



Meadowdale Primary School
Special Educational Needs and Disability Information
Report (Updated September 2025)

School Name:	Meadowdale Primary School
Address:	Meadowdale Road, Market Harborough Leicestershire LE16 7XQ
Telephone Number:	01858 465479
Name of Head teacher:	Liz Martin
Name of SENDCO	Jenny Eshelby
Head teacher's contact details:	office@mdw.learnat.uk
Website address:	Home 1 Meadowdale Primary School
Age Range of students (start and finish) to include Post 14 onwards where relevant):	Primary 4-11 years
Date of Last Inspection:	March 2024
Outcome of last inspection:	Good

Meadowdale Primary school does not have a specialist designated unit/additional learning support department.

Total number of students with special educational needs and disabilities at Meadowdale Primary School (September 2024):	78
Total number of students receiving additional learning support:	89

Ethos and Moral Purpose



At Meadowdale we always strive to do the right thing with kindness.

We believe that everyone has the right to learn and work in an environment where they can flourish and achieve **excellence**.

We always prioritise **well-being** and ensure that **equity** is paramount.

Section 1 – The kinds of special educational needs for which provision is made at Meadowdale Primary School.



Meadowdale Primary School is an inclusive, mainstream primary school which makes provision for a wide range of children with special educational needs and disabilities. The school site is all on one level so there is ease of access for children and adults in wheelchairs or with mobility difficulties.

There are 4 main areas of need.

- **Communication and interacting** – Some children and young people have speech, language and communication difficulties which can impact their ability to make sense of language or to understand how to communicate effectively with others.
- **Cognition and learning** – Some children and young people learn at a slower pace than others of their age, have difficulty in understanding parts of the curriculum, with organization and memory skills, or have a specific difficulty affecting one particular aspect of learning.
- **Social, emotional and mental health difficulties** – Some children and young people have difficulty managing their relationships with other people. They may be withdrawn, behave in ways that hinder their own or other children's learning or that have an impact on their health and well-being.
- **Sensory and/or physical needs** – Some children and young people have visual and/or hearing impairments or a physical need that means they must have additional ongoing support or specialized equipment.



Some children or young people may have special educational needs that cover more than one of these areas.

Section 2 – Information about policies for the identification and assessment of pupils with special educational needs at Meadowdale Primary School.

A pupil has SEND where their learning difficulty or disability calls for special educational provision to be made for them, that is provision different from or additional to that normally available to pupils of the same age.

For some children, SEND can be identified at an early age. However, for other children and young people difficulties become evident only as they develop.

Teachers and support staff are trained to recognise possible indicators for SEND, for example, limited progress despite additional support for their learning, struggling to concentrate, difficulties regulating behaviour etc.

Class teachers will assess each pupil's current skills and levels of attainment on entry, building on information from previous settings. Class teachers then make regular assessments of progress for all pupils, identifying, in particular, where pupils are making less than expected progress given their age and individual circumstances.

Where a pupil's progress is causing concern, this may be characterised by progress which:

- 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

Identifying and adapting teaching to meet pupils' needs is a process that is in place for all pupils.

The school has a rigorous and regular system, through termly pupil progress meetings, to identify where pupils are not making expected progress or working below national expectations.

Class teachers will put in place, if necessary, relevant and timely interventions, through quality first teaching, appropriate differentiation and in-class support, aimed at closing the gap or raising the attainment. The class teacher will also talk with parents to ensure there is a shared understanding of pupils needs and to gain parental perspective on any emerging concerns and areas of strength.



Where a pupil's needs are persistent, the class teacher will complete a SEND cause for concern and arrange for the child to be observed, to meet with the SENDCO and/or receive some initial strategies to try. At this meeting the requirement for additional fine-tuned assessments will be ascertained. Parents perspective will be gathered at an early stage. Where appropriate, the child's views will also be sought.

If, as a result of this process, it is clear that different and additional provision is required to meet the child's needs, the child will then be placed on the school SEND record at 'SEND Support'.

Section 3 – Information about policies for making provision for pupils with special educational needs whether or not pupils have Education Health and Care (EHC) Plans:

(a) How Meadowdale Primary School evaluates the effectiveness of its provision for such pupils.

All teachers have high expectations for all pupils and are responsible for ensuring that children with special educational needs or disabilities (SEND) make good progress.

Teachers have termly meetings to discuss the progress of children with SEND and review the effectiveness of provision.

The Special Needs Coordinator monitors progress, through a combination of looking at progress made, reviewing targets set, looking at children's work, discussions or written input from class teachers, pupils and parents to ensure the effectiveness of provision.

(b) The arrangements for assessing and reviewing the progress of pupils with special educational needs at Meadowdale Primary School.

Parents and carers are welcome to make an appointment at any time to meet with either the class teacher or SENDCO and discuss their child's progress, seek advice, information and practical ways to help children at home. We believe children's education should be a partnership between parents and teachers and so we aim to communicate well and regularly, especially where children have complex needs. Comprehensive information about the school's curriculum, approaches to teaching, learning and assessment is also provided on the school website.



Pupils identified as having special educational needs will have a SEND Learning Plan which details parent and pupil voice, external agency reports and reasonable adjustments, interventions and other provision that is in place.

Where appropriate, individual targets are recorded. Parents are given the opportunity to feed into target setting. Where there is not initial agreement on the most appropriate targets, teachers will discuss this with parents and consider this further. The targets are noted on a learning plan, along with current provision and these are shared with parents.

Targets are reviewed on a regular basis and parents are given a copy of the plan. The targets set are 'SMART' targets (specific, measured, achievable, relevant, timed) and the expectation is that the child will achieve the target by the time it is reviewed. On review, if the target has not been met, the reasons for this are considered and the target may be adapted into smaller steps or a different approach may be tried to ensure the child is able to make progress. The class teacher or the SENDCo may meet with parents or carers to discuss how to support the child with useful strategies. If outside agencies or the Educational Psychologist have been involved, suggestions and programmes of study are often provided that can be used at school and at home.

Children's progress in learning is measured against national age-related expectations. The class teacher continually assesses each pupil and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry to school using a variety of methods. Children who are not making expected progress are identified through regular scrutiny of assessment data and in review meetings between the Class teacher, Senior Leadership and/or SENDCo. Discussions take place about why individual children are experiencing difficulty and what further support can be given to support their progress. Pupils who participate in additional interventions have their progress monitored in a similar way. Parents and carers can discuss their child's progress at parents' evenings or more frequently if this is appropriate. Class teachers and the SENDCo are available to discuss any concerns parents/carers may have regarding their child. Appointments can be made with the class teacher or SENDCo at the school office.

(c) Meadowdale Primary School's approach to teaching pupils with special educational needs and providing additional support when required.

All children (SEND or otherwise) receive high quality teaching. This is differentiated to meet the needs of all children.

- All staff members have high expectations of all pupils, regardless of their needs.
- When necessary, children receive additional support, both in and outside of the classroom. This could be in the form of small group work, 1:1 support



or with specialist equipment. Support is provided by class teachers, learning support assistants and teaching assistants.

- Some children receive more specialist support from a range of external agencies.
- Staff always liaise closely with parents/carers and listen closely to the views of the child.

At Meadowdale Primary School, staff ensure that all pupils, with or without SEND are treated inclusively. Inclusion removes barriers to learning and ensures participation and learning for all. Inclusion also involves eliminating discrimination and promoting equality.

Meadowdale Primary School is committed to providing a personalised approach to providing for each child's learning, based on careful assessment of individual learning needs, as far as is possible in a large mainstream school. Identifying and adapting teaching to meet pupils' needs is a process that is in place for all pupils. The school has a rigorous and regular system, through termly scrutiny of pupils' assessment information in pupil progress meetings, to identify where pupils are not making expected progress or working below national age-related expectations. Class teachers deliver high quality whole class teaching, adjusted to meet the needs of groups of pupils or individuals and personalised in-class support, aimed at closing gaps in attainment. If necessary, relevant and timely interventions are put in place to ensure that all pupils make the best possible progress. The class teacher also talks with parents to ensure there is a shared understanding of pupils' needs and to gain a parental perspective on any emerging concerns and areas of strength.

Working together, the SENDCo, class teacher, parents and child (where appropriate) select appropriate support and intervention to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness. This is delivered by staff with sufficient skills and knowledge. This SEND support takes the form of a four-part cycle (assess - plan - do - review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what strategies support the pupil in making good progress and securing good outcomes. This is known as the 'Graduated Approach'. More detailed approaches, more frequent reviews and more specialist expertise may happen in successive cycles to match interventions to the special educational needs of a child.

(d) How Meadowdale Primary School will adapt the curriculum and learning environment for pupils with special educational needs.

We will make reasonable adjustments to ensure that children can access the curriculum. All staff have been trained in the principles of dyslexia friendly learning environments and how to make the learning environment accessible and comfortable for children with ADHD and/or Autism.



All teachers are provided with information about the needs of individual pupils so that they can plan the learning within the curriculum to ensure that all pupils are able to make progress. Support could be provided through scaffolding, chunked small steps and flexible groupings. Learning Support Assistants may work with an individual pupil or a small focus group to target more specific needs.

Whilst our intention is to be an inclusive environment, we also want to be transparent about our limitations where they exist. We will always review a child's needs and consider the provision required on an individual basis and so the below is not an exhaustive list. However, there are a few elements of our environment that we are aware can create barriers but that we cannot change:

- We are a busy, two form entry school with approximately 400 pupils.
- We have some breakout rooms that we use to support scheduled interventions, for learning, regulation or other needs. However, where individuals require access to these as and when needed and the time cannot be scheduled, we cannot provide this as they are all used significantly throughout the day. In a few classrooms, we can place a tent inside or outside the room and for some pupils this is sufficient. However, this is not the case throughout the school.
- We provide a number of supervised breaks for children which we align to their needs. However, we have a duty of care to our pupils and, whilst we recognise that some pupils require breaks and time away from others, we can only provide this for a short period of time (e.g. 5 minutes) without supervision. We do not have a SEND base where they can go throughout the day and pupils cannot be left in a room or part of the school on their own.
- Adjustments to the curriculum can be made to allow children access to it. However, we cannot provide a completely bespoke curriculum as every child has the right to be taught by a qualified teacher and our teachers are teaching at the maximum capacity.
- We can use children's special interests to make adaptations to a small degree. For example, some word problems in mathematics might be adapted to involve a character they like. However, often we need to adhere strictly to the intervention/teaching programme, as it is evidence-based and designed to be implemented with fidelity. In addition, we need to ensure that other children are not expected to have their teaching all aligned to another child's specialist interests as this could negatively impact their engagement and their ability to generalise, which is an important element of long term learning.

We recognise that we cannot always meet a child's needs and that for a small number of pupils, our school is not the right setting. In these circumstances, we



will work with parents and the Local Authority to ensure that an appropriate setting is named.

(e) Support that is available for improving the emotional and social development of pupils with special educational needs.

We have several members of staff who are able to run social communication groups. One member of staff is able to offer bereavement counselling. We also provide nurture activities at lunch time for children who find being in the playground challenging.

We offer targeted groups that help children with anxiety. To support the wellbeing of our pupils all of our support staff have been trained in Emotion Coaching and Emotion Coaching can also be offered as an intervention to a small number of pupils on a 1:1 basis, for a block of 6-8 weeks where the child will work on developing strategies to support them in the short and long term - [What is Emotion Coaching? \(emotioncoachinguk.com\)](http://www.emotioncoachinguk.com)

We also offer Emotional Literacy Support through an Emotional Literacy Support Assistant (ELSA). This is offered in line with the ELSA training to ensure fidelity to the evidence based approach. This is therefore also weekly sessions for 6-8 weeks and may be 1:1 or in small groups.

(f) Additional support for learning that is available to pupils with special educational needs.

We aim to give all our children the best opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of pupils to ensure that all pupils are achieving as much as they can. We also make ongoing assessments of each child's progress. Teachers use this information when planning their lessons. It enables them to take into account the abilities of all their children.

The task for the teachers is to fully engage all children in the learning process, and for those children who find learning more challenging, the approaches need to be adapted to enable this engagement to be possible. We do this in a number of ways. For example:

- by varying the resources that children can use, e.g. use of different coloured paper (typically for those children with dyslexia traits)
- using alternative means of recording
- visual resources for those children who need extra visual support e.g. use of concrete manipulatives to support number sense, pictures to support vocabulary used in lessons, visual timetables to support predictability and therefore regulation.



We also have several evidence-based interventions that can be implemented to meet the pupil's individual needs, balancing this with the learning time that would be missed in the classroom.

In addition, reasonable adjustments can be made to learning environments where necessary, including the use of ramps, disabled toilets, aids for learning e.g. laptops, adapted keyboards and specialist chairs.

When the attainment of a child falls significantly below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs through a bespoke curriculum.

(g) How the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs.

We are fully committed to promoting equal opportunities throughout the school and children with SEND have access to the same clubs and activities as those children without SEND. Risk assessments are carried out and the same opportunities are offered to children with SEND who may need additional support with the activity. Reasonable adjustments will be made to support pupils as necessary.

Section 4 – Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

The training needs of staff are identified through the school's self-evaluation process.

All teachers and support staff undertake an induction process on taking up a post.

The school's SENDCo regularly attends LEARN-AT SENDCo Network meetings and is a member of NASEN to keep up to date with local and national developments in SEND. She also attends training to ensure current knowledge that can be disseminated to the rest of the staff team.

Teachers, Learning Support Assistants and Teaching Assistants attend regular training and subject related network meetings provided through our membership of LEARN-AT. The academy is committed to providing high quality



training to equip staff with appropriate skills and knowledge necessary to support all pupils effectively.

The school has access to a range of external services to support both staff and pupils. The agencies used by the school include:

- Autism Outreach Team
- Educational Psychology
- CAMHS (Child and Adolescent Mental Health Service)
- Social Services Children's Therapy Team (Speech and Language/Occupational Therapy/Hearing Impairment/Visual Impairment)
- Paediatricians
- School Nurse
- Menphys
- Family Steps
- Specialist Teaching Service
- Parent Support Advisor
- Hearing Support Service
- Visual Impairment Team

The academy subscribes to Partners in Psychology educational psychology service. The Educational Psychologist (EP) works directly with a small number of pupils whose needs are felt to be quite considerable and have not responded significantly to the interventions put in place for them. This involvement is planned at regular review meetings. To understand the pupil's educational needs better, the psychologist meets or telephones parents. They will then offer advice to the school and parent/carers on how best to support the pupil.

Section 5 – Information about how equipment and facilities to support children and young people with special educational needs is secured.

The school building is all on one level and is accessible to wheelchair users through the front entrance and classroom entrances. There is one disabled toilet with disabled changing and shower facilities. There are three disabled parking bays in the car park.

Specialist IT equipment including laptop computers, interactive whiteboards and iPads are provided to support access to learning for pupils with learning difficulties. Where appropriate and in consultation with parents and carers, staff members take advice from specialist external agencies to procure specialist resources to support pupils with special needs.

We have an Equality Policy and, where feasible, we make reasonable adjustments to improve the accessibility of our environment to meet individual needs. Our policy and practice adhere to The Equality Act 2010 and is available



on the school website. We liaise with the Specialist Teaching Service to ensure the classroom environment is suitably prepared for pupils with specific learning needs, visual and hearing impairments.

Section 6 – The arrangements for consulting parents/carers of children with special educational needs about, and involving such parents/carers in, the education of their child.

At Meadowdale, parents are always welcome to come in to discuss their child's needs at any point. Extra parent's evening slots are available for parents whose children have special educational needs and disabilities.

Parents are involved in the Learning Plan / target review process and are given copies of all paperwork.

Section 7 – Arrangements for consulting young people with special educational needs about, and involving them in, their education.

We encourage children to be involved with their education and support at every stage.

For those with an EHCP, children feed into the annual review meeting, either through a discussion beforehand, completing a form, attending the meeting or in some other way to suit them. Children have the opportunity to speak with an adult they have a relationship with prior to any meetings so that they can organise their thoughts.

All children on the SEND register provide information about themselves for their learning plan to ensure their voice is heard about what is going well, the support they need in class as well as their strengths and interests.

We seek pupils' views further through regular questionnaires and pupil interview activities undertaken by a variety of different adults.

Section 8 – Arrangements made by Learn Academies Trust and the governing body at Meadowdale Primary School relating to the treatment of complaints from parents and carers of pupils with special educational needs concerning the provision made at the setting.

It is in everyone's interest that complaints are resolved at the earliest possible stage. The experience of the first contact between the complainant and the school can be crucial in determining whether the complaint will escalate. To this end all staff and governors are aware of the procedure to be followed if a



complaint is raised. Also, whilst not wishing to encourage complaints, complainants should note that they have a duty to raise a matter as soon as conveniently possible. It can then be investigated more effectively whilst information is fresh in the minds of all parties.

Please see the full complaints policy for further information, which is available on the school website.

Section 9 – Information about how Meadowdale Primary School involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

Examples of specialist agencies used by and that are available to be used by the school

- Educational psychologist (Partners In Psychology)
- Child and Adolescent Mental Health Services (CAMHS)
- Education Inclusion Service specialist teachers
- Specialist teachers for children with hearing and vision impairment, including multi-sensory impairment, and for those with a physical disability
- Speech and language therapists
- Occupational therapists and physiotherapists
- Specialist teacher for children with autism
- Behaviour forum at Oakfield Short Stay School
- ICT assessment service for assistive and augmented communications
- Vision Support
- Hearing Specialists

Section 10 – Contact details of support services for parents and carers of pupils with special educational needs.

The first point of contact to raise concerns and seek advice and support about a child is the class teacher. Parents and carers can also arrange a meeting with Mrs Eshelby (SENDSCO) or the Headteacher, Liz Martin via the school office.

Telephone: 01858 456479 or Email: office@mdw.learnat.uk

Further sources of support and advice include.

- Parent partnership [Welcome | SENDIASS \(sendiassleicestershire.org.uk\)](http://Welcome | SENDIASS (sendiassleicestershire.org.uk))
01163055614
- Independent advice (IPSEA Independent Provider of Special Education Advice)
- Social care – supporting families Social care and supporting families | Leicestershire County Council



Leicestershire Local Offer [What is the Local Offer | Leicestershire County Council](#)

Section 11 – Arrangements for supporting pupils with special educational needs in transferring between phases of education.

We recognise that transitions can be difficult for all children, especially those with SEND so we take steps to ensure that any transition is as smooth as possible. We have an induction programme in place for welcoming all new pupils to our school. We encourage all new children to visit the school prior to starting to be shown around the school. All new starters are offered the opportunity to visit for a day or half day prior to their formal start date.

For children with special educational needs, we encourage further visits to assist with acclimatisation to new surroundings. We also liaise closely with the new pupil's current school. If a child is moving from Meadowdale Primary School to another school, we contact the school's SENDCO and ensure that he/she knows about any special arrangements or support that need to be made for the child. In addition, we make sure that all records about the child are passed on as soon as possible. If the child is moving classes in school, we ensure that all information is passed on to the new class teacher in advance and a discussion about the needs of all pupils takes place at a transition meeting. All SEND Learning Plans and One Page Profiles are shared with the new class teacher. When a child is transferring to KS3 a transition programme is put into place.

We have good relationships with our feeder Early Years settings and the secondary schools that most of our pupils move onto; we always share information to support pupils' learning and wellbeing at transition. Children have the opportunity to visit their new school on several occasions and staff from the new school visit pupils at Meadowdale Primary School in the term prior to starting.

Further support is provided as necessary for those with special educational needs including additional visits to the new setting, both individually and as part of an enhanced transition programme for identified pupils. If a child has complex needs, then an EHC Plan review is used as a transition meeting to which staff from both schools are invited, alongside any external specialists involved in the child's education and care. This usually takes place in the first half of the autumn term in a child's last year at his/her current setting. We liaise closely with staff when receiving children from and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.