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Maple View School SEND Policy

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Maple View School – SEND Policy

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1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding young people with SEND.

(As a specialist school for young people with Autism and learning difficulties, **all** of our young people present with SEND, therefore whenever "young people" or "all young people" are mentioned in the remainder of this policy it refers to young people with SEND)

- Set out how our school will:
  - Support and make provision for young people with special educational needs and disabilities
  - Provide young people access to all aspects of school life
  - Help young people fulfil their aspirations and achieve their best
  - Help young people become confident individuals living fulfilling lives
  - Help young people with SEND make a successful transition into adulthood
  - Communicate with young people with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the young person

- Explain the roles and responsibilities of everyone involved in providing for young people with SEND

- Communicate with, and involve, young people with SEND and their parents or carers in discussions and decisions about support and provision for the young person

- Make sure the SEND policy is understood and implemented consistently by all staff

2. Vision and values

We are committed to making sure all our young people have the chance to thrive and supporting them to meet their full potential and feel an integrated and valued member of society. We do this by enabling young people to:

- **Be happy, safe and active members of the school and wider community**
- **Develop their social, communication and academic skills to their full potential**
- **Co-regulate or self-manage their behaviour**
- **Develop self-care and independent living skills in order to live a rich and fulfilling life**

At Maple View School our core values of **bravery, kindness, and independence** are at the heart of everything we do. We encourage bravery by supporting students to take on new challenges confidently, foster kindness through daily acts and build independence with personalised learning paths and life-skills teaching that empower each child to reach their full potential. We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of young people, no matter how varied.

3. Legislation and guidance

This is based on the statutory guidance Special Educational Needs and Disability (SEND) Code of Practice, Keeping Children Safe in Education and working together to improve school attendance.

This policy is also based on the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for young people with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for young people with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The School Admissions Code, which sets out the school's obligation to admit all young people whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all young people, no matter what their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all young people the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that young people with SEND are included in all aspects of school life.

5. Definitions

5.1 Special educational needs

A young person has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have learning difficulties **or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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

5.2 Disability

Young people are considered to have a **disability** if they have physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for young people with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of young people with SEND are grouped into 4 broad areas. Young people can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the young person's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Young people with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Young people who are on the autism spectrum often have needs that fall in this category.

AREA OF NEED	
Cognition and learning	Young people with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where young people are likely to have severe and complex learning difficulties as well as physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Young people may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse Childhood Experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the young person becoming withdrawn or isolated.
Sensory and/or physical	Young people with these needs have a disability that hinders them from accessing the educational facilities generally provided. Young people may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These young people may need ongoing additional support and equipment to access all the opportunities available to their peers.

6. Roles and responsibilities

6.1 The SENCO

The staff that fulfill the role of the SENCO at our school are Theresa Mills, Chloe Johnson, Daniel Neal, and Katie Nicholls. They work very closely with and across all disciplines in school to ensure consistency of approach for all young people.

They will:

- Liaise with teachers and parents about the young person's needs and any provision made
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual young people
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that young people receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing support and differentiated teaching methods appropriate for individual young people
- Advise on the deployment of the school's resources to meet young people' needs effectively
- Be a point of contact for external agencies, especially the local authorities (LAs) and its support services, and work with external agencies to make sure that appropriate provision is provided and budgeted for effectively
- Liaise with potential next providers of education to make sure that the young person and their parents/carers are informed about options and that a smooth transition is planned
- Ensure that all relevant information about a young person is provided to the appropriate authority, school, institution when a young person moves from our school to a different institution
- Work with the headteacher and proprietors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all young people up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LAs in reviewing the provision that is available locally and in developing the local offer
- With the headteacher and staff, identify any patterns in the school's identification of further SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of provision

6.2 The Proprietor

SENAD, the proprietor, is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LAs in order to ensure the provision offered to each young person matches the need of the young person and is budgeted for effectively
- Do all it reasonably can in order to make sure that every young person gets the support they need
- Inform parents/carers and the appropriate LA when the school is making specific educational provision for their child
- Make sure that the school has arrangements in place to support any young people with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to any further SEND that might be detected once a young person is admitted
- Provide an annual report for parents/carers on their child's progress
- Record accurately and keep up to date the provision made for young people' SEND
- Make sure that all young people from year 8 until year 13 are provided with independent careers advice

6.4 The Headteacher

The Headteacher will:

- Work with the SENCOs to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCOs to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision offered at the school for all young people and their progress
- Have responsibility for monitoring the provision invoiced for each young person to their respective LA and ensure this provision is offered, and inform the LA of any changes to SEND, provision and associated fee change
- Make sure that the SENCOs has enough time to carry out their duties
- Have an overview of the needs of the current cohort of young people on the SEND register
- Advise the LA when a young person needs an EHC needs a re-assessment, or when an EHC plan needs an early review
- With the SENCOs, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the proprietor in developing / implementing any changes to provision required

- With the SENCO and staff team, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of provision

6.5 Teachers

Each teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet young person needs through a graduated approach
- The progress and development of every young person in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each young person's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy
- Communicating with parents/carers regularly to:
  - Set clear outcomes and review progress towards them
  - Discuss the activities and support that will help achieve the set outcomes
  - Identify the responsibilities of the parent, the young person and the school
  - Listen to the parents'/carers' concerns and agree their aspirations for the young person

6.6 Specialist staff (Speech and Language therapists; Occupational Therapists; Psychologists)

- Planning and providing high-quality sessions that are planned to meet the young person's needs and the aims and objectives set in their EHCP
- The progress and development of the young people in their caseload
- Working closely with teachers, teaching assistants and other specialist staff to plan and assess the impact of interventions
- Working with the SENCO to review each young person's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy
- Communicating with parents/carers regularly as relevant to the age of the young person and the requirements of their profession

6.7 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a young person will always be given the opportunity to provide information and express their views about the young person's SEND and the provision provided. They will be invited to participate in discussions and decisions about this provision. They will be:

- Invited to the annual review (of the EHCP) meeting, with an annual report being provided prior to the meeting, and an annual review summary being provided following the meeting
- Invited to annual parent consultations with class teachers, speech and language therapists and occupational therapists as appropriate

- Provided with copies of the young person's Short-Term Targets towards the outcomes in the young person's EHCP and their subsequent evaluation
- Asked to provide information about the impact of SEN support outside school and any changes in the young person's needs
- Given opportunities to share any concerns through the young person's key team (class teacher, SLT or OT); Deputy Head or Headteacher as needed.

The school will take into account the views of the parents or carers in any decisions made about the young person.

6.8 The young person

Young people will always be given the opportunity to provide information and express their views about their SEND and the support provided as relevant to their age and understanding. They will be invited to participate in discussions and decisions about this support. This might involve the young person:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The young person's views will be taken into account in making decisions that affect them, whenever possible.

7. Our approach to SEND support

7.1 Consulting and involving young people and parents/carers

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Education, health and care plan (EHCP)

All young people attending Maple View School do so through the school being named in Section I of the young person's EHCP. The plan is a legal document that describes the needs of the young person, the provision that will be put in place, and the outcomes sought. The provision for the young people is funded from the young person's LA SEND budget.

Any further specific SEND and provision

The school will collaborate with the young person, their parents/carers and the young person's LA in regards to decisions made about special educational provision for that young person.

When we are aiming to identify whether a young person needs any specific or further special education provision, we will have an early discussion with the young person and their parents/carers. These conversations will make sure that:

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

Notes of these early discussions will be added to the young person's record and given to their parents/carers.
We will formally notify parents/carers and the LA if it is decided that a young person will receive specific SEND beyond the provision set in the young person's EHCP

7.2 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for young people with SEN by:

- Tracking young people' progress through:
  - Academic progress assessment – 3 times per year
  - SLT and OT formal assessments
  - Evaluation of Short-Term Targets - 3 times per year
- Gathering the views of young people
- Quality assurance processes (learning walks, learning observations and book scrutinies)
- Holding annual reviews of EHCPs
- Getting feedback from the young person and their parents/carers

8. Attendance

Many young people with SEND face complex barriers to attendance. Their right to an education is the same as any other young person and therefore the attendance ambition for these young people is the same as it is for any other young person. However, they may need additional support.

Our approach to supporting young people who are absent from school due to their SEND is set out in our attendance policy.

9. Safeguarding

We recognise that young people with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer young people with SEND, and the support we provide to help young people overcome any communication barriers they face, see our safeguarding/child protection policy.

10. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The headteacher and the SENCOs will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

11. Links with external professional agencies

While the multidisciplinary nature of the staff working at Maple View School greatly enhance the knowledge and skill base available for our staff, at times the very complex or specific

needs of our young people require external expertise and advice. As such, whenever necessary, the school will work with external support services such as

- Specialist teachers or support services
- Educational psychologists
- Physiotherapists
- General practitioners or pediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

12. Admission and accessibility arrangements

12.1 Admission arrangements

The school has an Admissions Policy available on the website. This provides detailed information on the admission process for our school. However, a short summary of the process is provided in the text below.

As an independent, non-maintained school, Maple View School elected to remain out of Section 41 of the approved schools by the Secretary of State. This means that Maple View School will offer a placement to young people for whom it can meet need. The arrangements for this to happen are described in the summary below:

- Once a young person has an EHCP, the LA or parents can contact the school to assess its suitability in order to meet the young person's needs. This is done through study of the documentation about the young person, meetings with professionals, parents and the young person, and, for those that this is a suitable step, an assessment period conducted by senior staff from Maple View School. During this assessment stage a young person may also be invited into Maple View School.

- Following these steps, a placement might be offered if the school is of the professional opinion that it can meet the young person's needs.

If a placement is offered, the LA can name the school as the placement in Section I. This might take place following a formal consultation process or via a SEND tribunal (SENDIST) appeal.

12.2 Accessibility arrangements

- Young people at Maple View School can access the following strategies as needed in order to access the sites, curriculum, provision and facilities:
    - Small class groups
    - Visual timetables
    - Now and next boards
    - A flexible Dress Code that does not include a set uniform -
    - No "school bell"
    - Flexible menu to include specific diets
    - Flexible lunchtime and lunch areas

- Variety of areas for breaks
- Use of agreed strategies to manage own needs and difficulties
- Flexible start and finish times
- Flexibility in the evacuation plan to allow those young people struggling with crowds to have an alternative yet safe and designated evacuation meeting point.

13. Complaints about SEND provision

The school has a Complaints & Representations Policy available on the website. This provides detailed information on the admission process for our school. However, a short summary of the process is provided in the text below.

Where parents/carers have concerns about our school's (SEND) provision, they should first raise their concerns informally with the young person's class teacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.
Formal complaints about SEND provision in our school should be made to the Deputy Headteacher in the first instance. They will be handled in line with the school's complaints policy (see further below for a link to the policy)

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the young person themselves. This can be done as stated in the policy.

14. Monitoring and evaluation arrangements

14.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- Compliance with statutory processes and documents
- Inclusion of all young people in the different parts of our provision (i.e. lessons, therapies, educational visits, lunchtime clubs, Enrichment activities, School Council, etc)
- Engagement and progress of all young people in all areas of provision (i.e. therapeutic, academic and extended curriculum)
- Enabling access and participation of young people (and parents/carers) in the development and improvement of our provision

14.2 Monitoring the policy

This policy will be reviewed by the Headteacher, **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.