adaptations to universal provision,
- Targeted intervention,
- Personalised intervention which may be informed by liaison with outside agencies, and
- Specialised intervention.

More information can be found in the SEND Information Report on the school's website.

Adaptations to the curriculum and additional support

Adaptations are made based on individual need, following discussion between relevant staff (Teacher, SENDCo, Headteacher)

Adaptations may take the following forms:

- Differentiating our curriculum to ensure all pupils are able to access learning
- Groupings – offering small group support
- Offering 1:1 support
- Using a variety of teaching styles to ensure all learners are involved in the learning process
- Differentiating the content of the lessons to meet individual needs
- Adapting resources and staffing to meet the needs of pupils
- Using learning aids – laptops, iPads, coloured overlays, Visual timetables, larger font, etc.
- Pre-teaching vocabulary and new texts.

This is not an exhaustive list, other strategies may be used if deemed appropriate to support a child to access his/her learning.

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Assessing and reviewing a pupil's progress towards outcomes

We follow the graduated approach, working through the cycle of ASSESS, PLAN, DO, REVIEW. Class teachers will work with the SENDCo to carry out a clear analysis of a child's needs.

This may draw on the information gained from:

- The teacher's assessments
- The teacher's observations and experiences of the child
- The child's previous progress and attainment
- Other teacher's assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experiences of parents
- The pupil's own views
- Advice from external support services, if applicable Assessments of progress towards outcomes will be regularly reviewed.

All teachers and support staff who work with the child will be made aware of:

- The child's needs
- The outcomes the child is working towards
- The proposed support and provision in place
- Any further strategies or approaches which are required. We will regularly review the effectiveness of the support and interventions and the impact on the pupil's progress.

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Working with outside agencies

We work with other professional agencies including, but not limited to:

- Leeds Children's Services
- Educational Psychology
- Special Educational Needs Inclusion Team (SENIT)
- Physiotherapists
- Occupational Therapists
- Speech and Language Therapists – both NHS and through trade services bought in by school.
- School Nurses
- Hearing Impaired Team (DAHIT)
- Visual Impaired Team
- STARS (Autism team)

We also draw parents' attention to available support outside school (e.g. SENDIASS, formerly Parent Partnership).

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Record keeping and Data Management

In line with the Data Protection Policy, confidential information regarding a pupil's SEND may be collected and held to meet the needs of the pupil. This material, such as their Individual Provision Map, Education and Health Care Plan, Individual Health Care Plan, is kept electronically within the child's SEND folder on the school's sharepoint and on CPOMS. Any paper copies that are essential to in-class provision for the child are kept in a secure cupboard. If accessed, this material is returned promptly. This material is not shared with the students.

Information collected about a pupil's SEND is confidential and will only be communicated to outside agencies with the knowledge and consent of the pupil's parents or carers, unless the school has safeguarding concerns.

See the school Data Protection Policy for more information.

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Expertise and training of staff

We have a commitment to staff development. Training is offered as part of an on-going professional development programme. Where staff may need specific training to support a pupil, support is sought from the appropriate agency, for example, STARS for pupils with Autism, Community nursing team for pupils with medical needs, etc. Training is needs led and we also provide regular in-house training sessions delivered by the SENDCo.

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Resources and equipment

- Provision for children with identified difficulties is planned for on an individual and needs related basis.
- Provision for children with EHC Plans is organised and resourced in line with advice given in the EHC Plan.
- It is the responsibility of the SENDCo to ensure that statutory provision is maintained and ongoing support is given to the class teacher in evaluating the effectiveness of such provision.

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Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for our SEND pupils by:

- Reviewing pupil's individual progress towards their goals each term
- Reviewing the impact of interventions. When the review takes place will depend on the duration and frequency of the intervention but reviews may often be carried out half termly.
- Carrying out monitoring and moderation of work
- Observation of teaching – differentiation and use of teaching support staff
- Holding FFI reviews for pupils who receive top up funding through Funding For Inclusion
- Holding annual reviews for pupils with EHC plans.
- Holding teacher SEND meetings to review progress.
- Regular monitoring and support from the SEND Governor.
- SEND included in all subject monitoring conducted by subject lead Governors

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Enabling pupils with SEND to engage in activities available to those pupils in school who do not have SEND

All pupils are actively encouraged to participate in all school events, including events such as sports day, class assemblies, special workshops, day trips, residential trips, etc.

Reasonable adjustments will be made to ensure pupils with SEND are able to participate these adjustments will be discussed with the parent/carer.

No pupil is every excluded from taking part in events because of their SEND. The Health and Safety of all pupils will always be considered when planning events.

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Support for improving emotional and social development

We provide a range of support for pupils to improve their emotional and social development, including:

- Encouraging pupils with SEND to be involved with the school council, playground buddying, class jobs, etc.
- Pupils with SEND are also supported through intervention offered by our learning mentor.

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Consulting and involving parents and pupils

We have early discussions with pupils and their parents when identifying if there is a SEND need.

During discussions we aim to:

- Ensure everyone develops a good understanding of the pupil's areas of strength and development
- Take into account the parent's concerns, SEND Policy and Information Report 2019-20
- Ensure that everyone understands the agreed outcomes sought for the pupil
- Ensure everyone is clear on what the next steps are. Notes of discussions will be added to the child's records. If it is deemed appropriate for a child to received SEND support/be added to the SEND register, parents will be formally notified and follow up meetings may be held to clarify the provision offered.
- As well as formal reviews parents will be offered an appointment system with the SENDCO and access to informal parent support groups. This is in addition to parents' meetings twice a year.

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Complaints about SEND Provision

The Senior Leadership Team, SENDCo and all staff are committed to providing the very best education for all children. However, there may be occasions when a parent has concerns about the provision for their child's SEND. Our hope is that provision is made in full consultation between class teacher and parents and carers. Further discussion can be had with the SENDCo, Mrs Caldwell, and complaints about SEND provision should be made to the school SENDCo in the first instance. The Senior Leadership Team will be informed of any complaint. The school complaints policy will be followed and any complainants will be referred to this policy. The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their child/children.

They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Name of school contact If any parents/carers have concerns relating to SEND and provision, Mrs E Caldwell (SENDCo) is the first point of contact emma.caldwell@meanwood.leeds.sch.uk

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