

PROVISION FOR SEN

Introduction

Every child or young person with special educational needs (SEN) requires help that is additional to or different from the support generally given to other children of the same age. Meadow Hall will identify pupils who have SEN and need extra help through SEN support. The school will involve all stakeholders in this process and work with them to achieve the outcomes or learning objectives set for them by the school.

PROVISION

- Meadow Hall will use her best endeavours to make sure that a child with SEN gets the support he/she needs – this means doing everything within the school’s capacity to meet his/her SEN needs by:
 - having a special learning structure for the children
 - him/her getting extra help from a teacher or a learning support assistant
 - making or changing materials and equipment
 - working with the children in a small group
 - observing the children in class or at break and keeping records
 - helping the children to take part in the class activities
 - making sure the children can connect to learning by encouraging them to ask questions and to try something they find difficult
 - helping other children or young people work with children with special education need or play with them or socialise with them at break time
 - supporting the children with physical or personal care, such as eating, getting around school safely, etc.
- Meadow Hall will ensure that children with SEN engage in the activities of the school alongside pupils who do not have SEN
- Meadow Hall will designate a teacher to be responsible for co-ordinating SEN provision – the Inclusion Manager
- Meadow Hall will inform parents when making special educational provision for their child(ren)
- Meadow Hall will publish a SEN information report and the steps being taken to prevent these children from being treated less favourably than others and their accessibility plan, showing how they plan to improve over time