



Morley Meadow Primary

SEN Information Report

Reviewed: September 2025



This information report answers some of the most frequently asked questions about the school's provision of children with special educational needs or disabilities.

It is reviewed annually or when necessary, throughout the year.

We are aware that this information can be daunting for you as parents and therefore would welcome the opportunity to discuss this with you in person, if you would prefer. We are here to provide support for you, as well as your child. If you need help accessing this document, please contact us to arrange a meeting.

What does having Special Educational Needs or Disabilities mean?

- 'A child or young person has SEND (Special Educational Needs and Disabilities) if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.'

(SEND Code of Practice 2014)

- The four broad areas of need are:
 - 1) Communication and Interaction
 - 2) Cognition and Learning
 - 3) Social, Emotional and Mental Health difficulties
 - 4) Sensory and / or physical needs
- Your child may have difficulties in more than one broad areas of need. These are explained in more detail within the SEN Code of Practice. We provide support for many different types of SEN including Autism, Attention Deficit Hyperactivity Disorder, Physical and Sensory difficulties and Speech Language and Communication Needs.



How does Morley Meadow Primary School identify if your child has a Special Educational Needs?



- Your child's achievements and progress are continually assessed throughout the year.
- Their progress is tracked and children who are not making the expected progress are identified.
- Pupil Progress meetings are held three times a year between the class teacher(s), SENCO (Special Educational Needs Coordinator) and the Head Teacher. The class teacher can use these meeting to raise concerns about your child's progress and plan further action.
- Outside of these meetings teachers can record their concerns on a 'Cause for Concern' document, which are then shared with the SENCO for discussion.
- When concerns are raised, this information will be shared with parents and a consultation meeting can be arranged to discuss next steps.

What could you do if you think your child has a Special Educational Need?

- If you have any concerns, we would welcome you to share them with us as soon as you can.
- There are several people that you could talk to at school;
The Class Teacher
The Family Support Advisor
The SENCO
The Head Teacher
- The school is a safe, non-judgemental space for you as a parent/carer to ask questions or share your concerns. We understand that taking the first steps to support can be difficult and we are here to support both you and your child. Please contact us on 01752 401293 or email office@morleymeadowprimary.org.uk



At Morley Meadow Primary School, who are the people you could discuss your concerns with?

Your child's class teacher

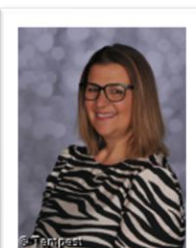
Details of who your child's class teacher is can be found our website:
[Morley Meadow Primary School - Staff Details](#)



Mrs Hannah Morgan
Family Support Advisor



Mrs Rebecca John
SENCO and Deputy Head Teacher
(Maternity Leave October 2025-July 2026)



Mrs Kate Stickleby
SENCo



Mrs Claire Duncan
Head Teacher

How are children with Special Educational Needs or Disabilities (SEND) supported?

- All children at Morley Meadow Primary School are provided with high quality teaching, this includes children with SEND. Adaptive teaching is used to ensure that all children can access the curriculum.
- Children who are performing significantly below their age related expectations or have provision that is 'additional to or different from their peers' may be given an Individual Learning Plan. Here, targets are set to ensure the child meets their small steps of progress. These plans are reviewed and updated regularly and shared with both parents and children.
- The teacher and SENCO communicate frequently to discuss the child's progress and achievements. This forms part of the graduated approach (a model of action and intervention). The SENCO monitors the effectiveness of provision and adapts as necessary.

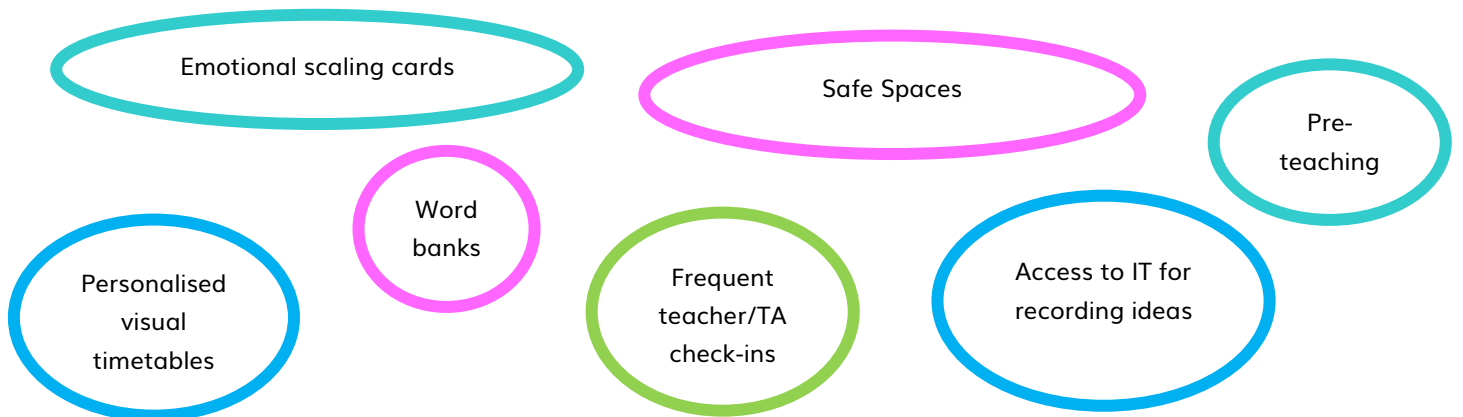


- The class and school environment are assessed to meet the child's needs. More information can be found in the Accessibility Policy which can be found on our school website.
- All children at Morley Meadow Primary School are encouraged to take part in extra-curricular activities. Staff will try and support children in these activities in the same way they are supported in school. In some circumstances, we welcome the parent of the children with SEND support during the clubs. This can be arranged in discussion with the school.
- Children who have social, emotional and mental health needs are encouraged to share their feelings and thoughts. Personal, Social and Health Education (PSHE) lessons provide the children with strategies on how to do this. Additionally, our ELSA trained staff support children's well-being.
- If your child has significant needs and/or are working significantly below their age related expectations, an Education Health Care Plan (EHCP) may be applied for. More information on EHCPs can be found via Plymouth City Council.
<https://www.plymouthonlinedirectory.com/plymouthlocaloffer/ehcp>
- Edukey Provision Map is used to map out your child's provision and learning plans if required. These can be shared with parents electronically.



What sort of provision will be put into place for my child within the classroom setting?

- Once your child has been identified with SEND, the class teacher and SENCO work closely together to ensure the child has the appropriate provision.
- Various strategies will be implemented to ensure each child accesses the curriculum. These strategies will be decided based on the child's needs and age. Below are **some** strategies that may be used.



How does Morley Meadow Primary School involve others in meeting the needs of pupils with SEND and support their families?

- Occasionally additional advice or support may be sought by the SENCO or Head Teacher. Examples of support are the Educational Psychology (EP) Team, Communication Interaction Team (CIT), Speech and Language or Multi Agency Support Team (MAST).
- These referrals are requested in agreement with the parent.
- Once involvement of a specialist agencies has been established the SENCO, class teacher, parent and agency communicate as and when appropriate to discuss the child's needs and developments.
- If it is appropriate, a Team Around Me (TAM) is held. These meetings are minuted and actions are set to ensure the best provision is accessible for your child.
- If the family require support from multiple agencies an Early Help Assessment Tool may be completed and EHAT meetings are held every 6 weeks. These too are minuted and actions are set to ensure that you receive the best support for your family.
- Enhanced transition arrangements are in place for children moving from the Nursery to Reception and for children moving from Year 6 to Year 7. We will liaise with the setting that the child is transitioning to/from and this may include additional visits or meetings. There are also enhanced transition arrangements between year groups to ensure that children settle into their new class as seamlessly as possible.



How are pupils at Morley Meadow Primary School supported to share their views?



- All children are encouraged to share their views with their class teacher, teaching assistant or any adult member of the school team.
- When an outside agency referral is completed, we record their thoughts and feelings through a One Page Profile on Provision Map (assisted by an adult if required) or on the referral form directly.
- If a meeting is held and it is appropriate, children with SEND are invited to attend the meeting where they can share their thoughts and feelings. If this is not appropriate their thoughts and feelings are shared on their behalf.

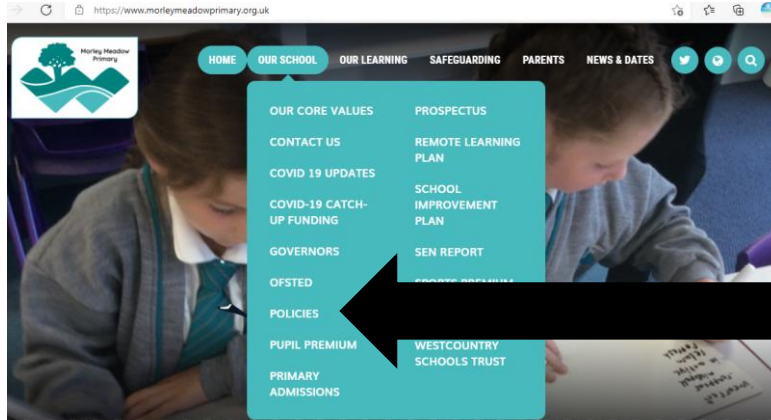
How are pupils with SEND and their families supported when they join or leave Morley Meadow Primary School?

- When your child leaves at the end of the primary school the SENCO will communicate with the SENCO of the secondary school they will be attending. Information about the child's needs and provision is passed on.

- Some children with a special educational need and/or disability may require additional visits to their next school. This is known as an 'Enhanced Transition'. The SENCO and the receiving SENCO will arrange this, and parents will be informed.
- The SENCO and school's administrator will ensure information about the child's needs and provision is passed on for children who are in reception or years one to six and are moving to a new school.
- For children arriving to the school with an established special educational need and/or disability, parents are encouraged to meet with the class teacher or SENCO as soon as possible to determine the support and provision required.
- Information from the previous school will be requested as soon as the child arrives.

Where can I find further information about Morley Meadow Primary School's approach to supporting children with SEND?

- Please visit www.morleymeadowprimary.org.uk. Here you will find the SEND policy. This policy goes into further detail than found in this SEN Information Report.



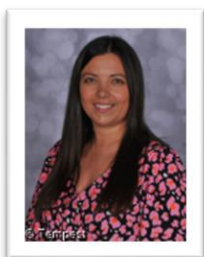
Go here first.



Scroll down to 'WeST SEND Policy 2025-2026'

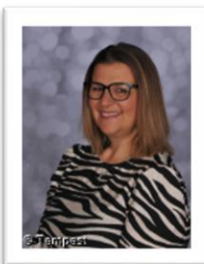
What training or specialist expertise have any of the staff at Morley Meadow Primary School had?

All school staff have training throughout the year to keep updated with SEND provisions and strategies. For example – dyslexia training, attachment training, precision teaching, PACE training, speech and language training.



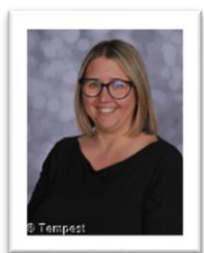
Mrs John

- National Award of Special Educational Needs Coordination at Plymouth University
- Attachment Based Mentoring Training
- Tier 2 Autism Education Trust Training
- Executive Functioning Training
- Attachment and Trauma Training
- Developmental Language Disorder Training



Mrs Stickley

- STORM trained
- BLAST (Boosting language, auditory skills and talking)
- ELKLAN
- Developmental Language Disorder Training
- Attachment and Trauma Training
- Emotional Logic Training



Mrs Morgan

- Emotional Literacy Support Assistant (ELSA)
- STORM trained
- DASH trained



Mrs Deeley

- Emotional Literacy Support Assistant (ELSA)
- BLAST (Boosting language, auditory skills and talking)
- ELKLAN
- Emotional Logic Training
- Neli (Language Intervention Training)
- Positive Handling Training

Where can I go for further support or advice?

- Parents can receive advice and support from Plymouth PIAS team.
<http://www.plymouthias.org.uk/>
- The SEN Code of Practice guide for parents
<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

- There are also lots of website for specific needs that can be recommended. Mrs. John, Mrs. Stickley or Mrs. Morgan can point you in the direction of these websites if required. Here are a few that might be of use:

[British Dyslexia Association](#)

[National Autistic Society](#)

[ADHD guide](#)

[Speech and Language](#)

How can I find out more information about Plymouth's local offer for children with SEN and their families?

- Information about Plymouth's local offer can be found here;
<https://www.plymouthonlinedirectory.com/articlife/182/SEND-Local-Offer>



What can I do if I am not happy with the school's provision? How can I share my concerns?

- If you are not happy with the school's provision for your child, then we recommend the following steps;
 1. Talk to your child's class teacher
 2. Share your concerns with the SENCO or Head Teacher
- If you feel that your concerns are still not resolved, then please visit our website where details can be found on how to raise a complaint within the complaints policy;
[Morley Meadow Primary School - Policies](#)

Thank you to those who have provided feedback to help make this information report as informative and easy to access as possible. Your support with this is greatly appreciated to ensure that we provide the best possible support for the children in our care.