



**Meadowcroft
School**

SEN Policy

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Last Reviewed	September 2021
Review Due	September 2022

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1. Aims

Our SEN Policy aims to:

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

2. Legislation

This policy is based upon 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 2015, which sets out schools' responsibilities for education, health and care plans, SEN Coordinators (SENCOs) and the SEN Information Report

3. Definitions

The SEN Code of Practice 2015 defines SEN(D) as;

- 'A child or young person has SEN(D) 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 the majority of others of the same age, or

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

(DfES Code of Practice 2015:15)

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 school

Every child at Meadowcroft School has special educational needs and as such has an Education, Health and Care Plan (EHCP). All staff at Meadowcroft School are committed to providing the conditions and opportunities to enable all young people to be included fully in all aspects of school life.

4. Roles and Responsibilities

The SEN Team at Meadowcroft consists of a SEN Lead and three SENCO's.

4.1 The SEN Team

The Assistant Head for SEN is Lisa Anderson

The Primary SENCO is Kirsty Ilott

The Secondary SENCO at the Hub is Katherine Morris (maternity cover)

The Secondary SENCO at the Works is Jessica Wilkinson

The SENCOs also act as Designated Teachers for our Children in Care (CIC)

The SEN Team will:

- Work with the Principal, SEN Governor, Quality of Education AHT and Behaviour and Attitudes AHT to determine the strategic development of the SEN Policy and provision in 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 with SEN, all of whom have an EHCP
- 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
- Plan and deliver internal training to staff on current affairs and relevant issues within SEND
- Advise of the deployment of the budget and other resources to meet pupils need effectively
- Be the point of contact for external agencies, specifically the local authorities and their support services
- Collaborate with outside agencies to ensure a holistic approach for the young people

including supporting with assessments and reviews

- Work with the CIAG Lead to effectively liaise 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 Principal, SEN Governor and Quality of Education AHT to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Liaise with the Designated Safeguarding Leads to ensure knowledge of children with ongoing safeguarding issues is up-to-date and relevant
- Take responsibility for their own CPD; attending appropriate courses on relevant current topics so that they are aware of current practices in these areas and any future developments which may affect young people with SEN
- Ensures that the school keeps records of all pupils with SEN up to date

4.2 The SEN Governor will:

- Help to raise awareness of SEN issues at governance meetings
- Monitor the quality and effectiveness of the SEND provision within school
- Report back findings of monitoring to the Principal and Governing Board
- Work with the Principal and SEN Team to determine the strategic development of the SEN Policy and Provision in the school

4.3 The Principal will:

- Work with the SEN Team and the SEN Governor to determine the strategic development of the SEN policy and provision in school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Teaching staff will be responsible for:

- The progress and development of every learner in their class through use of the graduated approach
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and intervention and how these can be embedded within classroom delivery
- Working with the SEN Team and Quality of Education AHT to review pupil's progress
- Working with the SEN Team and Quality of Education AHT to decide upon any changes to provision
- Ensuring they adhere to the SEN Policy

5. Curriculum Access

The provision at Meadowcroft School is based on:

- Setting appropriate learning targets
- Responding to young people's diverse learning needs and interests

- Overcoming potential barriers to learning

Strategies which are used to enable curriculum access for all young people are:

- Differentiation of the curriculum to match tasks to ability
- Use of communication strategies suggested by the Speech and Language Therapist
- Ensuring tasks are differentiated according to student's needs
- Using Thrive to track social and emotional progress particularly when learners disengage from traditional learning
- Use of a range of teaching styles to engage a varied cohort
- Use of teaching assistants to provide additional support within literacy and numeracy
- Encourage independent access to resources
- Alternative means of accessing the curriculum; use of ICT and specialist equipment
- Use of positive behaviour modification strategies within the classroom and as part of the whole school Behaviour Policy
- Access to Speech and Language Therapy
- Access to Art Psychotherapy
- In-service training for all staff on the needs of young people with SEN

6. Evaluating the Success of SEN Provision

We will evaluate the success of the provision by:

- Reviewing pupil's individual progress towards their targets each term
- Reviewing the impact of interventions at the mid-point and end of the intervention
- Using pupil questionnaires
- Using pupil voice through student council meetings held once per half term
- Monitoring by the Quality of Education AHT and SEN Team
- Holding annual reviews for young people with EHCPs

7. Contact Details

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