

# Maplewell Hall School



## Special Educational Needs (SEN) Policy

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| <b>Policy Created</b>                  | <b>January 2016</b>        |
| <b>Governing Body Committee</b>        | <b>Full Governing Body</b> |
| <b>Date Reviewed by Governing Body</b> | <b>November 2022</b>       |
| <b>Date of Next Review</b>             | <b>November 2023</b>       |

# MAPLEWELL HALL SCHOOL SEN POLICY

(To be read in conjunction with the Autism policy)

## Aims:

Maplewell Hall School is a special school and therefore all of our students have an Education, Health and Care Plan that describes their special educational needs (SEN). We are committed to preparing every child, young person and adult learner for adulthood, regardless of their SEN.

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for our pupils' SEN
- Explain the roles and responsibilities of everyone involved in providing for our pupils' SEN

We respect the fact that our children all:

- Have different educational needs and aspirations.
- Require different strategies for learning.
- Need specialist interventions
- Need a breadth and range of experiences, people and environments in order to support and generalise their learning.

## Legislation and guidance:

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

## Definitions:

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

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of their mainstream peers, 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.

### **Role and Responsibilities:**

The governors will:

- 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 headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

The headteacher will:

- Work with SLT, SMT and governors to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of all learners

The Strategic Leadership Team (SLT) will:

- Work with the headteacher and governors to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners

The Senior Management Team (SMT) will:

- Work with the SLT and governors to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) and its support services
- Liaise with potential next providers of education
- Ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

The COMPASS Lead will:

- Work with SLT and SMT to determine the strategic development of Complementary Pastoral Support (COMPASS)
- Coordinate all interventions
- Identify training needs
- Line manage therapists

Each subject teacher is responsible for:

- The academic progress of every pupil in their class
- The development of every pupil's Preparation for Adulthood and Essential Skills in their class
- Establishing and maintaining strong, supportive and collaborative relationships with parents and carers
- 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
- Working with the SMT and COMPASS Lead to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEN policy

In addition to their responsibilities as subject teacher, the tutor is also responsible for:

- Monitoring each child's progress against their Educational Health Care Plan (EHCP) objectives/outcomes
- Maintaining an up to date IEP that accurately tracks progress against EHCP outcomes
- Contributing to the annual review process to report on tutees Preparation for Adulthood and Essential Skills progress

### **Statutory Review Arrangements**

Annual Reviews of each child's EHC plan follow the LA's procedures.

### **Parental Involvement**

Parents' contribution to their child's education is seen as invaluable. They are involved in termly parent/carer consultations and annually at the review of the EHCP.

In addition the school:

1. Provides training activities for parents and carers.
2. Offers practical strategies for parents to use at home in overcoming behavioural and learning difficulties in the form of dialogue and resources.
3. Provides opportunities and a room for parents to meet with other professionals eg. speech therapist, paediatrician, teacher of hearing impaired/sight impaired, physiotherapist.

### **School Procedures**

Systems are in place to:

1. Review Individual Behaviour Plans where they exist.
2. Carry out the statutory review procedures.
3. Conduct emergency/interim reviews where necessary.
4. Recommend changes to the Statement and/or request additional resources/staffing facilities.

Date: November 2022

Reviewed: Jason Brooks

Date: November 2023