



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 (2014)

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.

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
- To 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.

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.

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.
- 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.

SECTION 2.

Useful Contacts

ACE (Advisory Centre for Education)

1c Aberdeen Studios,
22 Highbury Grove,
London N5 2DQ
Telephone: 020 7704 3370 (Admin only).
Fax: 020 7354 9069.

(Monday-Friday 9.30am-5.30pm):

020 7354 8318 or 020 7704 3370

General Advice Line (Monday-Friday 2-5pm):

FREEPHONE 0808 800 5793

enquiries@ace.dialnet.com

Afasic (Association for all Speech Impaired Young People)

2nd Floor

50-52 Great Sutton Street
London EC1V 0DJ
Tel: (administration) 020 7490 9410
Fax: 020 7251 2834
Email: info@afasic.org.uk

The **Afasic** helpline - 0845 3 55 55 77
(local call rate)

CYMRU TEAM

Cardiff Office

Clare Moyle, Director
Jeannette Carr, Administrator

Tel: 029 2046 5854
Fax: 02920 465861
Email: Clareafasic@aol.com
jeannetteafasic@aol.com

Association for Spina Bifida and Hydrocephalus

National office:

42 Park Road
Peterborough
PE1 2UQ
Tel: (01733) 555988
Fax: (01733) 555985
Email : info@asbah.org

Wales

4 Llys y Fedwen
Parc Menai
Bangor
Gwynedd LL57 4BL
Tel: 01248 67 1345
Fax: 01248 67 9141
Email: elini@asbah.org

British Council of Disabled People

national umbrella organisation for groups controlled by disabled people.

Litchurch Plaza
Litchurch Lane
Derby
DE24 8AA
Telephone: 01332 295551
Email: general@bcodp.org.uk
www.bcodp.org.uk

British Institute for Brain Injured Children

Knowle Hall,
Bridgwater,
Somerset,
TA7 8PJ
Tel: 01278 684060 Fax: 01278 685573
www.bibic.org.uk

British Institute of Learning Disabilities

Green Street,
Kidderminster,
Worcestershire,
DY10 1JL,
01562 723010

www.bild.org.uk

CLAPA (Cleft Lip and Palate Association)

First Floor
Green Man Tower
332B Goswell Road
London
EC1V 7LQ

Tel: 020 7833 4883
fax: 020 7833 5999

e-mail: info@clapa.com

National Children's Bureau (Council for Disabled Young People)

8 Wakley Street
London
EC1V 7QE
telephone: 20 7843 6000
fax: +44 (0)20 7278 9512

www.ncb.org.uk

Downs Syndrome Association

Langdon Down Centre
2a Langdon Park
Teddington
TW11 9PS
Tel: 0845 230 0372
Fax: 0845 230 0373
Email: info@downs-syndrome.org.uk

Dyspraxia Manchester
8 West Alley
Hitchin
Hertfordshire SG5 1EG
United Kingdom

www.dyspraxiafoundation.org.uk

KIDS West Midlands (Formally HAPA) Advice on play for Disabled Young
249 Birmingham Road
Wylde Green
Sutton Coldfield
West Midlands B72 1EA
Tel: 0121 355 2707**Fax:** 0121 335 4520 **Email:** enquiries@kids-westmidlands.org.uk

IPSEA

6 Carlow Mews
Woodbridge
Suffolk IP12 1EA
General enquiries: 01394 380518
Advice line: 0800 0184016
Mon to Thu 10--4 and 7--9;
Fri 10--1 and 7--9
During school holidays times are reduced.
Consists of independent experts who give advice to carers/social workers who are uncertain about, or disagree with, the local education authority's interpretation of their young person's special educational needs.

www.ipsea.org.uk

Mencap

123 Golden Lane
London EC1Y 0RT
Telephone: 020 7454 0454
Fax: 020 7696 5540
Email: information@mencap.org.uk

Training and support for families with disabled Young People and associated Professionals

National Association For Special Educational Needs

4 Amber Business Village
Amber Clo,
Tamworth, B77 4RP
Tel: 01827 311500
www.nasen.org.uk

National Autistic Society

The National Autistic Society
393 City Road
London EC1V 1NG

Tel: 020 7833 2299
Fax: 020 7833 9666
Email: nas@nas.org.uk
www.oneworld.org/autism.uk

The National Deaf Children's Society

Address:
44 Stoke Road
Linslade
Leighton Buzzard LU7 7SP

Telephone:
01525 372344
Opening hours:
Freephone Line open Monday to Friday 1-5 p.m.
www.ndcs.org.uk

National Portage Association

Po Box 3075,
Yeovil,
BA21 3FB
Tel: 01935 471641
www.portage.org.uk

The British Dyslexia Association

98 London Road
Reading
RG1 5AU

Tel: 0118 966 2677
Fax: 0118 935 1927
Email: admin@bda-dyslexia.demon.co.uk

Websites

[Do You Have Dyslexia? - www.medranks.com](http://www.medranks.com)
Free resources and links to combat **dyslexia**.

[Dyslexia - www.getbestinfo.com](http://www.getbestinfo.com)
Excellent free info about **Dyslexia** and related treatments & services.

[Dyslexia: Learn to Read - www.hop.com](http://www.hop.com)
Hooked on Phonics - Proven program for children with **dyslexia**

The National Society for Epilepsy
Chesham Lane

Chalfont St Peter
Bucks SL9 0RJ
UKTel: 01494 601300
Helpline: 01494 601400
www.epilepsynse.org.uk

Royal National Institute of the Blind
105 Judd Street
London
WC1H 9NE

Tel: 020 7388 1266
Fax: 020 7388 2034
helpline@rnib.org.uk

Royal National Institution for Deaf People.

RNID Information Line
19-23 Featherstone Street
London EC1Y 8SL.
Tel: 0808 808 0123. Textphone: 0808 808 9000. Fax: 020 7296 8199.
E-mail: informationline@rnid.org.uk

RNID Cymru
Tudor House,
16 Cathedral Road,
Cardiff CF11 9LJ.
Tel: 029 2033 3034. Textphone: 029 2033 3036. Fax: 029 2033 3035.
E-mail: rnidcymru@rnid.org.uk

Scope

6 Market Road,
London N7 9PW, .
Telephone 020 7619 7100.
www.scope.org.uk/

SENSE

National deaf/Blind and Rubella Association

11-13 Clifton Terrace
London
N4 3SR
Tel: 0207 272 7774
E-Mail: enquiries@sense.org.uk
www.sense.org.uk

SECTION 3.

PROCEDURES FOR IDENTIFICATION, ASSESSMENT, PROVISION AND REVIEW

Introduction

All Young People are expected to make progress. However, it should not be assumed that all Young People would progress at the same rate. The rate of progress may vary depending on individual learning styles and ability.

All young people at Meadows Care will have a robust Individual Educational Plan that is reviewed every term by students, The SENCO and their teachers.

Inadequate progress is the trigger for intervention and identifies a need for special educational needs provision.

Adequate Progress

- Closes the attainment gap between the Young Person and their peers
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- Matches or betters the Young Person's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the pupil's behaviour

Inadequate Progress is when a Young Person:

- Shows little or no progress despite receiving differentiated learning opportunities, and also:
- Makes little or no progress even when teaching approaches are targeted particularly in an identified area of weakness
- Shows signs of difficulty in developing literacy or numeracy skills which result in poor attainment in some curriculum areas
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the company
- Has sensory or physical problems, and continues to make little or no progress despite the provision of a differentiated curriculum.

Identification

A Young Person may be identified as giving cause for concern in the following ways:

- Through Education, Health, Social or Psychology Services on entry
- Through a carer's social workers expression of concern
- As a result of an analysis of whole company assessment procedures, e.g. following baseline assessment or tests
- Following concerns regarding ongoing progress and development by the teacher

Or through records provided by a previous School or the placing authority of identification and special educational needs provision. In this situation the company will provide continuity of special educational provision and review the situation at the first review of the Young Person's *individual education plan*.

Following the identification of a cause for concern:

- It will be passed over to senior management who will liaise with the young person's teachers
- If necessary advice will be sought from Rochdale Additional Needs Team (RANS) to decide the most appropriate course of action
- If appropriate tests will be administered to gather further information and results forwarded to the young person's Manager and social worker, Educational Psychologist and LACES team if involved
- Any teaching strategies that test results indicate will help, will become part of normal teaching practice for that young person and will be recorded in their IEP

- Any additional support required from outside agencies will be sought for example a speech and language specialist

ACCESS ARRANGEMENTS

Below is a list of English standardised tests that are used when applying for access arrangements for Qualifications and exams. These tests may also be used to establish a baseline when young people begin education with Meadows, they will be retested periodically to track progression.

- Comprehension : Access reading test (graded word and reading comprehension)
- Spelling : Graded word spelling test (P.E Vernon)
- Speed writing : Individual assessment of handwriting speed (PATOSS)
- Speed reading : Reading assessment Kirklees (accuracy and speed)
- Dyslexia screening test

NOTES ON REVIEWING IEPs

- IEPs are reviewed three times a year, usually at the end of each term.
- The IEPs include core and statement targets
- Progress against each target will be monitored on the IEP and a new target will be set once a current target is met
- IEPs are sent to Social workers once they have been reviewed (3 times per year)

A request for Statutory Assessment

In the case of a Young Person demonstrating significant cause for concern the company may consider requesting a statutory assessment. All LEAs have established criteria for a request for statutory assessment and the identified member of senior management and designated teacher will consider the criteria when considering further action for a Young Person continuing to cause significant concern. Senior management takes lead responsibility for submitting a request for statutory assessment and will work closely with the designated teacher.

Young People with Statements of Special Educational Need

All Young People with statements of special educational needs have an IEP, recorded on an IEP form. The IEP targets will be based upon the long-term objectives set out in sub-section 1 of the Young Person's statement. The IEP will be reviewed six times per year and will be fully considered at the annual review of the statement. The teacher is responsible for completing the IEP form and ensuring that a copy is placed in the Young Person's file and a copy is sent to social workers.

ANNUAL STATEMENT REVIEWS

The LEA provides guidance for provision relating to the Annual Review of statements of special educational needs. The Head teacher takes lead responsibility for organising and preparing for Annual Reviews and will work closely with the Young Person's teachers, Registered Manager and carers.

- Statement reviews are carried out annually by the Head teacher
- Every effort will be made for the young person's designated teacher to attend the statement review
- The designated teacher will take to the review the IEP with information about the progress that has been made against each statement target

Transitional Reviews of Educational Health Care Plans (EHC plans)

All students will have a transitional review of their EHC plans when they reach target Key stages. For Meadows school these are Year 9 and year 11 students.

Year 11 students will receive a transitional review of their EHC plan in the School Autumn term (September to December). These will be carried out in accordance to the SEN code and Local Authority procedures.

Year 9 students will receive a transitional review of their EHC plan in the School Spring term (January to April).

The focus of the transitional EHC reviews will be to enable the student to consider their futures at these important milestones. Year 9 students will consider their Key Stage 4 optional curriculum. Year 11 students will consider their further educational options.

	Name	Date
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