

MATRAVERS SCHOOL

SPECIAL EDUCATIONAL NEEDS

POLICY

Definition of Special Educational Needs

Matravers school takes their definition of Special Educational Needs and Disabilities as defined within Government Legislation. (Children and Families Act 2014; The Special Educational Needs and Disabilities Code of Practice 2015.) This means a student has a Special Education Need if they have a significantly greater difficulty in learning than the majority of their peers. A student is disabled if they meet the definition as outlined in the Equality Act 2010. A student has special educational needs provision if they have support to enable them to access their learning which is additional to and different from that of their peers.

Objectives

- To ensure that all students with special educational needs are supported to reach their educational potential;
- To ensure that the curriculum is broad, balanced and engaging;
- To provide a first class teaching and learning experience for all students;
- To ensure students with SEN are supported as detailed in the Local Offer.

Aims

We aim to meet the needs of the pupils with Special Educational Needs by:

Identifying the needs of students with special educational needs so that they can be addressed and their progress can excel and potential can be reached;

- Effectively using the assess-plan-do-review cycle to support students in making progress;
- Providing an environment that meets the special educational needs and disabilities of each child;
- Ensuring that all who work with students with special educational needs have the appropriate information about them;
- Providing and continuing to develop a balanced and varied curriculum offer which enables all students to meet their potential;
- Ensure that all staff are aware of the strategies for supporting students with special educational needs to ensure that they experience a first class teaching and learning experience;
- Providing resources and deploying them effectively to meet the needs of the students;
- Enabling students to have access to a range of activities including an extra-curricular programme;
- Involving external agencies when necessary to enhance provision and give advice.
- Planning and supporting a smooth transition between key stages throughout their schooling;
- Working with parents/carers and outside agencies where necessary to develop a student's independence in learning;

- Ensuring that students have suitable access arrangements when doing examinations.

Roles and Responsibilities

Governors	<p>All maintained school's Board of Governors have important statutory duties towards students with special educational needs. The Board of Governors, with the head teacher, will decide the school's general policy and approach to meeting students' special educational needs for those with and without statements. The Board of Governors' responsibilities include:</p> <ul style="list-style-type: none"> • Reviewing and setting the school's Special Educational Needs Policy; • Ensuring that governors are up to date and knowledgeable about the school's Special Educational Needs provision.
Head Teacher and SMT SEN Link	<ul style="list-style-type: none"> • Ensuring that all staff are implementing the guidance in the Special Educational Needs Policy where relevant; • Supporting the SENCO to ensure the SEN policy is implemented effectively; • Planning for a high standard of inclusive provision for any student who has Special Educational Needs.
SENCO (with the support of the Inclusion Team)	<ul style="list-style-type: none"> • Managing the day-to-day implementation of the policy; • Tracking and monitoring the progress of students with SEN and intervening where appropriate to support them in reaching their potential; • Advising on appropriate curriculum provision for students with SEN; • Supporting and advising teaching staff to ensure they can deliver high quality teaching and learning for students with SEN; • Liaising with other agencies with regards to alternative provision. • Ensuring My Plans and My Support Plans are written and reviewed in line with the statutory guidance; • Co-ordinating the assessment of students' special educational needs to inform provision and access arrangements; • Monitoring and evaluating the impact of special educational needs provision; • Being a key point of contact for outside agencies and parents.
Teachers	<p>All teachers are teachers of students with SEN. All teachers are therefore responsible for ensuring that students with SEN receive a high quality teaching and learning experience. This includes:</p> <ul style="list-style-type: none"> • Tracking and monitoring student progress and intervening where appropriate to ensure they achieve their potential; • Planning and delivering lessons taking account of any SEN and ensuring that the teaching is differentiated appropriately to ensure learning can take place; • Ensuring where possible that all students can access the learning including making sure the class environment is appropriate.
All staff	<ul style="list-style-type: none"> • To ensure that the inclusive ethos of Matravers is upheld at all times; • To support students with SEN in removing barriers to learning.
Parents/carers of students with SEN	<ul style="list-style-type: none"> • Will engage positively with the school in discussing provision for their child; • Will provide up to date information about their child to enable the school to put the correct provision in place.

Admission Arrangements

The Matravers' admission criteria do not discriminate against pupils with SEN and have due regard for the practices advocated in the Code of Practice.

Identification

The school follows the guidance of the SEN Code of Practice 2015. It recognises that children's needs and requirements fall into four main areas:

- Cognition and learning
- Communication and interaction
- Social, mental and emotional health
- Sensory and/or physical

Students with potential needs may be highlighted through observations, progress and assessment, standardised tests, parental concerns and/or information provided by an external agency. However, care will be taken to ensure that the children are not experiencing any barriers to learning which can be overcome by quality first teaching. Classification is done in line with WGRSS: Wiltshire Graduated Response to SEND Support.

We work closely with our primary colleagues during the transition from KS2 into KS3 to ensure that there is an effective transfer of information between phases. This ensures that wherever possible students' needs are identified before they enter Year 7 and appropriate planning has taken place to ensure a successful transition.

Students with Special Educational Needs will either:

- Receive SEN support – for students in need of some support that is extra to and different from the mainstream entitlement. This may include having a My Support Plan
- Receive an 'Education, Health and Care Plan' – the EHCP is child centred and is outcome focused. The school will work with the child and their parents in partnership with other agencies to ensure that the child receives the best possible provision.

Resources/provision

The school receives funding to support the additional needs of students with SEN. The funding is utilised in accordance with the aims of this policy.

A more detailed picture of our current resources and provision can be found in our annual SEND report. The SEND provision is tracked and monitored in order to evaluate its impact and to support the 'review' aspect of the cycle for the individual student.

There is also information about the Local Offer from Wiltshire which can be found:

<https://www.wiltshirelocaloffer.org.uk/>

Partnerships

The student – Matravers ensures that the student is at the centre and that their voice is a focal point of any review and future planning. We support them in developing their understanding of their needs and the

support they receive so that they can participate in discussions and wherever possible the decision making.

Parents/carers -_Matravers firmly believes in developing a strong positive partnership with parents. Working together with parents enables children and young people with SEN to have the best chance of making the best progress.

Outside agencies - the school recognises the important contribution that external support services make in assisting to identify, assess and provide for students with SEN. When it is considered necessary colleagues from support services may be involved, for example:

- Educational Psychologists
- Health Professionals
- Sensory Impairment Support Services
- Social Care
- Educational Welfare

Other schools - links are maintained with our primary feeder schools via a Primary Transition Programme specific to the Inclusion Department. This programme is tailored to the needs of the students to ensure that the cross phase transition is as smooth as possible.

Evaluation and Complaints

The policy is evaluated annually against the specific objectives which are given under the ‘Objectives’ section of this policy.

Complaints should be made using the school’s complaints procedure. The SEND Code of Practice outlines additional measures the Local Authority must set up for preventing and resolving of disagreements. These will be explained to parents if required.

Date of review:

This policy will be reviewed regularly by the Board of Governors, SMT Lead for SEND and the SENCO.

Issued / last updated:	January 2015
Adopted by Governors:	27 November 2018
Reviewed by:	FGB
Review interval:	Annually