



MEADOW HALL

Special Educational Needs and Disabilities (SEND) Policy

OCTOBER 2017

**POLICY ON IDENTIFYING AND PROVIDING FOR PUPILS WITH
SPECIAL EDUCATIONAL NEEDS AND DISABILITIES**

GUIDING PRINCIPLES

All our pupils have the right to an education which is appropriate to them as individuals. As far as possible therefore it is our aim to minimize the difficulties that pupils will experience. We aim to achieve this by adopting three principles that are essential to developing a more inclusive curriculum.

Three principles for inclusion

- ***Setting suitable learning challenges*** - We aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible
- ***Responding to pupils' diverse learning needs*** - We take into account the different backgrounds, experiences, interests and strengths which influence the way in which pupils learn when we plan our approaches to teaching and learning
- ***Overcoming potential barriers to learning and assessment for individuals and groups of pupils*** - We recognize that a minority of pupils will have particular learning and assessment requirements that will create barriers to learning if we do not address them through special arrangements.

In making provision for pupils with special educational needs and disabilities our policy objectives are:

- to ensure that all pupils gain access to a broad and balanced curriculum and have an equal opportunity to receive an education that is appropriate to their needs;
- to identify the needs of pupils with disabilities and/or special educational needs (SEND) as early as possible;
- to use our regularly updated resources as efficiently and equitably as possible when assessing and meeting the special educational needs of our pupils;
- to develop a partnership with parents/carers in order that their knowledge, views and experience can assist us in assessing and providing for their children;
- to take into account the ascertainable wishes of the children and young people concerned and, involve them in decision making in order to provide more effectively for them;
- to make reasonable adjustments to enable children and young people with disabilities to access the whole school curriculum including school trips and out of school hours activities and learning;
- to ensure that all staff are aware of their responsibilities towards children and young people with special educational needs and are able to exercise them;
- to carry out the above promptly and with sensitivity in order to avoid embarrassment or further disadvantage to the children and young people we are seeking to help;
- to ensure SEND provision is monitored once a term (PPM pupil progress meetings)

ROLES AND RESPONSIBILITIES

In attempting to achieve the above objectives, the Governors, the Head Teacher and the staff will take all reasonable steps within the limit of the resources available to fulfill the requirements outlined in this policy document.

The Head Teacher has overall responsibility for the day to day management of SEND provision and the Accessibility Plan. She will work closely with the school's SEND coordinator (SENCo) and will keep the governing body fully informed about the working of this policy through the producing of termly head teacher reports. She will encourage all members of staff to participate in training to help them to meet the objectives of this policy including that the SENCo achieves the statutory requirements for the performance of her duties.

Inclusion Manager

The Inclusion Manager will be responsible for: the day to day operation of this policy; coordinating provision for pupils with SEN by working closely with staff, parents/carers and other agencies; providing related professional guidance to colleagues with the aim of securing high quality teaching; monitoring the quality of teaching and standards of pupils' achievement, and by setting targets for improvement; collaborating with curriculum coordinators to ensure learning for all children is given equal priority; ensuring that proper records are kept; contributing to the in-service training of staff; using available resources to maximum effect.

All staff should be fully aware of the contents of this policy and, in particular, of the procedures described below. Appropriate in-service training will be made available. (September, October, November CPD sessions)

ADMISSIONS

The school aims to meet the needs of any pupil whom the parent wishes to register at the school as long as a place is available and the admission criteria are fulfilled. This includes pupils with disabilities who we anticipate might attend. The currently agreed admissions policy makes no distinction with regard to pupils who have SEND. We do not refuse any child admission solely on the grounds that s/he has SEND.

Where a pupil due for admission is known to have special educational needs the Inclusion Manager will gather appropriate information from any school the pupil has been attending.

STAGES OF INTERVENTION AND PROVISION

Access to the school's broad and balanced curriculum is achieved for pupils by differentiation of work by teachers through Quality First Wave One teaching. Pupils falling just below national expectations will usually benefit from Wave Two catch-up programmes. When a pupil is consistently and significantly falling behind normal expectations, Wave Three interventions will be implemented (SEND support)

SEND Support

- 1) An important feature of SEND support is the collection of all known information about the pupil and that those in regular contact with the pupils should attempt to deal with the concerns raised. When a teacher, member of the pastoral team or Inclusion Manager identifies a pupil with special educational needs they will provide interventions 'ADDITIONAL TO or DIFFERENT FROM' those provided as part of the school's usual differentiated curriculum offer. Consideration will be given when setting homework that it is also differentiated according to the pupil's speed of working.
- 2) The triggers for intervention will be concerns about the individual pupil who, despite receiving differentiated learning opportunities;
 - makes little or no progress
 - shows signs of difficulty in developing literacy and numeracy skills that result in significantly poor attainment
 - persistent emotional and/or behavioural difficulties which continue despite behaviour management techniques generally used in the school
 - has significant sensory or physical problems that impact on their ability to learn
 - has communication and/or relationship difficulties which continue despite differentiated approaches to the curriculum
- 3) The parents/carers of the pupil will be informed as soon as concerns emerge and will be consulted with by appropriate staff, and the views of the pupil sought. (Note: this may be a year head, form tutor etc.)
- 4) All information about the pupil from within the school, together with any additional information from the parents will be considered.
- 5) The Inclusion Manager will undertake further assessment of the pupil as appropriate and may use outside specialists to enhance the provision being made.

- 6) The Inclusion Manager will facilitate the collection of all available information about the pupil. Information will be collected from,
 - within the school, using pastoral systems and identified link staff working in departments and faculties.
 - progress tracking of vulnerable groups- Pupil Progress Meeting
 - parents/carers and the pupil
- 7) The Inclusion Manager will take the lead in planning future support for the pupil, monitoring and reviewing the action taken.
- 8) The pupil's class teacher will be responsible for working with the pupil on a daily basis and for planning and delivering an individualized programme.
- 9) A request for additional advice from external services may be made at this stage. It is anticipated that the decision to seek further advice will be taken by the SENCO in consultation with teaching staff, parents and pupil.
- 10) Specialist assessment arrangements may need to be made.
- 11) Progress may be such that pupils are no longer giving cause for concern and can revert to being subject to the usual differentiated curriculum available to pupils
- 12) If the pupil or young person:
 - Continues to make little or no progress in specific areas over long periods of time
 - Continues working at National Curriculum expectations substantially below that nationally or within our school expectations of attainment.
 - Continues to have difficulty in developing literacy and numeracy skills
 - Has emotional difficulties, which substantially and regularly interfere with their learning, or that of the class, despite having individualized management programmes.
 - has sensory and/ or physical needs, and requires additional specialist equipment, and/or regular advisory visits from an outside agency
 - has ongoing communication or relationship difficulties, which impedes social development and acts as a barrier to learning

Then a statutory assessment may be sought from an Educational Psychologist.

School Request for an Educational Psychologist Assessment

- Parents are referred
- Assessments done
- Reports shared
- IEPs are drawn
- Targets are achieved and reviewed

INCLUSION

We are fully committed to the principle of inclusion and the good practice, which makes it possible. Our policy, as set out in this document, will enable pupils with SEND to be an integral part of our school community.

Regardless of the stage pupils have reached all pupils will be given full access to the full range of activities the school has to offer. This will be achieved by careful consideration of the needs of each pupil and by either modifying activities or by providing support that will help the pupil to participate in them. Pupils will only be withdrawn when:

- 1) They will benefit from some intensive individual work on a cross curricular skill
- 2) It is clearly inappropriate, or medical advice indicates that it is unsafe for the pupil to participate and some alternative has been arranged.

INVOLVING PUPILS AND PARENTS/CARERS

The views of parents will be sought at all stages of assessment and provision. The views of the pupil will be ascertained and the pupil will be directly involved in the process. All communication involving decisions about a pupil will be recorded and dated. Letters to parents regarding decisions about their child will have a section to be signed and returned.

Staff will try to get to know the parents of pupils with SEND and will encourage them to work with the school in helping their child. Parents and teachers can, by working together, build up a more complete picture of a pupil and his/her needs. We intend that parents will feel free to be able to ask about our provision and express their concerns to us. In return we will seek for their help regarding work that they can do with their child at home.

Records will be kept of all who are parents and/or have parental responsibility for each pupil. When this involves adults in more than one household we will deal directly with the parent who has day to day responsibility for the pupil. We will seek to involve all parents and those who have parental responsibility in decisions about their child, while appreciating sensitivities that may arise.

PARENT PARTNERSHIP SERVICES

We have made arrangements to provide impartial information and advice on SEN matters to the parents/carers of pupils with special educational needs and disabilities. The overall aim of the service is to empower parents to play an active and informed role in their child's education. They provide a range of useful information booklets, which are available in school or directly from the service. Parents will be informed of the availability of this service, which includes access to an independent parent supporter. In Meadow Hall this is done through the Parent Partnership Co-ordinator. Details of the service and contact information is available from Parents in Partnership Service.

WORKING WITH OUTSIDE AGENCIES

The Inclusion Manager will oversee and liaise with Health services, Social Care and other relevant professionals working with pupils in the school. Health Care planning will follow the protocol agreed by Health and Education. The Head Teacher, or nominated person, will ensure that staffs have relevant training and there are procedures in place to support pupils.

COMPLAINTS

Please see the Complaints Policy and Procedure which is available to view on our school website.

MONITORING AND EVALUATION

The Governors ensure that SEND provision is an integral part of the school development plan and will evaluate the effectiveness and success of this policy in the light of the policy objectives detailed under the heading "Guiding Principles". In order to achieve this, Governors will monitor:

- The standards and progress made by pupils with special educational needs and disabilities.
- The numbers of pupils with IEPs and SEND provision in each year group.
- The movements of pupils on IEPs and SEND provision across the categories as recorded on the school's provision map.
- The level and pattern of help provided at each stage (i.e. average time allocated and the balance of in-class and withdrawal help) as evidenced in the provision map.
- Case examples of pupils with special educational needs especially those who are Children in Care.
- The views of parents expressed on stage forms and any complaints received.
- The extent to which pupils' views are reflected on PP forms.
- Details of visits by specialist teachers, educational psychologists and other agencies.
- Staff views on in-service training opportunities and the training opportunities available.