

SEN Vision and Mission Statement

At Meadow Hall, we acknowledge, celebrate and accept that some children are more vulnerable than others.

Our vision for our children who have Special Educational Need is to include them in all our activities. We aim to empower them by recognising and harnessing their strengths, gifts and talents.

“Every child has a different learning style and pace. Each child is unique, not only capable of learning but also capable of succeeding” - Robert John Meehan

We have developed a thoroughly structured and organised system of interventions to support our SEND children’s learning and progress. This, effectively gives them a platform of equity that ensures there is no significant disparity between them and the neuro-typical children.

We believe strongly that our carefully crafted Individual Educational Plan will empower our children to achieve good progress.

We have a vibrant, caring and supportive Inclusion team headed by Mr. Samuel Jumbo.

They ensure the following:

- That the right support is put into place for your child. This can take the form of in-class support and/or targeted individual/group support.
- Liaise with teaching staff, to ensure they are aware of your child’s needs and that appropriate strategies and differentiated work has been put in place.
- Work closely with you, to share progress and targets, with the opportunity to arrange an appointment whenever necessary.
- When appropriate, to work with other professionals, e.g. Speech and Language Therapists, Occupational Therapists, Educational Psychologists, etc.
- We will do everything we can to ensure that your child makes good progress within the framework of the school curriculum.

The Inclusion team draws up both a strategic provisional and an operational provisional map to depict the four broad categories for our SEND children.

The Four Broad Areas of SEND

- **Communication and Interaction needs** - Communication and interaction is an area of need that focuses on Speech, Language and Communication Needs (SLCN), and Autism Spectrum Disorder (ASD). Our ability to communicate clearly is often taken for granted, but for children and young people with speech, language and communication needs, finding ways that can help them express themselves and participate in life is key. E.g. difficulty in expressing themselves, in understanding language, and with interacting with others and the world around them.
- **Cognition and learning needs** - Children with cognition and learning difficulties may have: low levels of attainment across board in all forms of assessment, difficulty in acquiring skills (notably in Literacy and Numeracy) on which much other learning in school depends; difficulty in dealing with abstract ideas and generalising from experience and a range of associated difficulties, notably in speech and language (particularly for younger children) and in social and emotional development. Examples of specific learning difficulties are: Dyslexia, Dyspraxia/DCD, Dyscalculia, Dysgraphia, Dysphasia/Aphasia, Auditory and Visual Processing Disorder.
- **Social, Emotional and Mental Health difficulties/needs** - SEMH needs are present when a child communicates through behaviour in response to unmet social, emotional or mental health needs. Children with SEMH needs often have difficulties in managing their emotions or behaviour. They can show inappropriate responses and feelings to their emotions or situations. Some behaviours children with SEMH needs might display could be - Anger, Frustration, Verbal or physical aggression, Lashing out, Self-harming, Withdrawing, Possible law-breaking such as stealing or vandalism. Examples of social, emotional and behavioural difficulties are: Attention Deficit Disorder ADD, Attention Deficit Hyperactivity Disorder ADHD, Oppositional Defiant Disorder ODD, Conduct disorder.
- **Sensory and/or Physical needs (presently, we do not cater for this)** - This describes children who have visual difficulties. A sensory disability is a disability of the senses (e.g. sight, hearing, smell, touch, taste). As 95% of the information about the world around us

comes from our sight and hearing, a sensory disability can affect how a person gathers information from the world around them. Many children with visual difficulties will have their needs identified early. Visual difficulties range from mild through severe. Some children will have their vision corrected by spectacles, a child should be considered to have a visual difficulty only if additional educational provision is required to access learning. Sight and hearing loss, Autism spectrum disorder (ASD) are examples. **Currently, we do not provide for severe sensory and physical needs such as Down Syndrome, Spinal Bifida, Cerebral Palsy, Blindness, Tourette syndrome, Deafness, Epilepsy, Muscular Dystrophy.**