



Meridian Primary School
SEND Information Meeting



SEND and the SENDCo

School, local and national context

Identifying children with SEND

Our SEND framework and process

Q & A



What does SEND mean?

SEND stands for Special Educational Needs and Disabilities. A child has SEND if they have a learning difficulty or disability that means they need extra support to learn or access school life.

What kinds of SEND does the school support?

We support children with a range of needs, including:

- Communication and interaction (e.g. speech and language needs, autism)
- Cognition and learning (e.g. dyslexia, learning difficulties)
- Social, emotional and mental health needs
- Sensory and/or physical needs

Support is tailored to each child.



Who is the SENDCo and what do they do?

The SENDCo is Louise Cadwallader and she is responsible for:

- Coordinating SEND provision across the school
- Supporting teachers and teaching assistants
- Liaising with parents and external professionals
- Ensuring SEND policies follow the SEND Code of Practice

The SENDCo can be contacted via the school office:

office@meridian.cambs.sch.uk



Context

- Since Covid the number of pupils who have additional needs (Waves 1 – 3) in our school has increased from **5% (pre-Covid) to over 23% post-Covid** and rising.
- National SEND numbers **grew by roughly 31%** between 2016 and 2024
- EHCPs have **increased by about 83%** over that same period
- LA SEND services are prioritising high-need areas (i.e. Fenland and East Cambs) and high-need groups. South Cambs is not a high-need area
- NHS paediatric services waiting time is **over 18 months for assessments** of neuro development disorders such as ADHD
- LA - **£60 million deficit** for high needs
- This year high needs spending is £1.8million higher than same time in 2024
- Recruitment and retention challenges within the LA SEND team
- Our school has a 'notional SEN budget' which is included in our main lump sum. This year it was approximately £100,000. This only covers employment of the SENDco and the equivalent of three full-time TAs. We fund all other TAs, CPD and resources ourselves. Without this funding we would have to half the number of TA hours we have.



Context

Due to all of the above, thresholds to access services have been raised i.e. school has to try and support many more pupils who would previously have been seen by specialists.

We currently receive:

- 8 hours per year of Specialist SEND Teacher time – this is for all pupils
- Speech and language – 6 hours per year
- Educational psychologist – only by request and for high need children – following requests, we receive 2 hours of EP time on average per year
- CAMHS – on request for high needs and wait time is 8-9 months for support



Context

Whilst we are finding the situation very challenging, we manage to:

- Employ a dedicated SENDco for two days per week (this is more than the time allocation recommended by the national formula)
- Employ TAs every morning in classes
- Purchase resources as needed to support children
- Provide regular training for staff so they develop expertise to support the very wide spectrum of needs
- Use TAs in the afternoons to deliver bespoke support for groups or individual pupils as needed
- Persistently try to get support from external agencies and challenge decisions to try and secure the very best for our pupils

To help us manage the high demand, we have a framework and process in place which aligns to the LA structure, processes and thresholds.



How does the school identify children with SEND?

Children may be identified through:

- Teacher observations and assessments
- Discussions with parents/carers
- Information from nurseries or previous schools
- Advice from external professionals (e.g. speech therapists)

Children identified with SEND or potential SEND will be placed on our **Wave framework** – this can be found on our website.

What should I do if I think my child may have SEND?

If you have concerns, please speak to your child's **class teacher**.

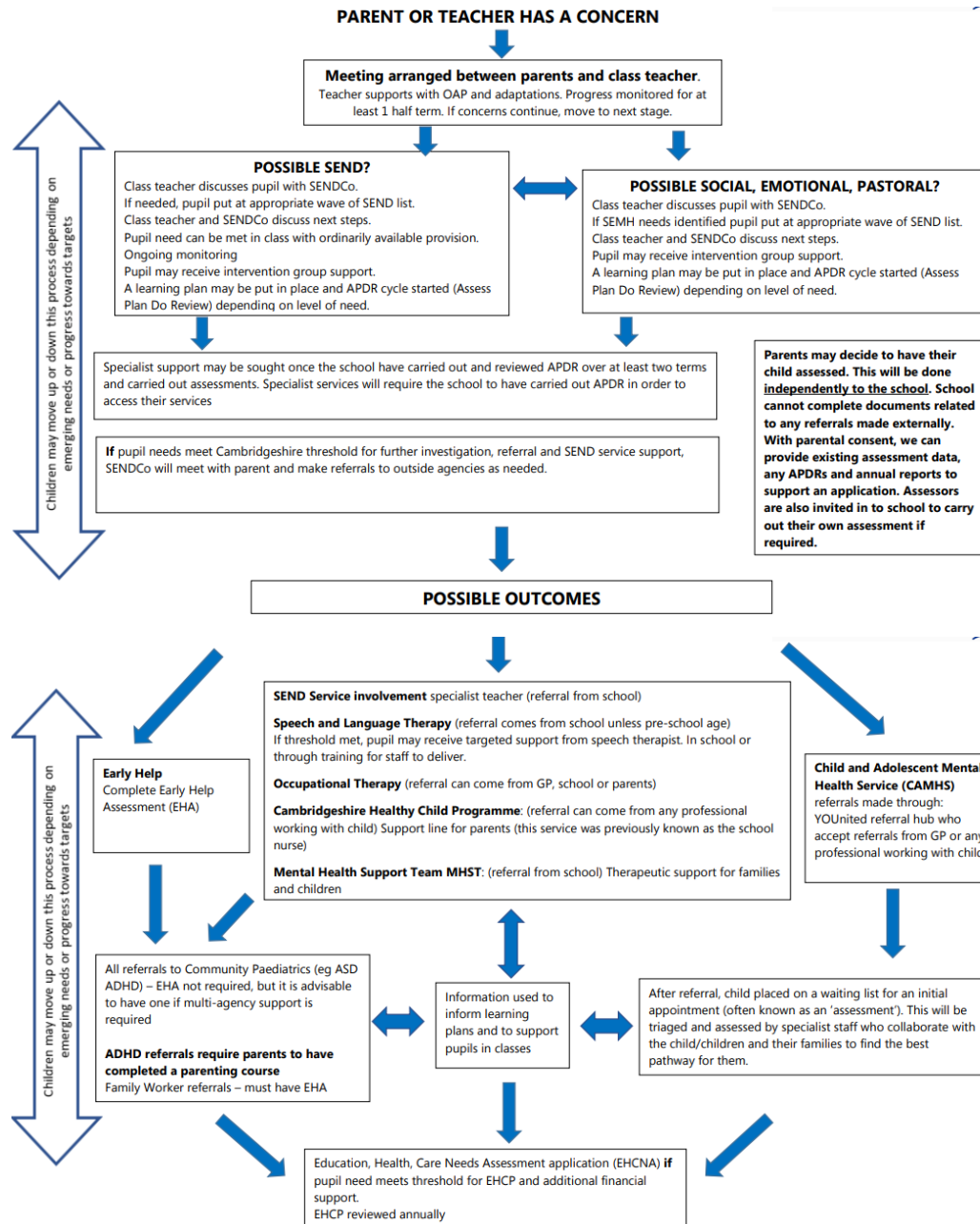
We value parental insight and will work with you to decide next steps.

We will follow our **SEND process flowchart** – this can be found on our website.



SEND: Wave Descriptors-Based on Local Authority Bands

High Quality Teaching (HQT) & Ordinarily Available Provision (OAP)	All Pupils within a class Needs met through High Quality Teaching (HQT) and Ordinarily Available Provision (OAP)
Wave 1 HQT and OAP + Intervention Children being monitored	Mild additional needs being monitored by the class teacher and met through adaptation Additional support: may be part of group or individual intervention/s or catch up programme May have a specific learning diagnosis (such as dyslexia) May need specific additional classroom resources to support learning
Wave 2 SEND Register with APDR, accessing targeted provision	Response to intervention indicates that they have a greater need than other pupils which requires individual additional planning and provision Needs may be in several areas Will have an individual learning plan (APDR) and probably be part of interventions May have one or more specific learning diagnosis that significantly impact level of need Needs warrant focussed investigation and support from outside agencies such as specialist teachers or Educational Psychologist May have or had an Early Help Assessment (EHA)
Wave 3 SEND Register: High Needs Accessing specialist provision	As Wave 2 plus Will have a significant greater global need that requires an additional funding application Will have or be in the process of applying for an EHCP High Needs warrant ongoing support from outside agencies



NB: For pupils with external assessments and/or diagnosis, we must still follow this process



PARENT OR TEACHER HAS A CONCERN

Meeting arranged between parents and class teacher.

Teacher supports with OAP and adaptations. Progress monitored for at least 1 half term. If concerns continue, move to next stage.

POSSIBLE SEND?

Class teacher discusses pupil with SENDCo.
If needed, pupil put at appropriate wave of SEND list.
Class teacher and SENDCo discuss next steps.
Pupil need can be met in class with ordinarily available provision.
Ongoing monitoring
Pupil may receive intervention group support.
A learning plan may be put in place and APDR cycle started (Assess Plan Do Review) depending on level of need.

POSSIBLE SOCIAL, EMOTIONAL, PASTORAL?

Class teacher discusses pupil with SENDCo.
If SEMH needs identified pupil put at appropriate wave of SEND list.
Class teacher and SENDCo discuss next steps.
Pupil may receive intervention group support.
A learning plan may be put in place and APDR cycle started (Assess Plan Do Review) depending on level of need.

Specialist support may be sought once the school have carried out and reviewed APDR over at least two terms and carried out assessments. Specialist services will require the school to have carried out APDR in order to access their services

Parents may decide to have their child assessed. This will be done independently to the school. School cannot complete documents related to any referrals made externally.



If pupil needs meet Cambridgeshire threshold for further investigation, referral and SEND service support, SENDCo will meet with parent and make referrals to outside agencies as needed.

With parental consent, we provide existing assessments, any APDRs and annual reports to support an application. All parents are also invited in to school to discuss their own assessment required.

POSSIBLE OUTCOMES

SEND Service involvement specialist teacher (referral from school)

Speech and Language Therapy (referral comes from school unless pre-school age)
If threshold met, pupil may receive targeted support from speech therapist. In school or through training for staff to deliver.

Occupational Therapy (referral can come from GP, school or parents)

Cambridgeshire Healthy Child Programme: (referral can come from any professional working with child) Support line for parents (this service was previously known as the school nurse)

Mental Health Support Team MHST: (referral from school) Therapeutic support for families and children

Early Help
Complete Early Help Assessment (EHA)

Child and Adolescent Health Service (CAHS)
referrals made through YOUnited referral system. CAHS accept referrals from professional working with child.

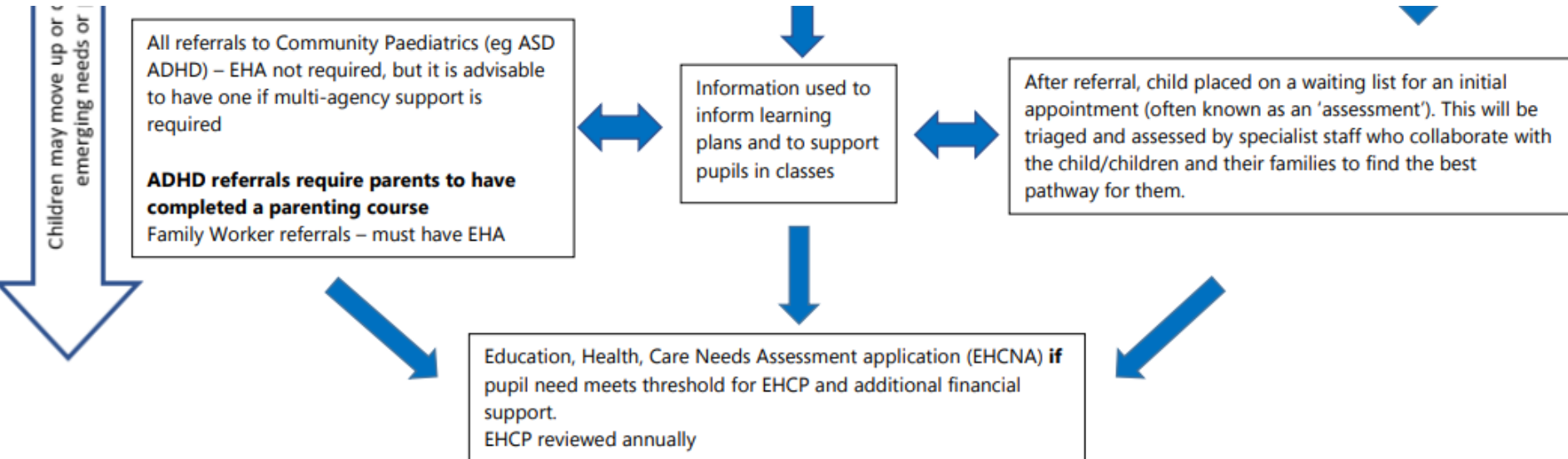
All referrals to Community Paediatrics (eg ASD ADHD) – EHA not required, but it is advisable to have one if multi-agency support is required.

Information used to inform learning

After referral, child placed on a waiting list for an appointment (often known as an 'assessment').

Children may emerge

move up or down this process depending on changing needs or progress towards targets



NB: For pupils with external assessments and/or diagnosis, we must still follow this process

Wave 1



Reasonable Adjustments/OAP Record

Name:	Year group:	Date updated:	Highlighted strategies in use for this child
Physical / Sensory - Work station - Move 'n' sit/wedge cushion - Writing slope - Fiddle toys/chews - Proprioceptive feedback activities – push, pull, weighted blanket, etc - Sensory breaks - Movement/brain breaks - Ear defenders - Seating position to avoid distractions - Postural support e.g. block for feet - Fine motor activities e.g. Tweezer work / threading - Fidget band on chair legs	Reading - High frequency word mat - Simplified text / instructions - Adapted task - Longer texts chunked - Adult/buddy reader (for access to text) - Essential reading highlighted - Reading ruler / window - Coloured overlay / Paper - Additional time - Differentiated expected outcome - Prompt bookmark - Personalised copy of whiteboard information	Writing - Fine motor activities - Pencil grip/triangular pencil/pen - Letter formation cards, alphabet strips - Mats – Phonic, rhyme, prefix/suffix, common exception words - High frequency word mat - Writing frame - Worked examples - Checklists, e.g. for editing work - Sentence starters - Dictionaries / personalised spelling log - Word processor for extended writing - Voice to text software - Scribe – when writing not being assessed	Maths - Number line/100 square/Tens frame - Multiplication square - Manipulatives e.g. Numicon, Cuisenaire rods, counters, Multilink cubes. - Vocabulary mat - Symbol / operations cards - Simplified instructions - Chunked tasks - Additional time
Organisation - Own set of resources e.g. pencils, ruler, etc - Personalised visual time-table - Task planner / check list - Routine Planners - Highlighting instead of noting - In/out work trays - First & Then boards - Verbal choice / Choice board - Mnemonics – memory - Additional practice/overlearning approaches - Resources colour coded - Pre-teaching / explaining what's next - Additional time	Language - Chunking/Step by step instructions - Back up instructions visually - Simplified Language - Modelling good use of language - Pre-teaching vocabulary - Social stories/scripts & comic strip conversations - Topic and academic vocabulary cards for individuals - Resources labelled with words and visuals - Give extra processing time	SEMH - Individual motivation resources - Mindfulness strategies - Anxiety mapping - Break cards - Regular check-in with class teacher or TA - Sand timers - Play and social support - Supported turn taking - Meet and greet with a buddy	

Writing

- Fine motor activities
- Pencil grip/triangular pencil/pen
- Letter formation cards, alphabet strips
- Mats – Phonic, rhyme, prefix/suffix, common exception words
- High frequency word mat
- Writing frame
- Worked examples
- Checklists, e.g. for editing work
- Sentence starters
- Dictionaries / personalised spelling log
- Word processor for extended writing
- Voice to text software
- Scribe – when writing not being assessed

Wave 2/3



Assess	Plan and Do
Child is reversing letters and not using capital letters consistently. Writing is difficult to decode.	Target: To form letters in the correct direction with capital letters in the correct places. • Handwriting intervention 3x a week- focus correct formation of s, letters p and g to sit on the line and not using capital T where they are not needed. • Letter formation strip to be stuck in her book on a flap so she can have it up while she is writing. • Writing intervention weekly to improve punctuation. • Child to have a HFW chart, phonic mat and word banks when writing.

Assess	Plan and Do
Child struggles to focus on his work for more than 5 minutes	Target: To focus independently on his work for at least 8 minutes, completing set tasks • Child to attend sensory circuits x2 weekly • Resistance band on chair • Adult support throughout to stay on task with small prompts • Chunked tasks • Adapt learning when possible to match his interests.

Wave 2/3 Provision in school:



Highly trained and experienced teachers and TAs.
TAs in classes every morning for core learning.
TAs providing intervention provision during afternoons.
Children will have an APDR.

Our targeted SEND provision and trained staff:

- Speech and language
- SNIP and Stareway to spelling – dyslexia interventions
- Therapy Dog
- ELSA – Emotional Literacy Support
- Autism training – all staff
- Expanded Rehearsal Technique ERT – reading intervention
- First Class@Number – maths fluency intervention
- Little Wandle Phonics intervention
- Sensory Circuits
- ELKLAN – communication and language intervention
- A Time to Talk – social skills intervention
- Lego Therapy – social and emotional support



Thank you for your time.

We are here for any questions.

Please browse the resources and support
guidance on the tables.

Help yourself to a hot drink and biscuit!