



# Maryland Primary School

## SEND Policy

### Special Educational Needs and disability

#### 2022/23

## Introduction

### MPS

Maryland School is an inclusive school that ensures 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 through 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

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 do so 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 met are within our provision.

## **Role of the Special Educational Needs 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

- analysing pupils' progress by tracking data and test results (for individuals and groups)

- renewing the SEND Local offer and SEND Information Report annually.

## **Identification of SEN 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.

## **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 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 SEN delegated budget.

*(See Maryland's Local offer and SEN Information Report on provision for SEN 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 the 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 :

- the 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 sends a report of the meeting within two weeks following the meeting.

➤ **Personal budget:**

Maryland School will liaise with the local authority to secure a personal budget for those SEND children who meet the criteria as laid out in the 2014 code of practice.

- 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.

## Assessment

Pupils identified with a potential need will be assessed using more formal assessment tools with consideration of the concerns, observations and individual assessments made by class teachers.

➤ **Plan and Do:**

The SEND Code of Practice 2014 places the teacher at the centre of the day-to-day responsibility for working with all students, including those with Special Educational Needs. The first step in our response to special needs is inclusive Quality First Teaching and adapted lessons. This refers to teaching which:

- appeals to the learning preferences of all students i.e., multi-sensory teaching
- encourages pupils to become independent learners

- makes pupils recognise how they 'learn to learn'

We expect all pupils to make progress and if the progress is not at the expected level we will intervene.

In addition to inclusive quality first teaching, more targeted support and evidence-based interventions matched to an individual's needs, will be considered. These might be in or outside the classroom, in small groups or one to one. When a pupil is withdrawn from a lesson, care is taken to avoid them missing the same lesson on a regular basis.

Any intervention will be pupil-centred and will include consultation and collaboration with teachers. The SENDCo will meet with parents, pupils and teachers, as appropriate, to discuss activities, support, responsibilities and strategies that will help to improve progress.

## **Safeguarding**

Our school understands that pupils with special educational needs and disabilities (SEND) can face safeguarding challenges and that additional barriers can exist when recognising abuse and neglect in this group of pupils. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability, without further exploration;
- Being more prone to peer group isolation than other pupils;
- Instances of peer-on-peer sexual abuse where the perpetrators are children will always require safeguarding support and a significant subgroup of these children will have SEND;
- Children with SEND are statistically more likely to be identified as targets for bullying or sexual abuse by their peers;
- Communication barriers that make telling an adult, difficult;
- The requirement of personal or intimate care.

Our school takes into consideration these additional vulnerabilities and challenges and staff are proactive in safeguarding all our vulnerable children.

## **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 SENDco.

## **Monitoring and Evaluation**

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