



**Meadowcroft
School**

SEN Policy 098

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| Written by | Emma Wakelin |
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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 outlines 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 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 two SEN Leads and four SENCOs.

4.1 The SEN Team

- The SEN Lead for upper school Emma Wakelin (Hub and Works)
- The SEN Lead for lower school is Melanie Jopling (Lodge and Gallery)
- The Lodge SENCO is Melanie Jopling
- The Gallery SENCO is Harriet Lindley
- The Hub SENCO is Tom McGuinness
- The Works SENCO is Kath Morris
- Our SEN administrator is Sally Forrester

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

The SEN Team will:

- Work with the Head of School, SEN Governor, Heads of Education and Heads of Pupil Welfare 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 provisions 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 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 on the deployment of the budget and other resources to meet pupils' needs 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 young people, including support with assessments and reviews.
- Working with the CIAG Lead to effectively liaise with potential future education providers to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the Head of School, SEN Governor, Heads of Education and Heads of Pupil Welfare 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; attend 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 the school.
- Report back findings of monitoring to the Head of School and Governing Board
- Work with the Head of the School and SEN Team to determine the strategic development of the SEN Policy and Provision in the school.

4.3 The Head of School 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 following:

- The progress and development of every learner in their class through the 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 Heads of Education and Heads of Pupil Welfare to review pupil's progress
- Working with the SEN Team and Heads of Education and Heads of Pupil Welfare to decide upon any changes to the provision.
- Ensuring they adhere to the SEN Policy

5. Curriculum Access

The provision at Meadowcroft School is based on the following:

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

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

- Differentiation of the curriculum to match tasks to the ability.
- Use of communication strategies suggested by the Speech and Language Therapist
- Ensuring tasks are differentiated according to students' needs.
- The use of our Trauma Informed Practice (TIP) Strategy and the Thrive approach 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 all lessons.
- 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 Psychotherapy
- Access to Occupational Therapy
- 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 Operational Leads and SEN Team
- Holding annual reviews for young people with EHCPs

7. Contact Details

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