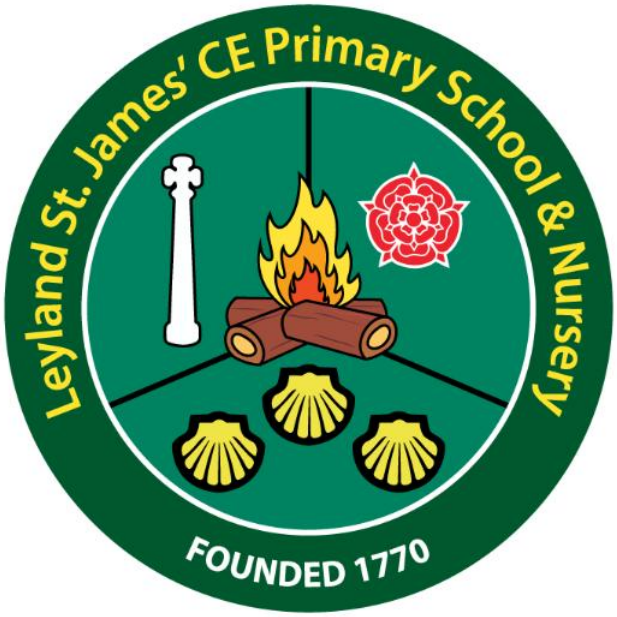


Leyland St. James C of E Primary School and Nursery

The Meadow – Inclusion Base

Rationale & Intent

The Meadow Room has been established to ensure that pupils with additional learning, communication, sensory and emotional regulation needs can access an ambitious curriculum and fully participate in school life. The provision offers targeted, short-term support and intervention designed to remove barriers to learning, develop independence and build the skills pupils need to succeed within their mainstream classroom.

The rationale for the Meadow Room is rooted in our commitment to inclusion. We recognise that some pupils require additional support at key points during the school day to regulate emotions, manage sensory needs, develop communication skills or engage effectively with learning. By providing a calm, nurturing environment and personalised interventions, pupils are equipped with strategies that enable them to access learning more successfully alongside their peers.

Importantly, the Meadow Room is not a separate educational placement or alternative classroom. Pupils remain members of their mainstream class and are fully included in whole-class teaching, curriculum activities, assemblies, educational visits, social times and wider school opportunities. Time spent in the Meadow Room is carefully planned, proportionate to need and reviewed regularly to ensure that pupils continue to learn, play and develop alongside their peers while receiving the additional support necessary to thrive.

Through this approach, the Meadow Room promotes equity, belonging and achievement, ensuring that every child receives the support they need whilst maintaining high expectations and meaningful inclusion within the wider school community.

We aim to:

- Ensure every child can access an ambitious and inclusive curriculum using Cherry Garden approach alongside the EYFS curriculum.
- Support pupils in developing the knowledge, skills and strategies needed to succeed within their classroom and wider school environment.
- Provide timely interventions that address pupils' individual SEND targets and outcomes.
- Develop communication, language, social interaction, emotional wellbeing, sensory regulation and learning behaviours.
- Build confidence, independence and self-esteem so that children can participate successfully alongside their peers.
- Work collaboratively with families, teachers and external professionals to meet each child's needs effectively.

Implementation

The Meadow is an inclusion base which delivers evidence-informed, targeted support that is carefully matched to pupils' needs identified through branch maps assessment, EHCP outcomes, SEND support plans, teacher referrals and professional advice.

This is achieved through:

- Structured one-to-one and small group interventions.
- Individualised programmes linked to pupils' SEND targets and curriculum needs.
- Support for communication and language development, including speech and language programmes where appropriate.
- Interventions to develop social skills, emotional literacy and self-regulation.
- Sensory support and regulation activities tailored to individual sensory profiles.
- Targeted literacy and numeracy interventions that reinforce classroom learning.
- Pre-teaching and overlearning opportunities to increase curriculum accessibility.
- Close collaboration between intervention staff, class teachers, the SENDCo and external agencies.
- Cherry garden approach to support assessment and curriculum planning for children alongside the EYFs curriculum.

Impact

As a result of the intervention room provision, pupils demonstrate:

- Improved engagement in learning and classroom activities.
- Increased confidence, resilience and independence.
- Better communication, language and interaction skills.
- Enhanced emotional regulation and readiness to learn.
- Progress towards individual SEND targets, EHCP outcomes and personal development goals.
- Greater participation in classroom learning and school life.
- Reduced barriers to accessing the curriculum.

- Stronger attendance, wellbeing and positive relationships with peers and adults where appropriate.
- Improved outcomes from their individual starting points.

Impact is measured through ongoing assessments, pupil voice, teacher observations, SEND reviews, intervention records, progress data and feedback from parents and external professionals. This ensures that provision remains effective, purposeful and focused on achieving the best possible outcomes for every child.

Cherry Garden Approach alongside the EYFs Curriculum.

Cherry Garden provides a curriculum and assessment framework that helps practitioners demonstrate the small steps of progress made by children with SEND. This is particularly important when children are not yet working within age-related expectations.

The Branch Maps assessment system breaks learning into small, measurable steps, enabling staff to:

- Identify a child's current stage of development.
- Track progress over time.
- Plan meaningful next steps.
- Evidence impact for parents, senior leaders and external agencies.

The table below shows the what the typical development looks like and how Cherry Garden breaks learning down into much smaller steps for children with complex SEND.

Development Matters	Cherry Garden
Supports the EYFS curriculum.	Supports assessment and curriculum planning for children with complex SEND.
Based on broad developmental ranges and progression.	Based on very small, sequential steps of learning.
Designed for all children in EYFS.	Designed for children working below Year 1 expectations, including those with significant SEND.
Focuses on expected developmental pathways.	Focuses on measuring tiny increments of progress.
Less detailed when tracking children with profound or complex needs.	More detailed and granular, making progress easier to evidence.
Used to inform teaching and learning across EYFS.	Often used to identify precise next steps and targets.

Example

A Development Matters statement might say:

"Shows an interest in books."

Cherry Garden may break this down into smaller steps such as:

- Looks briefly at a book.
- Reaches towards a book.
- Turns pages with support.
- Looks at pictures for increasing periods.
- Chooses a favourite book.

This allows practitioners to show progress even when a child is not yet meeting the broader Development Matters milestone.