



# Maple Tree Primary

Shaping Minds. Building Futures

## SEND Policy

**Maple Tree Primary School is a KS2 School for pupils who, for a variety of reasons, are unable to be educated within a mainstream school. Our vision is to develop well rounded, confident, and responsible individuals who aspire to achieve their full potential. We will do this by providing a welcoming, happy, safe, and supportive learning environment in which everyone is equal, and all achievements are celebrated.**

# Contents

1. **Aims**
2. **Legislation and Guidance**
3. **Definitions**
4. **Roles and Responsibilities**
  - **Teacher in Charge/Assistant Teacher in Charge**
  - **Class Teachers and Learning Support Assistants**
  - **SMT/Directors**
5. **SEND Information Report**
  - **Consulting and involving Pupils and Parents**
  - **Assessing and Reviewing Pupil Progress towards Outcomes**
  - **Supporting Pupils moving between Phases**
  - **Our Approach to SEND Teaching**
  - **Evaluating the Effectiveness of SEND Provision**
  - **Working with other Agencies**
  - **Complaints about SEND Provision**
  - **Raising Concerns about Safeguarding**
6. **Monitoring Arrangements**

This policy should be read in conjunction with:

- Admissions Policy
- Anti-Bullying Policy
- Child protection and Safeguarding Policy
- Complaints Policy
- Curriculum Policy
- On-Line (E-safety) Policy
- Equality and Diversity Policy
- Exclusions Policy
- First Aid Policy
- Health & Safety Policy
- SMSC Policy
- Whistleblowing Policy

## 1. Aims

Maple Tree Primary School SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

## 2. 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.

## 3. Definitions

A pupil has SEN if they have a learning difficulty or disability which 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 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.

## 4. Roles and Responsibilities

### Teacher in Charge/Assistant Teacher in Charge

- Oversee and maintain this policy in cooperation with the Head of Education and the Senior Management Team to determine the strategic development of the SEND 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 and other agencies to ensure that pupils receive appropriate support and high-quality teaching and learning
- Ensure that parents are fully involved in supporting their child's needs by maintaining good communication channels and play an active role in the review process
- Contribute to the professional development of all education, therapy, and care staff as necessary for all staff to take responsibility for meeting the needs of pupils at Maple Tree Primary School
- Liaise with therapy staff and inclusion team to ensure that pupils get the additional support they need
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with colleagues responsible for personal development and with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Head of Education, SMT and directors to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date
- Ensure that the curriculum for those identified with SEND is adapted to accommodate pupils' individual needs as identified in EHCPs
- Establish clear links other school policies, such as the exclusions policy and safeguarding policy cross-refer to the SEND policy where appropriate
- Have overall responsibility for Safeguarding at Maple Tree Primary School
- Liaise with external agencies for example in Team Around the Family meetings or Early Help plans

- Liaise with the care staff of residential homes, the social workers, and other agencies for children in care
- Be first point of call for families that need help
- Take full account of any areas of vulnerability identified within EHCPs

- Specific learning difficulties such as dyslexia, dyspraxia, dyscalculia,
- Social, emotional, and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD) or pathological demand avoidance (PDA)

## Class Teachers and Learning Support Assistants

Each class teacher/tutor is responsible for:

- The progress and development of every pupil in their class
- Creating and maintaining individual pupil learning profiles, Individual education plans and risk assessments
- Working closely with any learning support assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Ensure that the curriculum for pupils with SEND is ambitious, engaging and adequality prepares pupils for the next stages of their lives
- In collaboration with the Teacher in Charge review each pupil's progress and development and decide on any changes to provision
- Contribute to annual review reports
- Ensuring they implement this SEN policy.

Staff are GCM (GLOBAL CONFLICT MANAGEMENT) DE-ESCALATION & PHYSICAL INTERVENTION. trained which focusses on de-escalation and positive behaviour management and a good knowledge of safe restrictive physical intervention. We provide regular in-house CPD sessions, covering relevant areas such as PDA, Autism Awareness, Trauma and Attachment training etc.

## Consulting and involving pupils and parents

The Teacher in Charge liaises closely with relevant parties to ensure:

- A smooth transition into Maple Tree Primary School, developing a personalised transition plan in cooperation with parents, where necessary
- Considering the parents' views through meetings upon admission or on demand, and through the annual review of the student's EHCP
- Everyone understands the agreed outcomes sought for the child

## SMT/Directors

All SMT/Directors share the strategic oversight of the implementation of the SEND policy in the school.

# 5. SEND Information Report

Maple Tree Primary School is a non-maintained independent special school for primary key stage 2 pupils. We cater for pupils who for a variety of reasons, are unable to be educated within a mainstream school. All our pupils have an Education, Health and Care Plan.

Maple Tree Primary School currently provides additional and/or different provision for a range of needs associated with or in addition to Social, Emotional, Mental and Health.

These include:

- Communication and interaction, for example speech and language difficulties
- Cognition and learning, for example, short term memory or sequencing deficits (Auditory or visual), moderate learning difficulties

## Assessing and reviewing pupils' progress towards outcomes

We will assess each pupil's current skills and levels of attainment on entry. This will build on records from previous settings, observation and assessment by class teachers and baseline testing.

We measure and review achievement and additional support needs through:

- Ongoing teaching staff observation
- Formative and summative assessment
- Creating and evaluating termly SMART targets in individual Provision Plans based on identified outcomes in the pupil's EHCP
- Mid-term reports
- The views and experience of parents
- Scrutiny of pupils' work across all subjects showing the gains they are making in learning more and remembering more as part of sequencing in their learning
- The pupil's own views
- Advice from external support services, where relevant.

The assessment strategy will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

The Teacher in Charge will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

## Supporting pupils moving between phases

We will share information with the school, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

## Our approach to SEND teaching

At Maple Tree Primary School, we endeavour to encourage a love for learning for all pupils through:

- The delivery of an ambitious curriculum through high quality teaching and learning support where reasonable adjustments will be made as necessary through the involvement of therapists in planning, support, assessment, and review as appropriate
- Small groups and individual support where needed
- Differentiated teaching, for example, giving longer processing times, pre-teaching of key vocabulary, etc. including access arrangements and reasonable adjustments such as access to reader/scribe, laptops, coloured overlays, larger font etc.
- A broad and balanced curriculum.

## Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils by:

- Reviewing pupils' individual progress towards their goals each term through creating individual learning plans
- Reviewing the impact of interventions through before/after or assess-plan-do-review reports
- Consulting parents through discussions and use of parent and pupil questionnaires
- Using feedback questionnaires from external agencies such as social workers, virtual schools, and local authority officers
- Monitoring of SEN provision by core SLT team, through termly learning walks, specific child focused learning walks by the Teacher in Charge prior to annual reviews, termly observation cycles, book looks and data checks

- Holding annual reviews for pupils EHC plans.

## Working with other agencies

As a new school we are keen to expand our cooperation and interaction with external agencies and other providers.

## Complaints about SEND provision

We believe that good and continuous communication between home and school is key for the success and wellbeing of the child and parents should always, where possible, contact the child's teacher/tutor as first point of call.

Parents should contact the Teacher in Charge about any concerns regarding teaching and learning in general and any concerns about SEND provision not being met.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their child. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services.

Please refer to the Maple Tree Primary School complaints policy.

## Raising concerns about safeguarding

Please raise any Safeguarding concerns with the Teacher in Charge or the Head of Education.

# 6. Monitoring Arrangements

This policy and information report will be reviewed by Teacher in Charge every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the Teacher in Charge who will also evaluate its impact as part of the school's self-evaluation process.