



Meath Green Infant School

SEND INFORMATION REPORT

1. Introduction

At Meath Green Infant School, we believe in participation for all. We want to create an inclusive culture in our school and we aim to be responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills. We aim to create a learning environment which is flexible enough to meet the needs of all the children. Our approach is to tailor learning opportunities so that they are accessible to all the children through effective planning and differentiation of lessons. We aim to provide stimulating and exciting learning experiences that all children can access at their individual levels. We monitor the progress of all learners, and our staff continually assesses that learning and progress are taking place. We understand that setting high expectations for all pupils, including those with SEND, is an essential for good progress in learning.

2. Aim

The aim of this Information Report is to explain how our school supports pupils with Special Educational Needs and Disability (SEND) and explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

3. What types of SEND does the school provide for?

Our school currently provides additional and/or different provision for pupils with the following needs:

Area of Need	Condition
Communication and Interaction	Autistic Spectrum Disorder Speech and Language Difficulties
Cognition and Learning	Specific Learning Difficulties Moderate Learning Difficulties
Social, Emotional and Mental Health Difficulties	Attention Deficit Hyperactive Disorder (ADHD) Attention Deficit Disorder (ADD) Anxiety
Sensory and/or Physical Needs	Visual Impairment Sensory Processing Disorder

4. Which staff will support my child, and what training have they had?

Our Special Educational Needs and Disability Co-ordinator (SENDCo)

Our SENDCo's name is Kelly Lang. Kelly:

- is a qualified teacher
- achieved the National Award in Special Educational Needs Co-ordination in 2020
- attained the Senior Mental Health Lead qualification in 2023
- has been in role as SENDCo for 10 years
- is part of the Senior Leadership Team
- is in school on Wednesdays, Thursdays and Fridays
- attends termly Multi-Professional Team meetings with external professional agencies
- attends termly network meetings

Class Teachers

All our teachers receive in-house SEND training and are supported by the SENDCo to meet the needs of pupils who have SEND.

Learning Support Assistants (LSAs)

We have a team of support staff, including Higher-Level Teaching Assistants (HLTAs) who are trained to deliver SEND provision. We have staff trained to:

- deliver Speech and Language interventions, including ELKAN and NELI trained staff
- support pupils with ASD and ADHD
- understand Sensory Needs
- offer Attention Bucket
- recognise and understand how different emotions can impact on behaviour
- provide Emotional Literacy Support Assistance (ELSA)

Our ELKAN trained staff have received further training about consistent and inconsistent phonological disorder and articulation disorder.

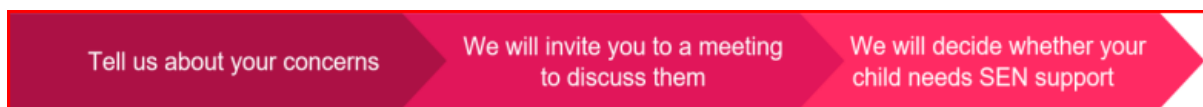
External Agencies and Experts

Sometimes, we need extra help to offer our pupils the support that they need. Whenever necessary, we will work with external professionals and support services to meet the needs of our pupils with SEND and to support their families. These include:

- Speech and Language Therapists
- Specialist Teachers or Outreach Services

- Educational Psychologists
- Occupational Therapists or Physiotherapists
- General Practitioners or Paediatricians
- School Nurses
- Mindworks Surrey
- Family Support Workers
- Children's Services

5. What should I do if I think my child has SEND?



Tell us about your concerns:

- If you think your child might have SEND, the first person you should speak to is your child's teacher.
- The teacher will discuss if they too have any concerns.
- They will pass the message on to our SENDCo, Kelly Lang, who will be in touch to discuss your concerns.
- You can also contact the SENDCo via email: senco@mgis.uk

We will invite you to a meeting to discuss your concerns:

- We will take into account your concerns.
- Gather information about your child's history of development.
- Together get a better understanding of what your child's strengths and difficulties are.
- Decide what outcomes to seek for your child and agree next steps.
- We will make a note of what has been discussed.

We will decide if your child needs SEND support:

If we decide that your child needs SEND support, your child will be added to the school's SEND Register and a SEND Support Arrangement will be drawn up.

6. How will the school know if my child needs SEND support?

All our class teachers are knowledgeable about SEND and will be monitoring any pupils who are not making the expected level of progress in their schoolwork, personally or socially. If the teacher notices that a pupil is falling behind, they try to identify what gaps or barriers there are in their

learning. If they can find gaps/barriers, they will give the pupil extra support. Pupils who do not have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENDCo and will contact you to discuss the possibility that your child has SEND.

In our school, a child may be identified as having SEND if:

- They have speech, language and communication difficulties that make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.
- Their academic achievements are significantly below their peers of a similar age.
- They are making inadequate progress, so that the gap between their attainment and their peers is widening.
- They find it difficult to develop social interaction with their peers and staff, or those children who exhibit emotional difficulties that prevent them from forming relationships or accessing the curriculum effectively.
- They have a physical or sensory difficulty that prevents them from taking part in school life.

The SENDCo will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers. The SENDCo will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist or a paediatrician. Based on all of this information, the SENDCo will decide whether your child needs SEND support.

If your child does need SEND support, their name will be added to the school's SEND register and a SEND Support arrangement will be drawn up.

7. How will the school measure my child's progress?

We will follow the 'graduated approach' to meet your child's SEND needs. The graduated approach is a four-part cycle of assess, plan, do, review.

The pupil's individual support plan will be written, outlining what outcomes we want them to achieve and what arrangements will be in place to support these outcomes. The outcomes will draw on:

- the teacher's assessment and experience of the pupil
- their previous progress and attainment and behaviour
- other professional assessments, where relevant
- the individual's development in comparison to their peers and data
- the views and experience of parents

- the pupil's own views
- advice from external support services, if relevant

The Individual Support Plan will then be reviewed termly.

All teachers and support staff, who work with the pupil, will be aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

8. How will I be involved in decisions made about my child's education?

We know that you are the expert when it comes to your child's needs and aspirations. We want to make sure you have a full understanding of how we are trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We will provide termly reviews updating you about the progress they have made towards their outcomes, set out within their individual support plan, and provide an annual report at the end of each academic year.

Your child's class teacher will meet you at least twice a year to:

- discuss outcomes for your child's progress
- review progress towards those outcomes
- talk about the support we are/will provide to help your child make that progress
- identify what you can do to help your child achieve their outcomes

The SENDCo may also attend these meetings to provide extra support or arrange to meet with you on a separate occasion. We also want to hear from you so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school. If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible. After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff. If you have concerns that arise between these meetings, please contact your child's class teacher.

9. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. At an infant school age, it is most likely that they will discuss their views with a member of staff, who can act as their representative.

We will seek your child's views by asking them:

- what is important to them
- what they feel they are good at

- what they would like to be able to do in the future
- how they like to be supported

10. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating (adapting) our teaching. This may be consideration of teaching style, questioning, processing times, pre-teaching of key vocabulary, reading instructions aloud
- Alter our topics to ensure all pupils are able to access the learning. For example, building on a pupil's strength and interests.
- Adapting our resources and staffing
- Using recommended aids, such as iPad, coloured overlays, visual timetables, larger font

11. How will the school evaluate whether the support in place is helping my child?

We evaluate the effectiveness of provision for pupils with SEND by:

- Tracking pupils' progress
- Carrying out the review stage of the graduated approach at the end of each term
- Using pupil questionnaires
- Monitoring by the SENDCo
- Holding annual reviews for pupils with EHC plans
- Getting feedback from parents
- Termly pupil progress meetings with the headteacher, SENDCo, and class teacher

12. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or resources
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that is the case, we will consult with external agencies to get recommendations on what will best help your child access their learning. The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will request it from our local authority.

13. How will the school make sure my child is included in activities alongside pupils who do not have SEND?

- All our extra-curricular activities are available to all our pupils
- All pupils are encouraged to go on our school trips
- All pupils are encouraged to take part in sports day/school assemblies/special workshops and curriculum days

We will make reasonable adjustments, where needed, to make sure that they can be included.

14. How does the school make sure the admissions process is fair for pupils with SEND?

Surrey County Council is the admission authority for our school. To find up to date information about the school's admission arrangements and details on how to apply, either as part of mainstream admissions or SEND admission arrangements for children with an EHCP, please use this link:

<https://www.surreycc.gov.uk/schools-and-learning/schools/admissions/child-with-a-ehcp>

15. How does the school support pupils with disabilities?

You can find our Accessibility Plan on our school website. Information in this plan includes how we:

- increase the extent to which disabled pupils can participate in the curriculum
- improve and maintain access to the physical environment
- improve the availability of accessible information to disabled pupils

16. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to improve their mental health, and emotional and social development by:

- promoting a growth mindset
- sharing and teaching our school values
- developing pupils' regulation strategies through Zones of Regulation

- providing ELSA intervention to support individual/ groups of pupils
- following our Behaviour for Learning Policy, which includes guidance on expectations, rewards and consequences
- teaching pupils about ‘online-safety’ and how to keep themselves safe online
- having a zero-tolerance approach to bullying

17. What support will be available for my child as they transition between classes or settings?

We will prepare the pupils for transition by:

- Offering a home visit
- Arranging additional visits
- Sending our staff to their current setting
- Making a transition place mat with photos of their new school and teachers
- Liaising with past or present professional to share information about their strengths, areas of needs and strategies to support their progress

18. What support is in place for Looked-After and Previously Looked-After Children with SEND?

Helen Powell, Headteacher and Designated Teacher for Looked-After Children and Previously Looked-After Children, will work with Kelly Lang, our SENDCo, to make sure that all teachers understand how a looked-after or previously looked-after pupil’s circumstances and their SEND might impact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

19. What should I do if I have a complaint about my child’s SEND support?

If you have concerns about our school’s SEND provision, you should first raise your concerns informally with the class teacher to seek to establish a solution. If you are not satisfied with the outcome, you can escalate your concerns to the SENDCo and then the Headteacher. If you are not satisfied with the school’s response and believe the issue has not been resolved, then you can submit a formal complaint. Details of this procedure can be found on our website.

20. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at:

<https://www.surreylocaloffer.org.uk/>

Our local special educational needs and disabilities information advice and support services (SENDIASS) is:

<https://www.sendadvice.surrey.org.uk/>

A local charity that offers information and support to families of children with SEND are:

<https://www.ymcaeast.surrey.org.uk/services/cyp/youth-family/family-centres/horley-family-centre/>

21. Links to Other Policies

You may wish to refer to other school policies such as our SEND Policy, Accessibility Plan and Behaviour for Learning Policy, all of which may be found on our school website or by requesting copies from the school office.

22. Glossary

- **Access arrangements:** special arrangements to allow pupils with SEND to access assessments or exams.
- **Annual Review:** an annual meeting to review the provision in a pupil's EHC plan.
- **Area of Need:** the four areas of need describe different types of needs a pupil with SEND can have. The four areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **Differentiation:** when teachers adapt how they teach in response to a pupil's needs.
- **EHC Needs Assessment:** the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC Plan:** an education, health and care plan is a legally binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **Graduated Approach:** an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil.

- **Intervention:** a short-term, targeted approach to teaching a pupil with a specific outcome in mind.
- **Local Offer:** information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area.
- **Outcome:** target for improvement for pupils with SEND. These targets do not necessarily have to be related to academic attainment.
- **Mindworks Surrey:** the new emotional wellbeing and mental health service for children and young people in Surrey.
- **Reasonable adjustments:** changes that the school must make to remove or reduce any disadvantages caused by a child’s disability.
- **SEND:** Special Educational Needs and Disabilities.
- **SENDCo:** Special Educational Needs and Disabilities Coordinator.
- **SEND Code of Practice:** the statutory guidance that schools must follow to support children with SEND.
- **SEND Information Report:** a report that schools must publish on their website, that explains how the school supports pupils with SEND.
- **SEND Support Arrangement:** aims to provide a holistic picture of the pupil, and to ensure that their voice and that of their family is heard and represented in the documentation. It contains a One Page Profile, information about the family and their aspirations, the family story, strengths and areas of needs, assessment information and the individual support plan itself.
- **SEND Support:** special educational provision which meets the needs of pupils with SEND.
- **Transition:** when a pupil moves between years, phases, schools or institutions or life stages.

Approved by:	FGB	
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