



Meanwood C of E Primary School Information Report of Special Educational Needs and Disabilities (SEND) 2026-27

John 15:12 "My commandment is this: love one another, just as I love you."

Our SENCo: Mrs Emma Caldwell
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This Report outlines how Meanwood Church of England Primary School applies the statutory regulations relating to Special Educational Needs and Disabilities (SEND) as outlined in the 2014 Children's Bill.

Meanwood CE Primary School is a mainstream school with an inclusive ethos. We continuously strive to ensure that everyone in our school is treated with respect and dignity. The school provides an inclusive curriculum, which meets the needs of all its pupils including those with disabilities, special educational needs, from all cultural backgrounds and faiths and with pupils with English as an additional language. 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.

- We welcome and include all pupils and their families into our community
- We build strong, supportive links with parents and carers
- We identify Special Educational Needs as early as possible
- We follow a Graduated Approach of assess-plan-do-review to monitor and track progress
- We liaise closely with specialist teachers and other SEND professionals, such as Speech and Language Therapists, specialist teachers of autistic children and emotional therapists, to support both staff and pupils
- We have a programme of continuous professional development for all staff to support their knowledge and understanding of SEND.
- Any additional provision for pupils in our school is detailed on Individual Provision Maps (IPMs) which are created and reviewed termly in liaison with parents and carers and monitored by the Special Educational Needs and Disabilities Coordinator (SENDCo) on a regular basis.

This report has been written for and on behalf of the Governing Body, in consultation with families within the school.

This report will answer the following questions:

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Where can I find the contact details of support services for the parents and carers of children with SEND?

The Local Authority Offer can be accessed online: <https://leedslocaloffer.org.uk/#!/directory>

Leeds Special Educational Needs Inclusion Advisory Team (IAT): <https://www.leedsforlearning.co.uk/Services/2453>

Autism

STARS offer support to families of autistic children: <http://www.starsteam.org.uk/support-for-parents-of-children-with-autism>

Dyslexia

Families may find these organisations useful if they have concerns around dyslexia:

<https://www.leedsdyslexiaservices.co.uk/>

<https://www.yorkshiredyslexia.co.uk/>

Child and Adolescent Mental Health Service (CAMHS) and **Speech and Language Team** can be contacted through the **family's GP**. We also have ways to refer to these services through school. Our SENDCo, Mrs Ratcliffe, can advise. Mrs Ratcliffe can also access support for children and their families, with parental consent, through the Cluster: Early Help Team, Educational Psychologist, Emotional Wellbeing services.

Our Special Educational Needs & Disabilities Coordinator (SENDCo):

Mrs Emma Caldwell: emma.caldwell@meanwood.leeds.sch.uk

School phone number 0113 2755883

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

What kind of Special Educational Needs and Disabilities (SEND) do we provide for?

We make provision for children with a range of needs, within the 4 broad areas of need identified by the Government's SEND Code of Practice 2015.

Communication and interaction

We have a number of pupils who experience speech and language difficulties. Pupils may find it difficult to form certain sounds, to construct sentences, or to understand what others are saying. Consequently, we work closely with Speech and Language therapists who come regularly into school to assess children, provide therapy programmes for delivery in school, and advise. Speech and Language support is provided through 1:1 work with teachers, teaching assistants and our learning mentor and, when appropriate, through group work.

Cognition and learning

This area includes children identified as having dyslexia, children having difficulties with working memory, reading or spelling. We also support Autistic children. Our SENDCo has good relationships with a range of professionals, such as SENIT (the Leeds Special Educational Needs Inclusion Team) through whom the school can access advice and support for staff to develop best practice in school. For example, we may alter the colour of our visual material to accommodate children who struggle with black on white, we "chunk" work into smaller, achievable amounts,

providing appropriate resources to support, such as sound banks, personalised tricky word cards, we give extra thinking time. Quality First Teaching informs our practice. This uses the positive relationship between the classroom teacher and pupil as the basis for higher levels of personalised support and enables pupils to succeed in their education.

Social, emotional and mental health difficulties

For some children, difficulties in their social and emotional development can impact on their school and home life, and impact on their learning and overall wellbeing. We are proud in this school of our strong relationships with pupils and families. All staff make opportunities for children to approach them, emotional check-ins happen routinely at morning coming in time and throughout the day, with particular focus on children with SEND, most classrooms have a space slightly removed from the main area for discrete conversations if children need this, classroom staff are very attuned to the signals individual children give out that they are needing support. The school has a Learning Mentor with her own space to speak to children should they wish to. Children are comfortable asking to speak to teachers, TAs, the Learning Mentor. Furthermore, the SENDCo has established a good link to the local Cluster emotional and mental health support team who can advise and to whom we can also refer children for emotional and mental health and wellbeing support.

Sensory and/or physical needs

At Meanwood Church of England Primary School we recognise that a school environment can be overwhelming for some children. We recognise that children's sensory needs may be very individual. We review approaches with outside agencies and parents and carers. We are currently improving our visual environment to make it less challenging by using neutral and natural display materials and focussed content. We use a range of adaptations to accommodate sensory needs, such as chew toys, pencil grips, headphones, filters, comfort blankets and resistance bands.

If behaviour is causing a concern, we consider whether the behaviour is communicating a need in another area.

How do we identify and assess pupils with SEND?

The identification of SEND is built into the overall approach to monitoring the progress and development of all children. All children in Meanwood Church of England Primary School are assessed regularly and progress is tracked and monitored. Any children who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators, or have social or emotional difficulties, or are vulnerable, or have a specific diagnosed need will be additionally monitored. Children at this school have a range of SEND needs. We support these children in many different ways to ensure that they have full and equal access to a broad and balanced curriculum. They may have additional needs in one or more areas, as set out in the SEN Code of Practice 2015.

Pupils are identified as having a special educational need or disability, and their needs are assessed, through:

- Information passed on from their Early Years setting or previous school
- Teacher observations of academic progress, made through ongoing teacher assessments, "low stakes tests" and termly assessments
- Teacher concerns about a child's social, emotional or behavioural development.
- Concerns raised by parents, carers or pupils themselves

How do we consult with parents of children with SEND and involve them in their child's education?

The school has an inclusive ethos through which parents are always welcome to contact the SENDCo and relevant staff via the school office telephone 0113 2755883 or email admin@meanwood.leeds.sch.uk.

Opportunities to consult include:

- The class teacher will speak to parents and carers of children early when any possible SEND is identified and involve the family in every part of the process, in line with the [Assess-Plan-Do-Review cycle](#).
- There are two parents' evening during the year, one in the autumn term and one in the spring.
- There is also an end of year report to parents that gives information about children's learning outcomes as well as details about their learning attributes.
- In addition, parents are invited to consultation regarding their child's Individual Provision Maps which are reviewed and completed each term.
- Progress and outcomes of assessments by other external agencies will also be discussed with parents. Where required, parents will be fully involved in multi-agency meetings.
- The progress of children with an Education Health Care Plan is discussed at their annual review and interim reviews may also be arranged.
- Parent questionnaires may be launched to obtain feedback for constructive development of our SEND provision.

How do we consult with children with SEND and involve them in their education?

Pupil interviews are undertaken between classroom staff and pupils with SEND throughout the year to discuss recognised strengths and needs, develop and review targets on the children's Individual Provision Maps (IPM), as part of the Graduated Approach (see below); assess, plan, do, review cycle. Where appropriate children are supported in their communication using talking mats and assistive technology. Children's self-evaluation is actively encouraged throughout school life and curriculum, and children are supported where necessary to think of areas for development and how best to develop in these areas in school and at home.

All pupils have access to worry boxes in classroom areas. These are checked regularly by staff for any issues. Entries can be made anonymously.

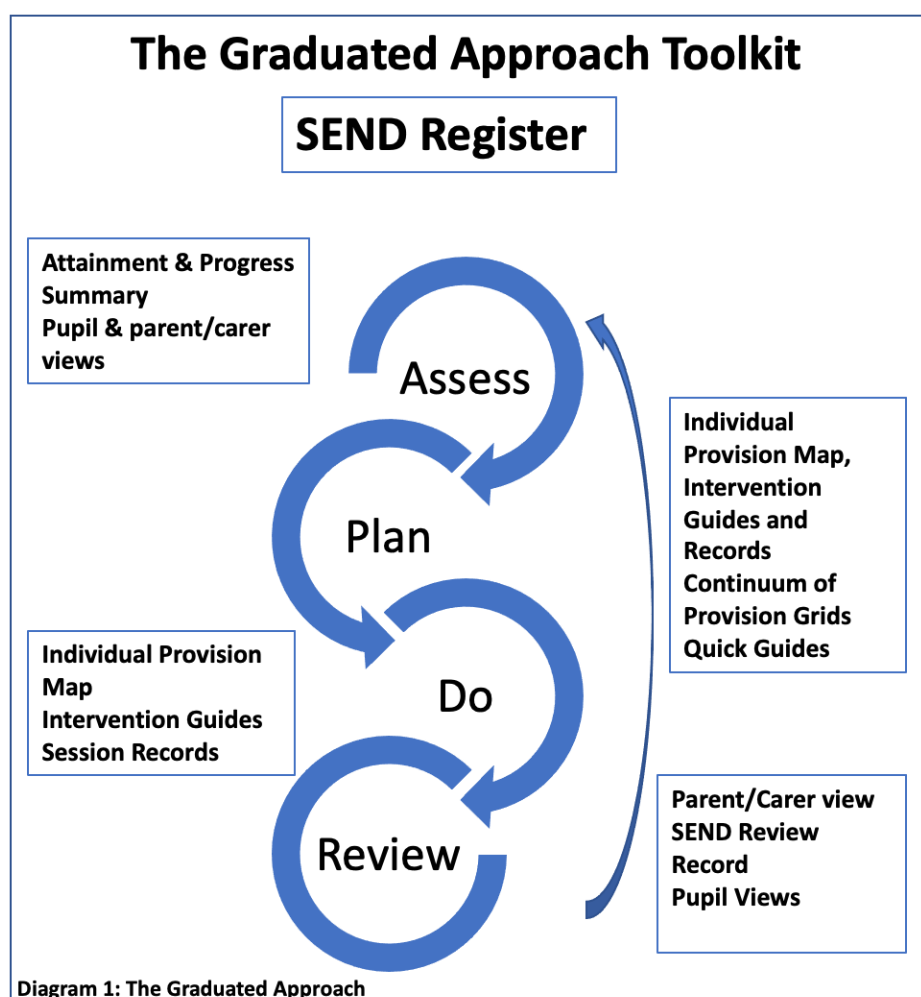
The school has an inclusive ethos, by which all children are encouraged to feel safe to talk to any member of staff. Staff make themselves particularly available at transition times – beginning and end of day, breaks, and furthermore have particular focus on children with SEND at these times. Most classrooms have a slightly separate area for quiet conversations when the need arises.

Staff know the children very well, and are skills in recognising the signals that individual children give to indicate they need adult support.

What are the school's arrangements for assessing and reviewing children and young people's progress towards outcomes?

How do we work with parents and pupils as part of this assessment and review?

The class teacher will speak to parents and carers of children early when any possible SEND is identified and involve the family in every part of the process, in line with the Assess-Plan-Do-Review cycle.



Assess - take information from parents or carers, class teachers and their assessments and the child where appropriate.

Plan – identify barriers to learning, intended outcomes and details of support. This information will be recorded on a POP which will be reviewed at least termly.

Do – provide the additional support. The class teacher is responsible for working with the child on a day-to-day basis which includes overseeing interventions undertaken outside of the classroom. Teachers work closely with the teaching assistant delivering the intervention to discuss progress and to ensure links are made with classroom teaching.

Review - measure the impact of the support provided and consider any changes which may need to be made. All of those involved with the child will contribute to this review which will happen at least termly.

Pupil progress is tracked against age-related expectations through regular low-stakes tests and summative assessments in Literacy and Maths at least once a term.

For children working significantly below age-related expectations their work is planned and assessed using a specialist tracking tool created by IAT (Inclusion Advisory Team) called Early Years Development Journal and Stages not Ages to recognise and celebrate small steps in progress.

Progress of children with SEND is additionally monitored by the SENDCo using evaluation of interventions and progress against targets on children's Individual Provision Maps (IPMs). Findings are used to inform future provision planning.

Progress of children receiving speech and language therapy is assessed and reviewed regularly throughout the year by the Speech and Language Service.

An annual review is held for children with Education Health Care Plans and interim reviews can be arranged as necessary.

For all pupils, feedback on how well a child is progressing is given through termly monitoring results, at parents' evenings and in the end of year report.

In addition to this, parents of children with SEND will receive regular feedback on their progress through review meetings of IPMs and additional consultations as required.

For children with more complex needs, daily communication through a communication book or informal feedback may be given at drop off and pick up times.

Parents are welcome to have further discussions of progress with their child's teacher at any time during the school year if they have any concerns.

How will the school help my child transfer to the next phase of education?

Change can be challenging for all children, particularly those with SEND. Therefore, at Meanwood C of E Primary we have procedures to support the transition of children with SEND as they join our school, move into new classes, change teachers within the school or transfer to new schools.

Transferring to Meanwood C of E School:

We pride ourselves on getting to know our children well and quickly identify areas of SEND so that we meet each child's needs and help them settle happily. If concerns are raised regarding SEND, the SENDCo will be consulted along with parents and carers, in order to plan the best support for the child, inline with the graduated approach of assess, plan, do, review.

If a child entering school has been identified as having additional needs, the class teacher and SENDCo will liaise fully with the child's parents and Early Years setting or previous school to meet the needs of the child when they start school. Information from any outside agencies / specialist support bodies already involved will be gained. Secure systems are in place for the transfer of any documentation.

Transferring within Meanwood C of E School:

Transition between year groups within Meanwood CE School is well planned for. Transitional meetings between teachers occur where the needs of all children are discussed. Special consideration is given to the needs of children with SEND. "Meet your new teacher" sessions occur throughout the June-July half term. Additional opportunities are created for children who need more time to adjust, from additional drop-ins by the new teacher to transitional "all about me" booklets. Photos and "my new class" information is created as appropriate. Transitional objects between classes and between home and school are also used at this point.

Transferring to a new school, specialist provision or high school:

When any child transfers to another setting or to high school the class teacher will liaise with the new setting, facilitating a positive transition experience. Those children with SEND may require additional support. The SENDCo and class teacher will be in close liaison with the new school and parents/carers, introducing the strengths and needs of the child. Transition visits are facilitated, with additional opportunities to visit the school usually available for children with SEND and their families. Secure systems are in place for the transfer of any documentation.

Preparation for Adulthood:

At Meanwood C of E Primary School we recognise that we are one step in children's preparation for adulthood. We deliver this through a broad and balanced curriculum including our PSHE curriculum. For some children, communication and interaction in the wider world can be particularly difficult to navigate. We aim to support their learning in this area by delivering an adapted PSHE curriculum as appropriate, pre-teaching and additional opportunities to repeat learning in small groups. Children with SEND in this area have access to social and communication groups, LEGO therapy and nurture groups, through which they explore the conventions of social interaction, for example: play cooperative and turn taking games; prepare and share food and practise using structured conversations.

What is the school's approach to teaching pupils with SEND?

We believe that all teachers are teachers of SEND and that Quality First Teaching is the most impactful feature of all children's classroom experience. Put simply Quality First Teaching is focused on ensuring ALL children access quality, responsive teaching from their class teacher, in the classroom with their peers.

Teachers plan an inclusive curriculum, with flexibility and reasonable adaptations to enable inclusivity. This means that for the majority of children with SEND, their needs are met by adaptive teaching and adapted planning used for the whole class. This may include an adapted outcome for the lesson, pre-teaching, additional individual resources matched to need, such as activity jigs, chunking learning, visual timetables, coloured backgrounds and overlays, rest breaks, planned 1:1 adult support from TA and Teacher, targeted group work and use of ICT as appropriate.

In line with our Accessibility Plan, school continually evaluates how well our school and learning provision enables access to all sessions for all pupils. Pupils and visitors can access all our regular indoor and outdoor spaces without using stairs. Access to learning is monitored through staff, parent/carers and pupil feedback and learning walks. Teaching Assistants and 1:1s are used to support children's individual needs by enabling children with SEND to access the whole class teaching, encouraging and promoting independence and resilience in the children, liaising with the Class Teacher and helping to prepare individualised resources.

We also offer additional interventions in school, where appropriate, to support children's specific needs. Currently we have nurture groups, social and communication groups including those focussed social and communication groups for autistic children, phonics interventions, Speech and Language individual and group interventions. We

have staff trained in Intensive Interaction Techniques and Lego Therapy. These complement the Quality First Teaching they receive in the classroom, and do not detract from children accessing the full curriculum.

We have created 'regulation stations' inside each classroom to help children regulate their emotions and all staff are being trained in 'Zones of Regulation' in September 2026. All fidget toys and sensory resources are provided by the school including: chewing items, ear defenders, pencil grips, sound buttons, coloured overlays, fiddle items and resistance bands. Any parents wishing to provide additional regulation resources need to agree this with the SENCo. 3 outdoor regulation stations are situated in the reception/KS1 playground, the Year 3 Courtyard and the year 5/6 courtyard. Here children can take movement breaks utilising resources designed to alert, organise and calm their senses. The Hollies Sensory room provides an enhanced level of sensory resources such as comfort blankets, puppets, lighting and sound experiences for some pupils to meet their specific sensory needs.

Those children working well-below the year group expectations, particularly in Literacy and Maths, will receive an adapted programme of study that meets their needs. Teachers fully plan for these children's needs, and a specialised tracking system is used to monitor progress.

Teachers have high expectations of all pupils and plan work appropriate for every child, including adaptations for those with SEND. They ensure that all children are included in tasks, given tasks they can achieve in and celebrate those achievements in line with our school's ethos and the CARE points system.

Teachers are familiar with the relevant equal opportunities legislation from the Equality Act 2010 covering the protected characteristics of race, gender, disability, sexual orientation, religion belief and age.

We acknowledge that not all children with disabilities will have special educational needs. All our teachers however take positive action to ensure that children with disabilities are able to participate as fully as possible in the National Curriculum and all the activities that the school has to offer. Risk assessments consider the needs of individual children, including those with SEND and are completed in liaison with parents and professionals as appropriate.

Our practice is supported by effective liaison with outside agencies, who provide CPD to staff and may be invited to advise on how best to support individual children, with parental permission, and may on occasion also work with individual children to meet their specific need.

Targets are set through discussions with pupils and with parents and recorded in children's Individual Provision Maps. This allows ongoing monitoring and development of the provision to meet the child's individual needs.

How do we adapt the curriculum and the learning environment of pupils with SEND?

In line with the SEN Code of Practice, we offer a broad, balanced and ambitious curriculum to all our pupils. Planning to overcome any barriers should mean that in most cases, pupils with SEN and disabilities will be able to study the full curriculum. Any planned adaptations for children with SEND are made in consultation with the pupil and their families and recorded in their pupil profiles or Individual Provision Maps (IPMs).

Through extensive and ongoing staff training and development our universal provision increasingly meets the needs of our children. This includes adapting the sensory environment of classrooms and shared spaces around school, developing our visual communication system, inclusive provision during unstructured times, adoption of relational practice and establishment of the "The Hollies" - a nurturing space for emotional regulation and a bespoke intervention space with specific early years resources for our children with the highest needs. We also have a therapy room for play and art therapy sessions provided by the 2gether Cluster therapists.

Please see our provision maps below for an indication of how we may adapt the curriculum and learning environment (not an exhaustive list as this is continually evolving in response to need).

Cognition and Learning		
Universal offer	Targeted support	Specialist provision
Quality First Teaching Adaptive Teaching Our CARE ethos Consistent use of positive language Positive marking Adapted curriculum planning/ activities/ delivery / outcome Class Teacher and Teaching Assistant trained in EYFS Development Journal and Stages not Ages assessment tools to inform differentiated planning High expectations for all our pupils Clear steps to success, scaffolding and support Repetition to support mastery Use of a range of resources to support learning (concrete, pictorial and abstract) Accessible key words / phoneme charts and cards as appropriate High quality modelling of work High quality texts used in Literacy to develop a love of reading Ongoing teacher assessment and high quality on the spot feedback Support by Teaching Assistant and Teacher Give time before response is needed	Assessment informed targeted sessions in literacy and maths Reinforcement opportunities and additional practice to support overlearning, eg work baskets Additional structured phonic sessions Daily reading In class support from Teaching Assistant and Teacher GL Assessment Dyslexia screening and support Lightning Squad Active Literacy Kit Hornet Literacy Primer Specialist reading scheme linked to phonics e.g Phonicsbooks	Opportunities for pre-teaching with Teaching Assistant and Teacher Memory strategies explicitly taught and supported in class Agree discreet signal with child to indicate when they need help eg red and green cards Use of writing frames Supported use of filters/ tinted glasses Speech and Language Therapy professional support Educational Psychologist support Brain break opportunities 1:1 support Referral to IAT (Inclusion advisory Team)

Visual cues and prompts		
Pre-learning		
Dyslexia friendly classroom eg use of coloured background as required		
Visualisers in every classroom to model clearly and aid understanding		
Movement and brain breaks		

Communication and Interaction		
Universal offer	Targeted support	Specialist provision
Quality First Teaching Adaptive Teaching CARE ethos Consistent use of positive language, Positive marking Adapted curriculum planning/ activities/ delivery / outcome High expectations for all our pupils Clear steps to success, scaffolding and support Increased visual aids / modelling Oral rehearsal Support from Teaching Assistant and Teacher Structured school and class routines, eg Visual Timetable in every classroom and activity jigs, to encourage independence in learning PSHE lessons and collective worship Year 6 / Reception Buddy system Repetition to support mastery, Work baskets for repetition and to support independence Use of a range of resources to support learning (concrete, pictorial and abstract) Accessible key word cards Ongoing teacher assessment and high quality on the spot feedback Give time before response is needed Pre-learning Autism friendly environment with consideration of sensory needs	Learning Mentor support Lego Therapy group Social and Communication Group Nurture Group Small group work and individual work spaces available Careful placement in classroom to meet sensory and emotional needs Transition support	Speech and Language Therapy professional support Educational Psychologist support Home – school communication book Time out strategies Use of emotional regulation strategies including intensive interaction with trained adult Comfort and transitional items 1:1 support Referral to IAT (Inclusion Team) Referral to STARS (Autism team) Intensive Interaction

Engaging child's attention before speaking, and using clear language		
Special arrangements in order to be included in off-site visits		

Emotional, Behavioural and Social		
Universal offer	Targeted support	Specialist provision
Quality First Teaching Adaptive Teaching Zones of Regulation & regulation station in each classroom Access to outdoor regulation 'gyms' Our CARE ethos Consistent use of positive language Positive marking Staff who know our children well, who value and care for each one. Secure, trusting, professional relationships between adults and children in school. PSHE and RSE Curriculum and Collective Worship High expectations for all our pupils Clear steps to success, scaffolding and support Special arrangements in order to be included in off-site visits Movement and brain breaks	Learning Mentor Lego therapy Social and Communication Group Nurture Group Small group space and individual work spaces available	Home – school communication book Time out strategies Use of the Hollies sensory and emotional regulation room Use of emotional regulation strategies including intensive interaction with trained adult Comfort and transitional items 1:1 support Referral to IAT (Inclusion Advisory Team) Referral to Early Help Teams (Cluster, Mindmate) Educational Psychologist support

Sensory and Physical		
Universal offer	Targeted support	Specialist provision
Quality First Teaching Adaptive Teaching Regulation Stations Access to outdoor regulation 'gyms' Our CARE ethos Consistent use of positive language Staff who know our children well, who value and care for each one. Secure, trusting, professional relationships between adults and children in school. Structured environment that encourages independence in learning Additional equipment such as pencil grips, easy grip scissors, chunky pencils, reading window, ear defenders Engaging child's attention before speaking, and using clear language Give time before response is needed Special arrangements in order to be included in off-site visits Movement and brain breaks	Learning Mentor Social and Communication Group Nurture Group Small group space and individual work spaces available	1:1 support as appropriate Support as advised by specialist teachers Workstation and seating adjustments DAHIT and VI team involvement Use of the Hollies sensory and emotional regulation room

What expertise and training does staff have to support children with SEND?

How do we secure specialist expertise?

At Meanwood CE Primary school we believe that every teacher is a teacher of SEND. To deliver the best teaching and meet the needs of all our children effectively, all our teachers are developing their practice in supporting children with SEND, monitored regularly through the school's programme of Performance Management.

The SENCo completed training in Adaptive teaching from IAT (Inclusion Advisory team) in 2025/26 and is now cascading that training to Teachers and TAs in conjunction with the Teaching and Learning Lead.

Specific training is being put in place this year to meet identified needs of pupils in school. We have an Autism Lead Practitioner, trained by the STARS (Autism Support) team. All staff have received Autism Awareness training, with staff trained to a further level in response to need. Members of our team are also trained in Lego Therapy, Nurture, Intensive Interaction, all of which help children with social and communication needs including autistic children.

Staff have all been trained in restorative practice, which has been adopted throughout school, and many have also received training in understanding trauma, including very early trauma, and attachment disorder, in response to needs among our child cohort.

Further, identifying a need to support children with dyslexia, we have trained staff in using programmes targeting phonic knowledge, reading and working memory.

Where appropriate staff undertake training provided by medical professionals to meet the specific health needs of a child in their care. There are in addition trained first aiders in all areas of the school.

Four members of support staff are trained in Makaton and the whole school (children and adults) are learning the 20 most used signs.

Our SENDCo has completed the NPQ SENCO qualification through Leeds Trinity University, and extensive training through the local authority, and is part of the SENDCo Networks community to remain up to date with latest developments. The SENDCo works closely with the staff to develop provision.

Specialist expertise is accessed through our SENDCo's contacts and includes the Early Help Team, Guidance and Support from our local Cluster, who can offer access to talking therapies and low intensity cognitive behaviour therapy, autism expertise from STARS, our school's Educational Psychologist, the Speech and Language team, Leeds Special Educational Needs Inclusion Advisory Team (IAT) and the services provided by the LCHT ICAN 0-19 team such as Occupational Therapists and School Nurses.

How is the effectiveness of the provision made for children with SEND evaluated?

The attainment and progress of children with SEND are analysed at least termly, and the findings used to inform future provision planning. An Annual SEND Report is made to the Governing Body.

Learning Walks by Senior Leadership Team and SENDCo monitor the implementation and effectiveness of universal provision. Progress and evaluation of SEND targeted provision is monitored by the SENDCo and reported to the Governor with responsibility for SEND. The annual SEND report to the Governing Body and SEND Information Report are available on school website.

The effectiveness of provision (over and above universal) for each child with SEND is reviewed termly in consultation with their parents as part of the review of their Individual Provision Map (IPM). Each target on their IPM is baselined and progress is measured against this after the term. Monitoring uses quantifiable formats such as the EYFS Development Journal, Stages not Ages small step assessment tools and SDQ analysis grids.

How are children with SEND included in activities outside the classroom, including school trips?

Meanwood CE Primary School has adopted the Equalities Review 2007 definition of an equal society which strengthens our approach to equality and diversity. The definition is: 'An equal society protects and promotes equal, real freedom and substantive opportunity to live in the ways people value and would choose, so that everyone can flourish. An equal society recognises different people's different needs, situations and goals and removes the barriers that limit what people can do and can be'.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Please also see our [Accessibility Plan](#)

Meanwood CE Primary School is a mainstream school with an inclusive ethos. All pupils are encouraged to take a full and active part in all curriculum activities and extra-curricular activities, including pupils with SEND. Reasonable adaptations are made to enable all children to take part, such as ear defenders and transitional objects for PE including swimming. Ramps allow access to both outdoor areas for those with mobility needs. All regular teaching areas inside school are accessible without using stairs or steps. Before and after school care is available to all our children. School trips and residential visits are available to all children. Parents of children with SEND, and specialists involved, are consulted in preparing their child for visits, informing risk assessments and helping staff to determine additional support where need to ensure all children have a positive experience and are able access the activities.

Inclusion during unstructured times has been a focus of the school's development, with increased, visible staffing during playtimes and lunchtimes including SLT, an increased range of self-directed activities and directed activities led by the learning mentor (for example traditional playground games and sensory circuits sessions).

What support is available for improving the social, emotional and mental health of pupils with SEND?

Staff at Meanwood C of E Primary school care about all our pupils and know our children and families well. We recognise that all children can need help with their social, emotional and mental health, and also recognise that children with SEND are particularly vulnerable. We have adopted relational practice to help support emotional wellbeing for our school community.

At Meanwood C of E School we value each person as an individual, and celebrate differences as strengths. Our Individual Provision Maps for children with SEND begin with a section on their individual strengths. In the past we have held odd-socks days and come dressed to express yourself days. Please also see our anti-bullying policy.

Pupils are well supported by our learning mentor who offers drop-in emotional support and is a regular presence on the playgrounds. Our Learning Mentor and other staff provide programmes such as nurture groups as well as 1:1 pastoral support in response to need. Pupils can readily access their class teacher and teaching assistants with any concerns. Our staff know our children well and keep a particular look out for signs that children with SEND are not ok. PSHE and Circle times give opportunities for all children's voices to be heard. A Pupils' worry box is also in operation in each classroom for any child to raise concerns.

We have implemented a high staff ratio on the playground especially at lunchtimes, allowing us to monitor and respond to the needs of children, especially those with SEND, who may struggle during that time. Staff on duty always include a member of Senior Leadership and teaching assistants so there is someone who the children are familiar with help them.

In response to physical, social and emotional needs identified, Children are invited to join lunchtime activities facilitated by the SENDCo and Learning Mentor and led by year 6 children. This enables more structured play and aims to reduce anxiety. Older children in the group experience ownership and responsibility in readiness for the next phase of their education and preparing for adulthood.

Our new indoor and outdoor regulation stations support the younger children in recognising their emotions and provide tools and techniques to help them regulate and co-regulate with trusted adults. As the children move up the school the emphasis moves to increasing their independence and encouraging children to use their own regulation methods. Consistent use of the 'Zones of Regulation' ethos and language following whole staff training in September 2026 will support the strong focus on independent emotional regulation techniques needed throughout life.

From early identification of need and the graduated response our SENDCo and Learning Mentor may also access outside agencies to support children with SEND, such as Guidance and Support through Cluster, talking therapies and low intensity cognitive behaviour therapy through Mindmate Support Teams, and Child and Adolescent Mental Health Services (CAMHS).

How do you involve other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of children with SEND and in supporting their families?

Through the Graduated Approach model of Assess, Plan, Do, Review, the implementation and impact of SEND systems and tailored provision is continually monitored. This may highlight the need for additional support from an outside agency.

As a school we have access to Speech and Language Therapists, school nurses, Early Help services including family support and counselling through Cluster and CAMHS. School can refer to these agencies after parental consultation and with parental consent.

Through our local authority's Special Educational Needs Inclusion Service (SENIT), our SENDCo can seek advice from our Educational Psychologist, Complex Needs Team, Visual Impairment Team (VI), Deaf and Hearing Impairment Team (DAHIT), Autism Education Trust (AET), and Behaviour Support. Again, referrals, with parental consent, can be made.

The Local Authority Offer can be accessed online: <https://leedslocaloffer.org.uk/#!/directory>

Child and Adolescent Mental Health Service (CAMHS) and Speech and Language Team can be contacted through the family's GP. We also have ways to refer to these services through school. Our SENDCo, Mrs Caldwell, can advise.

Leeds Special Educational Needs Inclusion Advisory Team (IAT) <https://www.leedsforlearning.co.uk/Services/2453>

Our Special Educational Needs & Disabilities Coordinator (SENDCo):

Mrs Emma Caldwell

Contact details: emma.caldwell@meanwood.leeds.sch.uk

School phone number 0113 275 5883

Our SEND Governor: Mrs Jess Jubb

Contact details: jess.jubb@meanwood.leeds.sch.uk

What are the arrangements for handling complaints from parents of children with SEND about the provision made at the school?

The school has an inclusive ethos and hopes that parents will feel able to speak to their child's class teacher first in most instances where they have a concern. If the matter remains unresolved the school has well established procedures for dealing with parental complaints.

Please see our [Complaints policy](#). You can also find this on our school [website](#) under Key Information; school policies.
