

Special Educational Needs and Disability (SEND) Policy

Date: May 2021

Introduction

Meadowpark School welcomes children whatever their individual needs and believes in providing an inclusive setting. We believe that all children have an entitlement to a broad and balanced curriculum. It is our aim to provide every opportunity to develop each child's full potential.

Children and young people with SEND thrive in schools where they feel actively involved and welcome. At Meadowpark School we expect all staff and pupils to respect, understand and believe in an inclusive vision.

Our curriculum is broadly based on the National Curriculum. When planning, teachers differentiate, set suitable learning challenges and respond to children's diverse learning needs. A minority of children have particular learning and assessment requirements that could create barriers to learning. These requirements may arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. We aim to identify any difficulties a child might have and to work with parents and, where necessary, other agencies, to address those difficulties.

All children are continually monitored within the school to ensure that the education they receive is satisfying their potential.

Children may have special educational needs either throughout, or at any time during, their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child. In practice, we recognise that the level and nature of support given to a child with special needs may be different to that given to their peers.

Definition of Special Educational Needs

All children may have special needs at some time in their lives. In line with the Special educational needs and disability code of practice: 0 to 25 years 2015, the definition of Special Needs is as follows:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability 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 or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means:

- a. for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area.
- b. For children under two, educational provision of any kind (not applicable).

Aims and objectives

The aims of this policy are:

- ❖ to create an environment that meets the special educational needs of each child;
- ❖ to ensure that the special educational needs of children are identified, assessed and provided for;
- ❖ to make clear the expectations of all partners in the process;
- ❖ to identify the roles and responsibilities of staff in providing for children's special educational needs;
- ❖ to enable all children to have full access to all elements of the school curriculum;
- ❖ to help families to provide the right kind of support to encourage their child's development;
- ❖ to help children cope better;
- ❖ to help prevent future problems from developing.

The objectives of this policy are:

- ❖ to identify and monitor pupils' individual needs at the earliest possible stage so that their attainment is raised;
- ❖ to plan an effective curriculum to meet the needs of pupils with special educational needs;
- ❖ to work in close partnership with parents of pupils who have special educational needs;
- ❖ to involve pupils in the identification and review of the targets identified in their individual education plans;
- ❖ to raise the self-esteem of pupils having special educational needs acknowledging the progress they have made;
- ❖ to ensure that all who are involved with pupils are aware of the procedures for identifying, supporting and teaching them.

2 Educational inclusion

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 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.

3 Staff roles and responsibilities

The following member of Staff is responsible for SEN provision including Early Years:

SENDCO: Mrs Jane Beaumont

There are no specialist facilities or special unit in the School.

In our school the SENDCO's key responsibilities include:

- ❖ managing the day-to-day operation of the school's SEND policy;
- ❖ assisting in identifying any difficulties a child might have;
- ❖ co-ordinating the provision for children with special educational needs;
- ❖ supporting and advising teachers and assistants, and assisting teachers in drawing up Individual Education Plans (IEPs) for children with SEND;
- ❖ maintaining a Special Needs Register;
- ❖ contributing to and helping to manage the records of all children with special educational needs;
- ❖ working closely with parents and teachers to plan an appropriate programme of intervention and support;
- ❖ managing the school-based assessment and helping to complete any documentation required by outside agencies
- ❖ acting as a link with external agencies and other support agencies;
- ❖ acting as a link with parents where necessary;
- ❖ maintaining resources and a range of teaching materials to enable appropriate provision to be made;
- ❖ monitoring and evaluating the special educational needs provision;
- ❖ monitoring the movement of children with SEND within the school;
- ❖ contributing to the in-service training of staff.

Our SENDCO attends relevant courses where needs dictate.

The Headteacher must:

- ❖ do his best to ensure that the necessary provision is made for any child who has special educational needs;
- ❖ ensure that teachers in the School are aware of the importance of identifying and providing for children with special educational needs;
- ❖ ensure that when a child has special educational needs, those needs are made known to all who are likely to teach him / her;
- ❖ ensure that a child with special educational needs joins in the activities of the School, together with children who do not have special educational needs, so far as is reasonably practical and compatible.
- ❖ Release for attending relevant training for the SENDCO

4 Resources

Most of the resources used by children having special educational needs are available within the classroom. Any particular request for additional resources should be made to the Headteacher.

Classroom assistants, where available, may be targeted to work with identified children under the guidance of the Class Teacher and SENDCO. However, they are there to work in support of all the children and not specifically for children with special educational need (unless this is specified by an Educational Health Care Plan).

5 Identification, assessment and provision for children with SEN

Early identification is vital. All teachers within the school are aware of this and have a duty to recognise and identify any special educational needs as soon as possible in order to plan what action can be taken to support and help the child. Meadowpark School has an 'Open Door Policy' and if parents are concerned about their child we encourage them to approach the Class Teacher at the earliest opportunity.

The School follows the guidance contained in the Special educational needs and disability code of practice: 0 to 25 years 2015 supplemented and / or adapted to procedures appropriate to our setting.

Where a pupil is identified as having SEN, Meadowpark School will take action to remove barriers to learning and put effective special educational provision in place. This SEN support will take the form of a four-part cycle:

1. **Assess** - identify pupils who need SEN support
2. **Plan** - agree on support to provide for a pupil, in consultation with the pupil's parents
3. **Do** - put agreed plans into action
4. **Review** - the effectiveness of this support and its impact on the pupil's progress

At Foundation Stage we use the **Early Years Foundation Stage Profile (EYFSP)** to track children's development, monitor individual progress and ensure early identification of learning difficulties

If we feel that a child needs something additional to or different from our usual provision, the Class Teacher, SENDCO and Headteacher discuss this with parents and prepare an **individual education plan (IEP)** outlining clear targets for that child. We plan ways in which parents and carers can also support their child's progress at home. At every stage, and wherever practically possible, the child will be involved in the assessment process and his / her views sought.

The IEP will focus on what is additional to and different from the normal differentiated curriculum followed by the rest of the class. It will show the short-term targets set for the child and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place once a term, but this will be adjusted where necessary. The IEP should be signed by all parties. At Meadowpark this stage is called **Early Years Action** or **School Action**. The child is added to the Special Needs Register. We review the IEP regularly with parents or carers. Each term, the previous IEP is evaluated and new goals set for the term ahead. Parents are asked to come in to discuss the document and sign it. This is monitored by the SENDCO and Headteacher.

At this stage there are 3 outcomes:

- a. The child may no longer be a cause for concern; their name is removed from

- the register but assessment work retained on file.
- b. The child may be making satisfactory progress but continue to be registered at Early Years/ School Action; a new IEP is written.
 - c. The child may not be making satisfactory progress and all are concerned. The following process starts:
 1. If after review we all feel that a child is still experiencing difficulties and his or her needs are not adequately being met, we will request further support and advice from other professionals which will be charged to the parents. This may, for example, involve one or more of the following: educational psychologist; specialist health visitor; speech and language therapist.
 2. We would also request the parent's permission to undertake a screening assessment in School. Once the results of this are known we would discuss these with the parents and plan a course of action. This may be a referral through their GP, or an Educational Psychologist's report, as appropriate.
 3. Pending the results of the referral / report, all parties will meet to discuss and act on the recommendations. This may require additional or different strategies to those implemented at School Action. A new IEP will be drawn up and a review date set. The new strategies within the IEP will, wherever possible, be implemented in the child's normal classroom setting.
 4. The SENDCO will organise review meetings with external professionals, parents / carers, Class and Headmaster to monitor progress.

When a child transfers to another school, Meadowpark School will forward all information to the new school to aid the transition.

If the child's needs remain so substantial that they cannot be met effectively within the resources normally available to our School, we will discuss the various options available to parents. Should a child need an Educational Health Care Plan (EHP) we will help in the preparation of the documentation necessary for the LA to carry out a statutory assessment.

6 Access to the curriculum

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

IEPs, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. Where appropriate, children on the Special Needs Register have an IEP.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Apart from paid 1:1 lessons, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a 1:1 situation outside the classroom.

7 Partnership with parents and pupils

At all stages of the special needs process, the school keeps parents fully informed and involved; we ask that they do the same with regard to their child. We take account of the wishes and feelings of parents at all stages. We encourage parents to make an active

contribution to their child's education.

We have regular meetings to share the progress of special needs children with their parents. We inform the parents of any need for outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

We do not contact another professional about a child without parental consent; unless there are concerns about child protection (see Child Protection Policy).

8 Reviewing the policy

The SENDCO and the Headteacher hold regular meetings to review the work of the school in this area. Areas to be considered include the effectiveness of our provision for both individual children and all the children in our School - IEPs, curriculum planning for groups of children and staff training.

The Headteacher, SENDCO and Staff review this policy and consider any amendments in light of the review findings.

Approval and Review

The policy was approved by the Headteacher on 12th May 2021.

The renewal date is annually or earlier if there is a change in legislation.