

Meriden CofE Primary School



SEND Information Report

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At Meriden Church of England Primary School, we are committed to providing high-quality education, care, and support for every pupil. We recognise each child as a unique individual with their own strengths, needs, and talents.

As an inclusive school, we ensure that all pupils can access the curriculum and achieve their full potential. Learning is adapted, and additional support is provided where necessary to enable every child to succeed.

Where a need is identified, pupils are placed on our Special Educational Needs and Disabilities (SEND) register and may have a Needs-Based Plan (Graduated Response). These plans set clear targets and outline specific actions to help each child thrive. They may also have a One Page Profile which outlines the strengths, needs, and wishes of the child and family. Where appropriate, we work closely with external agencies to provide specialist support.

At Meriden, we work closely with pupils and families to understand and respond to behavioural needs with care and sensitivity. Through positive guidance and encouragement, we nurture children to develop self-awareness, responsibility, and kindness towards others.

In the classroom, we are dedicated to narrowing the attainment gap between SEND and non-SEND pupils through targeted interventions such as short-term programmes, nurture sessions, before-school groups, and personalised learning plans, so that every child can succeed.



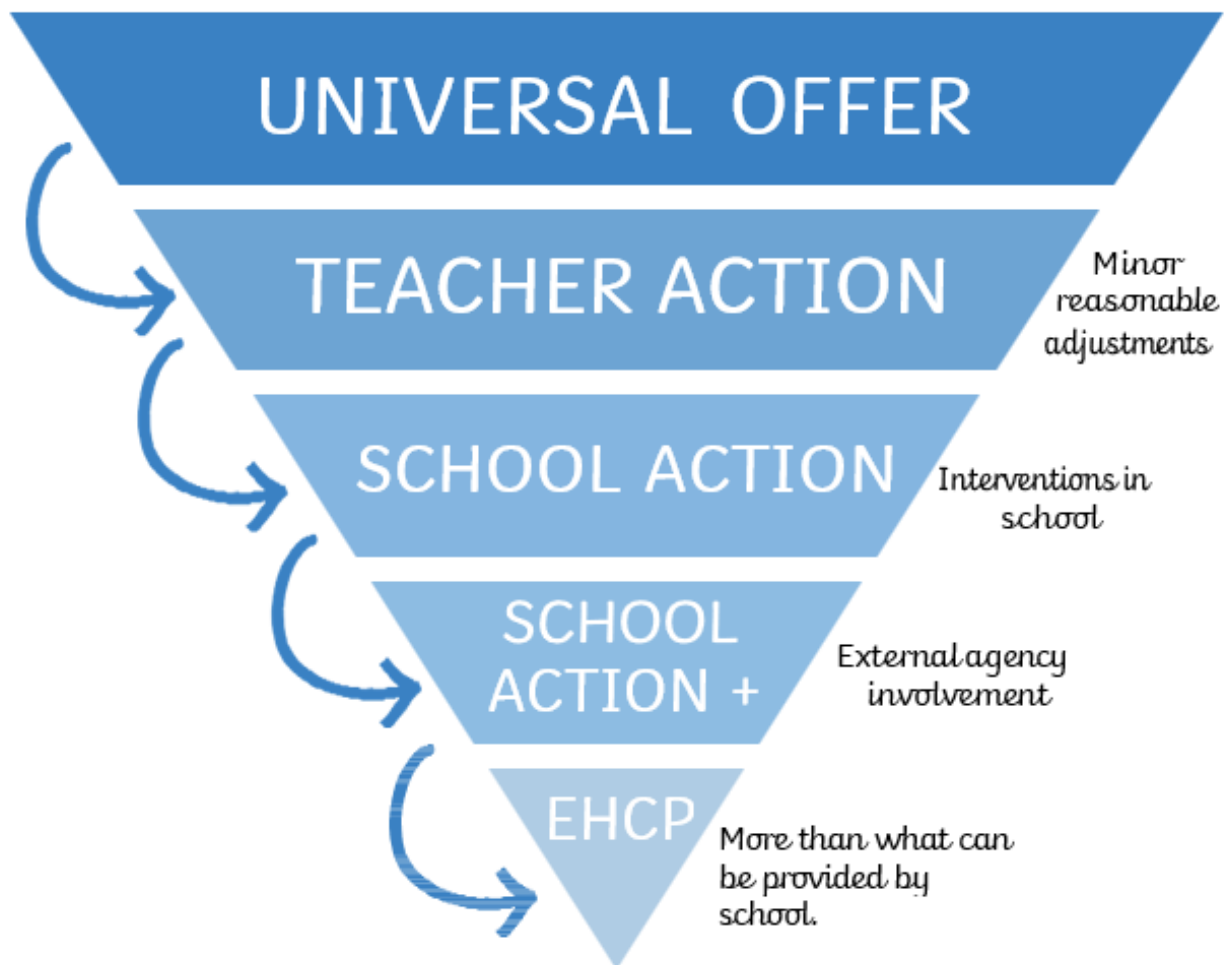
SEND at Meriden

Government Definition

Special Education Needs and Disabilities (SEND) can affect a child or young person's ability to learn.

They can affect their:

- behaviour and ability to socialise;
- reading and writing;
- ability to understand things;
- concentration levels;
- physical ability.



Contact Information

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At Meriden Church of England Primary School, we provide support for a wide range of Special Educational Needs and Disabilities (SEND).

Special Educational Provision refers to any support that is additional to or different from that which is ordinarily provided for most pupils within the school.

A child is considered to have a Special Educational Need if they:

- a. Have significantly greater difficulty in learning than the majority of other children of the same age in one or more areas of learning. Academic criteria are used to guide these decisions, and the threshold for identification varies across year groups (see SEND Register).
- b. Have a disability which prevents or hinders them from making full use of the educational facilities typically provided for children of the same age within mainstream schools in the local authority.

According to the SEND Code of Practice (2015), there are four main areas of need:

Communication and Interaction

Cognition and Learning

Social, Emotional and Mental Health Difficulties

Sensory and/or Physical Needs

At Meriden, we have experience supporting a wide range of additional needs, including: Autism, Cerebral Palsy, Cerebral Visual Impairment, Dyslexia, Diabetes, Epilepsy, Learning Difficulties, and Speech and Language Difficulties.

To ensure every pupil is fully supported, we:

- Carefully differentiate the curriculum to meet individual learning needs.
- Develop Needs-Based Plans with clear targets and relevant interventions.
- Use visual timetables and task boards to support understanding and independence.
- Share essential information with all staff through individual pupil passports, ensuring a consistent approach to support.
- Work closely with parents/carers and external professionals to identify and address barriers to learning.
- Seek specialist advice and support from relevant agencies where appropriate.
- Provide additional adult support when needed.
- Create low-stimulation learning environments to help children focus and feel calm.
- Offer exceptional pastoral care to promote wellbeing and confidence.

For more details about our SEND provision, please visit our Local Offer at:

[Meriden School Offer | Meriden CE Primary \(\[meridenceschool.com\]\(https://www.meridenceschool.com\)\)](https://www.meridenceschool.com/LocalOffer)

Teaching and Support for All Pupils

At Meriden Church of England Primary School, Class Teachers hold primary responsibility for ensuring every pupil can learn and achieve their full potential.

To do so, teachers:

- Plan and deliver engaging, appropriately challenging lessons for all pupils.
- Provide inclusive, high-quality (“quality first”) teaching for every learner.
- Differentiate the curriculum to reflect diverse learning styles, interests, and abilities.
- Enable all pupils to participate fully in classroom activities.
- Monitor progress carefully and celebrate achievement.
- Identify pupils requiring additional or alternative support.
- Work with parents and pupils to set personalised targets through Needs-Based Plans.

Teachers uphold all equal opportunities legislation relating to the protected characteristics of race, gender, disability, sexual orientation, religion or belief, and age. (See the Equalities Policy and Disability Access Plan for details.)

The Role of Support Staff

Support Staff play a vital role in promoting inclusive education. Through “quality first” teaching and targeted intervention, they:

- Assist teachers in ensuring all pupils can access learning.
- Support pupils with SEND in engaging with an appropriate, meaningful and often specialised or individualised curriculum.
- Promote independence and self-confidence.
- Collaborate closely with Class Teachers for consistent provision.
- Prepare and adapt learning materials to meet specific needs, including adaptations for sight impairments and physical needs.
- Deliver targeted interventions to close learning gaps.
- Champion inclusion in all aspects of school life.

Intervention

Intervention refers to support that is additional to or different from the usual differentiated curriculum, designed to help pupils overcome barriers to learning. This may include:

- Using alternative learning materials or resources.
- Making reasonable physical or environmental adjustments.
- Adapting classroom routines.
- Providing targeted support through Support Staff within lessons or small groups.

Intervention at Meriden includes recognised programmes and evidence-based schemes alongside bespoke pre and post teaching, editing, and improving and fluency practice and support. Primarily, intervention is targeted towards English and Maths, however gaps will be addressed across the curriculum for all pupils.

Support is timetabled and coordinated by the Inclusion Leader. Teachers and Support Staff deliver interventions flexibly, adapting provision to meet evolving needs.

Solihull Graduated Response

The Graduated Approach

As required by the SEND Code of Practice 2014, we should be following a Graduated Approach to support for all pupils who need it. We should see this happening as a matter of course, alongside Quality First Teaching, in all classrooms.

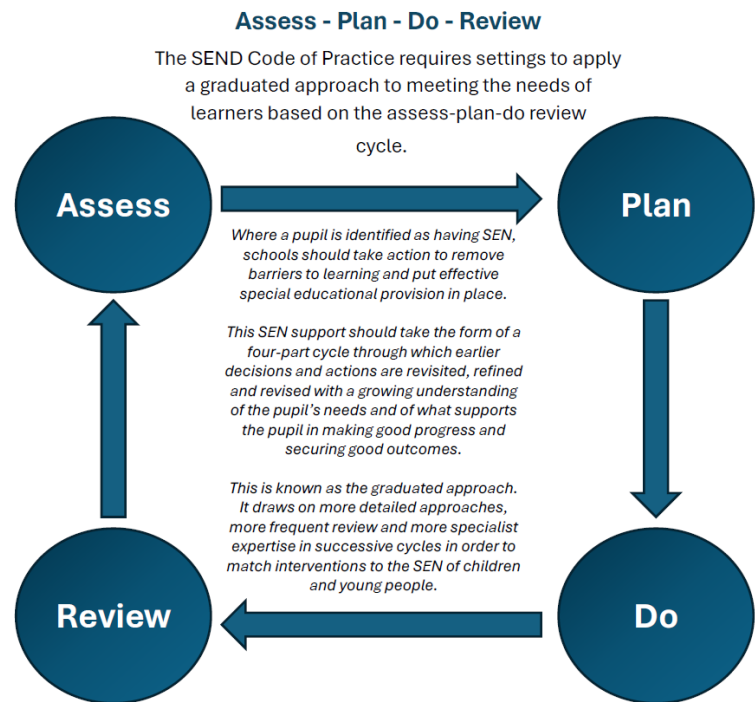
The 'graduated approach' outlines four types of action that need to be taken for effective support for pupils with SEN to be in place.

They form a cycle where earlier decisions and actions are revisited and revised with the growing understanding of a pupil's needs and the support that is needed to ensure good progress.

The four stages of the cycle are:

- **Assess**
- **Plan**
- **Do**
- **Review**

'The graduated approach starts at whole-school level. Teachers are continually assessing, planning, implementing and reviewing their approach to teaching all children.' Nasen. 2014.



Staff CPD

All staff will receive Autism Awareness, ADHD, Dyslexia, Dyscalculia, and Speech, Language and Communication Needs (SLCN) training every three years to ensure a consistent understanding of diverse learning needs across the school. Moving and handling training will be provided every three years for relevant staff, while those using lifting equipment will complete annual hoist training to maintain safe practice. In addition to these core training requirements, staff will have access to a range of incidental professional development opportunities, including BEAM training, PACE and RBP training for support staff, Makaton training for all staff, and assistive technology training such as Clicker.

Work with external agencies

At Meriden, staff work closely with a range of external professionals to ensure the needs of all children are met. We collaborate with the Specialist Inclusion Support Service (SISS), which provides support through the following teams: Communication and Language Difficulties (CLD), Social, Emotional and Mental Health (SEMH), Sensory/Physical, Speech, Language and Communication Disorders (SLCD), Visually Impaired (VI), and Hearing Impaired (HI). Each team supports children from Year 1 upwards and assigns a link teacher to the school to ensure time and resources are used effectively. The Autism Team provides support specifically for pupils with a formal autism diagnosis.

Meriden also works with the Early Years Support and Assessment Team (EYSAT), comprising Area SENCOs and Inclusion Support Practitioners (ISPs), who assist children with complex needs from birth to the end of Nursery. In addition, the school employs a speech therapist who visits termly to work with children in Nursery, Reception, and Key Stage 1, supporting staff through training, assessment, and target setting.

Further professional input is provided by Educational Psychologists, Physiotherapists, Occupational Therapists, Physical Impairment Advisors, School Nurses, Health Visitors, and SOLAR (formerly CAMHS).

Meriden Map of Need

Area of need	UNIVERSAL	Teacher Action	SCHOOL ACTION	SCHOOL ACTION + and EHCP
	All pupils, where appropriate	Monitoring with minor reasonable adjustments	Intervention identified	For a few pupils who require specialist support or a more formal EHCP
Cognition and learning	<ul style="list-style-type: none"> • Quality first teaching • Differentiated planning - activities, delivery and expected outcomes • Floppy Phonics Programme • Mastery Number in all key stages • Writing frames • Writing mats: Keywords, sounds, checklists • Reading books for all ages and abilities 	<ul style="list-style-type: none"> • Use of Kick band on chair • Range of pencil grips • ACE spelling dictionary • Larger lined books • Sensory object • Transitional object from home • Talking tins 	<ul style="list-style-type: none"> • Targeted programmes in small groups e.g., Floppy phonics, • Pre and post teaching for specific needs • In class support from a Teaching Assistant or Learning Mentor. • Specialist resources e.g., Reading rulers, enlarged photocopies, task boards, Talking Pegs • Targeted blocks of intervention such as IDL, Mastery Number, phonics, Reading 	<ul style="list-style-type: none"> • SISS advice • Intense literacy/numeracy support from SISS or teaching assistants. • Specialist literacy and numeracy programmes, e.g., Clicker • 1:1 Tuition, precision teaching • Speech and Language groups • Nurture Hub groups • Outside agency ISP support • Advice and support from Speech and Language Therapist <p style="text-align: center;">Detailed EHCP support where needed.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Communication and Interaction</p>	<ul style="list-style-type: none"> • Quality first teaching • Differentiated planning - activities, delivery and expected outcomes. • Ability grouping where appropriate. • Structured school and class routines • Communication friendly learning spaces • Oracy principles used throughout school 	<ul style="list-style-type: none"> • Makaton in Reception • Language for learning principles - Visual timetables, key words displayed, use of gesture and symbols. • Soft start mornings • Small groups for developing talk 	<ul style="list-style-type: none"> • Social and communication small group work • In class support with focus on supporting communication • Language Link groups • Listening groups • 'Time to Talk' programme small groups where appropriate. 	<ul style="list-style-type: none"> • Needs-based plans addressing speech and language recommendations. • 1:1 in school Speech and Language Therapy facilitated by NHS • Advice from SISS, Speech and Language Therapy or other professionals • Structured play outdoors (Reception) • Individual workstation • Social Stories • Individual visual timetable or First and Then boards • Meet and greet in morning/soft start targeted support. <p>Detailed EHCP support where needed.</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Social and Emotional Mental Health (SEMH)</p>	<ul style="list-style-type: none"> • Quality first teaching • Differentiated planning - activities, delivery and expected outcomes. • Nurture UK strategies in place using 6 principles of Nurture. • Behaviour policy • School/class rules • School/class rewards and sanctions • Family support worker in school • Playground peer mediators 	<ul style="list-style-type: none"> • Social skills groups • Monitoring SEMH needs and check-ins with family support worker. • In class support for supporting behaviour targets • Soft start and emotional scaling at end of day • Use of calming corner 	<ul style="list-style-type: none"> • Mentor groups working with family support worker for targeted sessions. • Access to Structured Play at lunchtimes including quiet space in the hub to eat and socialise. • Sensory objects, transitional objects from home, movement breaks, heavy work, sensory breaks • Referrals to SOLAR and School mental health team if needed 	<ul style="list-style-type: none"> • 1:1 support from family support worker or child specific LSA. • 1:1 support from SISS • Sensory circuits • Now and next boards • Individualised curriculum • Behaviour reward charts • Individual Play Therapy • Advice from SISS, CAMHs or other professionals • Meet and greet in morning. <p>Detailed EHCP support where needed.</p>
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Sensory and physical	<ul style="list-style-type: none"> • Quality first teaching • Differentiated planning - activities, delivery and expected outcomes. • Staff awareness of implications of physical impairments • BEAM programme in Reception • Wake and shake 	<ul style="list-style-type: none"> • Additional fine motor skills practice • In class support 	<ul style="list-style-type: none"> • Sensory objects, transitional objects from home • Kick band for chair • Writing slopes, pencil grips, grip rulers • Adjusted height desks/chairs with support (wobble cushion/footrest) • Weighted blanket 	<ul style="list-style-type: none"> • Individual support in class to access curriculum activities. • Advice/input from SISS Sensory Team • Advice and Strategies from the Occupational Therapy Service • Fine motor programmes e.g., 'Write from the Start' and touch typing. • BEAM in small groups • Sensory space for physio if required. • Hearing aid/adapted braille books <p>Detailed EHCP support where needed.</p>
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Parents and carers

At Meriden, we believe that ongoing monitoring and assessment are essential to every child's progress. Our rigorous systems for observing, assessing, and recording pupil achievement help identify children who may require additional support. This process draws on baseline assessments, end-of-key-stage results, progress against curricular targets, observations of social, emotional, and mental health development, existing Education, Health and Care (EHC) plans, and specialist assessments.

Half-termly Pupil Progress Meetings allow staff to raise concerns, which are then reviewed by the Inclusion Leader. Following discussion between the class teacher, Inclusion Leader, and parents, children may receive differentiated classroom support or additional targeted intervention. Parents are informed if their child takes part in any intervention, and those with a Needs-Based Plan are invited to termly meetings to review progress and set new targets.

For further details, please refer to the school's SEN Policy.

There are many support groups for parents of children with special needs available locally and a full directory can be accessed via the Solihull Family Information Service. Tel: 0800 389 8667 Email: family.info@solihull.gov.uk Web: www.solihull.gov.uk/familyinfo

Support groups that are available include:

SASSI (Solihull Autistic Spectrum Support and Information) The group provides an opportunity to talk to parents in the same situation and talk informally to a variety of professionals. The group have monthly meetings locally on a range of subjects suggested by parents. **SENDIAS** is an independent service that provides support to families - their website address is <https://www.family-action.org.uk//solihullsendias/>

S.P.A.C.E (Support for Parents and Autistic Children Everywhere) The group offers a 24hr helpline for advice and support, activities including soft play and a sensory centre. A holiday play scheme is also available.

Dyspraxia Foundation The group provides information and support to families of children with Dyspraxia.

Dyslexia Information Centre This centre offers books, guides and equipment for children and young adults with Dyslexia.

Face 2 Face This scheme offers parents a chance to connect with other parents of disabled children.

Pupil voice

At Meriden, children's voices are valued and actively sought throughout their time at school. Pupils are encouraged to share their views through participation in the School Council, Worship Team, and Eco Council, as well as through Key Stage 2 questionnaires. Children with SEND are supported in expressing their ideas about how teachers can best help them to learn. They are invited to comment on their provision and contribute to their Needs-Based Plans through their One Page Profiles. Education, Health and Care Plan (EHCP) meetings also focus on the child's perspective, ensuring their views are central to decisions about how their needs are met.

Assessment

Assessment is a continuous and integral process across the school, ensuring that every child makes at least adequate progress against the national expectations from Nursery through to Year 6. When a child is not making expected progress, their needs are identified, and the underlying reasons explored.

Adequate progress is defined as progress which:

- narrows or closes the attainment gap between the child and their peers
- prevents the gap from widening
- is comparable to that of peers with similar starting points
- matches or exceeds the child's previous rate of progress
- enables full access to the curriculum alongside peers
- shows improvement in self-help, social, or personal skills
- leads to better behaviour and increased readiness to learn

Pupils are supported to understand success criteria and take responsibility for their learning within a respectful and positive environment. Active engagement with pupils fosters a culture of high expectations, with learners involved in every stage of the process. Through clear feedback and marking, they understand their targets and what steps are needed for improvement, with support carefully tailored to their individual needs.

LOCAL OFFER

Solihull's SEND Local Offer can be obtained from Solihull Borough Council's website (www.solihull.gov.uk) or directly from the CouncilHouse (0121 704 6000). The school office can also provide further information.

Meriden Church of England Primary School's Local Offer is available on the school website [SEND | Meriden CE Primary \(meridenceprimaryschool.com\)](#) or from the school office.

