

LONG MEADOW SCHOOL

SEN POLICY



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At Long Meadow School we strive to ensure individual pupil's needs are clearly identified and specific strategies, support and resources are put into place to support learning at all levels. Quality first teaching with instant interventions are used to correct misconceptions and enhance learning on a daily basis. Teachers provide differentiated learning opportunities for all the children within our school and provide materials appropriate to children's interests and abilities. This ensures that all children have full access to our school's curriculum. This is a curriculum which supports and develops a child to be a creative, agile and resilient learner regardless of their individual needs and where the school and staff endeavour to support and develop children's emotional, social and academic needs to the highest standards possible.

Pupils are taught in an environment where they receive equal respect and in which their individuality is valued. It is the responsibility of all teachers to help each and every pupil reach their own potential through supported and differentiated teaching across the curriculum. We believe that parents and carers play a vital role in supporting their child's education and we therefore aim to foster positive relationships between school staff, parents and carers during their time at Long Meadow School.

Learning Support Assistants (LSA) are deployed effectively in all classes to work with pupils, either in small groups or on a one-to-one basis, depending on needs. If a more specific support programme is required, interventions are planned with the teacher, Inclusion LSA and SENDCO. The progress within this intervention is closely monitored and reviewed half-termly in order to ensure pupil's learning is on track. At times, more specialised support programmes are required and Long Meadow work closely with a range of professionals/outside agencies to support a variety of needs. These include Educational Psychologists, Community Paediatricians, Speech Therapists, Physiotherapists, Occupational Therapists, Sensory Impairment Team, and the SEND Team at Milton Keynes (Specialist Teachers – such as, learning difficulties, attachment and ASD).

The school adheres to the SEND Code of Practice. Pupils on the SEND register, those with an Education Health Care Plan or High Needs Funding are supported closely within school to allow them to develop academically, emotionally and socially.

Milton Keynes Local Offer:

<https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/send-local-offer>

To view our most recent SEND Report, please see our Special Educational Needs Information Report

If you require any further information, please contact our SENDCO Mrs Tracy Sanders, via the school office on **01908 508678** or via the following email address:

inclusion@longmeadow.milton-keynes.sch.uk

Inclusion Statement

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the children within the school and provide provision/scaffolds appropriate to children's interests and abilities. This ensures that all children have full access to the school curriculum.
- Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to diminish the difference in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work, scaffolds and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between underachievement – often caused by a poor early experience of learning - and special educational needs.

- Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to identify this quickly and ensure that appropriate interventions / provision is put in place to help these pupils catch up.

Other pupils will have special educational needs and this may lead to lower-attainment (though not necessarily to underachievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and make progress in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved schools budget.

1. Aims

The aims of our inclusion policy and practice in this school are:

- To provide curriculum access for all
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To carefully map provision for all vulnerable learners
- To ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To “promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others”. (National Curriculum, 2014).

2. Legislation and guidance

This policy and information report 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 SEN and disabilities
- [Part 3 of the Children and Families Act 2014](#), which set out schools’ responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCo) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for 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 the majority of the 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 in mainstream schools

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 by mainstream schools.

4. Roles and responsibilities

4.1 The SENCo

The SENCo is Mrs. Tracy Sanders, who is employed on a 0.6 FTE basis.

The SENCo will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the coordination of specific provision made to support individual pupils with SEN, including those who have an EHC plan

- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Liaise with Early Years settings and previous providers of education to ensure that children transition smoothly into Long meadow School with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor (Mr. Iain Blazey)

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCo to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENCo and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any Learning Support Assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review pupil's progress and development and decide on any changes to provision
- Ensure they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional to and/or different provision for a range of needs, including:

- **Communication and Interaction**, for example, autistic spectrum disorder, speech and language difficulties
- **Cognition and Learning**, where children have academic attainments which are **significantly** below those of their peers due to a slower rate of learning. They may have difficulty acquiring and

applying basic literacy, numeracy and language skills or have a specific learning difficulty, such as; Dyslexia, Dyspraxia, Dyscalculia

- **Social, Emotional and Mental Health** difficulties, for example, attention deficit hyperactivity disorder (ADHD), anxiety, Emotional Based School Avoidance (EBSA)
- **Sensory and/or physical needs**, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

5.2 Identifying pupils with SEN and assessing their needs

At Long Meadow we assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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

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

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

When deciding whether special educational provision is required, 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 from or additional to" is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- Parents' views and concerns are taken into account
- Everyone understands the agreed outcomes sought for the child

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

We will formally notify parents when it is decided that a pupil will receive SEN support and be added to Long Meadow's SEN Register.

5.4 Assessing and reviewing pupils' progress towards outcomes

We follow the graduated approach and the four-part cycle of **assess, plan, do, review (APDR)**.

The class or subject teacher will work with the SENCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Where relevant, Standardised Assessments administered by the SENCO
- The individual's development in comparison to their peers and national data at termly Pupil Progress Meetings

- The views and experience of parents (Tell It Once)
- The pupil's own views (Pupil Voice)
- Advice from external support services, if relevant
- Attendance records

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and the impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share school records and information with the school or other setting the pupil is moving to. All children transitioning from Year 6 to Year 7 will have a formal induction day at their new setting.

Children transitioning between year groups and Key Stages within Long Meadow will have a formal transition day as well opportunities to visit their new classroom and teacher on an informal basis, such as story time swaps.

Some children will require additional transition days which are arranged on a needs basis between Long Meadow and the new school.

Some children will need a transition booklet that they can record information (words/pictures/photos) of their new school and new teacher/s to help them settle in, when moving from year group, Key Stage or school.

5.6 Our approach to teaching pupils with SEN

In line with the SEN Code of Practice (2015), Teachers are responsible and accountable for the progress and development of all the pupils in their class.

Quality First Teaching is our first step (Universal Provision) in responding to all pupils including those who have SEN. The teacher will provide differentiated learning and scaffolds for individual pupils.

Long Meadow also provides the following interventions:

- Sensory Circuits
- Toe By Toe
- Precision Teaching
- Time To Talk
- Pre and Post teaching
- Small group Maths
- Small group Phonics
- Lego Therapy
- Numicon
- Reading Between the Lines – Inference
- Fine-Motor – Write From The Start
- Language for Thinking
- Sound Awareness
- ChatterWay

- Dyslexia Gold
- Colourful Semantics
- Alpha to Omega

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Adapt the curriculum to ensure all can access the learning opportunities provided at Long Meadow
- Adapting our resources providing scaffolding
- Provide recommended aids, such as laptops, coloured overlays, visual timetables, larger font, wobble cushions, focus equipment (fiddle toys)
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, targeted questioning

5.8 Additional support for learning

We have Learning Support Assistants who are trained to deliver interventions such as Sound Awareness, Lego Therapy etc.

Learning Support Assistants will support pupils on a 1:1 basis when a child has significant needs, where the provision provided is **additional to and different from** those received by their peers.

Learning Support Assistants will support pupils in small groups when a need has been identified for several children. For example, additional phonics to support word reading.

We work with the following agencies to provide support for pupils with SEN: Educational Psychologists, Community Paediatricians, Speech Therapists, Physiotherapists, Occupational Therapists, Sensory Impairment Team, and the Inclusion and Intervention Team (Specialist Teachers).

5.9 Expertise and training of staff

Our SENCo has 9 years' experience in this role. She has gained a wealth of experience over her 20+ year teaching career working in several different schools, key stages and has the experience of working in 6 local authorities.

The SENCO is employed on a part-time basis (0.6 FTE). This equates to 3 days a week to manage SEN provision.

Long meadow has a team of approximately 25 Learning Support Assistants, including High Level Teaching Assistants (HLTAs), who are trained to deliver SEN provision. They also provide additional support for disadvantaged children.

5.10 Securing equipment and facilities

Long Meadow liaise with external agencies to obtain support and secure equipment to aid the learning of children with additional needs. For example, the Sensory Impairment and ICT team for assistive devices such as an iPad/laptop, communication aids or the Occupational Therapist Service for adapted equipment, such as chairs, mobility aids.

5.11 Evaluating the effectiveness of SEN provision

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

- Reviewing pupils' individual progress towards their goals each term

- Reviewing the impact of interventions after six weeks following the APDR cycle
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Using SEND Support Plans (SSP)
- Holding termly Provision Map Meetings with the teacher and SENCO
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

- All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.
- All pupils are encouraged to go on all of our residential trip(s) in years 2-6.
- All pupils are encouraged to take part in sports day/school plays/special workshops.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.
- Arrangements for the admission of disabled pupils is aided by multiple visits to the school and working alongside all professionals who work with the children.
- Our facilities are all on one level and can be accessed by all children regardless of disability. Our school's accessibility plan can be found on the school website.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of extra-curricular clubs to promote teamwork/building friendships
- We have a daily Nurture Lunch Club that takes place in The Nest and is facilitated by the school's Learning Mentor/ Pastoral Support.
- We provide safe/calm spaces for learning on a needs basis
- We provide access to the Learning Mentor/ Pastoral Support for pupils and parents/carers.
- We provide 'drop-in' well-being checks from the Learning Mentor/Pastoral Support, SENCo and SLT
- Class teachers provide opportunities for reflection time in various forms, including the use of 'Worry boxes'

5.14 Working with other agencies

Long Meadow has formed good relationships with the Local Authority and are able to access the support services they provide via the Local Offer:

<https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/SEND>

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their child/children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

Please see Milton Keynes Local Offer for services provided by the local authority:

<https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/SEND>

5.17 Contact details for raising concerns

In the first instance parents are encouraged to speak to their child's class teacher highlighting their concerns. They can arrange a meeting with their child's class teacher via the school office 01908 508678.

If the concern is not resolved or further consultation is needed the class teacher will share any information and concerns with the SENCo. The SENCo can then arrange a further meeting and can be contacted via the school office 01908 508678 or via email

inclusion@longmeadow.milton-keynes.sch.uk

5.18 The local authority local offer

Our local authority's local offer is published here:

<https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/send-local-offer>

6. Monitoring arrangements

This policy and information report will be reviewed by SENCO **every year**. It will also be updated if any changes to the information are made during the year. It will then be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions