



Maryland Primary School Special Educational Needs and Disability (SEND) Policy

Maryland School is an inclusive school that ensures adequate provision and access to all areas of school life for all pupils including those with special needs. We acknowledge that pupils may have special education needs either throughout, or at any time during their school career. We therefore aim to:

- make early identification of pupils needs and assessment
- create an environment that meets the special educational needs of pupils
- work closely with health and social care agencies on complex needs assessment of key pupils requiring EHC (Education and Healthcare plan)
- work collaboratively with parents and pupils on decision making at individual and strategic levels
- regularly review and evaluate pupils' progress
- publish our school local offer and SEND information report
- ensure smooth transition for SEND pupils within phases in the school and to other primary/secondary schools (See our local offer, admission pack).

Definition of Special Educational Needs and Disability:

The Special Educational Needs Code of Practice 0-25 years (September 2014) states that '*a child has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.*'

A child may be considered as having a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age, or
- have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- is under compulsory school age and falls within the definition at (a) or (b) above or would so do if special educational provision was not made for the child.

Also, we believe that **more able and/or gifted** pupils have special educational needs and we therefore ensure that their needs are met as laid out in our 'Gifted and Talented Policy'.

Role of the Special Educational Needs and Disability Coordinator (SENDCO):

The role of the SENDCO is part of the remit of the Assistant Headteacher responsible for inclusion.

Responsibilities include:

- managing the day to day operation of the SEND policy
- co-ordinating the provision for pupils with special educational needs
- liaising with and advising colleagues
- overseeing the records of all pupils with special educational needs
- liaising with pupils with SEND and their parents/carers
- in-service training of staff
- liaising with outside SEND agencies, social and health care services and Local Authority
- managing a range of resources, human and material, to enable appropriate provision for pupils with special educational needs
- organising and arranging transition between key stages and with secondary schools
- analyses pupils' progress by tracking data and test results (for individuals and groups)
- renewing the SEND Local offer and SEND Information Report annually.

Identification of SEND needs:

- class teacher makes initial identification, fills form using evidence from work samples, reports from TA/LSA and test results
- parents/carers can also raise concerns about their child's progress with class teachers

- the inclusion manager is informed
- meeting is held with parents to discuss/inform and enlist their active support and participation in deciding on the best way forward.

Assessment in SEND

Levels of provision:

Pupils at Maryland are supported on two levels, in line with the 2014 SEND reforms.

➤ **SEND support:**

SEND pupils whose needs are not complex and nor require an EHC plan are placed under the category of SEND support. Pupils at this level may have outside agency involvement but their provision is catered for out of the school SEND delegated budget.

(See Maryland's Local offer and SEND Information Report on provision for SEND pupils)

➤ **EHC plan:**

The EHC assessment applies to pupils with severe and/or complex needs who are likely to require a greater level of specialised, longer term support than is available to pupils under SEND support category. Maryland will work with education, health and social services in planning the support package for pupils under the plan. Schools, parents/carers and pupils can request an EHC assessment from the local authority.

Maryland School will ensure that EHC plan:

- is reviewed annually, ensuring that outcomes and targets remain appropriate
- focus on pupils achieving the outcomes specified in the EHC plan
- send out invitations to review meetings two weeks prior to the meeting date
- seek advice and information about the pupil from all parties including the pupil, prior to the meeting and send gathered information to all invited at least two weeks before the meeting
- send a report of the meeting within two weeks of the meeting.

➤ **Personal budget:**

Maryland School will liaise with the local authority to secure personal budget that will ensure the outcomes in the EHC plans for pupils.

Families can access this fund in the ways listed below:

- direct payment- individuals receive the cash to contract, purchase and manage service themselves
- an arrangement where the LA or school holds the funds and commission the support in the plan- (this is called notional budget)
- an arrangement where funds are paid to and managed by an individual or organisation on behalf of the child or their parents
- a combination of all of the above.

Role of the Governing Body:

The named governor for SEND in the school is Ms. Annette Gordon. Governors ensure, through Headteacher delegation, that all teachers are aware of the importance of providing for this group. They receive regular reports on progress from the Inclusion manager.

Monitoring and Evaluation:

This policy is reviewed regularly and ratified by the governing body of the school. It is accessible to all stake holders via the school's website.