



The Meadows Montessori School

Special Educational Needs and Disabilities (SEND) Policy

Applies to:

The whole school including Early Years Foundation Stage (EYFS), out of school care, the after-school clubs and all other activities provided by the school, inclusive of those outside of the normal school hours.

All staff (teaching and support staff), any students, the Proprietor and volunteers working in the school.

Availability

This policy is made available to parents, staff, and pupils by request from the Head of School or school office.

Monitoring and Review

This policy will be subject to continuous monitoring, refinement, and audit by the Head of School.

The Proprietor (who is also the Head of School) and SENCO will undertake an annual review of this policy and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.

Approved Date – September 2023	Lisa Elvish
Review Date – September 2024	SENCO

Aims and Objectives

Our special educational needs and disabilities (SEND) policy aims to:

1. Support and make provision for pupils with special educational needs and disabilities.
2. Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND.
3. Help pupils with SEND fulfil their aspirations and achieve their best.
4. Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil.

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 with staff and parents/carers. To assess the pupil ourselves or use external agencies to identify specific areas of difficulty.
2. Staff will receive in-house SEND training to enable them to identify difficulties that children in their care may be having. To ensure all school staff are aware of the pupils' needs by sharing our well-being register and individual pupil profiles. Children's records include information relating to their individual needs, interventions, and outcomes.
3. No pupil with specific learning needs or disability is discriminated against based on his/her/their disability.
4. To work in partnership with parents, guardians, and the pupils themselves in setting targets and regular progress meetings with teaching staff and/or SENCO.

Our school fully implements national legislation and guidance regarding pupils with SEND. Our school SENCO is responsible for maintaining the school well-being register and sharing this with all staff. Pupil profiles for children on this document are also shared with staff by the SENCO. Lead teachers will have weekly update meetings with the SENCO. The SENCO will have regular update meetings with parents/carers and the Head of School, Primary Head and High School Head teachers.

The SEND policy will be reviewed annually by the SENCO and Head of School and delivered to all staff.

Vision and Values

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 or disability 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.

Legislation and Guidance

This 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 SEND.
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health, and care (EHC) plans, SEN coordinator's (SENCOs) and the special educational needs (SEN) information report.
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities.
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment, and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who do not share it
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health, and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

Inclusion and Equal Opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced, and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum, and the school environment to make sure that pupils with SEND are included in all aspects of school life.

Definitions

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.

Special Educational Needs

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

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.

Disability

The Meadows Montessori School is committed to safeguarding and promoting the welfare of pupils and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

The 4 Areas of Need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia, and dyspraxia. • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional, and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression, or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. • Suffered adverse childhood experiences. These needs can manifest in many ways, for example as challenging, disruptive, or disturbing behaviour, or by the pupil becoming withdrawn or isolated.

AREA OF NEED	
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

Roles and Responsibilities

The SENCO

The SENCO at our school is Lisa Elvish lisa@themeadowsmontessori.com. They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made.
- Work with the headteacher and head of school to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils.
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided.
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned.
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school, or institution in a timely manner.
- Work with the headteacher and head of school to make sure the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- Make sure the school keeps its records of all pupils with SEND up to date and accurate.
- With the headteacher and head of school, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development.
- With the headteacher and head of school, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy.

The Head Teacher and Head of School

The Head Teacher and Head of School will:

- Work with the SENCO to determine the strategic development of the SEND policy and provision within the school.
- Work with the SENCO to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress.
- Have responsibility for monitoring the school's funding allocated by the LA to support individual pupils.
- Make sure that the SENCO has enough time to carry out their duties.
- Have an overview of the needs of the current cohort of pupils on the SEND register.
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review.
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development.
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching.

Class Teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach.
- The progress and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and consider how they can be linked to classroom teaching.
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy and the SEN information report.
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them.
 - Discuss the activities and support that will help achieve the set outcomes.
 - Identify the responsibilities of the parent, the pupil, and the school.
 - Listen to the parents' concerns and aim to achieve their aspirations for the pupil.

Parents or Carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child.
- Asked to provide information about the impact of SEN support outside school and any changes in the pupils' needs.
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupils.
- Given an annual report on the pupil's progress.

The school will take into account the views of the parent or carer in any decisions made about the pupil.

The Pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are.
- Contributing to setting targets or outcomes.
- Attending review meetings.
- Giving feedback on the effectiveness of interventions.

The pupils' views will be taken into account in making decisions that affect them, whenever possible.

SEN Information Report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

Our Approach to SEND Support

Identifying Pupils with SEND And Assessing Their Needs

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school could possibly make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better their previous rate of progress.
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers observe and identify an area where a pupil is making slow progress, they will target this area with individual differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN.
- They are known to external agencies.
- They have an education, health, and care plan (EHCP)

Then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

Consulting and Involving Pupils and Parents

The school will put the pupil and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We take into account any concerns the parents have.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents if it is decided that a pupil will receive special educational provision.

The Graduated Approach to SEN Support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

Assess

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services. The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

Plan

In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

The Meadows Montessori School is committed to safeguarding and promoting the welfare of pupils and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our school well-being register and will be made accessible to staff in a shared pupil profile.

Parents will be fully aware of the planned support and interventions and may be asked to reinforce or contribute to progress at home.

Do

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils.
- The level of progress the pupil has made towards their outcomes.
- The views of teaching staff who work with the pupils.

The teacher and the SENCO will revise the outcomes and support considering the pupil's progress and development, and in consultation with the pupil and their parents.

Levels of Support

School-based SEN Provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through a graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible, the cost for this will be expected to be covered by the parents/carers.

Education, Health and Care (EHC) Plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought. The provision for these pupils will potentially be funded from the LA.

Evaluating the Effectiveness of SEN Provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress.

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- Carrying out the review stage of the graduated approach in every cycle of SEN support.
- Using pupil questionnaires.
- Monitoring by the SENCO.
- Holding annual reviews for pupils with EHC plans.
- Getting feedback from the pupils and their parents.

Expertise and Training of Staff

Training will regularly be provided to the teaching and support staff. The headteacher, head of school and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

Links with External Professional Agencies

The school recognises that it will not be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Speech and language therapists.
- Specialist teachers or support services.
- Educational psychologists.
- Occupational therapists, speech and language therapists or physiotherapists.
- General practitioners or pediatricians.
- School nurses.
- Child and adolescent mental health services (CAMHS).
- Education welfare officers.
- Social services.

Admission and Accessibility Arrangements

Pupils will only be admitted to The Meadows if we can meet their needs sufficiently for them to thrive and reach their full potential. In line with the SEN Code of Practice, reasonable adjustments will be considered for each individual case.

We value all our pupils and are committed to providing a fully accessible environment which includes all pupils, staff, parents, and visitors regardless of their education, physical, sensory, social, spiritual, emotional, and cultural needs.

We have ensured that the school is fully accessible as follows:

- Our main entrance, reception, corridors, and classrooms are wheelchair accessible.
- The building includes a downstairs toilet for the disabled.
- Handrails have been fitted alongside stairs in the school.
- Step edges outdoors are painted in a brighter colour.

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- A portable ramp is available if necessary.
- We ensure the classroom environment is suitably prepared for pupils with specific learning needs.

Complaints about SEND provision.

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to speak with the Head Teacher or submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the Head of School in the first instance. They will be handled in line with the school's Complaints Policy.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupils themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

To find out about disagreement resolution and mediation services in our local area, please see link attached: <https://www.angliacaretrust.org.uk/send-mediation>

Evaluation Arrangements

Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term.
- How early pupils are identified as having SEND.
- Pupils' progress and attainment once they have been identified as having SEND.
- Whether pupils with SEND feel safe, valued, and included in the school community.
- Comments and feedback from pupils and their parents.