



SPECIAL EDUCATION NEEDS DISABILITY POLICY

RATIONALE The aim of Meadows School is to “Brighten lives and build futures” In order to achieve this aim we recognise that an individual’s learning, physical and health needs must be met in order for them to achieve their potential.

INTRODUCTION The SEND Policy has been written in accordance with:

- The Special Educational Needs and Disability Code
- 0 – 25 years code of practice 2015
- The Equality Act (2010)
- The Children and Families Act (2014)

This Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations and applies to England. It relates to children and young people with Special Educational Needs and disabled children and young people. (SEND)

A ‘young person’ in this context is a person over compulsory school age and under 25. This policy details the provision for young people with special educational needs that we provide that is ‘additional to’ or ‘different from’ the provision made for all young people in state education. Our central aim is to reduce the barriers to effective learning for young people with special educational needs and physical disabilities

OBJECTIVES: The objectives of our policy are:

- To ensure the early identification of all young people with special educational needs
- To address identified special educational needs effectively using all the resources available to the company.
- To ensure that all staff within the company are committed to providing effective education for all young people with special educational needs

ensure that the views of the young person with special educational needs are actively sought and taken into account

- To work in partnership with the care staff, managers and social workers of young people with special educational needs and to recognise the vital role they have to play in supporting their young person’s education
- To ensure that young people with special educational needs have full access to a broad, balanced and relevant education, including an appropriate curriculum.

- The management will:
- Oversee the day-to-day operation of the SEND Policy
- Co-ordinate provision for young people with special educational needs
- Liaise with and advise other members of staff
- Oversee the records of all young people with special educational needs
- Liaise with care staff and social workers of young people with special educational needs
- Manage all correspondence relating to special educational needs
- Contribute to the in-service training of staff
- Liaise with external agencies including the educational psychologists, LEA support services and health and social services and voluntary bodies.

Definition of Disability/Special Education Needs (The Equality Act 2010)

Section 6 of the Equality Act 2010 defines **disability** as a ‘**physical or mental impairment which has a substantial and long term adverse effect on someone’s ability to carry out normal day to day activities**’.

Definition of special educational needs

A candidate has ‘special educational needs’ as defined in the SEND code of practice: 0 to 25 years.

Children have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

The Equality Act 2010 definition of disability includes substantial and long-term sensory impairments such as those affecting sight or hearing, mental health difficulties and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN.

ARRANGEMENTS FOR YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS

Young people with special educational needs, who do not have a statement of special educational needs, will be subject to the same arrangements as all other young people. Young people with a statement of special educational needs will always be treated the same as others.

The company’s approach is one of identifying and assessing the individual’s special educational needs and organising flexible provision to address these needs and promote progress and achievement for the young person in all areas of life.

ARRANGEMENTS FOR YOUNG PEOPLE WITH PHYSICAL DISABILITY.

Meadows School recognises its duties towards disabled candidates as defined under the terms of the Equality Act 2010. This includes a duty to explore and provide access to suitable

courses, submit applications for reasonable adjustments and make reasonable adjustments to the service the centre provides to disabled candidates;

The policy of the centre is to ensure that all pupils and staff are able to access teaching and learning and formal assessments and examinations and the full range of activities related to academic progression and success at Meadows School.

The SENCo, fully supported by teaching staff and members of the senior leadership team, will lead on the access arrangements process within his/her centre.

Teaching staff and members of the senior leadership team will support the SENCo in determining and implementing appropriate access arrangements.

The SENCo will work with teaching staff, support staff (such as Learning Support Assistants and Teaching Assistants) and exams office personnel to ensure that approved access arrangements are put in place for internal school tests, mock examinations and examinations.

Where appropriate, the SENCo will also work with specialist advisory teachers and medical professionals.

The SENCo will work with teaching staff to identify the most appropriate published format of modified papers (see pages 76 to 79) which will enable the candidate(s) to access their examinations.

- **In order to comply with the Equality Act 2010 the centre has identified and maintained a room which is located on the ground floor of the building designated as the centre which is wholly accessible to those with a physical disability.**
- **The centre policy is to ensure that reasonable adjustment to the service are requested from the examinations board prior to the examination in order to remove barriers to progression. These include**

Supervised rest breaks

25% extra time

Extra time of up to 50% (between 26% and 50% extra time)

Extra time of over 50%

Computer reader/reader

Read aloud and/or the use of an examination reading pen

Scribe/Speech recognition technology

Word processor

Braille transcript

Prompter

Oral Language Modifier

Live speaker for pre-recorded examination components

Communication Professional (for candidates using Sign Language)

Practical assistant

Alternative site for the conduct of examinations

Modified Papers –

Braille papers **76**

Modified enlarged papers



Coloured/enlarged paper (e.g. A3 unmodified enlarged papers)
Modified Language papers and transcript of Listening test/video
6.7 Non-interactive electronic (PDF) question papers

INFORMATION ABOUT THE COMPANY'S POLICIES FOR THE IDENTIFICATION, ASSESSMENT AND PROVISION FOR ALL YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS.

1. How young people with special educational needs are identified and their needs determined and reviewed.
2. Arrangements for providing access by young people with special educational needs to a balanced and broadly based curriculum.

All young people have access to the full curriculum.
This includes the National Curriculum. We use a variety of teaching and learning approaches to maximise the achievement of all our young people.



Curriculum planning is differentiated and flexible to recognise the individual needs of all young people and to ensure progression for all young people.

As a company we aim to:

- Set suitable learning challenges
- Respond to young people's diverse needs
- Overcome potential barriers to learning and assessment for individuals and groups of young people.

We embrace these principles and apply them in planning, teaching and assessing our curriculum.

HOW YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS ENGAGE IN THE ACTIVITIES TOGETHER WITH YOUNG PEOPLE WHO DO NOT HAVE SPECIAL EDUCATIONAL NEEDS.

All young people with special educational needs have full access to the environment, resources, staff and activities of our company.

Some young people with special educational needs may require some form of 'special provision' to enable them to access some activities.

HOW THE GOVERNANCE MAY EVALUATE THE SUCCESS OF THE EDUCATION, WHICH IS PROVIDED

The school undertakes regular monitoring and evaluation of policy and practice for special educational needs through the following approaches:

- Teaching observation
- Monitoring of teachers' planning and assessment records
- Analysis of assessment outcomes
- Monitoring of special educational needs records including:
 - Individual education plans, PEP reviews, Annual reviews of statements etc.
 - Monitoring of the progress of young people with special educational needs in meeting individual education plan targets.
- Monitoring of parental views about the quality of special educational needs provision.

The information collected through monitoring and evaluation is discussed during meetings with teachers at regular half termly meetings.

We thereby ensure that:

Systems for identifying, assessing and reviewing young people with special educational needs are effective.

Performance indicators include

- Number of complaints from social workers regarding special educational needs provision
- Records of action taken in response to young people's special educational needs are identified in short term curriculum planning and are recorded on IEP's.

4 P.Forth – AHT - Special Educational Needs Lead – June 2016

Evidence through analysis of outcomes that young people with special educational needs make good progress.

THE ROLE PLAYED BY CARE STAFF AND SOCIAL WORKERS OF YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS

The company attaches great importance to working in partnership with care staff and social workers to achieve the very best for all young people. A central objective of our policy is:

- To work in partnership with care staff and social workers of young people with special educational needs and to recognise the vital role they have to play in supporting their young person’s education.

To this end, care staff and social workers are encouraged to meet regularly with teachers and to make an active contribution to identification and planning of action to meet their young people’s special educational needs.

ANY LINKS WITH OTHER PROVISION, INCLUDING SPECIAL PROVISION, AND THE PROVISION MADE FOR THE TRANSITION OF YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS BETWEEN HOMES OR BETWEEN THE COMPANY AND THE NEXT STAGE OF LIFE OR EDUCATION.

The transfer of young people with statements of special educational needs will be discussed with their care staff and social workers at the annual review. Contact will be made where appropriate with the LACES team of the Placing authority including an invitation to attend the young person’s review via the social worker and invitation to visit the young person in the school and discuss their particular strengths and needs.

The company ensures that all records and relevant documentation are passed to the receiving school or placement.

Created by:	Proof read by:	Approval date	Review date
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