2026-27 SEND Information Report and Contribution to the Local Offer to comply with the 'Special Educational Needs and Disability Code of Practice 0-25 years (June 2014)'.

The Meadows Primary School is an inclusive mainstream academy that is part of the Futura Academy Trust. We provide for a wide range of needs including those related to Communication and Interaction, Cognition and Learning, Social and Emotional difficulties and Sensory/Physical needs.

All Futura Academy Trust schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Futura Academy Trust to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s and or disabilities being met in a mainstream setting wherever possible, where families want this to happen. The Local Authority support the school to meet the needs of pupils with a statement of Special Educational Needs as part of their Education, Health and Care Plan.

The Local Authority's local offer for SEND can be found at www.southglos.gov.uk/SENDlocaloffer

School based information	People	Summary of Responsibilities
Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs/Disability (SEND)? **How can I talk to them about my child if I need to?**	**Class teacher**	**Is responsible for ;** • Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation). • Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc.) and discussing amendments with support staff or the SENCo as necessary. • Writing Support Plans, sharing and reviewing these with parents at least once each term and planning for the next term (x 3 per year minimum) • Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress. • Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.

	Inclusion Leader and SENCo (Special Needs Co-ordinator) Ms Hannah Tape **Teaching Assistant (TA) may be allocated to some pupils with SEND and or disabilities**	• Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND. Contacted by: Telephoning, emailing or visiting school to arrange an appointment Tel- 01179322203 enquiries@themeadowsprimaryschool.org.uk is responsible for: • The day to day management of the support for children with SEND and/or disabilities. She will give responsibility to class teachers and TAs but is still responsible for ensuring that your child's needs are met. • Coordinating all the support for children with special educational needs and or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school. • She must also make sure that the Governing Body is kept up to date about any issues in the school relating to SEND. • Ensuring that parents are: • involved in supporting your child's learning. • kept informed about the support your child is getting. • involved in reviewing how they are doing. • part of planning ahead for them. • Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Occupational Therapists, Educational Psychology etc... • Updating the school's Provision Map • Organising what support your child needs and setting this out on Support Plan which will be shared with you at the beginning of the year, discussed at Parents' Evenings and reviewed as part of your child's end-of-year report. • Where there is unmet, complex or significant need, to provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEND and/or disabilities in the school) to achieve their potential. • Supporting your child's class teacher to write Support Plans and Provision Maps if your child has more complex and significant needs that specify the targets set for your child to achieve. • Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school. Contacted by: Telephoning, emailing or visiting school to arrange an appointment; Tel- 01179322203 enquiries@themeadowsprimaryschool.org.uk A Teaching Assistant (TA) may be allocated to a pupil with exceptional special educational needs and/or disabilities, and whilst they take a very valuable role in your child's education we would prefer that questions regarding your child's learning and progress are directed to the staff members named above. Of course, as a school we welcome daily dialogue between parents and TAs on how a child's day has been and we do actively encourage this continued feedback.
	Headteacher	is responsible for:

	Mrs Rachel Holmes	• The day to day management of all aspects of the school. He will liaise closely with the SENCo to ensure that your child's needs are met. • He must also be able to discuss knowledgably with the Governing Body any issues in the school relating to SEND. • Taking an overview to ensure that parents are: • involved in supporting your child's learning. • kept informed about the support your child is getting. • involved in reviewing how they are doing. • part of planning ahead for them. Contacted by: Telephoning, emailing or visiting school to arrange an appointment; Tel- 01179322203 enquiries@themeadowsprimaryschool.org.uk
	SEND Governor Mrs Lisa Holmes	is responsible for: • Making sure that the school has an up to date SEND Policy. • Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school. • Understanding and monitoring the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school. Contacted by: Telephoning, emailing or visiting school to arrange an appointment; Tel- 01179322203 enquiries@themeadowsprimaryschool.org.uk
1 - How does The Meadows Primary School know if children need extra help? **What should I do if I think my child may have Special Educational Needs?**	We know when children need help if: • concerns are raised by parents/carers, teachers or the child's previous school or pre-school • the child's progress is very slow. • there is a change in the child's behaviour. • a child asks for help. If your child is not making expected progress or if there is another indicator of concern the school will discuss with you • any concerns you may have • any further interventions or referrals to outside professionals to support your child's learning. • how we can work together, to support your child at home and at school . Sometimes a child may need some short-term help if there is a change in circumstances e.g a bereavement or family breakdown. Talk to your child's class teacher, the Special Educational Needs Leader (SENCo), or the Head Teacher. At The Meadows Hannah Tape is the SENCo. Your concerns will be taken seriously – your views on your child's development and progress are always very valuable. You may also seek advice from the South Glos Local Offer www.southglos.gov.uk/SENDlocaloffer Further information can be found in the school's policy for SEND (available on the school's website).

2 - How will The Meadows Primary School staff support my child?	All children have individual needs. Children in school with SEND will get support that is specific to their individual needs. This may all be provided by the class teacher or may include: • Other staff in the school • Staff who will visit the school from the Local Authority central services such as the ASD Outreach Team • Staff who visit from outside agencies such as the Speech and Language therapy (SALT) Service • An assessment by an Educational Psychologist or other specialists • Working in 1:1 or small groups on a specific programme of work e.g. numeracy skills (usually run by the teacher or a Teaching Assistant) • Providing special equipment/resources as required to support your child's learning and development. When a concern is raised that your child has SEND then we will use a process of assess-plan-do-review (over a period of up to a year) to decide if they are not making the same progress as other children. From this, we may involve outside professionals for advice. You will be informed of both the teacher's assessing-plan-do-review and whether we feel that contacting outside agencies would be beneficial. The class teacher (sometimes with the SENCo) will always explain to you what the concerns are and also explain to you what the plans for your child include. If outside agencies are used, we always ask your permission before making a referral. If you have any queries related to the interventions or support that your child receives, please contact the class teacher or the SENCo. For some of our pupils with more complex needs reviews of a child's progress towards their targets are held at least three times a year. You will be invited to discuss your child's progress at these review points. If a specialist professional works with your child, there may be recommendations that are made, which may include: • Making changes to the way your child is supported in class e.g some individual support or changing some aspects of teaching to support them better. • Support to set targets which will include their specific professional expertise. • Your child's involvement in a group run by school staff under the guidance of the outside professional e.g a social skills group or occupational therapy programme. • A group or individual with outside professional.
3) How will the curriculum be matched to my child's needs	High Quality Teaching (HQT) includes differentiation, target setting and personalised learning. This involves a range and variety of strategies and resources to enable full access to the curriculum. In any given class, teachers will support learning at different levels and different rates. Our curriculum is designed to match your child's needs by offering personalised learning which is differentiated according to their ability and their style of learning. This will develop their skills as learners and help them to become more independent, enabling them to progress and reach their full potential. The classroom environment may also be adapted to suit individual needs e.g. providing a workstation or a visual timetable. Where a child has been identified with SEND, their work will often be differentiated by the class teacher to enable them to access the curriculum more easily. For children with medical or sensory needs, the school can access the disability team through Sirona Health Care as well as the Physical and Sensory team. This may lead to the assessment or support of, for example. a disability nurse or an occupational therapist. Where appropriate, homework tasks may be adapted to suit the needs of individual children. Our twice yearly Parent Consultation meetings also provide opportunities for parents/carers to discuss the curriculum with the class teacher.
4) How will I know how well my child is doing?	Class teachers are always happy to discuss how well your child is progressing; these discussions do not need to be limited to the Support Plan reviews. Some children may also have a home/school communication book so that parents/carers and teachers can monitor progress, record concerns or share achievements. All reports from outside agencies are passed to you with their ideas for support or resources that may be used at home. You will also receive an annual report from the class teacher for your child. The school uses summative assessments to analyse

	the attainment and progress of individuals at key points. The results of these are reported at parent consultation evenings. Additional assessments may be used to track the progress of individual pupils with SEND such as Boxall profiling and ELSA assessments.
5) What support will there be for my child's overall well-being?	The school offers a wide range of pastoral support for children who are encountering emotional difficulties. Mrs Thornton is our Pastoral Lead. Support could be through 'Circle Time', 1:1 discussions with the class teacher or the SENCo, small group support (e.g. a nurture group or a friendship group) or may include a specific resource to support the child such as ELSA. Sometimes the school will get support from elsewhere e.g the School Nurse. Where necessary, referrals may also be made to CAMHS (Child and Adolescent Mental Health Services.) For some children, it may be appropriate for an Early Help Assessment Plan (EHAP) to be used to support the wellbeing of a child and their family. An EHAP essentially creates a plan for the child and family and is written by a 'Lead Professional' in consultation with other professionals that are working with the family. See also section 13 below 'How are parents involved in discussions about and planning for my child?
6) What specialist services are available at or accessed by our school?	We have access to a very wide range of specialist services as follows: Autistic Spectrum Disorders Support – from Aspire (Part of the Furtura Learning Partnership) Childhood and Adolescent Mental Health Services – Avon and Wiltshire mental Health Partnership NHS Trust. Laurie.ledger-hardy2@nhs.net Educational Psychologists – we have a Service Level Agreement for Educational Psychology Services with Integra. Paediatric Health services -Sirona Care and Health http://www.sirona-cic.org.uk/ Occupational Therapists - sirch.singlepointofentry@nhs.net School Nursing Team – Sirona Care and Health – The school SENCO can you put you in touch with this. Speech and Language – Sirona Care and health Clare.tait1@nhs.net Vision Support https://sensorysupportservice.org.uk/ Hearing Support https://sensorysupportservice.org.uk/ EHCP Applications – accessandresponse@southglos.gov.uk Safeguarding Concerns accessandresponse@southglos.gov.uk
7) What training are the staff supporting children with SEND had or are having?	The SENCo's job is to support class teachers in planning for children with SEND and provide in-house training where possible and necessary. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD, dyslexia as well as whole staff training from the SENCo or an outside professional to disseminate knowledge, strategies and experience and to ensure consistency of the school's approach for children with SEND. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g from the Speech and Language.
8) How will my child be included in activities outside the classroom including school visits	Inclusion is an essential component of our school ethos. Activities and school trips are available to all children. Financial assistance may be available via the school's Pupil Premium allocation or other sources to ensure access to all activities where payment is needed. Where a professional makes a recommendation for a child to receive additional support out of school hours, parents will be supported and signposted to the relevant service. For activities out of school, risk assessments are carried out, and procedures are put in place to enable all children to participate. If it is decided that 1:1 support is required to support a child, an appropriate additional adult may be asked to accompany the child during the activity.
9) How accessible is the school environment?	We will always do our best to meet individual need, and we are always happy to discuss individual access requirements. Much of our site is wheelchair-friendly. We have toilet and changing facilities adapted for disabled users and wide doors through the main school. Where a pupil has a Visual Impairment or a Hearing Impairment, specialist advice is sought from the Sensory Support Service to ensure that the child's access needs are met. Accessibility issues are always considered in light of any individual need. Our accessibility policy and plan can be seen on the school website

10) How will the school prepare and support my child to join the school or transfer to the next school?	Induction for all Early Years children takes place in Terms 5 and 6, and usually this includes Play and Story times, and an induction meeting for parents. Reception teachers also visit pre-school settings (where possible) to observe children and discuss their early years progress with pre-school staff. For pupils with SEND, additional visits and transition support can be arranged. For children transferring at the end of Y6, additional transition visits to the secondary school are arranged for pupils with SEND, and additional meetings between parents and SENCos are arranged as necessary. We will also make sure that all records about your child are passed on in a timely way. In some cases, additional meetings will be arranged in advance in the form of a Team Around the Child (TAC) or a Team Around the Family (TAF). If a child has a current EHAP (Early Help Assessment Plan), we ensure that all professionals are involved in supporting the transition process. For pupils who find yearly and/or mid-year transition challenging we provide extra support as appropriate to their needs. Parents will be fully involved and we value your input at any point in the process.
11) How are the school's resources allocated and matched to children's special educational needs?	The school budget includes money for supporting children with SEND. The Head Teacher and Senior Leadership Team, in conjunction with the Finance Team at the Futura Learning Partnership, decide on the allocation of the total budget for Special Educational Needs in consultation with the school governors, on the basis of the needs of the children currently in the school. The Head Teacher and the Senior Leadership Team discuss all the information they have about SEND in the school, including; • the children getting extra support already • the children needing extra support • the children who have been identified as not making as much progress as would be expected They decide what resources/training and support is needed. SEND funding is usually allocated to employ staff and outside specialists (e.g. speech & language support, educational psychologists) and to buy resources and equipment. All resources/training and support are reviewed regularly and changes made as needed within the resources that the school has. Where a child has significant needs that the school feels that it cannot meet, or no longer meet, the school will apply for a statutory assessment of the child, which may lead to additional support being provided by the LA. Parents can also request that the LA carry out a statutory assessment of your child's needs. This is a legal process and you can find more details about this either from the school or from the LA by contacting 0-25 education team on 01454 865137.
12) How is the decision made about what type and how much support my child will receive?	Each child is assessed individually and a personalised package of support put into place dependent on need. If these needs change, support is adjusted as necessary. Additional assessments from outside agencies will sometimes necessitate an increase of support and/or resources. Regular review meetings are held between the class teacher and parents to discuss the child's progress and any additional needs which require support. If a child joins from another school, information provided by the feeder school, along with our own assessments, will allocate support/resources for the child.
13) How are parents involved in discussions about and planning for my child?	All parents are actively encouraged to contribute to their child's education. This happens through: • Discussions with the class teacher – either formally through Support Plan reviews and/or parent/teacher consultations, or informally at the end of the day, for example. These discussions are really important – not least so that we know about your child in the home setting, and we can tell you about what we are doing in school and how your child is doing in school. This helps to make sure that we are doing similar things to support them at home, and we can share what is working well at home and in school. • Discussions with other professionals e.g. the SENCo, Speech & Language Therapist, Educational Psychologist. Information from outside professionals is shared with you (either verbally or written reports or both). This may also happen through other means e.g. a home/school communication book, or TAC (Team Around the Child) meetings.

14) How are children involved in discussions about and planning for their education?	Children are involved in planning and discussions at a level appropriate for their age and awareness of their difficulties. For pupils with SEND, their aspirations, likes, dislikes and preferences are recorded in a Pupil Passport to ensure that the child's voice is heard. For pupils with an EHCP, they may choose to attend all or part of their annual review meeting.
15) How will my child's SEND needs be addressed in the event of school closure?	Following DfE guidance all vulnerable pupils (those with an EHCP or a named social worker) should attend school for face-to-face teaching and learning. Where this is not possible due to shielding or isolation, we will provide remote learning. We understand that remote learning via Seesaw and Doodle. This can be difficult for some children and young people with SEND and can pose unique challenges for children and families. It is for this reason that we encourage all children with EHCPs to attend school during lockdown period. Where remote learning is provided we will communicate frequently with parents/carers and families to ensure continuous guidance and support. Bespoke remote learning will be personalised to individualised needs and may include on-line teaching and learning, on-line meetings, regular communication by telephone or email and bespoke learning packs which are sent home. Meetings will continue during this time to keep Support Plan meetings on track, hold Annual Reviews meetings and provide additional support where appropriate. Meetings will be by telephone or on-line
16) How does the school deal with complaints relating to provision for SEN pupils?	Complaints are addressed using the Futura Complaints Policy, which can be found on the 'About Us – School Policies and Procedures' page on our website: https://www.themeadowsprimaryschool.org.uk/about-us/#policies-and-procedures
17) Who can I contact for further information?	If you wish to discuss any aspect of your child's education, please contact: a) Your child's class teacher b) The SENCo c) The Head Teacher d) The SEND governor See also Section 6 for a comprehensive list of other support services that may be able to offer you guidance and support. Please contact the school if you have any further questions