



The Mead Infant and Nursery School SEN Information Report **2025-2026**

Reviewed annually or sooner if required

SEND Leader – Mrs A Bedford

Teacher of the Deaf – Mrs Blatcher

If you have any queries please don't hesitate to contact Mrs Bedford or Mrs Blatcher
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Welcome to our SEN information report which is part of the Surrey Local offer for Learners.

Additional information about the school's provision for children with SEND can be found in our SEND Policy, which is published on the school website: [The Mead Infant and Nursery School - Special Educational Needs and Disability \(SEND\)](#)

Our Provision

'What kinds of SEND are provided for?'

The Mead infant school supports children with SEND within the mainstream school and its Specialist Resource Centre for Hearing Impaired, deaf pupils. There is an emphasis on 'Quality First Teaching' so staff are able to cater for learners who may have difficulties with: - Cognition and Learning - Communication and Interaction - Social, Emotional and Mental Health - Sensory and/or Physical.

Our school provision map provides an overview of interventions in place in school which may be used when we identify a need for additional support for a child. Once a need has been identified the school will match relevant provision to the need, in order to support the child. Support may take the form of additional resources, a change in the environment or this may be adult support on a 1:1 basis or working in a small group. Interventions are monitored and the impact evaluated. If a child has made progress, then the intervention will gradually stop but the children will be monitored to ensure progress continues. If little or no progress has occurred, then further individualised support will be put in place.

Children who are Looked After

A child who is looked-after (LAC) and has special educational needs and disabilities (SEND) would receive tailored support through a coordinated approach involving the school's SEND team, designated teacher for LAC (Mrs Bedford), and external agencies including the virtual school. All looked after children must have a care plan, of which the personal education plans (PEP) is an integral part, additional to this a child may have an individual education plan (ISP) or EHCP, regular review meetings, emotional and social support, and targeted interventions to

ensure both academic progress and wellbeing

Admissions

‘What is the process for applying for a place at the school?’

Specialist Resource centre

Surrey County Council is responsible for placing SEND children with an EHCP within our specialist centre for children with hearing impairment. Surrey County Council will send pupil paperwork to the school for consultation as to how needs can be met and whether the placement would be suitable. The school will then respond accordingly.

Mainstream School

Children and young people with SEND have different needs, but the general presumption is that all children with SEND but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will work in partnership with parents, to make the provision required to meet the SEN of pupils at this school.

Identification of Special Education Needs

‘Policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SEND Leader’

At The Mead Infant and Nursery School we follow the process of Assess, Plan, Do, Review in which parents/carers are involved wherever necessary. Prior to children joining us in Reception or Nursery we liaise closely with pre-school or nurseries and where possible visit them to discuss individual needs. We track the progress of all learners in core subjects continually, and every half term, pupil progress meetings take place where the overall development of the child is discussed. The child’s data and staff knowledge is used to plan any appropriate intervention. Referral systems are in place for our interventions and enable us to tailor the intervention and track a child’s progress. We have an open dialogue with parents and they are encouraged to speak to their child’s class teacher about any concerns they have about their child’s progress or attainment. Class teachers will have regular meetings with parents/carers of children that they have identified in need of extra support. The SEND Leader may attend these meetings or arrange meetings directly with parents to discuss support for the child.

Our school SEND Leader is Mrs A Bedford – contact details are at the beginning of this report.

Consultation with Parents and Pupils

‘Arrangements for consulting parents of children with SEN and involving them in their education’ and ‘arrangements for consulting young people with SEN and involving them in their education’

We encourage an open dialogue with parents and they are welcome to speak to their class teacher or SEND Leader should they have any concerns about their child. We work as a partnership with parents to make sure all children achieve their best. The Mead Infant and Nursery School has two formal Parent Evenings (Autumn and Spring term) and written annual reports. Once a pupil is identified as needing extra support an Individual Support Plan (ISP) will be devised by the SEND Leader and class teacher. The ISP are shared with parents and parents will be invited in termly to review their child’s progress against their targets. At these meetings we discuss the next steps for the child and what parents can do at home to support them.

If it is deemed appropriate that advice and support will be sought from outside agencies or a specialist teacher, then parental consent is sought. If a specialist teacher has been involved,

the parents are invited in to discuss progress or new targets the child needs to work on. Parents are also given a copy of the report that any specialist teacher or agency provides to the school.

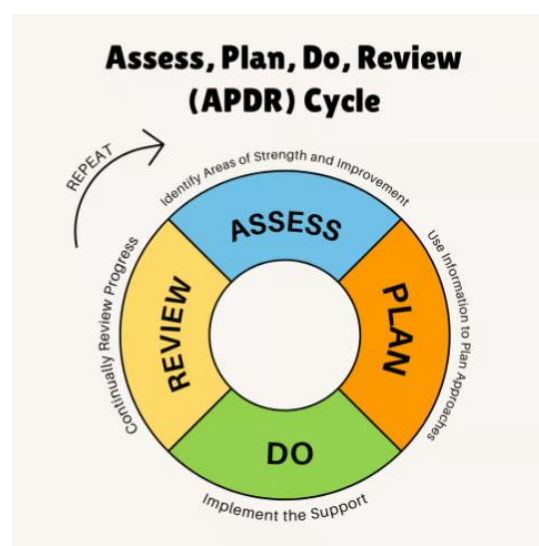
Parents are encouraged to take an active role in school supporting the children in class or as part of the Parents Association. All parent helpers must have an up to date DBS check which is processed through the school office. At the start of each academic year the head teacher runs a parent volunteer meeting where expectations and procedures are explained. We hold meetings and workshops throughout the year to keep parents informed of any curriculum developments and strategies they can use to support their children. A weekly email lets parents know the upcoming learning and gives suggestions as to support that can be given at home.

Reviewing Progress

‘Arrangements for assessing and reviewing children and young people’s progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review’

During our Assess, Plan, Do, Review process we look at the actions needed to support a learner towards their outcomes and highlight what needs to be accomplished at home and school to support the child. Every term, the class teacher and the SEND Leader will review the targets on a child’s ISP, and if they need to be updated or changed then the parents and child are invited to be part of this process. Termly meetings are held by the SEND leader with the TAs running interventions. The impact of the intervention are analysed and a plan is devised for the next term. The school has good links with outside specialists including Educational Psychologists, Learning and Language Support, Behaviour Support and Speech and Language service. If an agency has been asked to come in they will spend time with the child, and contribute ideas for manageable targets for the child’s ISP which will be shared with the child by the class teacher. They will hold a meeting where staff involved with the child and parents are invited.

If a child has an EHCP (Education Health Care Plan) there will be an additional annual review during the school year where targets will be reviewed and new targets created with input from specialists, class teacher and parent’s views.



Transition Programmes

‘Arrangements for supporting children and young people in moving between phases of education and preparing for adulthood’

We have established induction programs in place both for new joiners in Nursery or Reception and for those children moving on in Year 2. Once a place has been offered the Nursery or Reception team endeavor to make contact with Pre-schools to discuss children’s

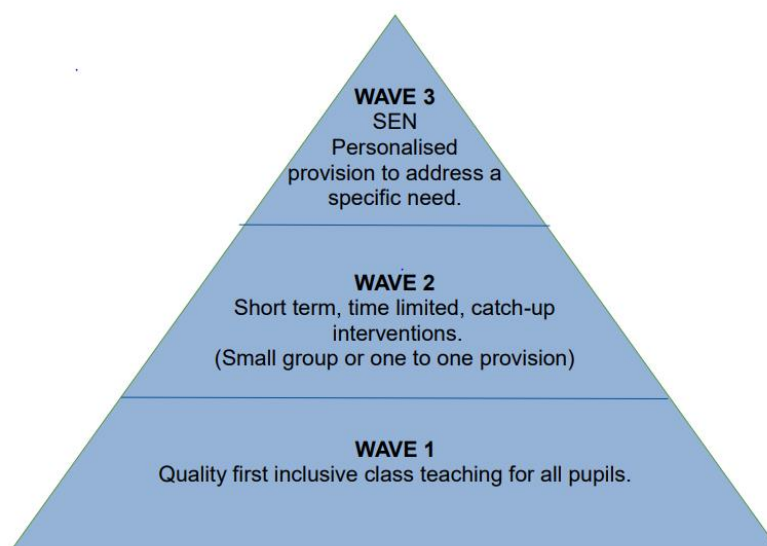
needs with the Pre-school staff. Where a child has a special need both a member of the Reception or Nursery team and the SEND Leader will visit. When possible home visits are offered to new starters in Nursery and Reception and this offers parents the opportunity to discuss their child's individual needs.

New pupils are invited to attend a session(s) in the Nursery or Reception to familiarise themselves with the school and get to meet staff and children. At the end of Year 2 the majority of pupils transfer to Auriol Junior. We have a well-established and comprehensive transition programme in place. Our SEND Leader will discuss the individual needs of SEN children with the SEND Leader from the receiving school to make sure transition is as smooth as it can be. A copy of all paperwork is sent to the new school including an up to date ISPs.

Teaching and Learning

'The approach to teaching children and young with SEN' and 'how adaptations are made to the curriculum and learning environment of children and young people with SEN'

At The Mead Infant and Nursery School we expect all teachers to teach Quality First Teaching as part of our Wave 1 provision. We fully differentiate the curriculum to ensure all children are challenged and achieve to the best of their ability. Children who have been identified as having SEND will also have an ISP which details their personal targets and support they are being given. Any adult that works with this child will be aware of their targets. Our Wave 1, Wave 2 and Wave 3 provision maps state the way in which pupils may be supported across the school. When concerns are raised at Monitoring Level there will be a process of information gathering in order to determine what changes can be made to the differentiation and personalisation of the teaching in order to better support the child. Our SEND Leader works closely alongside SLT (Senior Leadership Team), class teachers and support staff to ensure every child is receiving the best support they need to make progress.



Staff expertise

'The expertise and training of staff to support children and young with SEND, including specialist expertise will be secured'

As part of our ongoing professional development, all staff have regular opportunities to update and enhance their skills. We take a phased approach to training: some sessions are provided for all staff, such as Zones of Regulation, Deaf Awareness, and Colourful Semantics. Staff working closely with individual children receive tailored training specific to the child's needs and the support required. SEND is discussed regularly within school, and staff have opportunities to share concerns, seek advice, and access support from colleagues. We also

invite outside agencies, such as the Speech and Language Service, to deliver training on updated strategies for supporting children with specific needs. Our SEND Leader is an experienced Deputy Head who holds the NASENCO qualification and attends regular specialist training to ensure The Mead provides the best possible learning experience for all children.

Monitoring

‘Evaluating the effectiveness of the provision made for children and young people with SEN’

We review the needs of the learners within the school and endeavour to put in place provision in order to cater for their need. Teachers are encouraged to reflect on their teaching and learning practise to ensure that any provision put in place for children with SEND is appropriate. Teaching assistants have been trained in a range of Wave 2 and 3 interventions and follow a structured planning and assessment timetable closely monitored by class teachers and the SEND leader. The SEND Leader reviews the effectiveness of these interventions on a termly basis. Each year we will review the needs of the cohort and see if there is a change in need. If so, decisions are made as to whether any additional interventions or support be put in place. The head teacher, governors and business manager oversee all matters of finance relating to the school. Our finances are monitored regularly and we utilise resources to support the strategic aims of the school as well as individual learner needs. If specialised resources are needed to support a child, then the school will work with parents and outside agencies to provide these where possible.

Inclusion

‘How children and young people with SEN are enabled to engage in activities available with children and young people who do not have SEN’

Our school policy is that all pupils will be included in all aspects of the curriculum. When working outside of the classroom (within the school grounds) resources and accessibility are carefully considered and any special need is planned for. When organising school visits staff carry out a comprehensive risk assessment and ensure that all activities are accessible to all pupils. We adhere to all adult to child ratios and will take extra adults if this is deemed necessary. If appropriate we also include parents in the planning process and include them in any decisions about the special needs of their child.

Our acoustic environment is exemplary, with acoustic ceilings and carpeting throughout and soundfield systems in every teaching space. This provides an optimum learning environment for all pupils, not only the deaf.

Our Accessibility Plan, available on the school website, outlines the additional steps we take to ensure that everyone can access the curriculum and all aspects of school provision [The Mead Infant and Nursery School - School Policies and Key Information](#) . Additionally, the Equality Information and Objectives Statement lay out ways the school ensures children with disabilities are not treated less favourably.

Social and Emotional Development

‘Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying.’

We refer to our community as ‘The Mead Family’ and ensure that everyone feels ‘Proud to belong’. Individuality is central to our ethos of inclusion and no child is allowed to slip through the net.

The Mead Infant and Nursery School has an excellent standard of pastoral support. Children feel safe at school and have positive mental health and sense of well-being. In 2019 we

achieved the Well Being Award. All staff take an active role in encouraging children to meet their full potential. We have a well-established behaviour system based on 'Good Choices'. Children are rewarded for following these and there are consequences for making the wrong choice.

Zones of Regulation is used throughout the school and children are taught tools to return to the Green Zone and be ready to learn. Some children have personalised 'toolboxes' and they work with staff to identify the specific 'tools' that help them regulate their emotions.

We run a School Council in order for children to have a voice and say in the running of the school. We are a values school and values are at the heart of our school ethos. We have a zero tolerance approach to bullying in the school. PSHE (personal, social and health education) is part of our curriculum. The children in our school recognise they have got an adult to talk to in their class if they need help. We have 'Worry Monsters' in each classroom which provide children with a means of sharing any problems or worries they may have if they feel unable to talk to an adult. Trained staff offer interventions to support well-being and positive mental health this includes an ELSA, Play Therapy and Drawing Talking therapy. We have a Health and Safety policy in place that staff are familiar with. All of our staff are trained on how to use an Epi-pen or equivalent, specific staff are fully first aid trained and have regular refresher training to support specific medical conditions. All staff are regularly trained and updated on safeguarding procedures.

Raising concerns

'How to raise a concern or complaint.'

In the first instance, where a parent has a concern, they are encouraged to speak to the class teacher. If the matter cannot be resolved at this stage, then the SENDCo may become involved, and a meeting is convened to discuss the nature of the complaint and look for a resolution to the issue. If the matter needs to be discussed further, an appointment can be made with the Head Teacher via the school office. If the matter is not fully resolved, it may then be referred to the Governors. A copy of the school's complaints procedure can be found on the school website. The complaints procedure outlines the formal steps the school will take in handling each complaint.

External Agency Support

'How the school involves other bodies, including health and social care bodies, local authority services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families'

We have strong links with a variety of outside agencies and we work together with them to ensure all pupils are able to access the curriculum and make progress in line with their peers. If a child is recommended for outside support from a specialist teacher or agency, parental consent will be sought before any referrals are made.

SEND Leader – Mrs A Bedford

If you have any queries please don't hesitate to contact Mrs Bedford on: 02083930966
office@mead.surrey.sch.uk

For more information about SEND provision that Surrey has to offer parents please visit
<https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page>

SEND Glossary for Terms

SEND

Special Educational Needs and Disabilities. This means children who need extra help because they find learning harder or have a disability.

EHCP

Education, Health and Care Plan. A legal document that explains what support a child needs if they have significant difficulties.

SEN Support

Extra help given in school for children who need support but do not have an EHCP.

Local Offer

Information from your local council about services and support available for children with SEND.

Graduated Approach

A step-by-step way schools help children: Assess, Plan, Do, Review.

Provision Map

A list of all the extra help and support a school gives to children who need it.

Differentiation

Teachers change lessons so every child can learn in a way that suits them.

Reasonable Adjustments

Changes made so children with disabilities or SEN are not left out or disadvantaged.

SEND Code of Practice

Government guidance about how schools and councils should support children with SEND.

Annual Review

A meeting every year to check if the support in an EHCP is still right for the child.

Transition Plan

A plan to help a child move smoothly to a new school or stage of education.

Speech and Language Therapy (SaLT)

Help for children who find talking or understanding language difficult.

Occupational Therapy (OT)

Support for children who struggle with everyday tasks like writing or dressing.

Mindworks

Previously known as Child and Adolescent Mental Health Services (CAMHS). Support for children with emotional or mental health needs.

SENDCo

Special Educational Needs and Disabilities Coordinator. The teacher in school who makes sure children with SEND get the help they need.

Inclusive Practice

Making sure all children can join in and learn together.

Intervention

Extra help for a child in a specific area, like reading, maths, emotional regulation.

Personalised Learning

Teaching that is adapted to meet the needs of each child.

ISP -Individual Support Plan

An ISP is a document that explains the extra help a child will get in school. It includes the child's specific needs, their targets, and the support or strategies teachers will use. ISPs are reviewed regularly.

ELSA- Emotional Literacy Support Assistant

A trained member of school staff who helps children with their emotional wellbeing.

Additional; sources of information or support

- SEND Advice/Mediation advice (independent): SEND Advice Surrey – Providing impartial information, advice and support to parents of children with special educational needs (Formerly known as 'SSIASS' and 'Surrey Parent Partnership') [SEND Advice Surrey](#)
- Family Voice Surrey [Home - Family Voice Surrey](#)