Meadowhead Community Infant School and Nursery

SPECIAL EDUCATIONAL NEEDS and DISABILITIES POLICY

Reviewed: September 2026
Next review date: September 2027
SENDCO: Elizabeth Baker
SEND Governor: Natalie Young
Headteacher: James Waddington

Context

This policy complies with the statutory requirement set out in the SEND Code of Practice 0-25 (2014) and has been written with reference to the following guidance and documents:

- ➢ Equality Act 2010: advice for schools DfE (June 2015)
- ➢ SEND Code of Practice 0 – 25 (January 2015)
- ➢ Schools SEND Information Report Regulations (2014)
- ➢ Statutory Guidance on Supporting Pupils at School with Medical Conditions (August 2017)
- ➢ Safeguarding Policy
- ➢ Accessibility Plan
- ➢ Keeping Children Safe in Education (2026)
- ➢ The SEND Information Report (reviewed annually)
- ➢ Blackburn with Darwen Local Offer
- ➢ Every Child Achieving and Thriving (2026)
- ➢ The School's White Paper (2026)

Aims

At Meadowhead Infant School, we value all children equally. We are committed to meeting the special educational needs of pupils and ensuring they make progress. Our children will have access to a broad, balanced relevant curriculum which includes the Early Years Foundation Stage and National Curriculum. All children will have the opportunity to participate in the full life of the school. All staff recognise that every child has gifts, abilities and areas for development which need to be adequately addressed by their class teacher. We believe that 'every teacher is a teacher of every child, including those with SEN' (Nasen, 2014) and, in line with the SEND Code of Practice 0 – 25 (2015) lass teachers are responsible for the learning and progress of all children.

At Meadowhead Infant School we will endeavour to:

- ➢ Raise the achievement of all children from their individual starting points
- ➢ Have effective procedures to promote early identification of children with special needs
- ➢ Listen to children's views and involve them in planning their education
- ➢ Work in partnership with parents to ensure the needs of their children are met
- ➢ Enable all learners to make good progress within mainstream classes

➢ Provide Quality First Teaching, including adapted provision to meet individual needs of pupils (Wave 1)

➢ Provide targeted support (at Wave 2) for some children

➢ Provide time-limited interventions carefully planned to meet the needs of the pupils

➢ Provide specialist support with personalised provision for a smaller number of children with SEND (Wave 3)

➢ Carefully deploy resources and monitor provision to ensure it is effective in meeting the need of pupils with SEND

Objectives

In order to achieve our aims and to ensure that children with SEND achieve their full potential and make progress we will:

➢ Ensure that all legal requirements are carried out in accordance with Education, Health and Care Plans of Special Educational Needs (as outlined by the SEND Code of Practice)

➢ Ensure that pupils participate in their learning and increase their responsibility for their learning and behaviour as they move through school.

➢ Ensure the views of children and their families are taken into account and that we have developed good working relationships with parents, carers and the community ensure that the school offers a broad, balanced and differentiated curriculum which is accessible to pupils with SEND and promotes high standards of progress, attainment and achievement.

➢ Ensure that the learning needs of pupils with SEND are identified and assessed as early as possible, and their progress is closely monitored.

➢ Ensure all teaching and non-teaching staff are involved in planning and meeting the needs of SEND pupils.

➢ Ensure that a Special Educational Needs and Disability Co-ordinator (SENDCO) is provided to oversee the implementation of the SEND policy and report to the school's Governing Board on a regular basis.

➢ Ensure that the school liaises with partners in education, health and social care to provide effective support when meeting the needs of pupils.

Definitions

As outlined in the Education Act 1996 and Children and Families Act 2014, the term SEND refers to those children who experience difficulty in learning in comparison with their peers.

The definition of a disability is outlined in the Equality Act 2010: You are disabled if you have a physical or mental impairment that has a 'substantial' and 'long term' negative effect on your ability to do normal daily activities.

The 2014 Code of Practice says that: A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

SEND provision is identified as that which goes beyond the differentiated approaches and learning arrangements normally provided as part of high-quality personalised teaching.

Admissions

Pupils with SEND will be admitted to Meadowhead Infant School in line with the school's Admissions' policy. The school is aware of the statutory requirements of the SEND Disability Act and will meet the Act's requirements. The school will use their induction meetings to work closely with parents, early years settings and the early years support service to ascertain whether a child has been identified as having SEND. If the school is alerted to the fact that a child may have a difficulty in learning they will make their best endeavours to collect all relevant information and plan a relevant adapted curriculum.

Accessibility

The school is fully accessible for disabled pupils and their parents. The school is fully wheelchair accessible and we have a lift installed where there is a short flight of stairs. We have a wet room within school with disabled facilities and changing facilities. There is also a designated disabled parking space in the car park. The needs of the pupils will be taken into account when considering timetabling arrangements in order to ensure full access to the curriculum is available.

Access to the wider Curriculum

All children are individuals and have varying needs. Staff recognise that every child has gifts, abilities, strengths and weaknesses which need to be adequately addressed by their class teacher. The class teacher ensures the children have access to a broad, balanced and relevant curriculum. They do this through careful curriculum planning and adaptation. All targets set are to be shared with adults working with the child in the class and are working targets to be annotated and evidenced.

Forms of teaching adaptations may be through:

- ➢ Content
- ➢ Pace
- ➢ Teacher / teaching assistant time
- ➢ Grouping
- ➢ Learning style
- ➢ Scaffolding / Modelling

At Meadowhead Infants we aim to ensure that children with SEND play a full role in all school activities as far as is appropriate e.gg music, homework, clubs, teams, swimming, school assemblies, concerts, visits, extracurricular activities etc. The school encourages pupils to support each other in work and play, to build on different strengths and talents and to encourage all children to reach their full potential.

Resource Allocation

The Governors will ensure that the needs of the pupils are met by employing a SENCO to coordinate provision. The SENCO and Headteacher will allocate resources, adult support and finances to pupils

depending on their identified areas of need. Ongoing updating of our provision will ensure that resources are regularly reviewed and are appropriate to meet individual needs. Where a child has an EHCP we shall work within the parameters of the banding level provided by the Local Authority in making appropriate provision. The school will ensure that support staff are employed to support a range of pupils and also specifically those with EHCP funding. They also oversee expenditure on outside agencies and actively encourage the use of specialist teachers from the SEND Support Service. Time will be identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes. The Governors will ensure that money's are set aside to develop resources in curriculum areas.

Graduated Response – the Assess, Plan, Do, Review cycle (APDR)

In line with Blackburn with Darwen's Reasonable Expectations document, 'Reasonable Expectations in Mainstream Schools,' Meadowhead Infant School operates a Graduated Response to meeting the needs of pupils with SEND.

Most children and young people with SEND have their needs met through universal, mainstream education provision. Special educational provision is education or training that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the different approaches, learning arrangements and interventions normally provided as part of high quality, personalised teaching.

Where a pupil is identified as having a Special Educational Need or Disability, their needs will be categorised as per the SEND Code of Practice 0 – 25 (2015) into the following four headings:

- ➢ Communication and Interaction
- ➢ Cognition and Learning
- ➢ Social, Emotional and Mental Health Difficulties
- ➢ Sensory and/or Physical Needs

These will be used to identify the appropriate action to be taken by the school, rather than to label the child. The needs of the whole child will be used to determine additional provision. We recognise that some pupils' progress and attainment is affected by factors other than a Special Educational Need, for example:

- ➢ their attendance and punctuality
- ➢ their health and welfare
- ➢ having English as an Additional Language (EAL)
- ➢ being in receipt of the Pupil Premium Grant
- ➢ being a Looked After Child (LAC)
- ➢ being a child of a serviceman/woman

Meadowhead Infant School follows a process of Assess-Plan-Do-Review. The SEND Code of Practice is specific about good practice once a potential special educational need is identified.

The four types of action needed to put effective support in place, through the 'graduated approach' are:

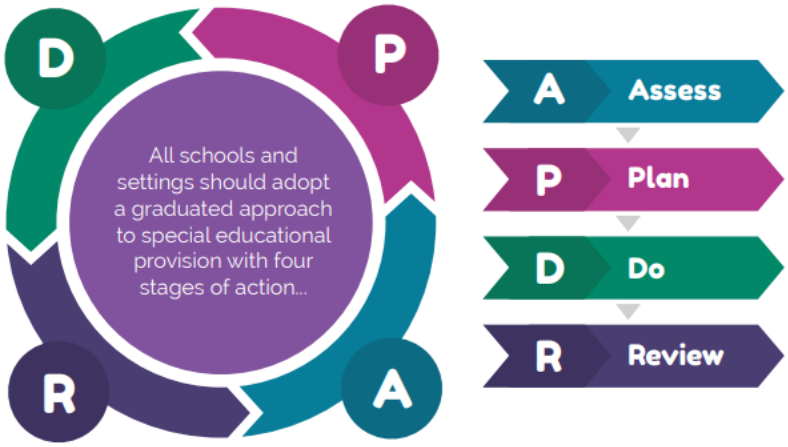
Assess: the class teacher and SENDCO should clearly analyse a child's needs before identifying them as needing SEND support. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Plan: school will notify parents wherever it is decided that a child is to be provided with SEND support, and involved in planning towards an agreed set of targets (identified in the ILP).

Do: the class or subject teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or individual teaching away from the main teacher, they still retain responsibility for the child's progress. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching.

Review: school will review the effectiveness of the support in line with an agreed date included in the plan. The review will also take account of the views of the pupil and parents.

We set appropriate individual targets in the form of an Individual Learning Plan (ILP) that motivate pupils to do their best, and celebrating achievements at all levels. It is important to note that this cycle will be continually revisited for as long as the child has been identified as requiring SEND support.



At Meadowhead Infant School we use this graduated response as laid out in the SEND Code of Practice 0 – 25 (2026) as follows:

➢ Using teacher's and SENDCO's assessments, discussions with parents, and any external partners, the SENDCO and class teachers will meet termly to discuss the provision needs of the pupils in their class.

➢ Consideration will be given to the academic achievement of each pupil, the progress made and the emotional needs demonstrated by each pupil including the behaviour exhibited in school and reported behaviours from home.

➢ Where these meetings identify children making less than expected progress for their age and individual circumstance, the school will follow the graduated response as outlined above. This is an ongoing cycle to enable the provision to be refined and revised as required.

Pupils identified as needing additional intervention or support can do at the following levels:
Wave One: The effective inclusion of all children via 'quality first teaching'. This is universal provision for all pupils.

Wave Two: Time limited small group intervention targeted at pupils to boost their progress in the identified area as a result of the intervention. Wave Two interventions are not limited to SEND interventions. Where intervention programmes are delivered without modification within the designated year group, the children involved may not be placed on SEND support.

Wave Three: Specific targeted intervention for pupils identified as requiring SEND support. Pupils who do not make adequate progress having had intervention/adjustments and quality first teaching. Pupils at Wave Three will have specific needs associated with barriers to their learning. Provision at Wave Three is likely to draw on specialist advice. It may involve the adjustment of learning objectives and teaching styles, and/or individual support. It aims to reduce gaps in attainment and facilitate greater access to Waves One or Two. Children receiving Wave Three support will always be placed on the SEND Register.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

➢ Parents
➢ Teachers
➢ SENDCO
➢ Social Care
➢ Advisory Teachers
➢ Educational Psychologists
➢ Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Monitoring and Evaluation of SEND

We monitor our SEND provision so that we can ensure that we are meeting the needs of our SEND pupils in the most effective way possible using the resources available. The SENDCO reports termly to the Governors regarding the outcomes of provision for children with special educational needs and/ or disabilities.

When considering how successful our policy is, we will consider:

➢ The identification and assessment of SEND i.e. early identification – tracking data / teacher assessment and referral to the SENDCO

➢ Pupil progress monitored by internal and external assessment data alongside individual targets

➢ Resource allocation

➢ Parental views and opinions expressed at Parents Evenings, reviews and parent voice activities.

➢ Monitoring of progress through highlighted tracking of pupils with SEND and disabilities.

➢ SENDCO observations of whole class/ group/ individual teaching, discussion with pupils and monitoring of pupils' work.

➢ The school's self-evaluation document.

➢ External professional views /monitoring visits.

Barriers to Learning

Our school recognises that children with SEND may face a range of barriers to learning, participation and wellbeing. These barriers may be related to communication and language, cognition and learning, sensory and physical needs, attention and concentration, social and emotional development, behaviour and regulation, or access to the curriculum and wider school environment. We also recognise that barriers may be compounded by disadvantage, adverse childhood experiences (ACEs) and trauma, attendance and punctuality difficulties, family circumstances, English as an additional language (EAL), cultural or social factors, medical and health needs, and other adverse circumstances. Children may experience multiple and overlapping barriers, and we recognise that these can change over time.

We are committed to identifying and reducing barriers through early identification, high-quality inclusive teaching, appropriate reasonable adjustments, targeted interventions and personalised support. Our provision is designed to respond flexibly to individual needs and to ensure that children are able to access learning, develop positive relationships and participate fully in school life.

Our whole-school approach recognises the importance of supporting children's emotional wellbeing alongside their educational needs. Our Pupil Wellbeing Coordinator provides targeted support to children and works closely with families to help identify and address barriers that may affect a child's engagement, attendance, wellbeing or learning. Staff are trained in trauma-informed approaches, enabling them to understand and respond sensitively to the impact that adverse experiences may have on children's behaviour, relationships, regulation and learning. Where appropriate, children may access ELSA (Emotional Literacy Support Assistant) interventions and our Nurture provision to develop emotional literacy, self-regulation, resilience, social skills and confidence.

Through our graduated approach, we provide a wide range of targeted interventions and personalised support in response to identified needs. These may be delivered individually, in small groups or through adaptations to classroom practice and the wider school environment. The impact of interventions and support is monitored and reviewed regularly to ensure that provision remains appropriate, effective and responsive to each child's changing needs.

We recognise the importance of working in partnership with children, families, external agencies, alternative provision and other professionals. This enables us to develop a holistic understanding of

each child and to coordinate support effectively. Where a child has an EHCP, we will ensure that the provision specified within the plan is delivered in accordance with their identified needs and outcomes, and that progress and impact are regularly reviewed.
Our aim is to ensure that every child, regardless of need or circumstance, feels safe, valued and included, and is given the appropriate support and opportunities to make progress, develop independence, build positive relationships and participate fully in school life (in accordance with our school ethos and aims).

Supporting pupils at school with Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some children may also have SEND and may have EHCP which brings together health and social care needs, as well as the special educational provision and the SEND Code of Practice 0 – 25 (2026) is followed (see accessibility plan on the website).

Intimate Care and Positive Handling

We are committed to ensuring that all children receive intimate care in a respectful, dignified and sensitive manner. Nappy changing and other personal care routines will be carried out by appropriately trained staff, following the child's individual needs and the school's intimate care policy. Staff will communicate calmly and positively with children throughout, promoting their comfort, privacy, independence and sense of security. Any physical handling will be appropriate, proportionate and necessary to support the child's safety, wellbeing or care needs, and will always be carried out with respect and in accordance with our positive handling and safeguarding policies. Parents provide written consent and preferences regarding nappy changing and intimate care. A record of nappy changes is maintained and securely stored for three months before being confidentially destroyed.

SEND Training

The Governors will ensure they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the SENDCO. The SENDCO and Headteacher will keep fully up to date about SEND issues through attendance at LA training and cluster meetings. In addition, the SENDCO will develop skills through attendance at specialist training, meetings and discussions with outside specialists. Teaching and non-teaching staff will be kept up to date informally by the Headteacher or SENDCO and will also be invited to access relevant training that will support them in their line of work.

External Agencies

Meadowhead Infant School works closely with other agencies to focus on the identification and provision for those children who have a special educational need. Agencies currently include:

- ➢ Speech and Language Therapist
- ➢ Educational Psychological Service
- ➢ Local Authority SEND Support Service
- ➢ Occupational Therapists
- ➢ Physiotherapists
- ➢ School Nurse
- ➢ Paediatricians

➢ ELCAS

➢ Mental Health Schools Team

➢ Transforming Lives

➢ Children's Social Care

Keeping Children Safe in Education Act 2026 (KCSIE) and Early Help

Any child may benefit from early help, but all school staff should be particularly alert to the potential need for early help for a child who:

➢ is disabled and has specific additional needs

➢ has special educational needs (whether or not they have a statutory Education, Health and Care Plan)

Children with special educational needs (SEND) and disabilities may face additional safeguarding challenges. The Governing Board will ensure the child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children.

These can include:

➢ assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration

➢ being more prone to peer group isolation than other children

➢ the potential for children with SEND and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs

➢ communication barriers and difficulties in overcoming these barriers

Children who require support with their emotional or mental health will have access to specially trained staff - Emotional Literacy Support Assistants (ELSAs). We have five designated ELSAs; Miss Morris, Mrs McNally. Miss Waring, Mrs Entwistle and Mrs Baker. These staff will offer early help by planning interventions and will carefully monitor the mental health needs of our children. The Designated Safeguarding Lead (DSL), SENCO and Pupil Well-Being Coordinator (PWBCO) Kerry Crossley, will also support children who appear to be struggling with their mental health and if necessary, make appropriate referrals the Mental Health in School Practitioner. For more information, please see the school's Safeguarding Policy. These actions ultimately will aim to reduce the vulnerability of all children, including SEND pupils and ensure pastoral support is given where required. If you have any concerns about your child, you can contact Kerry Crossley or Mr Waddington who will be able to offer support and resolve any issues which you may have.

Parent Partnership

Parents are viewed as partners in their child's education and are kept fully informed about their child's school journey. They will be informed of any changes in their child's progress, behaviour or educational provision within the school. The school operates an open-school policy where parents are encouraged to request the opportunity for informal discussion or an organised meeting at a convenient time. They have the right to access the records relating to their own child and any school documentation they may feel appropriate.

We hold Parents Evenings twice a year and the SENDCO is available for any parents who wish to discuss their child's progress and SEND provision. ILPs are reviewed termly and parental involvement in this process is encouraged. The parents of children with an EHCP are invited to the Annual Review meeting. Parents can find information about how the Local Authority seek to support families via the school website or Blackburn with Darwen Local Offer (https://www.blackburn.gov.uk/schools-and-education/specialeducational-needs-andor-disabilities-local-offer). Parents may also wish to read the school's SEND Information Report which is reviewed annually and is on the school website. This document will inform parents about the types of provision in place and the progress that children make in our school. The school works with a variety of external agencies to ensure children and families receive the support they need.

At points of transition (i.e. between classes or moving from nursery to reception, or year 2 to year 3, or between primary schools), the school will offer additional support to parents of pupils with SEND. Pupils will also be offered additional visits to their new setting and opportunities to discuss and develop strategies for dealing with the changes. We have close links with a number of Early Years Providers and gather information about all pupils who start with us either in Reception or at any other time.

Complaints

The complaints procedure for SEND mirrors our school's other complaints procedures, which can be found on the school website. Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the concern continues, then the SENDCO and Headteacher should be brought into the discussion process. If concerns cannot be resolved at this level, they should be put in writing to the SEND Governor. Advice for parents can be sought from the LA or from SENDIASS (formerly Parent Partnership Service) Blackburn with Darwen SENDIASS.

Adopted/Ratified:	To be ratified at Autumn Education Committee 2026
Review Frequency:	Annually
Review Date	
Signed (Chair of Governors)	
Signed (Headteacher)	