



The Meadows Montessori School is passionate that every child has the right to access the curriculum fully and it is our vision that every child with an additional need will be able to do that. Locked inside each child is their own unique way of learning and at The Meadows that is celebrated not challenged.

The Meadows Montessori's Special Education Needs (SEN) policy provides a framework for the provision of teaching and support for the children with learning difficulties. The framework refers to entitlement, access and partnership. The policy has been developed by the SENCO who has researched similar independent schools SEND policies and has referred to the most recent Special Educational Needs and Disability Code of Practice 0-25 years, published by the Department for Health and Education, January 2015.

Aims and objectives of the SEN policy

The aims of this policy are:

1. To ensure that the educational needs of children are identified, assessed and provided for.
2. To identify the roles and responsibilities of staff in providing for children's special educational needs.
3. To enable all children to have full access to all elements of the school curriculum.
4. To make clear the expectations of all partners in the process.
5. To ensure that parents or carers are able to support their child's education.
6. To create an environment that meets the special educational needs of each child.
7. To ensure that our children have a voice in this process.

In order to meet these aims, our objectives are:

1. To ensure children with learning needs are identified as early as possible by regular observation and communication within staff. Staff will receive in house SEND training to enable them to identify difficulties that children in their care may be having.
2. To assess the pupil ourselves or use external agencies to identify specific areas of difficulty
3. To ensure all school staff are aware of the pupil's needs and are able to meet those needs within the school setting.
4. To ensure children's records include information relating to their individual needs, interventions and outcomes.
5. To work in partnership with parents, guardians and the pupil themselves in providing appropriate support and advice.
6. To assist staff in modifying the curriculum, if necessary, to meet the pupil's needs.
7. To ensure that no pupil with specific learning needs or disability is discriminated against on the basis of his/her disability.

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Defining SEN.

Special Educational Needs and Disability Code of Practice, January 2015.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. p15, xiii.

According to the Special Educational Needs and Disability Code of Practice, January 2015, there are 4 broad areas of need. These areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas, known as co-morbidity, and their needs may change over time.

- **Communication and interaction.** Children or young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.
- **Cognitive and learning.** Support for learning difficulties may be required when children or young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
- **Social, emotional and mental health.** Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children or young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.
- **Physical and/or sensory.** Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or

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equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Here at The Meadows Montessori School, we would expand this list to include,

- **Medical**, any condition that a child or young person requires regular medication or medical attention.
- **Gifted and talented**, a child or young person shows an outstanding ability in either a particular area or across the curriculum.

Staff Training

Early identification and then making effective provision has been widely recognised as improving long term outcomes for the child. With this in mind at The Meadows Montessori School, we aim to deliver a varied and current CPD training programme to all staff on SEND areas. This training programme is developed by the SENCO and Head teacher. A record of all staff's attendance is held by the SENCO. It is our aim that children with additional needs should be able to access their learning in the classroom surrounded by their peers. By attending targeted training and with support from the SENCO the teaching staff will be able to make adaptations to their delivery of learning and to the equipment in the classroom. This will be monitored and updated by the SENCO through regular scheduled meetings with the teaching staff.

Identifying SEN

When a difficulty has been noticed, by any staff member, it is then highlighted to the school SENCO who will inform the parents or carers and Head teacher. All parties will have input into what will happen next and this will usually involve further observation. When enough evidence has been collated a meeting will be held with the parent or carer, SENCO and class teacher to discuss whether any further action needs to be taken. This could include recommending a GP referral, Local Authority (LA) referral or specialised external agencies. Within the school the child will be placed on the internal SEN register, see below the details of this document. Identification can be:

- On entry when specific needs are identified and recorded as part of the entrance/transition process.
- By staff recognition of a pupil whom they perceive as having difficulties or specific needs in a particular curriculum area.
- Behavioral/emotional difficulties observed by staff.
- Through concern expressed by parents or carers.

All staff should be aware of their particular responsibility with respect to the SEN policy. They should seek advice from the SENCO whenever necessary. The Head Teacher and staff should be kept informed of those children on the Register for Special Educational Needs. As children progress through the school, all information and records relating to their SEN are transferred with them.

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Additional needs and wellbeing register and Pupil Profile

It is a legal requirement to hold a register in school outlining any child with SEND. At The Meadows Montessori School it is updated every term. The register has 6 areas for concern;

- Speech and language
- Dyslexia, Dyspraxia and Dyscalculia
- ASD
- Social, emotional and developmental including ADHD and ADD
- Physical
- Medical

The register shows what support is in place for each child with 3 categories.

- 1) Daily support. This is when systems are in place in the classroom to support that child's learning on a daily bases.
- 2) Weekly 1:1 SEN session. This is when more intensive 1:1 is needed in specific
- 3) Half termly overview. This is when children are discussed with teacher, parents and SENCO half termly to make sure their specific need is being met.

The Pupil Profile will show a record of what the concerns may be, what we are working towards with specific goals and how they will be implement and by whom. The PP will show the child's currant attainment levels. This document will also include a record of meetings and external intervention and will be reviewed termly, by the parents or carers, Teacher, SENCO and the child themselves.

At The Meadows Montessori school, we will endeavor to identify, highlight and be educated in all SEND areas but we cannot offer diagnoses.

This policy will be reviewed annually by the SENCO and Head teacher

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