NURTURE ASPIRATION EQUALITY INCLUSION CREATIVITY

Meridian Primary School Special Educational Needs (SEN) and Disabilities Policy, Information Report and Local Offer

Last reviewed: September 2026 Next review: September 2027

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

1. Introduction

Inclusion is fundamental to the ethos of Meridian Primary School. We serve a richly diverse community and have a higher proportion of children with special educational needs and disabilities (SEND) than is the case nationally. Meridian has a long-standing specialist provision for deaf children. This was previously called a Designated Specialist Provision (DSP). The Royal Borough of Greenwich (RBG) have changed the name of their specialist provisions to Local Authority Resourced Provision (LARP). Our school is complemented by a LARP for up to twelve deaf children which follows an aural/oral approach to communication, and these children are fully integrated into all aspects of school life.

A deaf-aware and dyslexia-friendly school, we recognise and value learning differences. We believe that everyone has their own special skills, talents and interests and, through our broad and balanced curriculum and extra-curricular provision, we hope that all children will find and develop theirs. At Meridian we know that children respond positively to high expectations - we are aspirational for each and every child, whatever their starting points, learning differences or circumstances. We believe that positive relationships and a caring ethos are the basis for great learning. This vision is supported by our five core values - Inclusion, Equality, Nurture, Aspiration and Creativity - which underpin everyday school life.

Our SEN Policy and Information Report aims to set out how our school identifies, supports and makes provision for children with SEN and disabilities. It explains the roles and responsibilities of everyone involved in providing for children with special educational needs. It seeks to ensure understanding and consistency in procedures and approaches across the whole school.

This document was originally written by the school's Special Educational Needs Coordinator (SENCO) and Lead Teacher of the Deaf (LTOD) with the SEN Governor, in liaison with the staff team and a group of parents of children with SEN. It is reviewed annually and published on the school website. This policy

should be read in conjunction with our Teaching and Learning Policy, Equality Information and Objectives document and Behaviour Policy.

2. Aims

At Meridian, we believe that all children have an equal right to a full and rounded education which will enable them to achieve their full potential and become lifelong learners. We are an inclusive school which values individuality and celebrates differences, and we aim to foster a culture in which all children respect and value themselves, each other and the diversity of their school community. We aim for all children with SEN and disabilities at our school to achieve the best possible outcomes by:

- Raising the aspirations of and for children with SEN and disabilities at Meridian.
- Identifying and providing for children who have SEN and disabilities at the earliest stage possible.
- Working collaboratively with children, parents/carers, colleagues and outside agencies.
- Creating a suitably-resourced inclusive and creative environment.
- Ensuring a high level of staff expertise to meet children's needs, through well-targeted continuing professional development.
- Enabling all children to have full access to the school curriculum through adaptive teaching and reasonable adjustments.
- Ensuring support for children with medical conditions in consultation with health and social care professionals so these children are included in school activities.
- Developing the Meridian Learning Muscles (the characteristics of a resilient learner at our school) in all our children: persistence, curiosity, resourcefulness, reflection and focus.

3. Definitions

What are Special Educational Needs (SEN)?

A child has special educational needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- a significantly greater difficulty in learning than the majority of others of the same age and/or
- a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision means educational or training provision that is additional to, or different from, that made generally for other children of the same age by mainstream schools.

4. Roles and responsibilities

Who is responsible for SEND at Meridian?

All Meridian **teachers** are teachers of children with special educational needs. We also have a skilled and dedicated team of **teaching assistants**.

The work of our teachers and TAs is overseen by a **Special Educational Needs Co-ordinator** (SENCo) called Melissa Hobbs.

- Our SENCo, Melissa Hobbs, is responsible for all children with SEN and disabilities
- Our LToD, Abi Cook, is responsible for our LARP for the Deaf.
- Melissa Hobbs (SENCo) and Abi Cook (LToD) can be contacted by phone or email:
  - Telephone: 020 8858 3572 and press 2 for the SENCo and 3 for the LToD.
  - Email Melissa: mhobbs@meridian.greenwich.sch.uk
    or Abi: acook@meridian.greenwich.sch.uk

Our Executive Headteacher, Jo Graham, and Acting Head of School, Siobhan Stanczyk, have overall responsibility for SEN and our SEN governor monitors this provision.

Together, we use our best endeavours to secure special educational provision for children for whom this is required:

Class teachers are responsible for: • The progress and development of every child in their class. • Ensuring that all children have access to high quality teaching and learning and that the curriculum is adapted to meet children's needs (previously known as differentiation). • Working closely with any TAs or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom learning. • Working with the SENCo to review each child's progress and development and decide on any changes to provision. This will include writing Individual Education Plans (IEPs) for children with SEN and sharing and reviewing these with parents/carers termly. • Ensuring that all members of staff working with SEN children in school are aware of a child's needs and the adjustments needed to enable their successful inclusion. • Ensuring that the school's SEN Policy is followed.	**Teaching Assistants (TAs) support the work of class teachers:** • A TA may be allocated to a child with significant special educational needs and support may be given in small groups or occasionally one to one. • All TAs work under the direction of teachers and with the oversight of the SENCo/LToD.

The SENCo and Lead ToD are responsible for: • Working with the Executive Headteacher, Head of School and governors to determine the strategic development of the SEN policy and provision in the school. • Having day-to-day responsibility for the operation of the SEN policy and the coordination of specific provision made to support individuals with SEN, including those with EHC plans. • Providing professional guidance to colleagues and working with staff, parents and other agencies to ensure that children with SEN receive appropriate support and high-quality teaching, including developing awareness of areas such as ASD, deafness and dyslexia. They coordinate training to support this. • Advising on the graduated approach to receiving SEN support. • Advising on the deployment of the school's delegated budget and other resources to meet children's needs effectively.	**The Executive Headteacher and Head of School are responsible for:** • Working with the SENCo/LToD and governors to determine the strategic development of the SEN policy and provision within the school. • Delegating day-to-day responsibility for SEN to the SENCO, Lead ToD and class/subject teachers, whilst maintaining overall responsibility for the provision and progress of

• Being a point of contact for external agencies, especially RBG and its support services. • Liaising with potential secondary schools/next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements. • Ensuring the school keeps the records of all children with SEN up to date - the SEN register (a system for ensuring all the SEN needs of pupils in this school are known) • Ensuring that parents/carers are: ❖ involved in supporting their child's learning ❖ kept informed about the support their child is receiving in school ❖ involved in reviewing how their child is progressing ❖ part of planning ahead for their child ❖ able to develop their understanding of aspects of deafness, dyslexia, ASD and other areas of SEN, where possible. • Overseeing the induction of new children with EHCPs, or who attend the LARP. • In addition, the Lead ToD is responsible for liaising with Greenwich LA commissioned transport services regarding transport arrangements for deaf children and offering parents/carers support in managing and using their child's audiological equipment.	children with SEN and/or a disability. **The SEND Governor is responsible for:** • Helping to raise awareness of SEN issues at governing body meetings. • Monitoring the quality and effectiveness of SEN and disability provision within the school and updating the governing body on this. • Working with the Executive Headteacher and Head of School and SENCo/LToD to determine the strategic development of the SEN policy and provision in the school.

5. Admissions

What are the arrangements for the admission of SEN and disabled children?

Admissions for all Reception to Year 6 children, including those with special educational needs and disabilities, are made via the Royal Borough of Greenwich (RBG). Admissions to our nursery for mainstream children are made via the school and for deaf children via RBG. First priority will go to children with an education, health and care (EHC) plan naming the school and those who are deaf meeting the criteria for admission into the LARP. Please see our Admissions Policy on the school website for further information.

6. SEN Information Report

(6.1) What kinds of SEN are provided for at Meridian?

All Greenwich maintained schools have a similar approach to meeting the needs of pupils with special educational needs and/or disabilities and are supported by the Royal Borough of Greenwich 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 children with SEN being met in a mainstream setting wherever possible, where families want this to happen. This document outlines how children with SEN are specifically supported at Meridian.

We are a mainstream primary school. We also have a Local Authority Resource Provision (LARP) for Deaf children.

The types of SEN we support in our school include, but are not limited to, the following:

1. **Communication and interaction** - speech, language and communication needs (SLCN), autism spectrum disorder (ASD)
2. **Cognition and learning** - specific learning difficulty (SpLD) such as dyslexia, moderate learning difficulty (MLD), severe learning difficulty (SLD), profound and multiple learning difficulty (PMLD)
3. **Social, mental and emotional health** - attachment difficulties, social and emotional difficulties, mental health issues, attention and hyperactivity difficulties such as ADHD
4. **Sensory/physical** - visual impairment (VI), deafness, multi-sensory impairment (MSI/deafblind), physical disability (PD)

(6.2) How does the school identify children with SEN and assess their needs?

Children's needs may be identified when it is noted that they have not made adequate progress:
The school assesses each child on entry and their progress is measured through formative assessments (such as class discussions and marking), summative assessments (such as quizzes, end of term tests and statutory assessments such as the Year 1 Phonics Screening Check), book looks (monitoring the progress children are making over time in their learning) and observing teaching and learning in the classroom. Progress is also reviewed at regular 'progress review meetings' with Senior Leaders (discussions with class teachers and senior leaders about a child's progress which include looking at children's work and the outcomes of any assessments which have taken place).

Class teachers will identify those whose progress:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a child is recorded as having SEN.

Children's needs may be identified via a parent or staff referral:

- A parent/carer may share a concern or observation about their child with a member of staff. This information will be passed to the class teacher.
- Similarly, a member of staff may identify a concern about a child or a need as part of day-to-day classroom practice or when working with a child in another capacity (e.g. lunchtime supervisor). If this has been raised by a member of staff who is not the class teacher, this information will be passed to the class teacher.

All concerns noted by any member of staff/raised by parents are recorded and the SENCo/LToD advised.

Assessing the need:

- In the first instance, the class teacher will usually meet with the parent/member of staff/SENCo/LToD to discuss the concern in more detail.
- The class teacher will usually take steps to address the concern in the classroom and monitor the impact of this for a period of up to 6 weeks.
- Progress Review Meetings often identify targets for children to work towards and steps for class teachers to take.
- Next steps may include:
    - ❖ putting additional measures in place such as seating the child closer to the board or giving a child a writing scaffold;
    - ❖ completing a classroom assessment to identify specific gaps (such as a reading 'running record');
    - ❖ planning targeted interventions in class (such as additional reading support).
- If the concern persists, the class teacher will refer the matter to the SENCo/LToD. Depending on the nature of the need, the class teacher may refer the matter to the SENCo/LToD for guidance in the first instance.
- After discussion with the class teacher, the SENCo/LToD will decide upon the most appropriate action. This could include:
    - ❖ advising the class teacher to implement additional measures (such as a now/next board) and monitor the child's progress for a period of six weeks;
    - ❖ arranging to observe the child themselves;
    - ❖ carrying out appropriate assessments themselves, such as a dyslexia screening check;
    - ❖ making a referral to an external agency for more specialised assessments and/or advice.

When deciding whether special educational provision is required, the school will start with the desired outcomes, including the expected progress and attainment and the views and wishes of the child and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

We recognise that the identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arise from special educational needs. This will often require a referral to the Speech and Language Therapy Service for expert advice.

Following a review of the outcomes of the steps listed above, the SENCo and class teacher will have a discussion with the parents/carers and the child may be **added to the school's SEND register**, under the category of '**SEN Support**'. Parents will be advised of how the child's needs will be supported.

All deaf children in our LARP and all children with an Education Health Care Plan (EHCP) are automatically placed on the SEN register.

Parents/carers will be notified before a child is placed on the SEN register. This register is reviewed and updated at the end of each school term by the SENCO. SEN review days are held with teachers each term.

(6.3) How do we involve and consult children and parents?

At Meridian, we encourage children to become resilient, independent learners. We think this is best achieved by supporting them to take ownership of their own learning and take an active role in the learning process. Similarly, we value the significant role parents/carers have in enabling children to achieve their full potential and the unique knowledge they have of their child.

We will have an early discussion with the child and their parents when identifying whether they need special educational provision. These conversations will ensure that:

- everyone develops a good understanding of the child's strengths and difficulties
- we take into account any concerns the child and/or parent may have
- everyone understands the agreed outcomes sought for the child
- everyone is clear what the next steps are

For children with identified special educational needs, we involve and consult children and parents in the following ways:

- Parents are always notified when it is decided to place a child on the SEN register and the reasons for this decision are explained.
- We write IEPs in consultation with children, share targets with them and involve them in the review of their progress each term. In addition, EHCPs/Profiles of Need are reviewed each year with input from the child and parental involvement.
- A home/school contact book or regular phone call home may be used to support communication with parents.
- Information from outside professionals may be discussed with parents directly, or where this is not possible, in a report. The SENCo/LToD may also arrange to meet with a parent to discuss any new assessments and ideas suggested by outside agencies for their child.
- If a child is undergoing statutory assessment, parents will also be supported by the Children's Services SEN Team to ensure they understand the process.

Children's views will be sought in a variety of ways such as attending meetings and contributing directly, providing verbal or written contributions, pictorial contributions including word/picture boards. If children have difficulty giving their own views, evidence will be interpreted by people who know them, for example through looking at photographs or film footage and school work, and by seeking parental information. When planning for a child's SEN, their current strengths and interests are recorded on the IEP (Individual Education Plan) and these can contribute towards next steps and outcomes.

Parents are informed of their child's overall progress through Parents' Evenings in the Autumn and Spring terms and a school report at the end of the school year.

(6.4) How do we assess and review children's progress towards outcomes?

We follow the graduated approach using the '**Assess, Plan, Do, Review**' cycle.

The class teacher will work with the SENCo/LToD to carry out a clear analysis of the child's needs. This will draw on:

- the teacher's assessment and experience of the child
- other teacher assessments, where relevant
- the child's progress, attainment and/or behaviour
- the child's development in comparison to their peers and national data
- any advice from external agencies
- the child's views and the views of the child's parents

The attainment and progress of all children is based on National Curriculum expectations or Early Years Foundation Stage Early Learning Goals. If children are progressing at a rate that is significantly slower than their peers, they will be assessed using Performance Indicators for Value Added Target Setting (PIVATS) so that smaller steps of progress can be recorded.

For those children with SEN who are making slower progress with phonics, phonics assessments will be updated regularly by class teachers.

All children who are on the SEN register will have an Individual Education Plan (IEP) which is personalised, capturing a snapshot of the child, their identified needs, desired outcomes and strategies to enable them to progress. IEPs outline the details of any provision/intervention for the child which is beyond that which is usually provided for all children as part of quality first teaching - what this will be, how and when this will take place and the resources needed to support this. Targets are SMART - Specific, Measurable, Achievable, Realistic and Time-bound. (IEPs are signed by parents within 3 weeks of being written; signed copies are given by teachers to the SENCo/LToD and stored in SEN folders and on the school's computer system.) IEPS are reviewed/updated termly by teachers and/or TAs so their impact can be measured; parents and children are involved in this process.

As national SEND reforms transition toward digital Individual Support Plans (ISPs), the school will adapt its SEN Support recording systems in line with DfE implementation timelines.

The progress of children with an EHCP (Education Health Care Plan) or a Profile of Need is formally reviewed at an Annual Review with parents and all other adults involved with the child's education (biannually for children under 5 years old).

All teachers and support staff who work with the child will be made aware of the child's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

(6.5) How do we support transition?

We recognise that transitions (moving from one class to another or one school to another) can potentially be difficult for a child with SEN and we therefore take steps to ease this transition.

If a child with SEN child starts at our school:

- Wherever possible, they will be invited to visit the school with their parents beforehand and meet their class teacher.

- If they begin in Reception and Nursery, parents will be invited to a 1:1 meeting with the class teacher to share information about their child. The SENCo may attend this meeting if appropriate.
- In other year groups, the class teacher will arrange a telephone call or meeting with the parent beforehand to ascertain any important information.
- If a child with SEN has attended another setting (e.g. school or nursery), information will be received from there. In some circumstances a meeting will be arranged between our SENCo/LToD and the other setting and/or staff may visit the previous setting.
- If other professionals are involved, a team around the child (TAC) meeting will be held to discuss the child's needs, share strategies used and ensure provision is in place before the child starts.

When moving classes in school:

- Information and relevant documents (including IEPs) will be passed on to the new class teacher and a 'handover' meeting with the previous and new teacher will take place.
- If appropriate, we will create a transition booklet for a child to support them in moving on.
- There will be an opportunity for children to meet their new teacher and other adults who will be working with them, and to see their new classroom.

In Year 5 (in the Spring term) children with EHC plans/Profiles of Need, will have a 'transition review' of their progress and needs which will be an opportunity to discuss and plan for appropriate secondary school options.

In Year 6:

- The SENCo/LToD will attend the Primary Transition Day organised by RBG to discuss the specific needs of children with SEN with the SENCo of their new secondary school, and/or a session for children with who are moving to a LARP place.
- Children with SEN may take part in a small group in school, to support their understanding of the changes ahead. This may include creating a 'Personal Passport' which includes information about the child for their new school.
- Where possible, children with SEN will visit their new school and, in some cases, staff from the new school will visit the child at Meridian.

If a child is moving from Meridian to another school, before Year 6:

- We will contact the new school's SENCo to pass on any special arrangements or support that need to be made for a child.
- We will ensure that all records about a child are passed on as soon as possible.

(6.6) What is our approach to teaching children with SEN?

All Meridian teachers are teachers of SEN, and all children in school benefit from high '**quality first teaching**'. This means that teachers have the highest possible expectations for all children in their class and they differentiate the curriculum to ensure all children can access this. The curriculum builds on previous learning and a range of methods are used to engage children in the learning process. This could include providing practical learning activities or adapting resources for a particular child. We also provide

targeted interventions for some children and adapt our curriculum and learning environment. See below for more details.

(6.7) How do we adapt our curriculum and the learning environment?

Teaching at Meridian is dyslexia- and deaf-friendly, and staff have an understanding of a range of SEN, including ASD and ADHD. In adapting our curriculum and the learning environment, we aim to ensure children can access their learning as independently as possible.

We make the following adaptations to ensure children's needs are met:

- Differentiating the curriculum, for example by grouping children in different ways, providing TA or small group support, adjusting the teaching style and its content. This could include a child having movement breaks or working with a TA to implement the teacher's modified planning.
- Adapting resources and staffing: Deaf children are usually taught in a small group setting each morning, alongside some of their hearing peers, by a Teacher of the Deaf (ToD) and in their mainstream class with support from a ToD or TA in the afternoon. Sometimes, deaf children are taught all day in their mainstream class with TA support - in this case a ToD would oversee their provision.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, now/next boards, and using Assistive Listening Devices (ALDs) to support access for deaf children.
- Differentiating our teaching, for example by giving a child additional processing time to respond to questions, pre-teaching/overlearning key vocabulary and concepts, or reading instructions aloud

A ToD has responsibility for ensuring effective audiological support is available to all deaf children as required. LARP classrooms are acoustically treated or away from busier areas of the school to enable optimum access to speech sounds.

(6.8) What additional support for learning is available?

Targeted support/interventions: Some children receive targeted support to address gaps in their learning or to address specific needs. This support may also be referred to as an 'intervention group' and may be 1:1 or in small groups. It could be led by a TA, teacher or, sometimes, the SENCo. This takes place inside the classroom or outside the classroom, e.g. in the hall.

Teachers are responsible for overseeing the work of TAs and liaising with the SENCo. Class teachers summarise additional support on a timetable which is then given to the SENCo so they can maintain an overview of provision across the school.

Examples of interventions or additional support which may take place 1:1 or in small groups at Meridian are:

- Little Wandle Phonics interventions
- Sensory Circuit
- Zones of Regulation

- Social skills interventions
- Music Therapy
- Additional maths sessions to embed key concepts
- Pre-teaching/repetition of key vocabulary or concepts
- Occupational Therapy sessions
- PECS
- Attention Autism
- Intensive Interaction

Specialist support: Some children are identified as needing specialist input (in addition to quality first classroom teaching and in addition to or instead of intervention groups). This type of support is available for children with specific barriers to learning that cannot be overcome through high quality whole class teaching and/or intervention groups.

In this instance, referrals will be made to outside agencies to advise and support the school in enabling a child to better access the curriculum and make progress. Examples of the specialist outside agencies we refer to are RBG's Sensory Team, Speech and Language Therapist (SALT), Educational Psychologist (EP), Music Therapist, CAMHS (Child and Adolescent Mental Health Service), Deaf CAMHS, Waterside Outreach (behaviour support), ASD Outreach, Occupational Therapy (OT) and STEPS (Support Team for Education in Primary and Secondary School).

Before referring to external agencies, the school will discuss with parents the reasons for a referral and how it will help, and seek their permission.

Specialist professionals can help the school and parents/the child to understand a child's particular needs better. After working with a child, they will make recommendations which may include:

- making changes to the way a child is supported in class;
- support to set targets which will include their specific professional expertise;
- involving a child in a group run by school staff under the guidance of the outside professional, e.g. a social skills group, sensory circuit, speech and language therapy;
- a group or individual working directly with an outside professional, e.g. speech and language therapy, music therapy, behaviour support.

Specified individual support:

- **This is provided via an Education, Health and Care Plan (EHCP). For children in the LARP, this is often written as a Profile of Need.**
- This type of support is available for children whose learning needs are severe, complex and lifelong and need a particularly high level of individual and small group teaching (as a guide, more than 20 hours per week), which cannot be provided from the resources already delegated to the school.
- This would mean:
  - The school (or parent) requesting that the Local Authority (LA) carry out a statutory assessment of a child's needs. This is a legal process and parents can find more detail about this in the LA's Local Offer, on the Royal Greenwich website: www.royalgreenwich.gov.uk.

- School, parents and the child working together to complete a profile of the child's aspirations and needs over time. The school will then meet with the parent and other professionals involved, and decide if it would be helpful to apply for a statutory assessment. They will also agree to any additional information and evidence that should be included from parents, other involved professionals and the school.
- After a request has been submitted to the Local Authority, RBG will decide whether they think the child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment.
- If this is the case, they will ask parents and professionals involved with the child to write a report outlining the child's needs. If they do not think the child needs this, they will ask the school to continue or adapt the support that is already in place.
- After the reports have all been received, the Local Authority will decide if the child's needs are severe, complex and lifelong and that they need more than 20 hours of support per week in school to make good progress. If this is the case, they will write an EHC Plan. If this is not the case, they will set up a meeting in school to ensure a plan is in place to ensure the child makes as much progress as possible.
- The EHCP will outline the level of funding that your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for a child.
- An additional adult may be used to support the child with whole class learning, run individual programmes or run small groups including the child.
- The EHCP is reviewed annually to ensure that it is still 'fit for purpose'. Parents, teachers and external professionals will be invited to a review meeting to discuss the progress the child has made towards the targets set.
- Usually, if a child requires this high level of support, they may also need specialist support in school from a professional outside the school. This may be from Local Authority central services such as the ASD Outreach Team or Sensory Service (for children with a hearing or visual need) or from outside agencies such as the Speech and Language Therapy (SALT) Service, Occupational Therapy Service, Physiotherapy and/or CAMHS.

(6.9) What is the expertise of staff and how is training provided?

Our SENCo and LToD are very experienced teachers and leaders of SEN. They are allocated leadership time to manage the SEN provision at our school.

Our LARP currently has two qualified Teachers of the Deaf (ToDs) who support colleagues in school. Our Teachers of the Deaf (ToDs) are teachers who have completed post-graduate training in deaf education with Teacher of the Deaf status. Whilst we provide an aural/oral approach to communication at Meridian, our ToDs can also communicate in basic British Sign Language, as can some of the TAs in school.

We have a team of experienced and skilled teachers and TAs who are ably supported by the SENCo/LToD. New teachers (Early Career Teachers, previously known as NQTs) are supported by a mentor who is an experienced teacher. Strong links with RBG, SEN networks and outside agencies ensure that teacher/leader knowledge is kept up to date and training needs are met.

Training needs of staff are assessed through appraisal and monitoring systems, and training is arranged by the SENCo/LToD and the Inclusion Leader. Whole staff, small group and individual training takes place to share and deepen knowledge, strategies and experience of SEN and disabilities, such as ASD, dyslexia, deaf awareness and mental health. Individual teachers and support staff often attend training courses run by outside agencies that are relevant to the needs of specific children in their class, e.g. from the ASD Outreach Service, STEPS, Sensory Service, Cochlear Implant Teams, or medical/health training to support staff in implementing care plans. A Deaf Instructor regularly works alongside mainstream staff to support deaf awareness.

The LToD provides deaf awareness training for new staff as part of their induction, and this is updated for existing staff regularly. Similarly, the SENCo will provide induction and regular updates on SEN for staff.

Training in the last and current academic year for individuals or groups includes: phonics training (including Steps to Success and Little Wandle), deaf awareness, Zones of Regulation, speech and language therapy training (including Word Aware), Attention Autism, Intensive Interaction, PECS, and diabetes, anaphylactic and buccal training. In addition, staff have received support on strategies for individual children from ASD Outreach and STEPS.

(6.10) How do we secure equipment and facilities for SEND?

Children and staff have a shared responsibility for storing resources safely and securely, such as returning laptops to the laptop trolley and keeping personal coloured overlays in classroom trays.

All audiological testing equipment is kept in the LARP office. Assistive Listening Devices (ALDs) are also stored and charged in the LARP office. From a young age, our deaf children are expected to take responsibility for their own audiological equipment, especially their ALDs. We create an environment where deaf children can raise issues about their equipment in the classroom so these can be addressed quickly. We ensure that children feel confident and safe to remind teachers if the transmitter is not working, switched off or muted.

(6.11) How do we evaluate the effectiveness of SEN provision at our school?

We evaluate the effectiveness of SEN provision at our school in the following ways:

- Children on the SEN register have IEPs (see above) which are reviewed termly. Children with an EHC Plan will also have a statutory annual review (bi-annual for children under five years old) - copies of review documents are sent to RBG.
- The SENCo/LToD monitors the quality of the provision by observing teaching and learning, looking at children's work and talking to children about their learning.
- Progress of children with SEN is reviewed in termly SEN review meetings with the SENCo, class teachers and, when possible, TAs. The impact of IEPs are reviewed and recommendations for the child's next steps will be made.
- Senior leaders monitor children's progress by reviewing termly summative assessments and holding regular progress review meetings. Attainment and progress are compared to the achievement of all children and children with SEN nationally.

- The SENCo/LToD and Inclusion Leader monitor the movement of children on and off the SEN register in consultation with the Executive Headteacher and Head of School and provide governors with regular summaries of the impact of the policy on the practice of the school. In addition, our SEN governor visits the school regularly to monitor provision and its impact, reporting her findings to the full governing body.
- The governors carry out a parent survey every two years.
- Leaders gather the views of children during learning walks and when talking to children informally at lunch and playtimes.
- Children with SEN are represented on the School Council and are invited to share their experiences and thoughts during assemblies.

(6.12) How do we enable children with SEN to engage in activities available to those in the school who do not have SEN?

We are an inclusive school where all children with SEN can enjoy the same activities as other children in our school; children are not excluded from taking part in activities because of their disability or special educational need.

- All children are encouraged to go on residential visits.
- School trips, extra-curricular clubs, Breakfast Club and Play Club are available to all children.
- All children are encouraged to participate in workshops, sports days and school plays/performances.

Our deaf children are fully integrated into all aspects of school life. We have three LARP classrooms which are acoustically treated to have optimal listening conditions for deaf children. Deaf children are provided with Assistive Listening Devices from Year 1 to Year 6, when possible, to maximise access to speech. Children from the LARP are represented on the School Council.

Access arrangements are provided in the classroom/across the curriculum for children with SEN and disabilities, such as coloured overlays for dyslexic children. Other examples include a visual timetable displayed in all rooms to support all children, including those with ASD, and movement breaks for children with ADHD.

Through our curriculum, including assemblies, we raise awareness of learning differences and disabilities such as through Deaf/ASD/Dyslexia Awareness Weeks.

Staff are trained in supporting children with medical needs such as diabetes.

Meridian is in a Victorian building which has four storeys. Currently, we do not have wheelchair access. Our Accessibility Policy can be found on the school website: Meridian Primary School.

(6.13) What support do we provide for improving children's emotional and social development?

We believe that having a 'growth mindset' and being resilient provides the basis for great learning. We know that children learn best when they embrace challenges, work hard and understand they can learn

from their mistakes. With our children in mind, we have developed Meridian Learning Muscles which we aim to foster through our teaching. These are based on a research project we initiated with the Institute of Education and carried out with other local schools linked to the work of Guy Claxton and Chris Watkins, and to Carol Dweck's theories of growth mindset.

We aim to know our children well and work hard to build good relationships between children and staff. All staff support children in recognising, naming and managing their emotions. For example, young children may have a 'thumbs up' or 'thumbs down' routine during the register which is then followed up by the teacher. Children are encouraged to ask for help if they need it and have a quiet chat with a trusted member of staff at a difficult time. Children are also taught strategies to help them self-regulate. Agreed strategies, such as a few minutes in a calm spot within the classroom, are sometimes developed in consultation with children as appropriate to their needs.

TAs and meals supervisors support children in building and maintaining friendships at lunch and playtime. Similarly, places at Play Club are made available to children who would benefit from developing their social skills.

Children with special educational emotional and behavioural needs often need differentiated behaviour plans. We believe that it is important to understand a child's strengths as well as difficulties and to talk to the child about how best to support them. Where appropriate an individualised behaviour plan may be put in place to support the child. These are written collaboratively with the teacher, child, SENCo/LToD, any other relevant staff and parents wherever possible. These are monitored by the SENCo/LToD and evaluated within a set timescale. They may include an individual system of rewards and consequences which can be tied into the whole school/class reward system. This behaviour plan is usually shared with the whole staff so that the management of SEN children is consistent across the school. Depending on a child's need, they may be referred to ASD Outreach or Waterside for regular sessions to explore their social and emotional needs, or offered regular intervention sessions with a TA, e.g. 'drawing and talking' or 'lego therapy'.

For many years, Meridian has commissioned a bespoke school project which provides at least nine children and their parents with support each year. Following a referral process, children who participate benefit from a series of music therapy sessions and their parents benefit from the professional advice of CAMHs. Staff also benefit from the expertise of these key professionals in school who help them to better understand the children's needs and manage their needs. Staff can refer children to this project via the SENCo.

All teachers teach RSHE (Relationships, Sex and Health Education) in accordance with statutory DfE guidance. Within this curriculum area, children develop their understanding of our school values, our Meridian Learning Muscles and our work to become a Unicef Rights Respecting School. In line with statutory standards, children learn explicit personal safety boundaries, correct anatomical terminology for body parts as good safeguarding practice, and strategies for online safety. Weekly whole school and Key Stage assemblies also focus on social and emotional aspects of learning.

Children with SEN are encouraged to be part of the School Council. We have a zero tolerance approach to all forms of bullying, discrimination and child-on-child abuse - including online harms, generative AI misuse, and non-consensual sharing of imagery - in line with KCSIE and our Behaviour Policy.

(6.14) How do we work with other agencies?

The school values the expertise and input of outside agencies. We have strong relationships with a range of other professionals and services and work closely with them to ensure the best possible outcomes for Meridian SEN children.

Directly funded by the school:

- CAMHs/Music Therapy project
- Additional Speech and Language Therapy input to provide a higher level of service to the school
- Additional Educational Psychology input to provide a higher level of service to the school
- Social Communication Outreach Worker

Paid for centrally by the Local Authority but delivered in school:

- Autism Outreach Service
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs – including provision of a Deaf Instructor for one half day a week
- STEPS (assessment, advice and resources for children with literacy or numeracy difficulties including dyslexia)
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Professional training for school staff to deliver medical interventions
- Waterside Behaviour Advice Service
- Parent Partnership Service (to support families through the SEN processes and procedures)

Provided and paid for by the Health Service (Oxleas NHS Trust) but delivered in school:

- School Nursing Service
- Speech and Language Therapy for LARP children

Voluntary agencies/charities:

- National Deaf Children's Society (NDCS)
- Greenwich Parent Voice (GPV)
- Greenwich Association for Disabled People (GAD) in association with Greenwich Mencap

The SENCo/LToD may refer a child to an outside agency for further assessment, support or advice. Parent/carer's permission will be sought. Any advice given by professionals will be taken into account when planning to meet a child's need and will feed into their IEP.

Professionals often visit the school to work with a child and offer specialist support and advice to staff members.

(6.15) How can I raise a concern or complaint about SEN provision at the school and how can I contact the school?

A concern or complaint can be made in person, in writing or by telephone. It may also be made by a third party acting on behalf of a complainant, as long as they have appropriate consent to do so.

In most cases, concerns can be dealt with informally by raising the issue with a child's class teacher. The member of staff may feel it appropriate to refer the complainant to a more senior member of staff who will try to resolve the concern informally. The matter may also be referred directly to the Executive Headteacher and Head of School at any time.

- Parents/carers can speak to their child's class teacher after school every day when collecting their child, or can leave a message in the school office to arrange a mutually convenient time to talk over the phone or meet in person.
- Whilst TAs have a very valuable role in a child's education and we welcome regular dialogue between them and parents, we would prefer that questions regarding a child's learning and progress are directed to class teachers or the SENCo/LToD.
- Either the Executive Headteacher, Jo Graham, or the Acting Head of School, Siobhan Stanczyk, will always be on the playground at the start and end of the school day and can be contacted via the school office - Telephone: 020 88583572 or email: sao@meridian.greenwich.sch.uk.

If the issue remains unresolved, the complainant may raise their complaint formally. The procedure for making a formal complaint is outlined in our Complaints Policy which can be found on the school website.

If a parent/carer has a complaint related to the statutory assessment of Special Educational Needs, this should be made to the Royal Borough of Greenwich (RBG).

(6.16) What support services are available for parents of children with SEN?

We would like parents to talk to their child's class teacher regularly so we know what they are doing at home and we can tell parents about what we are doing in school. We hope this will make sure that we are both doing similar things to support the child and can share what is working well in both places.

Class teachers and the SENCo/LToD are available to meet with parents to discuss their child's progress or any concerns/worries parents may have (see 6.15 above). IEPs are reviewed each term, and EHC Plans/ Profiles of Need each year, ideally with parental involvement.

Parents are encouraged to contact the SENCo/LToD for support and advice regarding their child's SEN. The school can signpost parents to further support and information, e.g. links to voluntary organisations like Greenwich Parent Voice (a charity supporting parents of children with SEN in Greenwich). If a

child is undergoing statutory assessment, parents will also be supported by the Children's Services SEND Team. They will ensure that parents fully understand the process.

Information from outside professionals may be discussed with parents directly, or where this is not possible, in a report. The SENCo/LToD may also arrange to meet with a parent to discuss any new assessments and ideas suggested by outside agencies for a child.

Where possible, we offer training, coffee mornings/afternoons, workshops and other information specific to children's SEN and disabilities, for all parents of children in our school. Previous offers have included dyslexia awareness, deaf awareness, speech and language therapy and cued articulation.

Relevant articles, information sheets, websites and events are often publicised in our weekly school newsletter and on our school website, for example National Deaf Awareness week.

(6.17) What is the Local Offer?

Every local council in England must write down what help there is in their area for children and young people with special educational needs or who have a disability (SEND). This is for everyone to read and is called the Local Offer. Greenwich is a Pathfinder Borough which has committed to developing the Local Offer and other aspects of Special Educational Needs reform. You can read the Greenwich Local Offer at: Greenwich Community Directory.

Many Greenwich schools, including Meridian, contributed to the writing of this document when it was originally written.

(6.18) How does our school make special arrangements for Looked After Children (LAC) with SEND?

We consult with the virtual school headteacher as appropriate for personalised support as required. We also liaise with the allocated social worker, to ensure all agencies are working collaboratively to develop an appropriate support package for each child.

We review the child's needs and progress regularly, for example before entering the school to ensure a smooth transition from their previous setting and then at regular intervals.

We ensure Pupil Premium funding is being used effectively. See the Pupil Premium Strategy on our school website for more details.

The Designated Teacher for Looked After Children (LAC) is Melissa Hobbs. She ensures that training and policies are supportive of Looked After Children with SEN and disabilities. The Designated Governor for LAC is Philippa Peto. She works to ensure provision for LAC children is of a high quality and meets their needs.

(6.19) What are the levels and types of SEN within the school?

Of the 218 children on our school roll, 14 are deaf and in our LARP, and 204 are hearing:

- 65 of our children are on the SEN register: 14 deaf/LARP children and 51 hearing children.
- All of our 14 deaf children are on the SEN register and supported by ToDs.
- 51 of our hearing children are on the SEN register.
- This means that a total of 30% of all our children are on the SEN register: 100% of our deaf children and 25% of our hearing children.

The table below shows the levels and types of SEN within our school:

September 2026	**All children**	**Deaf children in the LARP**	**Hearing children**
Number of children on roll:	217	14 6.5% of all children	203 93.5% of all children
SEN children on roll (SEN Support & EHCPs combined)**:**	65 30% of all children (includes both deaf and hearing children)	14 100% of children in the LARP	51 25% of hearing children
Provision:	16 of our SEND children have EHCPs (7%) 49 are at SEN support (23%)	4 deaf children in the LARP have an EHCP and 10 deaf children in the LARP are at SEN support with a Profile of Need. All our deaf children are supported by our Teachers of the Deaf.	12 hearing children have EHCPs. The remaining 39 are at SEN support with a PLP. Some of our hearing SEN children are taught in small groups with our deaf children each morning in the LARP.

The primary needs of our 65 SEN children are:

- Autism Spectrum Disorder 12
- Attention Deficit Hyperactivity Disorder 1
- Speech, Language and Communication Needs (SCLN) 28
- Dyslexia 4
- Hearing Impairment 14
- Physical Disability 2
- Social, Emotional and Mental Health (SEMH) 4

Correct as of September 2026.

7. Supporting children at school with medical conditions

Meridian recognises that children 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 may also have SEN and may have an EHC plan.

The SENCo/LToD liaises with the community nursing team, regarding children who have medical conditions, to ensure their needs are being met.

The nursing team will write care plans and provide training and advice to staff when necessary. Care plans which have emergency procedures to follow are shared with all relevant staff and a copy is kept in the school office. Care plans will be written in consultation with parents.

8. Links with other policies and documents

This policy should be read alongside the following school policies and documents:

Safeguarding and Child Protection Policy
Relationships, Sex and Health Education (RSHE) Policy
Accessibility Plan
Supporting Pupils with Medical Conditions Policy
Behaviour Policy
Equality Information and Objectives
Complaints Policy

All of these documents can be found on the school website.