SEND Provision at Meadow View Primary School

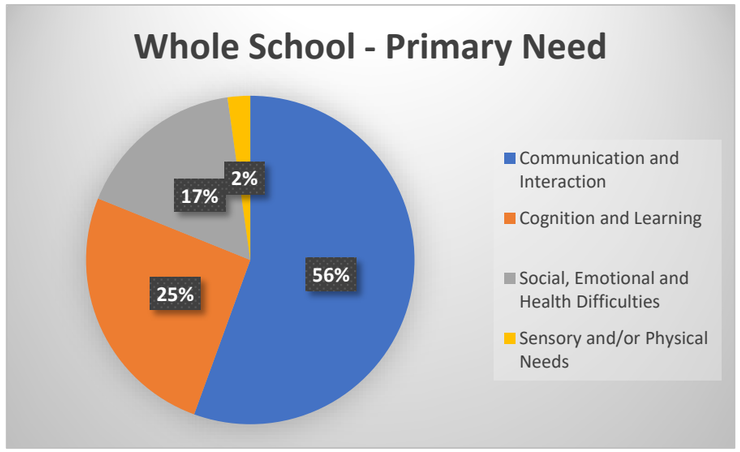
Growing happiness, healthiness and lifelong success.

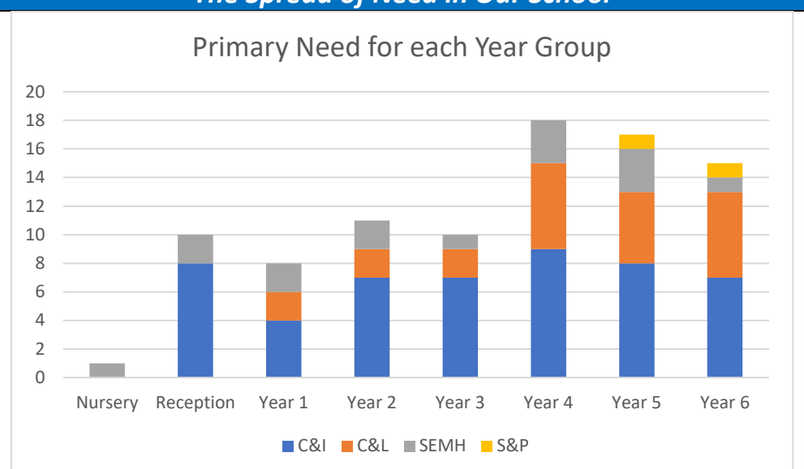
Aspire	Include	Wellness	Achieve

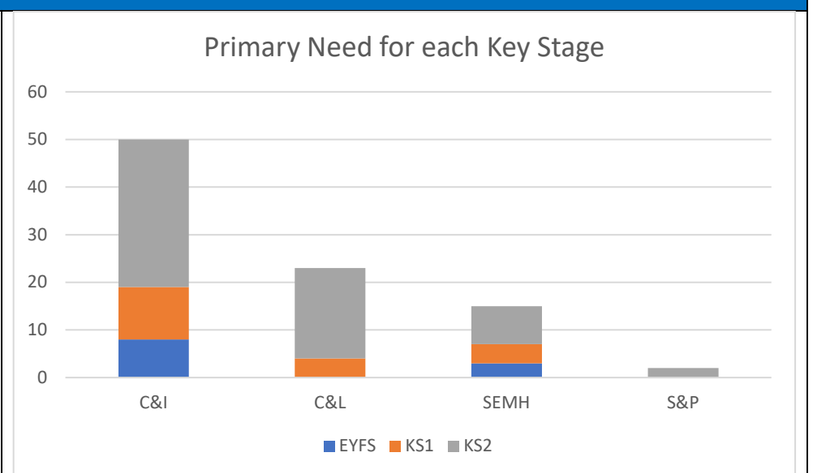
Our Principles

- Making a difference everyday: Every member of our school community is valued as a learner and supported to fulfil their potential, creating positive citizens within our local community and learners for life.
- Engagement: All leaders, teachers and support staff demonstrate enthusiasm and commitment towards developing learners who show high levels of engagement, determination and passion.
- Addressing vulnerabilities: Inclusivity is held at our heart and runs through all that we do, ensuring that positive relationships and well-planned personalised provision guarantees that vulnerability is not a disadvantage.
- Diversity: We are proud to celebrate the diverse nature of our school and the community we serve and value each family and child within it.
- Outward looking: We continually reflect on current educational thinking, evidence based informed research and stakeholders' viewpoints.
- Working as a Team: Collaboration runs through all aspects of school life ensuring that everyone's voice is heard and support, challenge and accountability is provided daily from peers, leaders and stakeholders, continually building towards a world class education.

The Spread of Need in Our School







School Staff Training 2025-26

- Early writing & Clicker
- Selective Mutism
- FLIP training
- Executive function skills
- SENCO is awaiting results of the NPQSENCO qualification
- Teaching Staff consultations with educational psychologist
- Trauma informed practice refresher
- Support from SIT team
- Part of the PINS project
- SENCO has attended several webinars which include (sensory processing, creating sensory diets and routines, identifying sensory needs, sensory toolkit & sensory vs behaviour.

School Staff Training 2026-27

- Active Hands are Achieving Hands
- Launchpad for Literacy
- CVI & VI training from an NHS specialist
- Aspire Outreach – Understanding bereavement
- Aspire Outreach – Supporting children with anxiety
- Executive Function Skills – SIT team
- Aspire Outreach - Promoting social interaction and communication through play

School Staff Expertise

- We have achieved the Nationally accredited Trauma and Mental Health Informed Schools Award from Trauma Informed Schools UK.
- We are a nationally certified Prem aware school.
- Our behaviour, relationships and mental health policy is guided by the principles of relational approaches to trauma alongside restorative practice.
- Strong working relationships with a wide range of external professionals including educational psychology, fusion SEND HUB, CDC, CAMHs, sensory occupational therapy, visual impairment service, hearing impairment service, physiotherapy, speech and language therapy along with personalised agencies for specific pupils.
- Emotional wellbeing is at the heart of all provision, with the staff team trained to deliver the My Happy Mind Mental Health programme to all pupils.
- A dedicated Diversity, Equity, Inclusion & Belonging Team, led by our Deputy Head Teacher.
- Dynamis trained staff throughout school committed to the principles of 99.9% de-escalation.
- An Inclusion and Safeguarding Officer who can build positive relationships with parents and carers and offer support to empower parents and work together to be able to meet each child's needs. Our Attendance Lead supports this role.
- Inclusion champions who are trained in therapeutic approaches including LEGO Therapy, animal therapy, therapeutic time through art, drawing & talking therapy, sensory awareness and bonding through play.
- All staff are trained in Trauma informed practice and employ these principles daily throughout all aspects of school life. Senior Leaders have accessed enhanced trauma informed training the attaining a diploma and Senior Mental Health Lead Training.
- Class Teachers are trained to use a variety of tools and techniques to adapt quality first teaching to meet the needs of all learners.

- Member of SLT has attended cortical visual impairment (CVI) training - Key members of staff trained under Dynamis - Intensive interactions - Bucket time with SIT team - Staff members are supported by SALT - Math fluency interventions - End of unit math interventions - TAs coaching with SENCO on deliver high quality interventions - Staff CPD on truly inclusive practice - SENCO & headteacher met with Occupational Therapy about plans for next academy year - SENCO attended SEND networking meetings through academy & ROSIS - All staff have undertaken epilepsy training - Access Resource have had demand avoidance training - ADHD training - SENCO met with all class teachers on SEND class plans - Trained ELSAs in school		• Staff are trained to deliver a PSHE curriculum designed to evolve a child's sense of caring, respectful and safe relationships as well as expanding their awareness of physical health and wellbeing. • SENCO has attained the NPQSENCO qualification • School have been awarded the bronze accreditation by Happy Mind this means that as a school we consider the mental health and wellbeing of our children as one of our top priorities. We have created a whole school culture that helps build our children's resilience, confidence and self-esteem as well as teaching them how to self-regulate in those stressful times. • We are an accredited oracy centre of excellence.

School Context

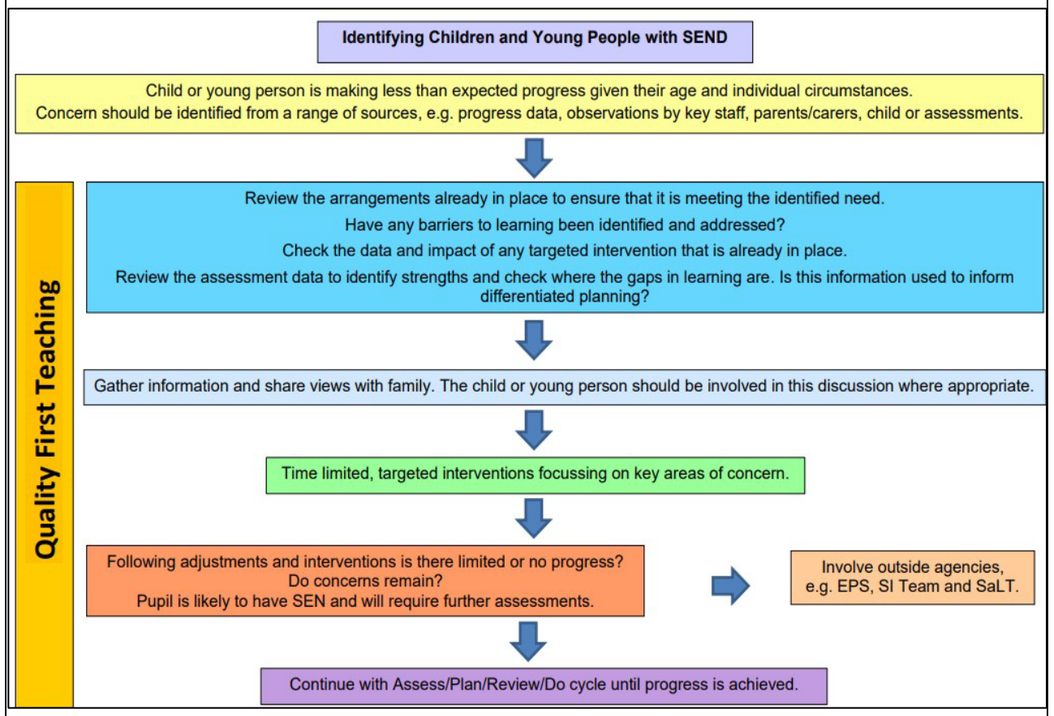
Meadow View Primary Schools serves an area of significant socio-economic deprivation in Rotherham close to the Town Centre. Meadow View has an excellent reputation within the local area for our inclusive practices that enable pupils with SEND to succeed. Parents and Carers forum and other local primary schools often recommend us to parents of pupils with SEND and therefore our number of SEND pupils has been increasing.

Total % SEN: 39.8%

School SEN (Code K): 34.5% **National School SEN (2025):** 19.5%

Total EHCP (Code E): 5.3% **National EHCP including specialist settings (2025):** 5.3%

Assess, Plan, Do and Review



Assess - A clear analysis is made of needs based on:

- Views of the pupil and their parents/carers
- Teacher assessments and observations
- Pupil's current attainment
- Pupil's previous progress and attainment
- Tracking of progress and comparisons with national data
- Assessments by external agencies if appropriate

Do - All the pupil's teachers and support staff are made aware of the plan and implement the adjustments, support and interventions.

Teachers are responsible for:

- Differentiating and personalising the curriculum
- Delivery of 'additional and different' provision for a pupil with SEN
- Planning, support and impact measurement of all group and one-to-one interventions delivered by support staff linking interventions to classroom teaching
- The SENDCo supports teachers in the effective implementation of the provision.



Plan - Following assessment, the teacher, SENDCo, parent/carers and pupil agree on a plan of action to include:

- Time limited outcomes for the pupil
- The adjustments, support and interventions to be put in place
- A date for review

All planning must be pupil centred and outcomes focused and recorded.

Review - The quality, effectiveness and impact of provision is evaluated by the review date.

- This includes sharing information with the pupil and parent/carers and seeking their views.

If the pupil still has SEN following intervention, then the cycle begins again using the information gained from the review as the starting point. Ensure that the support in place is adapted to meet their needs and it becomes more personalised and targeted as required with input from the appropriate services.

At all times provision starts with Quality First Teaching.

Our Graduated Response

Step 1

- Quality first teaching.
- Pupil progress meeting discussions.
- Reasonable adjustments made/identified for intervention as appropriate.
- Record concerns on Record My.
- Informal discussion with the Inclusion Team.
- Class teacher to meet with Parents to discuss concerns.

Step 2

Inclusion team decide appropriate next steps. These could include:

- Advice to class teacher
- Intervention/reasonable adjustment identified by the Inclusion team
- Initial Screen related to need e.g., SALT screen, dyslexia screen, sensory questionnaire etc
- Child is added to the school SEND monitoring list
- Class teacher to meet with Parents to discuss concerns

Step 3

- Inclusion team decide that it is appropriate to add the child to the SEND register
- Class Teacher to meet with parents to discuss continued concerns and adding their child to the SEND register.
- Inclusion team to identify primary need and secondary need if appropriate.
- Letter to parents to place the child on the SEND register (inclusion team to decide Stage 1,2 or 3 – this is for internal purposes only)

- Child added to SEND register as decided by the Inclusion Team.
- SENDCo to add pupil to class plan.
- SENDCo to instruct class teacher to begin to gather child voice for a one-page profile.
- SEND parents meeting for stage 1, SEND Support Plan for stage 2 and both SEND Support Plan and Extended Support Plan for Stage 3.
- Assess-Plan-Do-review cycle.
- Review internal School Stage 1,2 or 3 status on a termly basis or as necessary.

Step 4

Possible actions/support for each primary and/or secondary need could include:

SEMH	Cognition and Learning	Communication and Interaction	Sensory and/or Physical
One page profile	One page profile	One page profile	One page profile
Appropriate adjustments to QFT added onto SEND Class plan	Appropriate adjustments to QFT added onto SEND Class plan	Appropriate adjustments to QFT added onto SEND Class plan	Appropriate adjustments to QFT added onto SEND Class plan
Regular emotional Check-ins by emotionally available adults	Bespoke phonics group	SALT Traded Service	Seek advice from specialist medical teams
Weekly wishes and feelings	Bespoke Maths learning	CAMHs/CDC Referral	Hearing Impairment service advice
Friendship Interventions	Bespoke Writing learning	Friendship Interventions	Visual Impairment service advice
Offer Early Help	Access to phonics intervention	Social Stories	Medical Plan/Information
CAMHs/CDC referral	Dyslexia Screening	1:1 SALT programmes	Sensory profile adaptations
Sensory profile adaptations	Dyscalculia Screening	FLIP group interventions	Sensory/movement breaks
Referral to School Nurse	Dynamo Maths Interventions	Sensory profile adaptations	EPS
Sensory/movement breaks	Communicate in print	Sensory/movement breaks	
EPS advice	Access to Clicker	EPS	
	Sensory/movement breaks	Parent workshop Offer	
	EPS		
Assessment Tool Used			
Boxall Profiling	Birmingham Toolkit	Sensory Toolkit (if required)	Sensory Toolkit (if required)
Sensory Toolkit (if required)	GL Assessment	Flip assessment tool	
	BPVS	SALT assessment (traded service)	
	Dynamo Maths		

Step 5

Continued graduated response/Co-production with family. Additional actions/support could include:

SEMH	Cognition and Learning	Communication and Interaction	Sensory and/or Physical
Access Resource Support	Fusion SEND HUB Advice	Access Resource Support	Sensory Circuits
Dot Charts	SEND Phonics Programme	Sensory Circuits	Physiotherapy Referral
Aspire Outreach Support		Fusion SEND HUB Advice	Occupational Therapist referral
ROAR Regulator Chart		SALT external/ specialist Team	Work alongside specialist medical teams as required
STAR (Setting, Trigger, Action, Response) Chart		Referral to Sensory Occupational Therapist	Referral to Sensory Occupational Therapist
RAG rating		SEND Lunchtime club	SEND Lunchtime club
Adapted timetables			Risk assessment
Referral to Sensory Occupational Therapist			PEEP (Personal Emergency Evacuation Plan)

Primary Inclusion panel referral Positive Handling Plan PEEP (Personal Emergency Evacuation Plan) Risk Assessment if appropriate SEND Lunchtime club			

Step 6

- Apply for EHCP when indicated by need.
- Bespoke curriculum / learning based on EHCP outcomes / aspirations of the child / family
- Long term targets fed into Support Plans.
- Once EHCP is in place, review at least annually or in line with LA requirements for transition.

Impact

- No child is missed and all children have their provision regularly reviewed and monitored to ensure that it is purposeful, relevant and impactful and that the right children are identified for support from external agencies.
- Children are more swiftly identified as having SEND needs and appropriate support is put in place at the earliest point.
- We have well trained staff who are upskilled through close partnership working with external agencies and are therefore able to appropriately respond to need more effectively as evidenced through observations.
- The leadership team have an excellent oversight of SEND which allows for impactful strategic planning.
- EPS have had impact on EVERY SEND pupil across the school ensuring that QFT for SEND pupils remains strong and pupil needs are met.
- The children with the most complex needs have a bespoke curriculum and package of support.
- SEMH, ASD, ADHD and PDA Children have a greater ability to remain regulated or to regulate themselves more quickly when they do enter crisis.
- Assessment tools used allow for small steps of progress to be identified, tracked and celebrated, these also provide guidance to inform the next steps.
- The SALT pathway ensures that all children's speech and language needs are screened on entry and any needs are rapidly identified and addressed through close consultation with traded service SALT.