

# Meadow Hall

# Education

# SEN Policy

## **Introduction**

Meadow Hall as a group, is committed to excellence in service delivery. To this end, identifying and assessing children with Special Educational Needs (SEN) is of utmost importance to ensure that all barriers to education are removed.

## **Inclusion Statement**

Through all subjects, Meadow Hall Education ensures that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, age, ability and social circumstance.

It is important that at Meadow Hall, we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in our diverse society. We also measure and assess the impact regularly to ensure all pupils have equal access to succeeding in subjects.

**Through appropriate curricular provision, we respect the fact that Pupils:**

⇒ have different educational and behavioural needs and aspirations;

⇒ require different strategies for learning;

- ⇒ acquire, assimilate and communicate information at different rates;
- ⇒ need a range of teaching approaches and experiences to succeed;

### **Teachers respond to children's needs by:**

- ⇒ providing support for children who need help with communication, language and literacy;
- ⇒ planning to develop children's understanding through the use of all available senses and experiences;
- ⇒ planning for children's full participation in learning, and in physical and practical activities;
- ⇒ helping children to manage and own their behaviour and to take part in learning effectively and safely;
- ⇒ helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning;

### **Legislative Compliance**

The Meadow Hall curriculum is based on a blend of the British and the Nigerian curricula. There are limitations to what can be achieved in the Nigerian curriculum which is why the legislative competence managing SEN has been devolved from the use of the British curriculum and its statutory instruments.

This document will make reference to the **British Special Educational Needs and Disability Code of Practice 2015**.

## **Special Educational Needs (SEN)**

⇒ A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made, if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

## **Aims & Objectives of this Policy**

⇒ To create an environment that meets the special educational needs of each pupil in order that they can achieve their learning potential and engage in activities alongside children who do not have SEN;

⇒ To ensure that all pupils realise their potential, through a broad and balanced relevant and appropriate curriculum, that provides equality of opportunity and enables high achievement for all pupils regardless of specific need or academic ability;

⇒ To ensure that all pupils with special educational needs are identified, assessed and adequately supported; to identify the roles and responsibilities of all staff in providing for pupil's special educational needs through reasonable adjustments to enable all pupils to have full access to all elements of the school curriculum;

- ⇒ To ensure that as many pupils as possible identified with SEN are enabled to become independent and resourceful learners;
- ⇒ To request, monitor and respond to the views of parents and pupils in order to secure evidence of high level of confidence and partnership by involving the parents and pupils in the planning and decision making process;
- ⇒ To ensure that pupils are referred for educational psychological assessment in a timely and efficient way using external professionals;
- ⇒ To ensure a high level of staff expertise to meet identified needs, through a well targeted continuous professional development;

Meadow Hall believes that all pupils have a right to education, which will enable them to achieve their full potential, learning at their own pace. To this end, we secure special educational provision for pupils for whom this is required, that is, ‘additional to and different from’ that which is provided within the differentiated curriculum to better respond to the four areas of need identified in the new **Code of Practice** (January 2015):

- ⇒ **Cognition and Learning** - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
- ⇒ **Communication and Interaction** - this includes children with speech and language delay, impairments or disorders, hearing impairment, and those who demonstrate features within the autistic spectrum.

⇒ **Social, Mental and Emotional Health** - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.

⇒ **Sensory and or physical needs** – this includes children with sensory, multi-sensory and physical difficulties.

### **Coordination arrangements-**

#### **Role of the Inclusion Manager**

⇒ Oversee the day-to-day operation of the school's SEN policy

⇒ Liaise with and advise fellow teachers.

⇒ Monitor intervention and inclusion of ALL pupils

⇒ Manage the SEN Team, Teachers, and other linked staff

⇒ Coordinate provision for pupils with special educational needs

⇒ Oversee the records of all pupils with special educational needs

⇒ Liaise with parents of pupils with special educational needs

⇒ Contribute to the internal and external service training of academic staff

⇒ Liaise with external professionals and agencies

⇒ Attend reviews and IEP meetings as required

## **Role of the SEN Team Members**

The SEN Team Members work with the Inclusion Manager in co-ordinating provision for SEN children; the team is also expected to:

- ⇒ Guide, liaise and support teachers with inclusion;
- ⇒ Liaise and advise fellow teachers and teaching assistants;
- ⇒ Provide in-service training for staff;
- ⇒ Maintain records of the children they work with;
- ⇒ Attend reviews and meetings as requested;
- ⇒ Support children with SEN across the school;
- ⇒ Liaise with outside agencies;
- ⇒ Maintain records of the children they work with;
- ⇒ Attend reviews and meetings as requested;
- ⇒ Monitor intervention and inclusion of ALL pupils
- ⇒ Maintain the SEN register;
- ⇒ Attend reviews and IEP meetings as required;
- ⇒ Carry out activities and intervention programmes planned with the class teacher and Inclusion Manager;
- ⇒ Attend relevant internal service training and courses;
- ⇒ Collaborate with outside agencies working with pupils on the register;



## **Role of the Class Teacher**

The class teacher is responsible and accountable for the progress of all pupils in his/her, including where pupils access support from a teaching assistant or specialist staff.

When a child is suspected of having SEN, the class teacher must take steps to support the child in overcoming these difficulties. The child must be assessed before and at the end of the class teacher's intervention and recorded on a "Cause for Concern" form.

After half-term, if the child continues to not make the expected progress the class teacher will discuss the concerns with the Inclusion Manager and parents/carers;

⇒ To liaise with the Inclusion Manager and outside agencies as appropriate;

⇒ To identify and provide interventions in addition to or different from those provided as part of the usual differentiated curriculum;

⇒ To differentiate the curriculum to meet the child's needs;

⇒ To create, implement and review Individual Education Plans for pupils with SEN (once a term);

⇒ To ensure SEN children are aware of their Individual Educational Plans and review the progress the child has made at the end of each term;

⇒ To meet with parents of SEN children each term and get their views and aspirations as well as encourage the children to work closely with the parents to identify the next steps in supporting their children and keep parents

informed of the action taken to help their children and the outcomes of such action(s);

## **The Role of Parents**

Staff and parents will work together to support pupils identified as having additional needs. This means that parents:

- ⇒ are encouraged to liaise closely with school regarding their children's progress and meet with the class teacher once a term;
- ⇒ will be involved at all stages of the education planning process and are seen as equal partners;
- ⇒ of children with SEN will be provided with information about the SEN Services available in school;
- ⇒ for children with an educational psychological assessment will have their views sought at review meetings where the school makes specific and achievable suggestions as to how they can help at home;
- ⇒ will receive all School Based Support Plans;
- ⇒ will discuss ideas and materials for supporting the "SEN child" at home;
- ⇒ will be invited to school to discuss progress and new interventions with the class teacher, Inclusion Manager and relevant subject teachers.
- ⇒ are encouraged to contact their child(ren)'s class teacher and or Inclusion Manager as needed in accordance with the needs of the pupil(s);

## **Role of the Pupil**

Pupils with SEN have a unique knowledge of their own needs and are encouraged to participate in the decision making process through:

- ⇒ setting of targets and contribution to Individual Educational Plans;
- ⇒ opportunities to attend annual review meetings where their opinions about their education are sought and recorded (this will depend on the age and needs of the child(ren)).

## **Role of the Director of Studies**

The Director of Studies is a member of the Senior Leadership Team that has direct responsibility of securing necessary provision for any pupil identified as having SEN. The Director of Studies will challenge the school where necessary to ensure provision is secured and ensures that children with SEN are admitted to the school in line with the school's policies on admission.

The policy shall be reviewed annually and any amendment considered in light of the annual review, findings from the SEN Team, Staff body and legislative compliance.

## **SEN Stages**

⇒ **Concern**

⇒ **School Action-** *IEP , Intervention*

⇒ **School Action Plus-** *External Agencies*

### **Concern**

This involves initial procedures that may be pre-requisite to pupils being entered in the SEN register. The class teacher, on identifying a concern will support the pupil within the class and keep parents informed of identified concerns and the actions being taken to support the child. The class teacher will monitor the child's progress and after half-term, if the child does not make the expected progress, the concerns and actions will be brought to the attention of the Inclusion Manager.

### **School Action**

If the child does not make the expected progress despite Quality First Teaching a meeting will be organised with the parent/carer, class teacher and Inclusion Manager. The child's strengths and areas for development will be discussed. At this stage, the child would be placed on the SEN register at SEN Support then, the Inclusion Manager may observe the child to look at strategies that could support the child in class or the playground

The Inclusion Manager or a suitably qualified member of staff may complete one or more assessments to identify any potential problems in these areas:

- ⇒ Phonological awareness (identifies strengths and difficulties with rhyme, syllable detection etc.);
- ⇒ Tricky/high frequency word recognition, blending and segmenting sounds;
- ⇒ Gaps in maths;
- ⇒ Motor Skills screening (activity based screening which looks at balance, visual tracking, motor planning etc.);

Once the assessment has been completed the Inclusion Manager will compile a report which will be discussed with the parent and class teacher.

From the observations and assessments, a suitable intervention programme will be discussed with the parent and put in place. These interventions will be focused on individual need and the child will be assessed before and at the end of the intervention to see what progress they have made and any further areas for development.

### **School Action Plus**

If the child continues to make limited progress despite suitable intervention, the Inclusion Manager will seek specialist help (Educational Psychologist, Speech and Language Therapist, Occupational Therapy etc.as the need requires). The class teacher and Inclusion Manager will meet with parents and ask them to refer the child to external professionals. This will help identify a child's areas of strength and learning needs. The external professionals will work closely with parents/carers,the child and staff offering advice and support on how to meet the child's needs.

### **This may include:**

- ⇒ advice on suitable strategies or interventions to support the child in class, group or individual work with outside professionals;
- ⇒ a group run by staff under the guidance of external professionals.

### **Graduated Approach to SEN Support**

Meadow Hall adopts a “high quality teaching” approach. The key characteristics of high quality teaching are:

- ⇒ highly focused lessons with objectives;
- ⇒ high levels of pupil involvement and engagement in learning;
- ⇒ high level of interaction for all pupils;
- ⇒ appropriate use of teacher questioning, modelling and explaining;
- ⇒ regular ongoing lessons’ observation and assessments with regular feedback about the child’s achievements and experiences to form the basis for planning the next step of the child’s learning;
- ⇒ an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups;
- ⇒ an expectation that pupils will accept responsibility for their own learning and work independently where possible;
- ⇒ regular use of encouragement and authentic praise to engage and motivate pupils;

⇒ opportunities are provided for staff to extend their knowledge and understanding of SEN and high quality teaching through regular internal training;

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual learners, is the first step in responding to pupil who have or may have SEN; additional intervention and support cannot compensate for a lack of high quality teaching.

The Education Leadership Team regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement, through lesson observations, book scrutiny and Pupils' Progress Meetings. We assess each pupil's current skills and levels of attainment on entry to Meadow Hall, building on information from previous settings and key stage attainments where appropriate.

Meadow Hall is dedicated to the early identification of students at the point of admission. Where a child has been identified as having a need, further assessment is administered through the graduated approach with engagement.

Class teachers make regular assessments of progress for all pupils. They identify pupils making less than expected progress given their age and individual circumstances. This is characterised by progress which:

- ⇒ is significantly slower than that of their peers starting from the same baseline
- ⇒ fails to match or better the child's previous rate of progress
- ⇒ fails to close the attainment gap between the child and theirhis/her peers
- ⇒ widens the attainment gap

The first response to this type of progress is high quality teaching targeted at their areas of weakness.

The SEN Code (January 2015) states that "where a pupil is identified as having SEN, schools should take action to remove all barriers to learning and put effective special educational provision in place". This SEN support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress and in securing good outcomes.





**Reasons for a child being added to the SEN register may include the fact that he/she:**

- ⇒ Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness.
- ⇒ Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- ⇒ Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school.
- ⇒ Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment.
- ⇒ Has communication and/or interaction difficulties, hence continues to make little or no progress.

## **Involving Specialists**

Where a pupil continues to make less than expected progress, despite evidence based support and interventions that are matched to the pupil's area of need, the school should consider involving specialists, including those secured by the school itself and those from external agencies.

The outside agencies' involvement as specialists is to advise on early identification of SEN and effective support and interventions. Meadow Hall may involve a specialist:

- ⇒ where a pupil continues to make little or no progress;
- ⇒ or where they continue to work at levels substantially below those expected of pupils of similar ages despite evidence-based SEN support delivered by appropriately trained staff.
- ⇒ The pupil's parents should always be involved in any decision to involve specialists;

The involvement of specialists and what was discussed or agreed should be recorded and shared with the parents and teaching staff supporting the child as well as other SEN support.

Where assessment indicates that support from specialist services is required, it is important that children and young people get such support as quickly as possible.

The INCLUSION MANAGER should seek to ensure that there are sufficient

services to meet the likely need and set out clearly, what support is available from different services and how specialist services may be directly accessed.

These specialist services include;

⇒ educational psychologists;

⇒ specialist support teachers;

⇒ specialist support services;

⇒ therapists (including speech and language therapists, occupational therapists and physiotherapists);

Together, the INCLUSION MANAGER, class teacher, specialist, and pupil's parents, should consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. They should agree on the outcomes to be achieved through the support, including a date when progress will be reviewed.

## **Monitoring and Evaluation**

- ⇒ Monitoring of classroom practice by the Director of Studies, head teacher, deputy head and Inclusion Manager;
- ⇒ Analysis of pupil tracking data;
- ⇒ The Inclusion Manager monitors the movement of children within the SEN system in school;
- ⇒ The Director of Studies, head teacher and the Inclusion Manager holds regular meetings to review the work of the school in this area;
- ⇒ Monitoring of procedures and practice by the Director of Studies;
- ⇒ School Self-Evaluation document;
- ⇒ Meetings involving parents and staff, both formal and informal;

## **Partnership with Parents**

Partnership plays a key role in enabling children and young people with SEN to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs are treated as partners provided with support to play an active and valued role in their children's education.

Children with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They are encouraged to contribute to the assessment of their needs during the review.

Throughout the special needs process, Meadow Hall keeps parents fully informed and involved and takes account of the wishes, feelings and knowledge of parents. Parents are actively encouraged to contribute to their child's education and have regular meetings each term to share the progress. The parents are active stakeholders of any external intervention by sharing the process of decision-making and providing clear information relating to the education of their children.