Policy name:	The Mead Primary School SEN Information Report
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Date written:	July 2026
Date amended:	
Next review date:	July 2027

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What kinds of SEN do children in the school have?

The Mead Primary School is a mainstream primary school operating on two sites, a large 2 form entry site in Hilperton, Trowbridge and a small village site with 3 mixed aged classes in Wingfield. Both sites have a nursery.

The Mead Primary School provides every opportunity to develop the full potential of all children in a fully inclusive school, which has high aspirations and expectations for everyone. We will ensure that children with SEND are provided for according to their identified SEND needs and they make good progress from their starting points.

There are four areas of Special Educational Needs and Disabilities (SEND) described in the SEN code of practice and children's needs may be in one or more of these areas:

Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health Difficulties	Sensory and Physical Needs
Specific Learning Difficulties including dyslexia, dyscalculia, dyspraxia (SpLD) Moderate Learning Difficulties (MLD)	Autism Spectrum (AS) Speech and Language difficulties	Supporting emotional difficulties which may affect behaviours Attention Deficit Hyperactivity Disorder ADHD	Hearing impairment Visual impairment Physical impairment Multisensory impairment

Severe Learning Difficulties (SLD)			

How do you know if a child has SEND?

Working in partnership with parents, we identify and assess children with SEND as early and as possible using the **SEN Code of Practice (2015).**

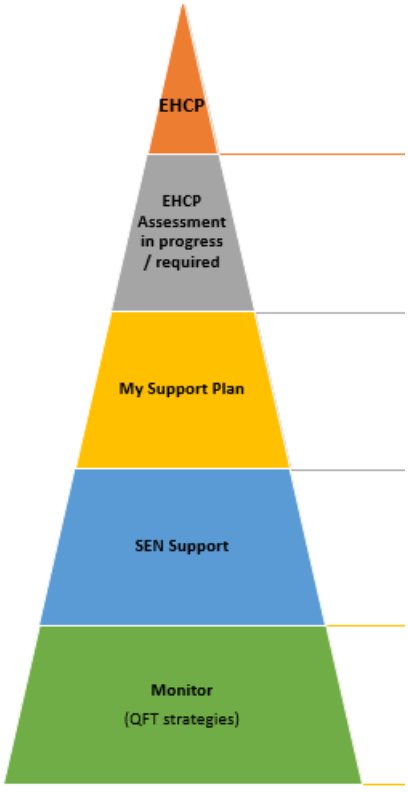
We recognise that children make progress at different rates and not always in a steady linear pattern. Therefore, children are identified as having SEN in a variety of ways, including the following:

- Liaison with any previous school or Early Years setting
- Children performing significantly below expected levels
- Concerns raised by parent/carer
- Concerns raised by teacher
- Liaison with external agencies, e.g., physical health diagnosis from pediatrician

We use the graduated response to give a profile of the children in the four main areas of need (as above) to help identify where a child needs extra support which we will then follow the assess, plan, do, review cycle.

If a child is identified as having SEND then they will be added to the SEN Support register, however we recognise that children's needs may change over time and provision needs to reflect this. The aim of any additional provision is for the child to achieve their potential. With regular monitoring and reviewing children may also be taken off the SEN Support register.

The layers of SEND at The Mead



How will you involve me in my child's learning?

The class teacher has two parent/carer conversations during the year to discuss and share any achievements, progress, attendance, academic outcomes and to review individual targets.

In addition, school reports are sent home each year and additional review meetings are held for children with a My Support Plan in order discuss and review the outcomes and make any changes as appropriate. Children with Education, Health, and Care Plans (EHCPs) are invited to attend yearly, sometimes biannually, Annual Review meetings to discuss the progress of their child and review the outcomes and targets in their EHCPs.

In addition, parents may receive telephone calls from teachers, Inclusion Leads or PSA (Pastoral Support Advisor).

If you have concerns relating to your child's learning or inclusion, then please initially discuss these with your child's teacher. This then may result in a consultation with the school Inclusion Lead. Parents may also contact the Inclusion Lead directly if you feel this is more appropriate. We value the opportunity to work closely with parents as your views and aspirations for your child will be central to the assessment and provision that is provided by the school.

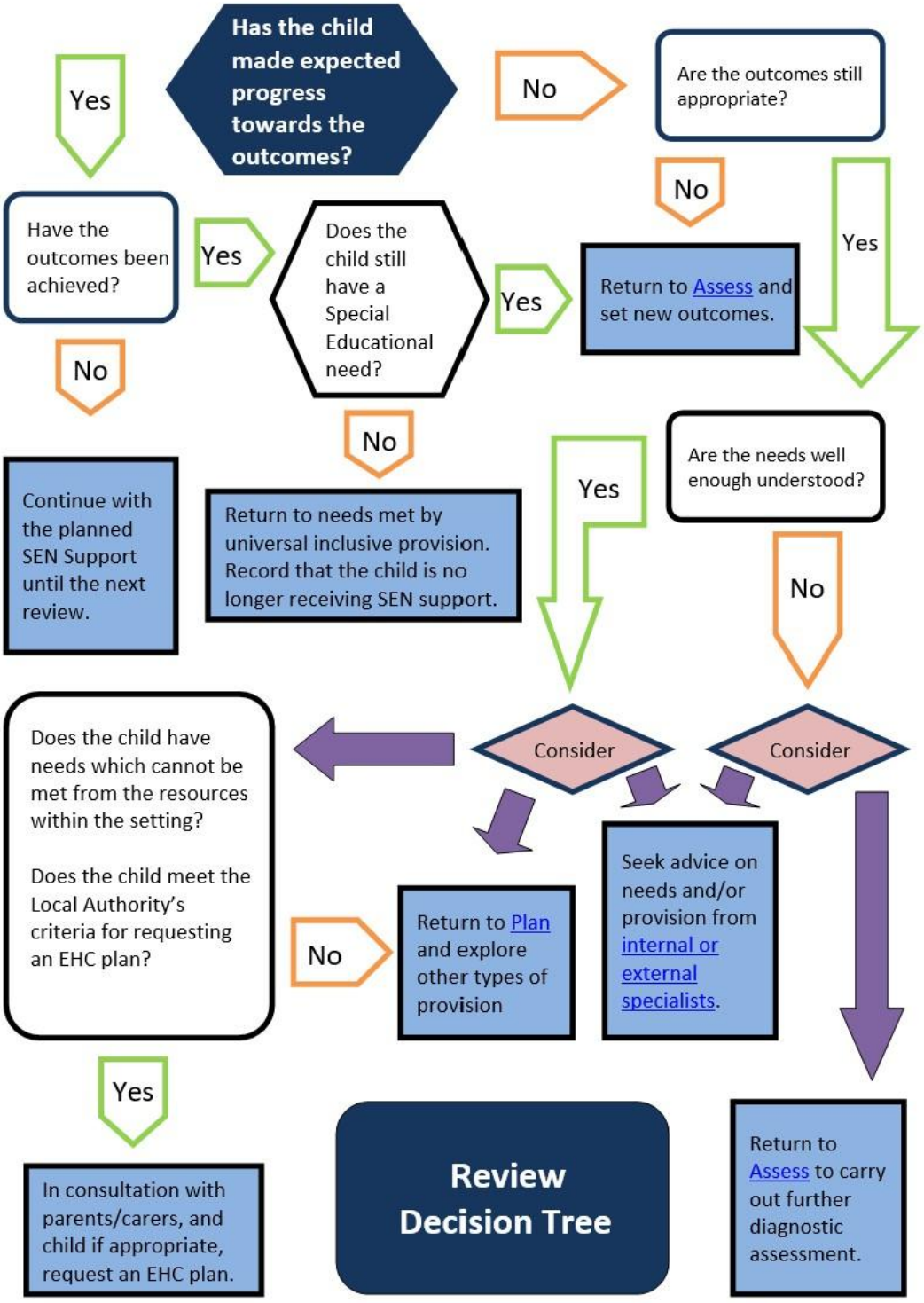
The Inclusion Lead (SENCo) is Kate Seviour.

How will my child be involved in planning their learning?

We value children's views about how they learn best, what works for them and how they like to learn. We capture the child's voice on their One Page Profile. Children are invited to contribute to any review meetings as appropriate to the age and developmental stage. Where children are unable to communicate verbally, we use a range of resources and approaches such as Makaton, communication boards and widgets.

How will the school know how well my child is learning?

We follow and review using the Wiltshire Graduated Response model:



Your child's progress is reviewed in a variety of ways, including; Pupil Progress Reviews, Parent/Teacher meetings, regular core subject assessments, My Support Plan reviews, Annual Reviews for children with an EHCP.

How will you help my child when they move to a new school or into your school?

We work in close partnership with all parents and carers, including those of children who have SEND. We offer flexible support and adaptations to our environment and curriculum to allow successful inclusion of children with particular needs.

Continuity for all children while transferring either from class to class or school to school involves carefully planned transition programs and transfer of paperwork. We liaise closely with former schools of the children, secondary schools, and nurseries, to ensure a smooth transition occurs for new children starting or leaving the school.

If Special Needs resources have been created for individual children, these are then handed to the next teacher during transition meetings at the end of each academic year. Transition booklets are made including photographs of designated staff, the layout of each class, corridors, toilet, and coat areas, etc. to ensure visual support is provided to cater for the child's needs. Additionally, children are invited to visit their new class just before they start back in September so they are able to familiarise themselves with the class layout.

We encourage the use of buddies to support social inclusion when children first arrive in school and for some children who require additional support with out of class routines, there are a range or personalised strategies available.

In addition to the above, we will liaise with the parents and the professionals working with children with physical disabilities or impairments to ensure all necessary adaptations are made to the school environment and specialist equipment acquired. Please refer to our Accessibility Plan.

How will teachers support my child?

Class teachers are responsible for teaching all children in a way which meets their needs. In line with the Code of Practice, there is an expectation that Quality First Teaching is the first response to meeting the needs of all children and that all children are entitled to a broad, balanced and responsive curriculum that provides for the development of the knowledge, understanding and skills that they will need in order to become active and responsible citizens.

Examples of responsive teaching could include:

- Pre-teaching topic vocabulary or concepts and processes
- Adapting language
- Questioning
- Visual prompts and task cards
- Multi-sensory teaching and learning
- Ensuring that children are challenged in a safe way allowing their strengths and successes to be celebrate
- Resources including ICT
- Targeted adult support
- Movement/brain breaks

For children who are LAC (Looked After Children), there are regular meetings to discuss the child's well-being, progress and the provision they receive at school. The school has a Designated Teacher who works alongside the teacher and other professionals involved in the care of the child. The Designated Teacher at The Mead Primary School is Kate Seviour.

How will you make adaptations to the curriculum and learning environment to help my child?

At times it is appropriate for the curriculum to be adapted to meet a child's needs. A child may spend time away from the classroom when it is considered that this will support their learning. Great care is taken to ensure that this will not affect their entitlement to the whole curriculum. We support flexibility and adaptation where this will allow successful inclusion of children with more complex needs.

Where a child has a particular need, e.g. wheelchair access, dyslexia, hearing impairment etc., the school makes reasonable adjustments to ensure that the barriers to learning or the physical environment are addressed and the child's needs are met.

It is the ethos of the school to take steps to prevent pupils with physical disabilities and impairments being treated less favourably than other pupils. Further detail can be found in our Equality, Diversity and Inclusion Policy: Equa Mead Learning Trust - Policies

There is parking in a small public car park adjacent to the school which has 2 disabled spaces. The school building is fully accessible to all pupils, staff, and visitors.

How will you ensure that staff have the necessary training or expertise to help my child?

There are members of staff who have a range of qualifications and experience in supporting, assessing, and teaching children with additional needs. They are deployed as appropriate in a range of ways including:

- Direct teaching or support
- Identification and assessment
- Supporting planning
- Providing staff training and development
- Working with parents / carers

All staff access a wide range of training and development opportunities. The content depends largely on the needs of children with SEND in the school at the time. Training may be led by the Inclusion Lead, other staff members or an appropriate outside agency.

Each year the training for Teaching Assistants focuses on different areas depending on the school's priorities. This may include:

- Safeguarding
- Reading
- Mental health & well-being
- Oracy
- First Aid
- Read Write Inc
- Interventions
- Thrive
- Numberstaxs

Medical training

Designated teachers, Teaching Assistants, Midday Supervisor Assistants (MDSAs) and admin staff have undertaken first aid/paediatric first aid training and administering medications in line with the medical policy. Additionally, there are designated TAs who have undergone specific training for a variety of medical needs as appropriate, e.g., epilepsy, diabetes, gastronomy feeding.

How will you evaluate the effectiveness of the provision made for children with SEND?

The SEND provision is evaluated as part of the whole school improvement action plan. Inclusion Quality Reviews inform the Inclusion Lead and other members of the Senior Leadership Team about the quality of teaching (including interventions) and how children are supported. In addition to this, the Inclusion Lead regularly meets with class teachers as part of Pupil Progress Reviews to discuss the provision and progress of individual children. Teachers and TAs have performance management targets that relate to SEND children.

How inclusive is the school?

The Mead Primary School is a fully inclusive school. All pupils are enabled to participate in all activities throughout the school day. The playground has a wide range of accessible equipment. A peer buddy system operates during playtimes as well as other adult-supervised activities to support children who may need a quieter more structured environment in which to socialise.

There are a range of after-school clubs for all children from Y3 onwards, some of which are chargeable. Details of these are available from the school office. All children are encouraged to take part in such activities.

Each year group participates in off-site school trips to support the rich curriculum we offer, and we include all our children in these activities. Extra planning can be arranged for any children who may need more detailed information including social stories, photographs, or adult support. Residential trips are planned for Key Stage 2 children and we ensure we provide additional support for children with special education needs as appropriate. Please do talk to us about any concerns you may have so that we can work together to support your child.

We recognise that extracurricular activities, clubs and off-site visits place particular demands on pupils and staff and we work in close partnership with parents to provide practical solutions that safely meet children's needs.

How will my child's emotional and social development be supported?

We offer a holistic approach to understanding and meeting the needs of our children. The health and welfare of our children is paramount. We offer:

- A strong PSHE curriculum to all children
- A wide variety of activities and high levels of staff on duty, especially at play and lunchtimes
- Supported play and lunchtimes and some small group areas
- ELSA (Emotional Literacy Support Assistant) support for individual or small groups of children
- Thrive
- Nurture Breakfasts and Lunches
- Nurtured Learning Provision
- Enhanced provision

We also work with parents/carers to find suitable support outside school for the child and/or family if that would be helpful.

We have a strong behaviour policy and the children are explicitly taught this. All behaviour incidences are logged on CPOMs and analysed frequently. Through this, and careful

supervision, bullying incidences are rare. When bullying does occur, the bullying policy is adhered to.

Attendance is monitored weekly. SEND attendance data is scrutinized to identify patterns and appropriate support is put in place.

How will you work with other professionals to support my child?

The school liaises closely with the Local Authority Education and Health Services and routinely involves a range of professionals to provide advice for pupils who need additional support.

The services we have access to include:

- Child and Adolescent Mental Health Services (CAMHS)
- Physiotherapy, Occupational Therapy (OT)
- Speech and Language Therapy (SALT)
- Behaviour Support Service (BSS)
- Educational Psychology (EP)
- Specialist SEN Service (SSENs) - which includes the Physical and Sensory Impairment Service
- Community Paediatrician
- Learning Disability Nurse
- School Nurse
- The Harbour Programme
- Ethnic minority and traveller advisory service - EMTAS

We also have access to training to provide alternative methods of communication and interaction where appropriate e.g., Communication boards, Makaton and British Sign Language (BSL).

What should I do if I am not happy with the support that my child receives?

In the first instance, you should contact the class teacher. If you still have a complaint concerning provision for your child, you should discuss this further with the Inclusion Lead. If the matter remains unresolved, you should speak with the Headteacher.

Further information can be found in our complaints policy: Equa Mead Learning Trust - Policies

Where can I get information and advice from?

We are fully committed to working in partnership with all our parents and carers. We are constantly reviewing what we do and would welcome suggestions from you. If you have any thoughts or ideas, please let any of the following know:

- Your child's Class Teacher or Teaching Assistant
- The Inclusion Lead

We can also offer translator services for parents with English as an Additional Language.

Wiltshire Local Authority works closely with the Wiltshire Parent Carer Council whose website http://www.wiltshireparentcarercouncil.co.uk/en/Home_Page includes many useful links to other resources and a great deal of information and support guidance.

Additionally https://www.wiltshire.gov.uk/article/1422/SEND-Local-Offer has very helpful information on SEND and local services, including the OPAL (Ordinarily Available Provision for All Learners) document.

Where can I find information on the school's SEND policy?

The SEND policy can be found on the EQUA Mead Learning Trust website: Equa Mead Learning Trust - Policies