SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

INTRODUCTION

This policy and information report is based on the statutory [Special Educational Needs and Disability (SEND) Code of Practice](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf%20) and the following legislation:

[Part 3 of the Children and Families Act 2014](http://www.legislation.gov.uk/ukpga/2014/6/part/3), which sets out schools’ responsibilities for students with SEN and disabilities.

[The Special Educational Needs and Disability Regulations 2014](http://www.legislation.gov.uk/uksi/2014/1530/contents/made), which set out schools’ responsibilities for education, health, and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.

PART 1: BASIC INFORMATION ABOUT THE SCHOOL’S SEN PROVISION

Marshfields identifies students as having Special Educational Needs if they meet the definition as set out in the Special Educational Needs (SEND) Code of Practice [(DfE, Jan15)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf%20)

This defines SEND as; 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 or disability if he or she:

• has a significantly greater difficulty in learning than many others of the same age, or

• has a disability which prevents or hinders him or her from making use of educational facilities of a kind provided for others of the same age in mainstream schools or mainstream post-16 institutions

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘…a physical or mental impairment which has a long term and substantial adverse effect on their ability to conduct normal day-to-day activities’. The school provides special educational provision for students who require “special educational provision that is provision different from or additional to that normally available to students of the same age.”

The school provides for students whose special educational needs broadly fall into the 4 areas of:

1. Communication and interaction

2. Cognition and learning

3. Social, emotional, and mental health difficulties

4. Sensory and/or physical needs

GUIDING PRINCIPLES

• At Marshfields we believe that all our students, regardless of gender, ethnicity, ability, disability, or sexuality are entitled to a high-quality education that will maximise their life chances.

• All students are entitled to an education that enables them to:

• achieve their best

• become confident individuals living fulfilling lives, and

 • make a successful transition into adulthood, whether into employment, further or higher education or training

OBJECTIVES OF THE SCHOOL’S SEND POLICY

We will ensure that a child or young person with SEND will have their needs met through a rigorous programme of identification, assessment, planning and support. To achieve this;

• the views of the student will be sought and considered

• our parents have a vital role to play in supporting their children’s education

• our students with SEND will be offered full access to a broad, balanced, and relevant education, including an appropriate curriculum

• The school will manage its resources to ensure all students’ needs are met

• A student’s special educational needs will be identified early

• Provision and progress for our SEND students will be monitored and reviewed regularly

• The school will involve outside agencies when appropriate

• Education, Health & Care Plans, or statements will be reviewed regularly in line with regulations

• Appropriate training will be provided for those involved in the implementation of the policy Where a SEND is identified, the school will put appropriate evidence-based interventions in place. These will be provided as part of our Graduated Response, which includes regular review of the progress made and adaptations to the support provided as required.

HOW THE POLICY WILL BE MONITORED AND CONTRIBUTE TO MEETING THE OBJECTIVES

The effectiveness and appropriateness of the policy will be continuously monitored by the Headteacher, SENCO and governors. This will influence the use of resources, assessment, programme planning, effectiveness and quality of individual planning, student progress, student participation, parents as partners, statutory reviews/EHCP, the identification of training needs and the use made of support services. These will be monitored and evaluated regularly.

THE ARRANGEMENTS FOR COORDINATING THE PROVISION OF EDUCATION FOR STUDENTS WITH SEND AT MARSHFIELDS SCHOOL

The key responsibilities of the Headteacher are:

**•** overseeing the day-to-day operation of the school’s SEND policy

• Work with the SEN governor to determine the strategic development of the SEN policy and provision in the school

• Have day-to-day responsibility for the operation of this policy and the co-ordination of specific provision made to support individual students with SEN.

• Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEN receive appropriate support and high-quality teaching

• Have overall responsibility for the provision and progress of learners with SEN and/or a disability

• collaborating with the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) regarding reasonable adjustments and access arrangements

The key responsibilities of the SENCO are:

• coordinating provision for children with SEND

• consulting with the relevant Designated Teacher of a looked after student to create the PEP (Personal Education Plan).

• advising on the deployment of the school’s delegated budget and other resources to meet students’ needs effectively

• being a key point of contact with external agencies, especially the local authority and its support services if available consulting with potential next providers of education to ensure a student and their parents are informed about options and a smooth transition is planned and delegating such responsibility to key members of the SLT

• Coordination of Educational Health Care Plans

• Maintenance of the school’s provision map

• coordinating provision for children with SEND, have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual students with SEN, including those who have EHC plans liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies and guiding teachers in their involvement

• ensuring that the school keeps the records of all students with SEND up to date

• Collaborating with the Assistant and Deputy Headteacher to review each student’s progress and development and decide on any changes to provision

• Ensuring staff in their areas follow this SEN policy

The key responsibilities of the class teacher are:

• planning lessons to meet students’ needs

• The progress and development of every student in their class

• Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching

• Collaborating with the Middle Leader to review each student’s progress and development and decide on any changes to provision

• Ensuring they follow this SEN policy

The Key responsibilities of the Full Governing Body are:

* Help to raise awareness of SEN 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 Head and Deputy Headteacher to determine the strategic development of the SEN policy and provision in the school.
	+ Associated Policies – Accessibility Plan and Equality and Diversity Policy

PART 2: INFORMATION ABOUT THE SCHOOL'S POLICIES FOR THE IDENTIFICATION, ASSESSMENT AND PROVISION FOR ALL STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

SEND FUNDING

The school is funded from the Local authority budget and additional high needs top up. The overall budget is allocated based on individual need. The school receives two strands of funding – from the EFA (base funding) based on £10k per planned student placement and top up funding via the 5 tier Banding matrix from the Peterborough City Council.

How student’s needs are identified and reviewed.

All students admitted to Marshfields School will have an EHCP. Teachers are responsible and accountable for the progress and development of all the students in their class. All students undergo base line assessment which would assess cognitive ability. These are tracked termly. Where a student is not making adequate progress, class teachers, Senior leadership and parents will collaborate on problem-solving, planning support and teaching strategies for individual students. High quality, personalised teaching, for individual students, is the first step in our school’s response to differing need. Additional specialist support may be required, and this is allocated according to need through the SENCO.

Education Health and Care Plans (EHCP)

All students at Marshfields School have an EHCP. The SENCO will ensure these are completed efficiently clearly focusing on the student and parent’s wishes and needs and that those teaching or working with the child or young person are aware of their needs and have arrangements in place to meet them.

The school will ensure that teachers monitor and review the student’s progress during a year. Formal reviews of the EHC plan will take place at least annually. If a student’s SEND change, the local authority will be informed and will arrange to hold a review as soon as possible to ensure that provision specified in the EHC plan is appropriate.

Access to the Curriculum

Please see the school’s Curriculum Policy

Post 16 and preparing for adulthood (transition)

We help our students with SEND to start planning for their future adult life as early as possible. Our aim is to support our students to go on to achieve the best possible outcomes in employment, independent living and participating in society. This could include, for example:

• Including preparation for adulthood in the planning meetings with students and parents at an early stage (and particularly from Year 9)

• Ensuring that career advice and information provides high aspirations and a wide range of options for students with SEND

• Helping students and parents understand and explore how the support they receive in school will change as they move into different settings, and what support they are likely to need to achieve their ambitions.

• We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students’ which information will be shared as part of this.

We have specific duties to prepare young people with EHC Plans for the transition to adulthood, as set out in Chapter 7 of the SEND Code of Practice. The review of an EHC Plan in Year 9 builds on previous reviews and existing plans. It will allow time for the commissioning of any necessary provision and support to take place. Planning will build on action that has already been agreed with the student and will inform decisions about the next stage of education - specifically choices about what relevant qualifications the student will be studying, the range of post-16 options which may be available and the longer-term outcomes that the student wants to achieve in their adult life.

Arrangements made by the governing body relating to the treatment of complaints from parents of students with special educational needs concerning the provision made at the school.

Please see the school’s Complaints Policy

Arrangements for Professional Development for all staff in relation to special educational needs

The professional development of all staff involved in meeting the needs of students with SEND is ongoing and continuous. A wide range of training opportunities is provided which includes;

▪ Skill sharing and the demonstration of teaching techniques and strategies organised within the school

▪ Professional development sessions and one-off sessions on relevant subjects provided by SEND specialists

▪ Attendance at courses offered by external providers, accredited and non-accredited, as part of the school’s performance management process

▪ Other courses which are relevant to the work being undertaken. This can be generated by staff interest or can be undertaken at the request of the Senior Leadership.

The role played by the parents / carers of students with special educational needs.

All parents and carers of students are our partners. They will be supported to be able and empowered to:

▪ recognise and fulfil their responsibilities as parents and play an active and valued role in their student’s education

▪ have knowledge of their student’s entitlement within the SEN framework

▪ make their views known about how their child is educated

▪ have access to information, advice and support during assessment and any related decision-making processes about special educational provision.

To make communications effective staff will:

• acknowledge and draw on parental knowledge and expertise in relation to their child

• focus on the student’s strengths as well as areas of additional need

• recognise the personal and emotional investment of parents and be aware of their feelings

• ensure that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings

• respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints

• respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers

• recognise the need for flexibility in the timing and structure of meetings

Students

The student’s views will always be ascertained, but this may not always be through direct discussion with the student.

Students will be enabled/encouraged to participate in all decision-making processes in education, including the setting of learning targets and contributing to personal plans, discussions about choices of schools, contributions to the assessment of their needs and termly reviews and transition meetings. They need to be part of the process, to know that they are listened to and that their views are valued.

Any links with other schools, including special schools, and the provision made for the transition of students with special educational needs between schools or between the school and the next stage of life or education.

Liaison regarding the successful transition of students with SEND is undertaken with receiving and sending schools and colleges prior to transfer. Contact is usually coordinated by the Transitions Team.

The school works closely with the following services and organisations.

• Educational Psychology

• Social Services

• Health Authority

This policy will be reviewed and updated annually. The Headteacher will also report annually to the Governing Body concerning the effectiveness of the policy.

Procedures and protocol for the upkeep of specialised resources wheelchairs

A visual check of wheelchairs should take place by class teacher/team to make sure that all fastenings are in place, nothing is loose and tyres are inflated. Refer to individual student equipment list to make sure that everything is in place.

If anything is missing, then parents should be informed immediately by phone so that parents can bring missing item in, or they can contact wheelchair services directly to arrange the repair. Class teacher to check that parents have the phone number of wheelchair services. Ask parents to call back to give a time and date when the engineer will arrive to fix the problem if this is to take place in school, (teachers to make sure that if student is due to go out on a trip when the maintenance is to take place, the student does not go out but remains in school). Please let admin know that an engineer is expected.

Parents can request that wheelchair services repair chairs in school but should notify the class teacher/team the date and time the repair is due to take place.

Specialised Chairs Provided by School

Any problems in maintaining student posture should be addressed immediately by referring the concern to the SENCO.

Specialised Equipment and Resources Provided by School

A complete ‘whole child’ approach is used by the school which enables staff to identify the full range of needs of all individuals. Support and guidance from the Local Authority, school’s Occupational Therapist, Speech and Language Therapist, Visual Impairment Service, School Nurse, or Educational Psychologist is available.

Regular discussion and reviews are held regarding resources and equipment required. Resources are purchased and built into individualised programmes with the support of the appropriate professionals listed above.

Transition

All equipment a student uses will be listed, by the Transitions Team, in their personal records on SIMs. It is the responsibility of the SENCO to make sure all equipment moves / is received with the student. Equipment may include wheelchairs/standing frames, hoists, communication aids, teaching and learning resources.

It is the teacher’s responsibility to make sure they have the necessary equipment in place and know how to use it.

The Occupational Therapist can be contacted via the SENCO for training with equipment. It is the member of staff’s responsibility to ask for training in any equipment they are not familiar with.

New Equipment Introduced

It is the teacher’s responsibility to inform the rest of the staff teams that new equipment is used. The class teacher will complete a risk assessment for the equipment, if required.