Special Educational Needs/Disability (SEND) and Inclusion Policy

Equalities Statement

In our Trust we work to ensure that there is equality of opportunity for all members of our community who hold a range of protected characteristics as defined by the Equality Act 2010, as well as having regard to other factors which have the potential to cause inequality, such as socio-economic factors. For further information, please see our Equalities Policy.

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06/10/26	Updated version number and dates. Updated SEND governor.

Special Educational Needs/Disability (SEND) and Inclusion Policy

All our teachers are responsible for the progress, attainment and well-being of all children, including those with SEND and disabilities.

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Head of school: *Ethan Roberts*
SENDCO: *Jenny Trueman*
Chair of Governors: *Alan Barham*
SEND Governor/s: *Robert Lloyd*
Designated Safeguarding Lead*: Rebecca Clements*
Designated Teacher for looked after children*: Jenny Trueman*

Legislation

This policy is written in line with the requirements of:-

Children and Families Act 2014
SEND Code of Practice 2015
Special Educational Needs and Disability Regulations 2014
Equality Act 2010
Data Protection Act 2018
Schools Admissions Code, DfE 2014

This policy should be read in conjunction with the following school policies

- *Trust SEND principles*
- *Behaviour policy*
- *Equalities policy and objectives*
- *Accessibility plan*
- *Anti-bullying policy*

These can be found on the school's website or available upon request:
https://www.meophamschool.org.uk/page/?title=Policies+and+Guidance&pid=47

Introduction

This policy sets out our approach to supporting *children/young people* with special educational needs and disabilities (SEND). For more information about how we support children with SEND please also see our *SEND information report* that is updated annually and can be found on our school website: https://www.meophamschool.org.uk/page/?title=Policies+and+Guidance&pid=47

There is information about the support that the Local Authority and other services provide in the Kent Local Offer for SEND.
https://www.kent.gov.uk/education-and-children/special-educational-needs

The policy is divided into 16 sections:

1. Leadership and management of SEND
2. The kinds of special educational needs that are provided for in our school
3. Identification and assessment of SEND

4. Working in partnership with parents/carers
5. Involving *children/young people*
6. Assessing and reviewing outcomes
7. Transition
8. The approach to teaching children with SEND
9. Curriculum and learning environment
10. Training and continuing professional development (CPD) for staff
11. Evaluating the effectiveness and impact of SEND provision
12. Inclusion
13. Emotional and social development and well-being
14. Involving specialists
15. Funding for SEND
16. Data protection

1. Leadership and Management of SEND

The SENDCo

Our SENDCo has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual students with SEND, including those who have EHC plans. Our SENDCo provides professional guidance to colleagues and will work closely with staff, parents and other agencies. Our SENDCo is aware of the provision in the Local Offer and works with professionals providing a support role to families to ensure that our students with SEND receive appropriate support and high quality teaching. (SEND Code of Practice (COP): 6.88, 6.89)

Our SENDCo is Jenny Trueman who achieved the National Award in Special Educational Needs Co-ordination in June 2021 and is an experienced SENDCO. She is also the Lead Teacher for The Windmill, which is our Specialist Resource Provision (SRP) and achieved a Postgraduate Certificate in Special Education: Autism (Children) in October 2019.

The SRP Lead is Nicola Richardson, who runs the operational aspects of The Windmill. She is also the Assistant SENDCo.

The Governors

Our Governing Body fulfils its statutory duty towards children with SEND in accordance with the guidance set out in the SEND Code of Practice. In particular, the governing body, ensures:

- arrangements are in place in school to support students with medical conditions (COP 3.66)
- SEND information report is published annually (COP 6.79)
- there is a qualified teacher designated as a SENDCo for the school. (COP 6.84)

In addition, our governing body works with the SENDCo and head of school in determining the strategic development of SEND policy and provision, including establishing a clear picture of the resources available in the school.

The governing body also ensures that the school meets its responsibilities under the Equality Act 2010 with regard to admissions, reasonable adjustments and access arrangements and publishes information about this that includes specific and measurable objectives. (COP 6.87, 6.97, 6.90, 3.8, 1.27, 1.28, xix,xxi)

2. The Kinds of Special Educational Needs That Are Provided For In Our School

The areas of need that are described in the SEND Code of Practice are:

- **Communication and interaction** – this includes children/young people with speech language and communication needs (SLCN) and those with an Autism Spectrum Condition (ASC).
- **Cognition and learning** – this includes children with moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). This also includes children/young people with specific learning difficulties (SpLD) such as dyslexia, dyscalculia, and dyspraxia.
- **Social, emotional and mental health difficulties** – social, emotional and mental health difficulties may manifest themselves in many ways including becoming withdrawn or isolated, as well displaying challenging, disruptive or disturbing behaviour. Other children/young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- **Sensory and/or physical needs -** this includes children/young people with visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) and physical disability (PD). (COP 6.28-6.35)

Children with any of these needs can be included in our school community.

3. <u>Identification and Assessment of SEND</u>

A student has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to students of the same age.

We will assess each student's current skills and level of attainment on entry to the school. We will make regular assessments of progress for all students. These will seek to identify students making less than expected progress given their age and individual circumstances.

This is progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

The first response to less than expected progress will always be high quality teaching targeted at the student's area of weakness.

In identifying a child as needing SEND support, the class teacher, working with the SENDCo, will carry out a clear analysis of the student's needs including the individual's development in comparison to their peers and national data.

Slow progress and low attainment do not necessarily mean that a child has SEND. Equally, attainment in line with chronological age does not necessarily mean that there is no learning difficulty or disability. (COP 6.15, 6.17, 6.23, 6.45)

Difficulties related solely to limitations in English as an additional language are not SEND. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEND. (COP 6.21, 6.24)

We are alert to emerging difficulties and respond early. For some children, SEND can be identified at an early age. However, for other children difficulties become evident only as they develop. (COP 6.20)

We recognise that parents/carers know their children best and listen and understand when parents/carers express concerns about their child's development. We also listen and address any concerns raised by children/young people themselves. (COP 6.20)

Where it is decided to provide a student with SEND support the decision will be recorded in school records and we will formally notify parents. We are required to make data on the levels and types of SEND within the school available to the Local Authority. This data collected through the School Census, is also required to produce the national SEND information report. (COP 6.43, 6.48, 6.73, 6.83)

SEND support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes.

In Kent, a school SEND personalised plan is used when, despite the appropriate targeted support, a child/young person continues to make little or no progress or to work at levels considerably below those of their peers. Many of these children are likely to be receiving support from other agencies.

Where, despite taking relevant and purposeful action to identify, assess and meet the SEND needs of the child, the child/young person has not made expected progress, consideration will be given to requesting an Education, Health and Care assessment. This request can be made by the school or by parents/carers. (COP 6.63)

In considering whether an EHC needs assessment is necessary, the Local Authority will consider the evidence of the action already being taken by the school to meet the child's SEND needs. An EHC needs assessment will not always lead to an EHC plan. (COP 6.63)

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child/young person, to secure improved outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. The EHC plan also specifies the arrangements for setting shorter-term targets at school level. (COP 9.2)

4. Working in Partnership with Parents

We are committed to working in partnership with parents and carers. We will:

- Have regard to the views, wishes and feelings of parents/carers.
- Provide parents/carers with the information and support necessary to enable full participation in decision making.
- Support parents/carers in order to facilitate the development of their child to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.
- Meet with the parents/carers of children at least three times each year.
- Provide an annual report for parents/carers on their child's progress.

If there are any disagreements with parents about SEND support for their child, we will work with them to try to resolve these. If parents have a complaint, they can use the school's complaints procedure. Details about this are available from the school office or on the school website. (COP 1.1, 6.64, 6.65. 11.71)

https://www.swale.at/attachments/download.asp?file=161&type=pdf

5. Involving *Children/Young People*

We are committed to involving children with SEND in decisions about their learning. We will:

- Have regard to the views, wishes and feelings of children.
- Provide children with the information and support necessary to enable full participation in decision making.
- Support children to support their development and help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood. (COP 1.1)

6. Assessing and Reviewing Outcomes

We record evidence of student progress, with a focus on outcomes and a rigorous approach to the monitoring and evaluation of any SEND support provided. We record details of additional or different provision made under SEND support. This forms part of regular discussions with parents/carers about the child's progress, expected outcomes from the support and planned next steps. (COP 6.72, 6.73)

SEND support takes the form of a four-part cycle: assess, plan, do and review. Decisions and actions are revisited, refined, and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes. This is known as the graduated approach. (COP 6.44)

Clear dates for reviewing progress are agreed and the parent/carer, student and teaching staff will be clear about how they will help the student reach the expected outcomes. The effectiveness of the support and interventions and their impact on the student's progress will be reviewed in line with the agreed date. (COP 6.43, 6.53)

Reviewing an EHC plan

EHC plans are used to actively monitor children's progress towards their outcomes and longer-term aspirations. They must be reviewed as a minimum every 12-months. Reviews will be undertaken in partnership with the child/young person and their parents/carers, and will take account of their views, wishes and feelings. The review will focus on the child/young person's progress towards achieving the outcomes specified in the EHC plan. The review will also consider whether these outcomes and supporting targets remain appropriate. Parents/carers, a school representative, and other relevant, external professionals, will be invited to the review meeting.

Before the meeting we will:

- give notice to all parties at least two weeks before the meeting and seek advice and information about the child.
- send out any advice or information gathered to all those invited at least two weeks before the meeting.

We will prepare and send out a report of the meeting to everyone invited within two weeks of the meeting. (COP 9.166, 9.168, 9.176, 6.56)

Where a child is looked after by the Local Authority, we will endeavour to synchronise EHC plan reviews with social care reviews. (COP 10.20)

7. Transition

The great majority of children with SEND or disabilities, with the right support, can find work, be supported to live independently, and participate in their community. We encourage these

ambitions right from the start. Our SEND support includes planning and preparation for the transitions between phases of education, key stages, year groups and preparation for adult life. We will agree with parents and students the information to be shared as part of this process. We support children so that they are included in social groups and develop friendships**.** This is particularly important when children are transferring from one phase of education to another. (COP 6.57, 8.7, 8.8)

If a child has an EHC plan, this will be reviewed and amended in sufficient time prior to moving between key phases of education. The review and any amendments must be completed by 15 February in the calendar year of the transfer. (COP 9.179)

We ensure that students from Year 8 until Year 13 are provided with independent careers guidance. For students with EHC plans, reviews from Year 9 will include a focus on preparing for adulthood and we will cooperate with the Local Authority to support the development of a post -16 study programme tailored to their needs. (COP 6.13, 8.26, 9.184)

8. The Approach To Teaching Children with SEND

We set high expectations for all students whatever their prior attainment. We use assessment to set targets which are deliberately ambitious. We deliver high quality teaching that is differentiated and personalised and meets the individual needs of the majority of children. Some children/young people need educational provision that is additional to or different from this and we use our best endeavours to ensure that such provision is made for those who need it. (COP 1.24, 6.12)

9. Curriculum and Learning Environment

All students have access to a broad and balanced curriculum. In the details of the curriculum provided in each year, we include details of how the curriculum is adapted or made accessible for students with SEND. Lessons are planned to address potential areas of difficulty and to remove barriers to student achievement. We do what is necessary to enable children to develop, learn, participate, and achieve the best possible outcomes irrespective of whether that is through reasonable adjustments for a disabled child or special educational provision for a child with SEND. (COP 6.12, 6.82, 1.34)

10. Training and Continuing Professional Development (CPD) for Staff

We regularly and carefully review the quality of teaching for all students, including those at risk of underachievement. This includes: identifying particular patterns of need in the school, reviewing, and where necessary improving teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEND most frequently encountered. (COP 6.37, 6.77)

Where interventions are required, we ensure staff have sufficient skills and knowledge to deliver the intervention effectively. (COP 6.50). The quality of teaching for students with SEND, and the progress made by students, is a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff. (COP 6.4)

11. Evaluating the Effectiveness and Impact of SEND Provision

We maintain an overview of the programmes and interventions used with different groups of students to provide a basis for monitoring their effectiveness and impact. We use information systems to monitor the progress and development of all students. This helps us to develop the use of interventions that are effective and to remove those that are less so. (COP 6.74, 6.76, 6.77)

We will publish an annual SEND information report on the school website. (COP 6.79)

https://www.meophamschool.org.uk/page/?title=Policies+and+Guidance&pid=47

12. Inclusion

We are committed to eliminating discrimination, promoting equality of opportunity, and fostering good relationships. Students with SEND engage in the activities of the school together with those who do not have SEND and are encouraged to participate fully in the life of the school and in any wider community activity. (COP xix, 8.8)

13. Emotional and Social Development and Well-Being

We support the emotional, mental and social development of children with SEND and disabilities by providing extra pastoral support arrangements for listening to their views and implementing measures to prevent bullying. (COP 4.32) We make provision for students' spiritual, moral, social and cultural development.

14. Involving Specialists

We will always involve a specialist where a child makes little or no progress over a sustained period or where they continue to work at levels substantially below those of students at a similar age despite evidence-based SEND support delivered by appropriately trained staff. Parents are always involved in any decision to involve specialists. We may involve specialists at any point to advise on early identification of SEND and effective support and interventions. (COP 6.59)

We work with parents/carers and agencies to consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions to support the child's progress. Together, we agree on the needs of the child, responsibilities and the outcomes to be achieved through the support, including a date by which it is reviewed. Records of involvement of specialists are kept and shared with parents and teaching staff. (COP 6.59, 6.62, 3.7, 3.25)

Where a child is looked after by the Local Authority, we will work closely with other relevant professionals involved in the child's life as a consequence of being looked after. (COP 10.7) We work closely with the Local Authority and other providers to agree on the range of local services and clear arrangements for making appropriate requests. Some services may be commissioned directly. (COP 6.61, 3.13)

Meopham School works closely with the Community of Schools structure with KCC. We are part of the LMN Care Community.

15. Funding for SEND

We have an amount identified within our overall school budget, called the notional SEND budget. This is not a ring-fenced amount. We provide high quality appropriate support from the whole of our school budget including any resources targeted at particular groups such as the student premium. (COP 6.96, 6.97)

The Local Authority provides additional top-up funding where the cost of the special educational provision required to meet the needs of an individual student exceeds the nationally prescribed threshold. (COP 6.99) The school will apply for this directly and is called high needs funding.

In some circumstances, parents/carers may request a Personal Budget. A Personal Budget is an amount of money identified by the Local Authority to deliver provision set out in an EHC plan where the parent/carer or young person is involved in securing that provision. (COP 9.95,9.98)

16. Data Protection

Education Health Care plans (EHC plans) will be kept securely on a secure server so that unauthorised persons do not have access to it. EHC plans will not be disclosed without the consent of the child's parents/carers, except for specified purposes or in the interests of the child. (COP 9.211)

See our Data Protection policy for more information.

https://www.swale.at/attachments/download.asp?file=25&type=pdf

If you have any questions about this policy, please contact the SENDCo or head of school as detailed above.

This policy sets out our approach to supporting children with special educational needs and disabilities (SEND). For more information about how we support children with SEND please also see our SEND information report that you can find on our website.

This policy was developed by: Jenny Trueman