Meadow Pathways Wellbeing and Education Cornwall (MPWEC)



SEND & Inclusion Policy
Education other than at School (EOTAS)

Responsibility to update: Zoe Waitz and Michelle Pascoe

Applies to: All staff, contractors, volunteers and visiting professionals working with children and young people (CYP) engaged in Meadow Pathways EOTAS packages (including tuition in homes, community venues and online).

Version No: 2
Date: September 2026
Review Date: September 2027

Summary of Changes – September 2026

This policy has been reviewed and updated to reflect Keeping Children Safe in Education (KCSIE) 2026 (in force 1 September 2026), Working Together to Safeguard Children 2026 (in force 18 March 2026), and the DfE's updated Suspension and Permanent Exclusion guidance (in force 26 July 2026). Design, branding and layout are unchanged; the changes are:

- Introduction: added that this policy aligns with KCSIE 2026 and Working Together to Safeguard Children 2026, recognising that children with SEND can face increased safeguarding risk and communication barriers to disclosure.
- Section 4 (Identification of Needs): added Family Help arrangements and Early Help assessments, where in place, as a source of information (Working Together to Safeguard Children 2026).
- Section 5 (Reasonable Adjustments): added that adjustments to a child's session length, frequency or format are agreed with the commissioning school/LA to meet their needs and are never used as a sanction or a means of reducing commissioned hours, in line with the DfE's updated Suspension and Permanent Exclusion guidance (July 2026).
- Section 6 (Staff Training): added recognising and responding to abuse, neglect and exploitation in children with SEND, in line with KCSIE 2026.
- Section 8 (Monitoring & Review): added a self-assessment reference to the DfE's voluntary national standards for non-school alternative provision, including outcomes for CYP with SEND.
- New Section 9 (Related Policies): added, cross-referencing the Safeguarding and Child Protection Policy, Behaviour Policy, Equality, Diversity & Inclusion Policy and Health & Safety Policy.
- Version, date and review date: updated from Version 1 (September 2025, review September 2026) to Version 2 (September 2026, review September 2027).

Introduction

Meadow Pathways is committed to providing educational & therapeutic support that is inclusive, accessible, and responsive to the needs of children and young people with Special Educational Needs and Disabilities (SEND). Our approach is grounded in relational practice, trauma-informed principles, and partnership with families and schools. This policy aligns with Keeping Children Safe in Education (KCSIE) 2026 and Working Together to Safeguard Children 2026, recognising that children with SEND can face increased safeguarding risk and communication barriers to disclosure.

2. Scope

This policy applies to all Meadow Pathways practitioners delivering educational, therapeutic, wellbeing, or community-based support.

3. Principles

- Every child is valued, respected, and supported as an individual.
- SEND is understood within a holistic, developmental, and relational framework.
- Provision is child-led and adapted to each child's strengths, needs, communication style, and sensory profile.
- We work collaboratively with commissioning schools, parents/carers, and other professionals.
- Adjustments are made proactively to ensure children can access therapeutic support safely and meaningfully.

4. Identification of Needs

Meadow Pathways does not diagnose SEND. We rely on:

- information from the commissioning school
- EHCPs, support plans, or professional reports
- Family Help arrangements or Early Help assessments, where in place (Working Together to Safeguard Children 2026)
- parent/carer insights
- practitioner observations
- multi-agency discussions

Where concerns arise, we share them with the school in line with safeguarding and information-sharing procedures.

5. Reasonable Adjustments

Adjustments may include:

- flexible session length or pacing
- sensory-friendly environments
- visual supports or communication aids
- movement breaks
- adapted therapeutic tools
- co-regulation strategies
- predictable routines and transitions

Any adjustment to a child's session length, frequency or format is made to meet their needs and is agreed with the commissioning school/LA; it is never used as a sanction or a means of reducing a child's commissioned hours, in line with the DfE's updated Suspension and Permanent Exclusion guidance (July 2026).

6. Staff Training

Practitioners receive training in:

- trauma-informed practice
- autism and neurodiversity
- ADHD and executive functioning
- SEMH needs
- communication differences
- safeguarding and contextual safeguarding, including recognising and responding to abuse, neglect and exploitation in children with SEND (KCSIE 2026)

7. Partnership Working

We work closely with:

- SENCOs
- pastoral teams
- parents/carers
- external professionals (where appropriate)

We contribute to reviews, meetings, and planning where invited.

8. Monitoring & Review

SEND considerations are reviewed regularly through:

- session reflections
- supervision
- communication with schools
- safeguarding reviews
- self-assessment against the DfE's voluntary national standards for non-school alternative provision, including outcomes for CYP with SEND

9. Related Policies

This policy should be read alongside:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Equality, Diversity & Inclusion Policy
- Health & Safety Policy