

Meadow Mice Enhanced Provision

September 2026

Meadow Mice is an enhanced provision within the school, designed to support pupils who have an Education, Health and Care Plan (EHCP), an identified diagnosis, or who are on a pathway for these. Meadow Mice is not an SRP; it is an inclusive hub within our school.

Pupils accessing the provision are typically working at Key Stage 1 levels regardless of their chronological age. Meadow Mice provides a structured and adapted learning environment to enable pupils to access the curriculum, make progress and develop key skills.

Purpose

- Make progress from their individual starting points
- Develop communication, independence and self-regulation skills
- Access an ambitious and relevant curriculum
- Prepare for their next stage of education, including specialist provision where appropriate

Placement and Provision Pathways

Meadow Mice provides a flexible model of provision, recognising that pupils may access the provision for different purposes and durations.

For some pupils, Meadow Mice forms a longer-term provision linked to EHCP and specialist pathways. For others, it may provide a shorter-term setting which focuses on foundational skills and readiness for the next stage of learning so that pupils can access mainstream classes.

Short term placements are purposeful and reviewed fortnightly to ensure they remain appropriate and effective.

Who We May Support

- Working more than two years below age-related expectations, with either a diagnosis or pathway for diagnosis
- On an EHCP pathway or identified by professionals
- Requiring targeted support to develop foundational skills
- Experiencing barriers to accessing the mainstream curriculum
- Requiring a structured and supported learning environment
- Not accessing learning despite appropriate support and adjustments

Placement is not automatic and forms part of a graduated, needs-led approach.

Placement Consideration and Professional Oversight

Headteachers and SENDCos assess the suitability of Meadow Mice prior to placement. Decisions are informed by attainment, barriers to learning, EHCP outcomes and professional advice.

Provision is informed by ongoing dialogue with staff and external professionals and is regularly reviewed to ensure continued suitability and impact.

Commitment to Inclusion

Meadow Mice is a fully inclusive provision. Pupils remain part of the wider school community and access shared experiences alongside their peers.

Inclusion is defined through access, participation and progress. Pupils engage in a curriculum that is adapted to meet need but not reduced in breadth.

Access to Mainstream and Outreach Opportunities

Meadow Mice operates as part of the wider school provision. Pupils remain active members of the school community, remain full members of their class and are supported to access a range of mainstream and shared experiences.

This includes:

- Participation in assemblies, playtimes and lunchtimes, promoting social interaction and a sense of belonging
- Access to class-based learning opportunities where appropriate
- Opportunities to engage in wider school events, visits, trips and enrichment activities

Outreach and integration opportunities are planned and reviewed on an individual basis, ensuring they are appropriate to each pupil's needs, readiness and stage of development and reflected in timetables.

For some pupils, this may include increasing time spent within the classroom as confidence and skills develop. For others, access to shared experiences ensures they remain connected to their peers and the wider school community.

Partnership Working – Kent SEND Local Offer

Meadow Mice works in partnership with services outlined within the Kent SEND Local Offer to ensure a coordinated and specialist approach to supporting pupils.

This includes regular engagement with:

- SEN Inclusion Advisors (SEN IA), including attendance at SEN IA Clinics to review provision and ensure quality and appropriateness
- Specialist Teaching and Learning Service (STLS) to support teaching approaches, strategies and curriculum adaptation
- Speech and Language Therapy services, to support communication development and targeted intervention
- Other external professionals, including Educational Psychologists and health services, where appropriate

Advice from external agencies is actively used to inform planning, provision and review, ensuring that support is aligned to pupils' needs and reflects current best practice.

This multi-agency approach ensures that pupils receive joined-up, specialist support, enabling improved outcomes and well-informed decision-making about next steps.

Curriculum Development

Pupils access a broad curriculum aligned with whole-school expectations. The curriculum is adapted to meet need but is not reduced and includes:

- History
- Geography
- Science
- Art
- Music
- Computing (ICT)
- Physical Education (PE)
- Forest School and outdoor learning

Core programmes include White Rose Maths, Language Through Colour and Read Write Inc (RWI). Pupils access English and Maths sessions daily in mainstream classrooms with experienced teaching staff.

The timetable includes an increased frequency of phonics, number and handwriting teaching to secure foundational skills.

Forest School supports independence, regulation and confidence through structured outdoor learning.

Interventions and Targeted Support

Interventions take place to support progress across several areas. Approaches and programmes are evidence-based and support development in a range of areas including:

- Emotional regulation and wellbeing
- Social communication
- Speech and language development
- Fine and gross motor development
- Cognition and learning support
- Sensory regulation
- Independence and life skills

Attention Autism, Language Link, Clever Hands & Beam are all examples of programmes used.

Monitoring, Progress and Outcomes

Each pupil has a provision plan and timetable tailored to their needs. Progress is measured in a range of ways to reflect both curriculum and SEND development. Baseline assessment is completed on entry to establish starting points.

- Attendance and engagement
- EHCP and diagnostic pathway progress
- Future planning and next stage considerations
- Foundational skills development (Numbots, TimesTableRockStars, Letterjoin, RWI, FFT)
- Curriculum progress across subjects (Stepping Stones)
- Social, emotional and mental health (Boxall and pupil voice)
- Individual targets and intervention impact
- Multi-agency involvement

Review Cycle & Graduated Approach

- Fortnightly review of engagement, book evidence, wider progress and responsiveness to provision led by Headteacher and SENDco.
- Weekly review of attendance.
- Formal assessment reviews at least termly which include updates to provision maps.

This ensures that pupils' needs, progress and provision are continually reviewed and adapted in line with their development. Decisions regarding changes to provision, including transitions or reintegration, are based on a combination of progress data, readiness for learning, levels of engagement and professional judgement.

Safeguarding

Safeguarding is a central priority. Staff meet regularly with Senior Leaders to review provision and identify emerging concerns. All school safeguarding policies and procedures are followed consistently. Pupils follow the PSHE and RSE curriculum and supporting school policies.