

# Special Educational Needs Policy 2022/2023

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MEADOW PARK  
SCHOOL

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**Foreword:**

This policy was formally adopted by the Local Governing Body at Meadow Park School after due consultation with the SEND or Leadership Team and members of the SEND Department. It is the intention of the Local Governing Board that it be reviewed annually. It is a statutory policy.

This policy should be read in conjunction with Meadow Park School's SEND Information Report. This is available to parents/carers on the school website and it forms a contributory part of Coventry's Local Offer. The Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Coventry who have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

More information about the Local Offer can be found at: <https://www.coventry.gov.uk/Sendlocaloffer>

Or by contacting the Parent Partnership Service on: 024 7669 4307

This policy should also be read in conjunction with other policies that can be found on the Meadow Park School website (e.g. SEND Information Report; SEND Accessibility booklet; Behaviour policy).

**Legislation and Guidance**

The SEND policy takes careful account of the statutory provisions covering SEND and is based on the Statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of The Children & Families Act 2014 (which sets out schools' responsibilities for students with SEND and disabilities)
- The Equality Act 2010
- Special Educational Needs & Disabilities Regulations 2014 (which sets out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report).
- Special Educational Needs Code of Practice: 0-25 2014 (Code of practice was last updated on 30/04/2020).
- Statutory Guidance on Supporting students at school with medical conditions September 2014
- Safeguarding Policy
- Accessibility Plan and Disability Policy
- Teachers Standards 2012

**Introduction:****SEND Definition:**

Meadow Park School is a mainstream Secondary School which caters for students between 11 and 18 years of age. At Meadow Park School we consider any student to have SEND where he or she falls within the description below:

**A child or young person has SEND 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 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 by the same age in mainstream schools or mainstream post-16 institutions.**

Special educational provision means educational provision that is additional to and/or different from, that made generally for other children or young people of the same age by mainstream schools.

**Aims:**

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for students with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for students with SEND

**“As a Comprehensive School, we value all members of our community as individual people with differing needs and abilities. We aim to provide a stimulating and caring environment, in which everybody can thrive. Every teacher is responsible for supporting students with SEND.”**

At Meadow Park School we believe that every student is entitled to an education that is best suited to their individual strengths and needs. We aim to provide every student with a broad and balanced education which includes the National Curriculum in line with the SEND Code of Practice (2014). We aim to:

- Provide opportunities for every student to achieve success
- Have high aspirations for our SEND students
- Ensure all students, whatever their special educational need or disability, receives appropriate educational provision through a broad and balanced curriculum that is appropriately differentiated
- Use the following approach to identifying and meeting the needs of SEND students ‘Assess, Plan, Do, Review’
- Involve parents/carers in planning and supporting students in all stages of their academic and social development
- Work collaboratively with parents/carers, other professionals and specialist services
- Ensure all staff and Interim Executive Board members are accountable for the SEND policy being implemented and maintained
- To ensure that our school’s provision for SEND students is based on a careful analysis of needs and is being regularly monitored
- To ensure that our SEND students are engaged with the full range of activities on offer

## **Roles & Responsibilities:**

At Meadow Park School, provision for students with SEND in the classroom and when students are removed for additional intervention is the responsibility of classroom teachers. Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff. All staff are responsible for following the school's procedures for identifying, assessing and making provision to meet those needs.

'High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND'. Code of Practice, 2014.

The **Local Governing Board** will ensure that:

- SEND provision is an integral part of the school development plan
- They work with the Headteacher, SEND SLT link and the SENDCO to determine the strategic development of the SEND policy and provision in the school
- Staff are aware of the need to identify and provide for students with SEND
- They have regard to the requirements of the SEND Code of Practice 2014
- They are fully informed about SEND issues, so that they can play a part in the school's self-evaluation process
- They set up appropriate staffing and funding arrangements and oversee the school's work for students with SEND
- They understand how the school is using its resources to support students with SEND
- They monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this.
- There is an identified SEND governor responsible to be the key link for communicating with colleagues. This SEND governor will help to raise awareness of any possible SEND issues at Local Governing Board meetings.

The **SEND governor** will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEN policy and provision in the school

The **Headteacher/Head of School** has responsibility for:

- The management of all aspects of the school's work, including provision for students with SEND
- Overseeing the update of SEND information given to LGB.
- Working closely with the SEND SLT link/ SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Ensuring that the implementation of this policy and the impact on the school is reported to governors
- Has overall responsibility for the provision and progress of learners with SEND and/or a disability

The **Special Educational Needs Co-ordinator** is responsible for:

- Having day to day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans
- Organising and managing the work of the support staff focusing on SEND.
- Provide professional guidance to colleagues and work staff, parents and other agencies to ensure that students with SEND receive appropriate support and high-quality teaching.
- Helping staff to identify students with SEND (please see below) and advise on the graduated approach to providing SEND support
- Carrying out detailed assessments and observations of students with SEND and staff supporting those students
- Supporting subject teachers in devising strategies, drawing up Student Profiles, setting targets appropriate to the needs of the students, advising on appropriate resources and materials for use with students with SEND and on the effective use of materials and additional adults in the classroom
- Liaising closely with parents/carers of students with SEND so that they are aware of the strategies that are being used and are involved as partners in the process
- Liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- Maintaining the school's SEND register and records ensuring that records are kept up to date
- Assisting in the monitoring and evaluation process of students with SEND through the use of school assessment information and quality assurance procedures
- Work with the Headteacher and LGB to ensure that the school meets its responsibilities under the Equality Act 2010 with regards to reasonable adjustments and access arrangements
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Liaising with SENDCOs in other schools to help provide a smooth transition from one school to another
- Being the point of contact for external agencies, especially the local authority and its support services
- Producing reports and updates to LGB members and ensuring that Meadow Park School's Information report is maintained and up-to-date
- Work with the Headteacher, SEND SLT link and the SEND governor to determine the strategic development of the SEND Policy and provision in the school

**Class teachers** are responsible for:

- Teaching students with SEND in the classroom and for providing an appropriately differentiated curriculum. Teachers are responsible for the progress and development of every student in their class
- Developing their practice in line with the policy and procedures for identification, monitoring and supporting students with SEND
- Maintaining contact with parents/carers of students with SEND to inform them of their progress
- Supporting the SEND Department with information and advice relating to SEND students and their learning and progress
- Communicating with the support staff that support their class and students by reviewing the 3-step plan and evaluating the impact that the support is having on the progress of the students. This communication should form the basis of planning and assessing the impact of support and interventions and how they can be linked to classroom teaching.
- Taking responsibility for implementing SEND targets on student profiles into the classroom.

- When required, fully comply with requests for information for the completion of annual reviews assessments, CAMHS assessments etc.
- Be familiar with the SEND code of practice to ensure full understanding of SEND protocols and how they will impact on classroom practice.
- Collaborate with external agencies that may need to see students when required.
- Work alongside the SENDCO to review each students' progress and development
- Ensure that they follow this SEND policy

**Support staff** should:

- Be fully aware of this policy and the procedures for identifying, assessing and making provision for students with SEND
- Assist in making provision for the individual needs of students identified as having SEND, whether in class, or small group intervention
- Use the school's procedures of maximizing the effectiveness of their support in the classroom by completing 3-step plans in collaboration with the classroom teacher.
- Regularly review the progress of their key students by completing student profiles with students and providing targets that are SMART and reviewed three times a year.

**Admissions & Special Educational Needs & Disabilities:**

The admissions' policy for Meadow Park School is that of the Local Authority (LA). Allocation of places to the school is administered by the LA in Year 7. Neither a student's abilities nor his/her learning difficulties feature in the admission of a student, unless he/she has an Education, Health and Care Plan (EHCP) which names this school as one he/she should attend.

**Meadow Park School has adopted a graduated approach to supporting SEND students by following the 'Assess, Plan, Do, Review' cycle to monitor student's development. Further details of this can be found in the SEND Code of Practice.**

**Identification (Assess)**

The individual responsible for primary transition will make sure that information relating to the special needs of students from feeder primary schools at admission is collated. During visits to feeder primary schools, information collected will be provided to the SENDCO on students who have already been identified as having special educational needs and will collect information on all these students before transfer. The SENDCO will further liaise with the primary schools and visit if necessary.

The SENDCO will:

- Review existing Individual Education Plans/Student profiles provided by primary schools. Information will be collected and Student Profiles will be created for students with their allocated keyworker. Profiles will hold strategies for colleagues and will contain SMART targets for students to work towards.
- Inform parents/carers in writing of their child's placement or removal on the school's SEND Directory/Register. We will have an early discussion with the pupil and their parents/carers when identifying whether they need special educational provision. (Refer to communication with parents and carers)

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- 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 their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a student is recorded as having SEND. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### **Subject Leaders/Teaching staff:**

When identifying a student who may have SEND needs, staff are required to:

- Follow the guidance outlined in the SEND procedures document (see appendix ii) when they are concerned about a student who has not previously been identified as having SEND. They will share their concerns with the SENDCO and gather evidence to complete the Initial Concerns Checklist (see appendix iii). The first response is high quality and differentiated teaching. **Students are only identified as having SEND if they do not make adequate progress once they have had all of the interventions/adjustments and good quality personalised teaching.**
- The teacher and the SENDCO will consider all of the information gathered from within the school about the students' progress, alongside national data and expectations of progress. To make a decision on whether a student is placed on the SEND register, the school will then use the following approach 'Assess, Plan, Do, Review'. This is known as the **graduated approach**. Please see cycle below. Parents/carers will be informed of any changes to a student's provision.

### **Communication with parents and carers**

We will have early discussions with students and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these discussions will be added to the student's records and/or SEND file. We will formally notify parents/carers when it is decided that a student will receive SEND support.

Parents/carers are able to meet with SEND colleagues during parent's evenings and the SEND department also holds three parent/carer drop-in sessions across the year. The SEND department also communicate through telephone calls and emails.



### **Monitoring and Evaluating Students with SEND (Plan/Do).**

A SEND student directory will be maintained and reviewed regularly by the SENDCO. A SEND provision map will also be maintained and reviewed regularly. The provision map outlines the support that students are receiving and their impact and progress is reviewed to ensure that students are meeting their targets and making progress towards their expected levels of progress.

Students are set targets and these are outlined on their Student Profiles. All teaching colleagues are expected to use the information, strategies and guidance to support their planning for students with SEND. Any changes that are made to the Provision Map/SEND Directory will be communicated to colleagues and parents/carers.

Students' progress will be monitored by classroom teachers, subject leaders, the SENDCO and the Leadership team. Teachers are responsible and accountable for the progress and development of all the students in their class. High quality teaching is our first step in responding to students who have SEND. This will be differentiated for individual students. Subject leaders are responsible for providing schemes of work which match National Curriculum Programmes of Study which include resources, activities and teaching approaches which address the needs of all students and identify those suitable for students with special educational needs. Subject leaders will review schemes of work annually to ensure effective differentiation and inclusive practice is being implemented.

All students on the SEND register will be monitored throughout the year and after each data point to see how they are progressing. Students with an EHCP will also have an annual review. All those working around the student will be expected to contribute to the review and assess how their intervention is having an impact and whether the student is able to meet their SMART targets. These targets may be amended or continued following the review depending upon progress that is made and a post review report will be shared with all who attended the review. A decision by the LA will be made as to whether the EHCP should be continued or discontinued.

The SENDCO will deploy support for students who have EHCPs and those with high incidence needs. The SENDCO will determine the most appropriate use of staffing to provide small group and individual teaching to meet specific needs which cannot be met through normal class teaching. The SENDCO will share intervention outcomes with colleagues, parents/carers and the Headteacher.

The SENDCO will liaise with external agencies if students require specialist support. Agencies include the Educational Psychology Service, CCT (Complex Communication Team) Sensory Support Services, MGSS (Minority Group Support Service) and CAMHS (Child Adolescent Mental Health Service). In addition, the services of physiotherapists, occupational therapists and the school nurse are used as needs demand.

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the needs of the student and the student has not made expected rates of progress, the school will consider requesting an Education, Health and Care Plan (EHCP). This must be discussed with the SENDCO as there is a requirement for two terms of evidence to be compiled prior to submission. The school will complete a 'My SEND Support Plan' and review the success of this plan for two terms prior to submitting

a request for an EHCP.

To inform their decision about whether an EHC needs assessment is necessary the Local Authority will consider evidence that the student is not making progress, despite the provision put in place by the school. The school will provide:

- Evidence of the student's academic attainment and rate of progress
- Information about the nature, extent and context of the student's SEND
- Evidence of the action already being taken to meet the student's SEND
- Evidence that, where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided
- Evidence of the student's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies

### **Review**

As part of our reflective practice, we regularly monitor and evaluate the quality and effectiveness of the provision we put in place to support students with SEND. We complete this by completing regular audits, sampling of student work, observations of colleagues, communicating with students, colleagues, and parents/carers. This happens on a half termly basis and feeds into a Quality Assurance schedule that is shared during ML meetings and with the SEND or leadership team.

### **Student Voice**

The SENDCO/support staff will seek the student's perception of their strengths and difficulties regarding their progress prior to review meetings. Students will be given opportunities to reflect upon their progress with their keyworker and their student profiles will be updated. Students with an EHCP will also provide their views by completing an 'All About Me' form which is shared during Annual Review meetings.

### **Supporting students with Medical Conditions**

Meadow Park School recognises that students with medical conditions should be supported so that they have full access to education, including school trips and physical education. Arrangements that are in place to support students with medical conditions can be found by accessing the school's Medical Policy.

### **Accessibility**

The DDA as amended by the SEND and Disability Act 2001 placed a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled students. For further information on the school's current Accessibility Plan and Disability Policy please visit the school website.

We make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing as and where possible
- Using recommended aids, such as Alpha smarts, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

We also aim to ensure that there are no barriers to students with SEND enjoying the same activities as other students in our school. For instance:

- All our extra-curricular activities and school's visits are available to all our students, including our before and after school clubs
- All students are encouraged to go on any planned residential trips
- All students are encouraged to take part in sports day/school plays/special workshops etc.
- No student is ever excluded from taking part in these activities because of their SEND or disability

### **CPD and Resources**

Students with SEND are supported through the school's notional SEND budget.

Training needs of colleagues are identified through staff questionnaires, feedback from staff training and from discussions during department meetings. SEND training is embedded within the whole school CPD programme. Resources and time are allocated towards colleagues to ensure they are up to date with SEND procedures, strategies and knowledge. The SENDCO works alongside the SEND or Leadership Team to ensure that training opportunities are matched to school development priorities and those identified within the use of provision management.

The SENDCO regularly attends Local Authority SENDCO network meetings in order to keep up to date with local and national updates in SEND and key information is circulated to all staff as appropriate. The SENDCO facilitates/signposts relevant SEND focused external training opportunities for all staff. All members of the SEND department are also offered training opportunities.

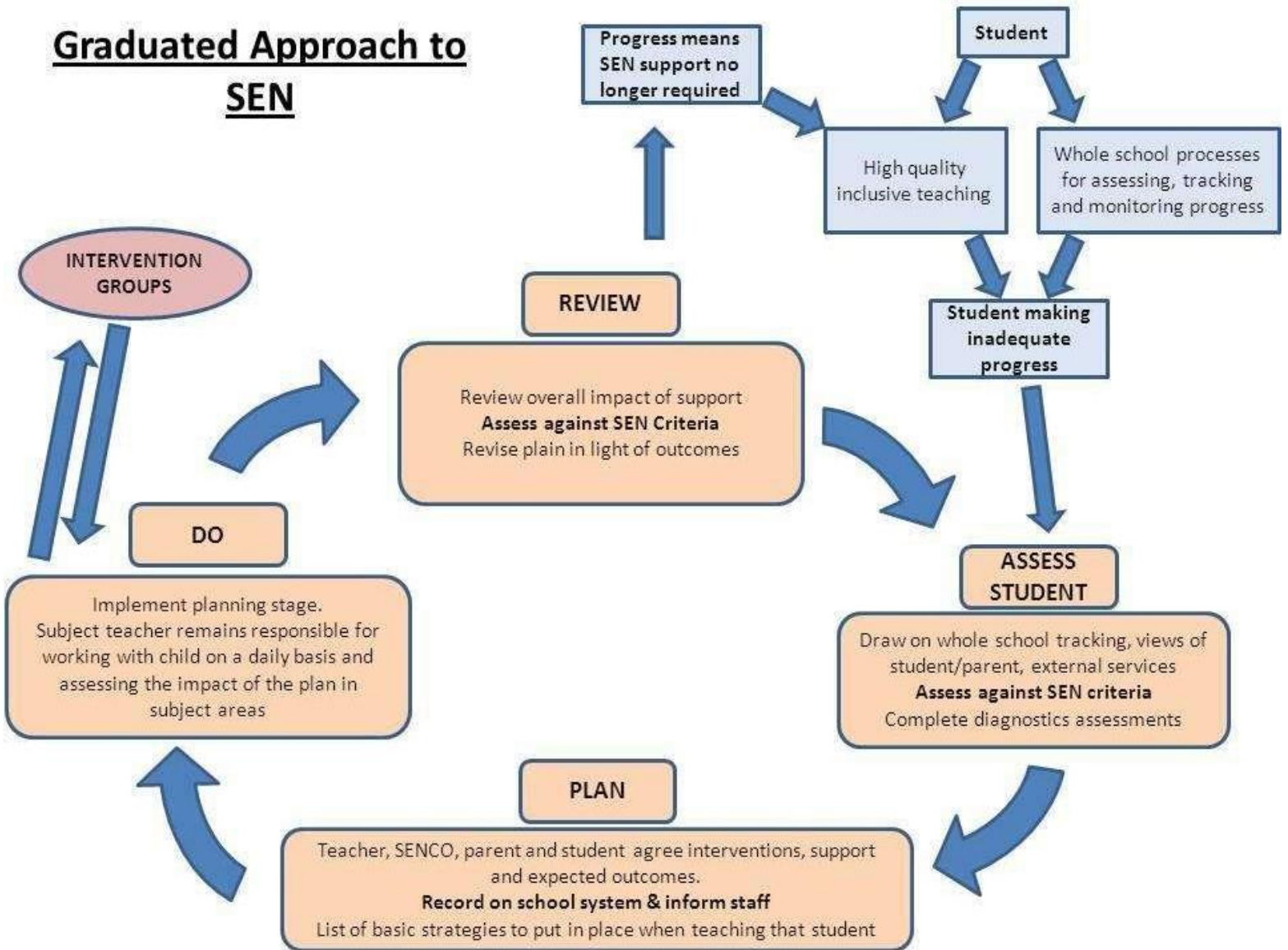
### **Dealing with complaints**

If a parent/carer does not feel an issue has been resolved effectively prior to them communicating with their child's subject teacher and/or tutor, SENDCO or a senior leader, they will be able to refer to the school's complaints procedure. We would encourage parents and carers to communicate with key staff in the first instance.

### **Reviewing the policy**

The new requirements for SEND have been effective in schools since 1<sup>st</sup> September 2014 and it is recommended that the policy will be reviewed annually. The review for this policy is due April 2023. It will also be updated if there are changes that arise throughout the academic year. It will be approved by the Local Governing Board.

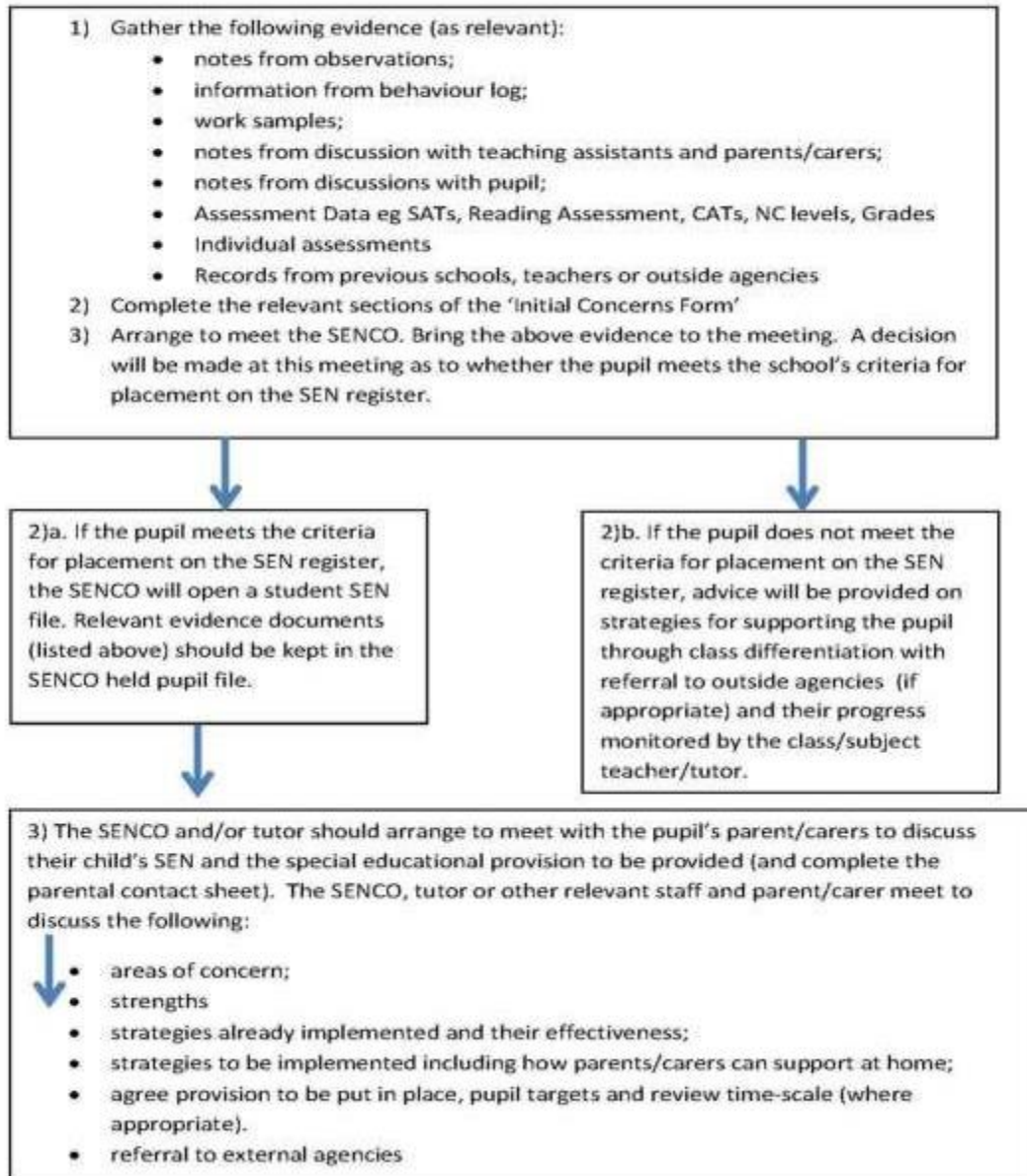
# Graduated Approach to SEN

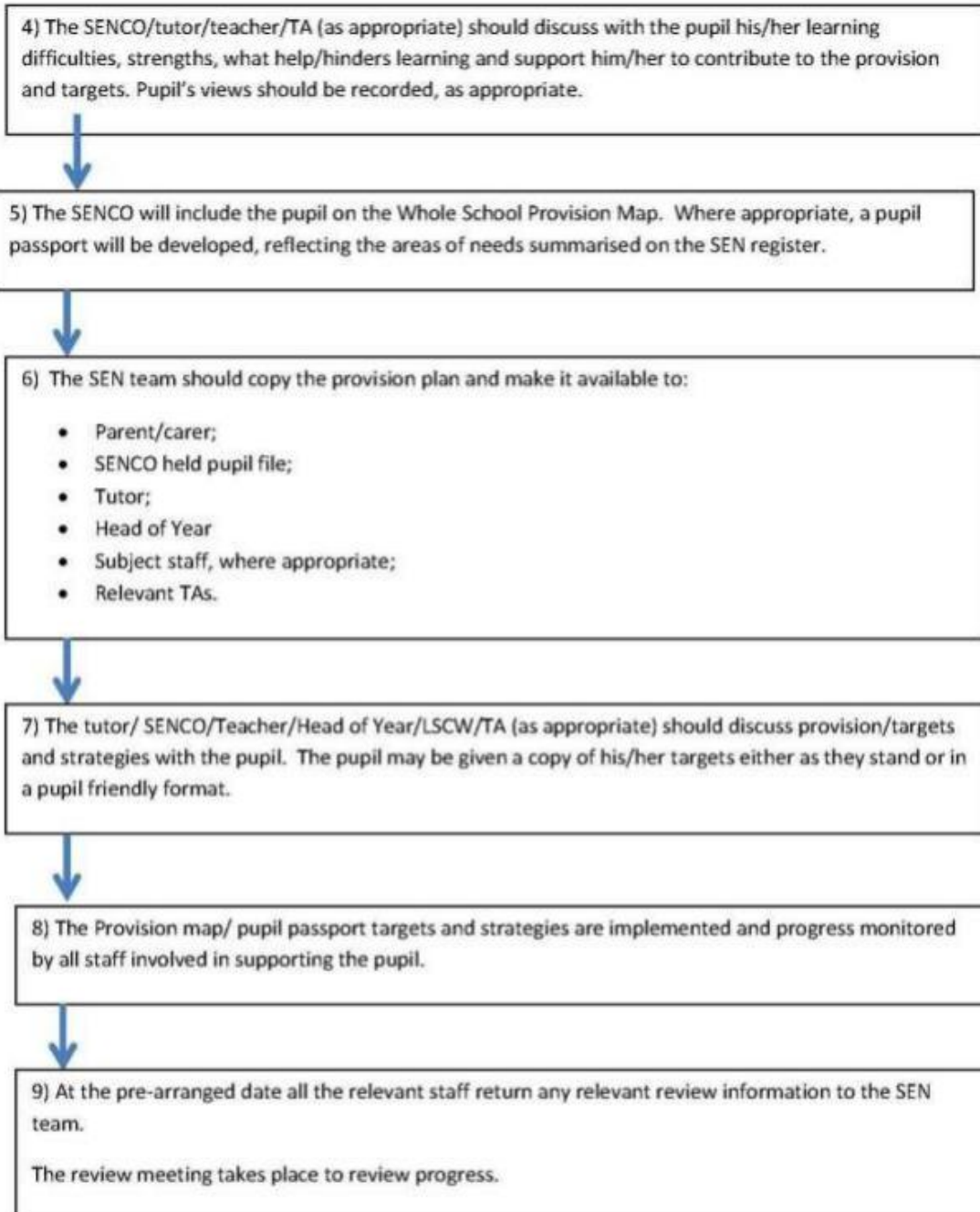


### Meadow Park School SEN Procedures

Our aim is for pupils' SENs to be identified as quickly as possible. If you have concerns about a pupil not already identified as SEN the following guidance sets out the steps to be taken.

#### When you have concerns about a pupil whom you think has Special Educational Needs





### Initial Concerns Checklist

**Pupil name**

**D.O.B:**      **Tutor Group:**

**Completed by:**

**Date:**

**Please circle Level of Concern** (most) 1 2 3 4 5 6 7 8 9 10 (least)

*Tick if included*

Records from previous setting/school (if available)	
Absence percentage (if relevant)	
Medical details	
Assessment Data eg SATs, Reading Assessment, CATs, NC level, Grade	
Recorded examples of difficult to manage behaviour (if relevant)	
Sample of work	
Conversations with parents/carers/colleagues	
Observation evidence	

Areas of concern:

- 

Provision/strategies/resources already implemented (provide evidence to support where necessary):

- 

Key notes from discussion with pupil/parent/carer/staff:

-