



Building a future for young people

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY & INFORMATION 2021

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1. Introduction

Meadows school is committed to our vision to “Build a Future for our young people” and ensures that we offer an inclusive education offer and allows reasonable adjustments to support the learning and wellbeing of pupils regardless of need. This document sets out how our pupils are supported, nurtured, valued and encouraged while at Meadows school. This policy highlights how the school follows an assess, plan, do and review procedure to support pupils who require an Education and Health Care Plan assessment and/or to review their current Education and Health Care plan.

Our policy aims/intends to:

To ensure pupils with special educational needs and disability (SEND) receive effective provision and intervention, so they make good progress in line with expectations and that they develop independence and confidence in all aspects of learning. This provision will include effective differentiation which allows all pupils to access learning in a safe and secure environment.

- To ensure that carers/Managers/Professionals of pupils with special educational needs and disability are fully informed of their child's progress, support and interventions.
- To ensure a robust process for evaluating the effectiveness of interventions is in place.
- To ensure that children with SEND are involved in discussions about their progress and provision.

2. Categories of SEND

There are four broad areas of special educational need and/or disability;

communication and interaction;
emotional and social difficulties;
sensory and/or physical needs;
cognition and learning difficulties.



Some children may have needs in one or more of these areas. These needs can range from moderate to complex and severe. In order to meet the needs of these children, a range and variety of different types of provision is required. This is set out in the Meadows school SEND Provision Map (see below)

Whole school provision Map

Sensory and Physical Needs

School hub
 Agricultural and Rural Centre
 ACE Training Centre
 Learning outside of the Classroom
 Forrest Schooling
 Disabled access toilet.
 Paths with support rails
 Assistive technology
 Additional Lunchtime provision
 Personalised learning planning and bespoke support.

Special Educational Needs and Disabilities

Quality differentiated teaching
 Trauma Informed approach to learning
 Key teacher
 Referral to Educational Psychologist, therapy department and outside agencies (as required)
 Whole school assessment of progress and development.

Emotional and Social Difficulties

Trauma Informed Approach
 Nurture Programme
 Positive Behaviour plan
 Key Teacher
 Educational Psychologist, therapy support
 Agricultural and Rural Centre
 CIC
 Alternative environments
 Thematic curriculum
 Learning outside the classroom

Communication and Interaction

MP3 players
 Social Stories
 Visual timetable
 Sensory diet
 Educational Psychologist
 Therapeutic intervention
 Animal assisted support
 CAMHS

Cognitive and Learning

School Assessment and Reintegration Programme (SARP)
 Guided Reading
 1:4 teaching
 Literacy and Numeracy Intervention (1:1)
 Wave 3 Interventions
 Therapeutic curriculum
 Agricultural and Rural Centre
 Animal Assisted Intervention
 Thematic curriculum
 Learning outside of the classroom

3.1 The governing body

The governing body will monitor the effectiveness of this policy and hold the headteacher/SENCO to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for the Assessment, Planning, conducting and Reviewing of SEND needs.
- The school is complying the Special educational needs and disability code of practice is adhered to where possible.
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the Assessment, Planning, Conducting and Review of SEND needs.
- To ensure that children with SEND are involved in discussions about their progress and provision.

3.2 The Headteacher and SENCO

The Headteacher/SENCO will ensure that the policy and procedures outlined meets the Statutory requirements in line with the SEND Code 2015.

The SENCO will ensure that:

- The SEN teacher, Educational Psychologist, Therapists, Registered Managers and Teachers work together to ensure that pupils with SEND are assessed on a graduated Plan, Do, Review basis.
- All pupils with SEND receive a personalised educational offer with appropriate support that meets their needs.
- All pupils with SEND have a personalised provision map.
- All pupils who require and EHCP are assessed through Wave 1, Wave 2 process.
- All pupils who have an EHCP are assessed at least annually.

3.3 Teachers

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups. Teachers will plan lessons so that pupils with SEN can study a range of National Curriculum subjects, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers are trained to deliver lessons through a trauma sensitive approach to take into account the impact of traumatic experiences on students and how these affect their educational experiences.

4. Screening Pupils on Arrival at Meadows School.

Pupils who are enrolled at Meadows school have normally had a history of disrupted educational experiences, including poor attendance in their previous schools. Many of the young people have clear indications of having a Special Educational Need but have not been previously assessed. On arrival to the school, pupils are enrolled onto the company School Assessment and Reintegration Program (SARP). This program normally takes six weeks to complete but can, take up to 12 weeks depending on the needs of the young person. During this time, pupils are that provides a structured framework that identifies and addresses the needs of pupils that have been exposed to childhood traumatic events.

The SARP offers a full, thorough assessment and then an academic baseline assessment in numeracy, literacy and science, Cognitive Ability Testing (CAT), Strength and difficulty questionnaire (SDQ) and a Boxall assessment of social, emotional and behavioural needs. Any EHCP's or EHCP applications can be reviewed and escalated as part of this process. The SARP then informs professionals what personalised education plan and teaching methods best suit the needs of the young person and what adaptations are required to ensure they are supported to overcome barriers to learning and fulfil their potential-working within the national curriculum.

WAVE 1

The needs of most children with SEND are met through quality first teaching (QFT). Quality first teaching originates in the then DCSF's guide to personalised learning published in 2008 which summarises its key characteristics as:

- Highly focused lessons designed with sharp objectives.
- High demands of pupil involvement and engagement with their learning.
- High levels of interaction for all pupils.
- Appropriate use of teacher questioning, modelling and explaining.
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk, both individually and in groups.
- An expectation that pupils will accept responsibility for their own learning and work independently. Regular use of encouragement and authentic praise to engage and motivate pupils.

This is often seen as wave 1 or the first wave of intervention.

WAVE 2

Some children require additional support and intervention to help break down barriers to learning. This might include:

- Subject specific intervention and catch-up sessions.
- Literacy intervention including; guided reading, Lexia, accelerated reader and toe-by-toe.
- Group interventions.
- Mentoring.
- Pastoral support.
- Additional support from a Learning and Progress Assistant.
- Modified curriculum.

- Support through the Agricultural and Rural Centre, including Animal Assisted Intervention
- Personalised classroom strategies.
- Referral to therapeutic support.
- Exam concessions.
- Social stories.
- Sensory adjustments.

This represents wave 2 intervention or special educational needs support. Some children having received wave 2 intervention make sufficient progress to move back to wave 1, whilst others will continue to need some support at wave 2.

For some pupils, where progress is significantly below peers, where there is a complexity of needs and where these needs have been apparent for some time, an Education and Health Care Plan (EHCP) may be required.

Those children who hit the criteria of complexity of need and have had wave 2 interventions, without significant success, will be considered for an EHCP. The process of obtaining an EHCP is managed by the Local Authority. Schools, health professionals, parents/carers and the young person themselves, can all apply to the Local Authority who will decide if a pupil should be assessed for a statutory, Education, and Health Care Plan.

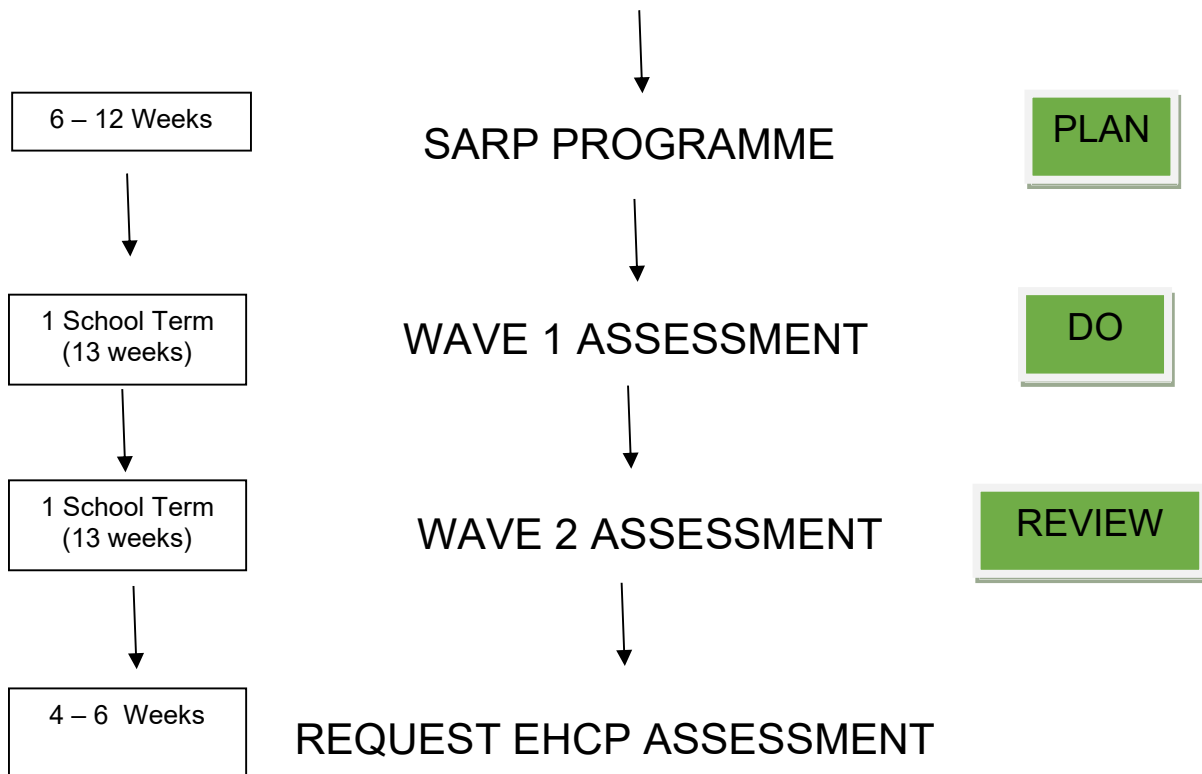
The school would prefer to work together with parents / carers and the young person in order to apply for statutory assessment as this has proved to be the most successful route in the past

Typical Timeline

Graduated Response to Assessment for Educational and Healthcare Plan (EHCP)

First day on role at school

(Normally seven days from admission to Care home)



Meadows school have experienced that by conducting our Assessments using this graduated response, assists in ensuring a higher success rate in achieving the Educational and Healthcare Plan.

5. Pupils who have an EHCP

Children with Statements or EHCP are at the third wave of intervention (wave 3) and will be given extra support to help them achieve their long term goals. The new EHCP stays in place until the young person reaches the age of 25. This ensures that support remains in place for some of our most vulnerable children well into adult life. The support for those children who have an EHCP will include many of the interventions outlined at wave 2, but the level of support should be enhanced and very specific.

WAVE 3

Children at wave 3 intervention currently have an Individual Education Plan. children will have an Individual Provision Map (IPM). The IPM sets out the interventions to be used with the young person, who is responsible for this and how long the intervention will be in place for. This is reviewed periodically, depending upon progress and need, and sets out strategies to be used by people working with the child to address the child's needs. The EHCP is reviewed annually, the child's progress is discussed and appropriate amendments are made. All parties involved with the child's EHCP will be invited to contribute to the review meeting including the young person themselves.