

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).

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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.

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
- 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

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

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