Meridian Primary School

'Learning for Life, Striving for Excellence'

SEND Information Report
July 2026

Introduction

Welcome to our SEND information report which is part of the Cambridgeshire local offer for learners with Special Educational Needs and Disabilities (SEND). Meridian Primary School is an inclusive school and we value all members of our community.

All governing bodies of maintained schools have a legal duty to publish information on their website about the implementation of the policy for pupils with SEND including information about the arrangements for identifying, assessing and making provision for pupils with SEND. This information is updated annually.

What is "The Local Offer"?

As part of the Children and Families Act 2014, Local Authorities are required to publish a 'local offer'. The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. The Cambridge local offer is available from the website: https://send.cambridgeshire.gov.uk/kb5/cambridgeshire/directory/advice.page?id=bPe2xezmLJc

What are Special Educational Needs?

A child may have a Special Educational Need (SEND) if they require additional or different provision to support them in their learning in order to ensure that they make progress.

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

How do we identify children needing SEND Support?

Children with potential SEND are identified through assessment routes which are part of the overall approach to monitoring progress of all pupils.
Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making significantly less than expected progress, given their age and individual circumstances, they will seek, with the support of the SENDco, to identify a cause and adapt provision. Less than expected progress is characterised as:

-being significantly slower than that of their peers starting from the same baseline
-failing to match or better the child's previous rate of progress
-failing to close the attainment gap between the child and expected age related levels of achievement.

The progress of every child is monitored termly. Where children are identified as not making progress in spite of quality first teaching and good attendance, they are discussed with the SENDco and a plan of action is agreed.

Although the school can identify barriers to learning and special educational needs, and make provision to meet those needs, we do not offer diagnosis. The school has access to some initial screening checks which we use in conjunction with our assessment procedures.

In addition to these pathways of identifying SEND, any identified SEND shared with us from parents, previous settings or other professionals will be discussed and supported. If parents have concerns regarding a potential additional need they should discuss this with the class teacher in the first instance.

How do we support children needing SEND Support?

At Meridian School we recognise that high quality first teaching, adapted for individual pupils, is the first step in responding to children who have or may have SEND. Support is offered in a graduated approach which we call 'waves of provision'.

Wave 1 - Inclusive quality first teaching for all

When class teachers identify that a pupil has difficulties, they plan interventions additional to or different from those provided as part of the school's usual personalised curriculum.

Wave 2 - Additional interventions to enable children to work at age-related expectations or above

Where a pupil struggles to make progress, despite quality first teaching, further investigation may be needed to put effective provision in place. Pupils chosen for Wave 2 support are those who are slightly behind and can 'catch up' with the rest of their age group.

A four-part cycle would be initiated in order to explore fully the pupil's needs to progress – Assess, Plan, Do, Review (APDR)

1. **Assess**: The pupil's needs will be explored to form a picture of the current position.
2. **Plan**: The class teacher and SENDco will create a learning plan including strategies, for parents/carers and teachers to support the pupil in making satisfactory progress. Targets will be set and reviewed.
3. **Do**: The class teacher and teaching assistants or other support staff work together to plan and assess the impact of the extra provision and interventions.
4. **Review:** The effectiveness of the intervention and progress made will be reviewed and evaluated termly and shared with the parent and pupil. These will then feed into the next steps.

Wave 3 - Additional highly personalised interventions

If there continue to be concerns requiring more focused investigation or support, specialists may be contacted at this point e.g. educational psychologists, child and mental health service (CAMHS), speech and language therapist, visually/hearing impaired, etc. This advice will be used to inform on-going provision. This provision will be implemented by a teacher or trained teaching assistant in a 1:1 situation. Provision will be tailored to meet the individual needs of the child and is highly structured so that the steps in learning are small and achievable.

When are children assessed for an EHCP?

When the needs are complex and severe, in some cases the school may conclude that a child's learning, behavioral or emotional difficulties remain so substantial that they cannot be met effectively within the resources normally available to the school. In these cases a request for statutory assessment will be made. Such a request can be made by the school, an outside agency or parents. The Education, Health and Care plan will describe all your child's SEND and the special help your child should receive. The Local Authority will usually agree a plan if they decide that all the special help your child needs cannot be provided from within the school's resources. Additional

resources identified under an EHC plan could include funding, staff time and special equipment.

It is the responsibility of the Local Authority to check your child's progress and make sure that the EHC plan continues to meet their SEND. EHC plans must be reviewed at least once a year.

How do we cater for different kinds of SEND?

There are four broad areas of SEND need. These are:

1. Communication and Interaction (including autism)
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical Needs

Type of Need	
Communication and Interaction e.g. Autistic Spectrum Disorders Speech, Language and Communication Needs Social communication difficulties	Visual timetables Support / supervision at unstructured times of the day Small group work to improve skills ICT is used to support learning where appropriate Strategies / programmes to support speech and language development Strategies to reduce anxiety / promote emotional wellbeing Where appropriate, support and advice from other partners to meet the needs of pupils Planning, assessment and review Work with pupils, parents, carers and staff to develop and review plans based on the need of the pupil Teaching resources routinely evaluated to ensure they are accessible to all pupils Adapted curriculum and resources
Cognition and Learning e.g. Moderate Learning Difficulties	Provision to support access to the curriculum and to develop independent learning Adaptations to teaching and learning made where necessary to enable all children to access Teaching resources are routinely evaluated to ensure they are accessible to all pupils Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of

	areas, i.e. reading skills groups etc ICT is used to reduce barriers to learning where possible Access to teaching and learning for pupils with special educational needs is monitored through the schools self-evaluation process Planning, assessment and review Work with pupils, parents, carers and staff to develop and review plans based on the need of the pupil Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to
Social, Emotional and Mental health e.g. Behavioural needs Social need Mental health needs Emotional Health and Wellbeing	The school ethos values all pupils A trained ELSA staff member supports some children 1:1 The school provides effective pastoral care for all pupils Small group programmes are used to improve social skills and help them deal more effectively with stressful situations A quiet garden space and extra curricula clubs are available at lunchtimes for children who need a quieter space or something more structured Members of staff are trained CTT practitioners The schools behaviour policy identifies where reasonable changes can be made to minimise the need for exclusions Risk assessments are used and action is taken to increase the safety and inclusion of all pupils in all activities Behaviour management systems encourage pupils to make positive decisions about behavioural choices. Information and support is available within school for behavioural, emotional and social needs Support and advice is sought from outside agencies to support pupils, where appropriate
Sensory and/or Physical needs e.g. Hearing/Visual Impairment Multi-Sensory impairment	ICT is used to increase access to the curriculum Support to access the curriculum and to develop independent learning Adaptations to the classroom are made, where appropriate

Physical and Medical Needs	Fine motor skills activities/sessions for those who need Sensory circuits sessions available for those who need Additional movement breaks for made available for children Advice and guidance is sought and acted upon to meet the needs of pupils who have significant medical needs Access to medical interventions Access to programmes to support occupational therapy / physiotherapy Support with personal care if and when needed Staff receive training to ensure they understand the impact of a sensory need upon teaching and learning Staff understand and apply the medicine administration policy The Special Educational Needs coordinator completes any necessary training in order to offer advice and guidance to staff about the needs of pupils The school has disabled toilets / facilities Support and advice is sought from outside agencies to support pupils, where appropriate.

What adaptations do we make to the curriculum and school environment?

Meridian School is as disability friendly as possible within the constraints of our building. The school is on one level, some corridors are wide and we have an easy access toilet. Other reasonable and appropriate adaptations to the physical environment will be made, in line with EHCPs or advice from specialists to accommodate children with other Sensory needs or disabilities.

All of our classrooms are inclusion-friendly. We aim to teach in a way that will support children with additional needs including tendencies towards dyslexia, dyspraxia, ASD, ADHD and EAL. The inclusion essentials are:

-giving consideration to and the reduction of literacy barriers
-the use of clear instructions; with pictorial support as appropriate
-ensuring access to explicit teaching of key words for meaning and word banks for

spelling
-having lessons that are engaging
-giving consideration to seating and groupings

This is good practice to support all children but is vital for those who particularly need it. All of our children access the National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of routine class adaptation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

In addition, please refer to Cambridgeshire's Dyslexia Guidance February (2019) and Cambridgeshire's Autism Guidance (April 2021)

How do we ensure inclusion in activities?

At Meridian Primary School, we believe all learners are entitled to the same access to extra-curricular activities and are committed to make reasonable adjustments to ensure participation for all. Any additional support or necessary adjustments are recorded on the risk assessment for that activity. Please contact us if your child has any specific requirements for extra-curricular activities.

How do we support children with transitions?

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes and settings as smooth as possible. Enhanced transition arrangements are tailored to meet individual needs but may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment in order to identify where the toilets are, where the pegs are etc.
- Communication with staff from previous or future settings
- A graduated transition timetable
- Social stories
-Transition reviews for Year 6 pupils with EHCPs are held, where possible, in the summer term of Year 5 or the autumn term of Year 6. The secondary school SENDco is invited to annual reviews and other review meetings. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training etc.

Who supports children with SEND?

All of our teachers are trained to work with children with SEND. Some are very experienced, and others less so, but all have access to advice, information, resources and training to enable them to teach all children effectively. We offer training and self-help opportunities through access to in- house or external courses, provision of resources or guidance towards useful websites**.**

Some of our TAs have specific training (e.g. ELKLAN) which helps them to support children with specific difficulties. Other TAs have expertise and training in specific interventions. All TAs work with children with SEND and disabilities.

We also have a part time SENDco who will co-ordinate additional support for pupils with SEND and liaise with their parents, teachers and other professionals who are involved with them.

Where we have children joining the school with needs that we are unfamiliar with we will work with parents, the local authority and other professionals including charities to ensure staff are confident in providing appropriate provision.

Contact via the school office on 01223 262423 or via emailing:
office@meridian.cambs.sch.uk
SENDco: Louise Cadwallader
Governor with responsibility for SEND: Ioan Milosevic

How do we work with pupils and parents?

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents' consultation meetings (autumn and spring terms) or through additional meetings to discuss the child's progress. Parents of children with SEND will be contacted termly to share and discuss the child's learning plan (APDR) but are also able to request meetings when required, following consultations with the class teacher, by contacting the school office.
Children are encouraged to share their views through a variety of pupil voice activities including but not limited to annual reviews, meetings with class teachers, self-assessment and informal drop ins by the SENDco.

How do we handle complaints?

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. For further information on any aspect of our provision for children with SEND, including complaints about SEND provision in our school, please contact the Headteacher via the school office. All complaints are taken seriously and are heard through the school's complaints policy and procedure.

Additional support

Cambridgeshire's SEND Information, Advice and Support Service (SENDDIASS) offers impartial and confidential information, advice and support to parents and carers who have a child or young person with SEND or have concerns that their child has special educational needs. They also offer impartial and confidential information, advice and support to young people and children with SEND or who have concerns they may have special educational needs.

Pinpoint Cambridgeshire is an organisation run for parents – by parents. They give help and information to parents and carers of children and young people aged 0-25 with additional needs and disabilities, and give parents and carers opportunities to have a say and get involved in improving local services.

Spectrum is a parent-led children's charity who provide events, sessions and support for families of children with Autism, additional needs, learning difficulties and disabilities.