



Maplefields Academy

SEND POLICY

Accountability: Trustee Committee: Quality of Education Revised Date: February 2025 Ratified Date: 4 th February 2025 Review Date: February 2026	Ratified by: Quality of Education Committee Name: Su Bernard Signed: <i>Su Bernard</i> Date: 4 th February 2025 Chair of Trustees: Howard Reid
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This policy will be reviewed and updated annually.

Introduction

This policy is constructed in line with the requirements set out in Part 3 of the Pupils and Families Bill (2014) and associated regulations the policy is fully compliant with the Draft Special Educational Needs (SEND) Code of Practice: for 0 to 25 years (April 2014).

Part 1: Basic information about the school’s SEND provision

Maplefields School identifies pupils as having Special Educational Needs if they meet the definition as set out in the Special Educational Needs (SEND) Code of Practice (DFE, July 2014)

This defines SEND as;

- xi. A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- xii. A child of compulsory school age or a young person who has a learning difficulty or disability if he or she:
 - has a significantly greater difficulty in learning than the majority of others of the same age, or
 - has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions
- xvi. Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

The school provides special educational provision for pupils who require

“Special educational provision, that is provision different from or additional to that normally available to pupils of the same age.”

The school provides for pupils whose special educational needs fall into the area of: **Social, emotional and mental health difficulties.**

SEND Funding

Pupils who have an Education Health & Care Plan will have an agreed package of support from the Local Authority through the Personal Budget arrangements.

Guiding principles

- At Maplefields School we believe that all of our pupils, regardless of gender, ethnicity, ability, disability or sexuality are entitled to a high quality education that will maximise their life chances.

All pupils are entitled to an education that enables them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

Objectives of the school's SEND policy

- We will ensure that all pupils will have their needs met through a rigorous programme of identification, assessment, planning and support. To achieve this;
- The views of the pupil will be sought and taken into account
- Our parents/carers have a vital role to play in supporting their pupil's education
- Our pupils will be offered full access to a broad, balanced and relevant education, including an appropriate curriculum
- The school will manage its resources to ensure all pupils' needs are met
- A pupil's additional special educational needs will be identified early
- Provision and progress for our pupils will be monitored and reviewed regularly
- The school will involve outside agencies when appropriate
- Education, Health & Care Plans will be reviewed regularly in line with regulations
- Appropriate training will be provided for those involved in the implementation of the policy

How the policy will contribute to meeting the objectives

The effectiveness and appropriateness of the policy will be continuously monitored by the Special Educational Needs Coordinator (SENCO) in conjunction with the Governing Body. The use of resources, identification, programme planning, effectiveness and quality of individual planning, pupil progress, pupil participation, parents/carers as partners, statutory reviews, referrals for further statutory assessment, the identification of training needs and the use made of support services will be monitored and evaluated regularly.

In addition, the school will annually undertake a self-evaluation of the effectiveness of its policy in order to both update the policy and to plan further improvements and development.

The arrangements made for coordinating the provision of education for pupils at Maplefields School.

The school's provision for pupils with SEND will be coordinated by H Field, Deputy Head for Behaviour and Attitudes and Trish Patel, the SENCO for the school.

The SENCO has an important role to play with the head teacher and governing body, in determining the strategic development of SEND policy and provision in the school. At Maplefields school the SENCO is part of the school leadership team.

The SENCO has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils.

The SENCO provides professional guidance to colleagues and works closely with staff, parents/carers, and other agencies. The SENCO is aware of the provision in the Local Offer and is able to work with professionals providing a support role to the family to ensure that pupils with SEND receive appropriate support and high- quality teaching.

The key responsibilities of the SENCO are:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision to meet SEMH and additional needs
- liaising with the relevant Designated Teacher for looked after pupils
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents/carers of pupils
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned
- working with the Head teacher, Deputy Head teacher and school trustees to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date

In addition to the SENCO, there is a specialist team of people who support the work of the SENCO.

Northamptonshire County Council, Educational psychology Service: Rebecca Judge and Simone Ridgeway Bent

Child and Adolescent Mental Health Service Northamptonshire Healthcare Foundation Trust

Community Paediatric Team

Sleep Solutions

EHCP Team

Carla Johnstone from the Extended Team

Mental Health Support Team

Dr Dan Mulligan- Counselling Psychologist

Gideon Malitskie- Music Therapist

Mental Health Support Team

In house Mental Health First Aiders

Part 2: Information about the school's policies for the identification, assessment and provision for all pupils with special educational needs

SEND Funding

All pupils have an Education Health & Care Plan/Statement and will have an agreed package of support from the Local Authority.

How pupils with special educational needs are identified and their needs determined and reviewed.

All teachers are responsible and accountable for the progress and development of all the pupils in their class, even where pupils access support from teaching assistants or specialist staff. Where a pupil is not making adequate progress, teachers, teaching assistants the SENCO and parents/carers will collaborate on problem-solving, planning support and teaching strategies for individual pupils.

High quality teaching, differentiated for individual pupils is the first step in our school's response to pupils.

Action by class/subject teacher (supported by the SENCO).

Class/subject teachers will be expected to undertake the following actions:

- Use existing information as a starting point (blue pupil file, IBLP's and One Page Profile)
- Use baseline assessment to identify what the pupil knows, understands and can do including SEMH assessments.
- Ensure ongoing observation/assessment provides feedback so assessment forms basis of next steps in particular for annual reviews
- Differentiation to match planning for individual needs
- Use of appropriate programmes of study and curriculum arrangements, effective behaviour management to promote the inclusive, core nurturing values and ethos of Maplefields
- With SENCO support take responsibility for planning and overseeing further interventions or arrangements to support the pupil's learning
- Support pupils to express their views within the planning and review process.
- Involve parents/carers through regular weekly contact

Arrangements will be monitored to identify those pupils not making sufficient progress with this level of support at which point the class teacher/subject teacher with the support of the SENCO will identify additional support to meet individual pupil needs. This may include further specialist assessment and advice on different strategies, additional support, personalised learning plans and provision.

The Graduated Response at Maplefields School

This will be led by the class/form tutor in partnership with the SENCO.

It will commence once it has been demonstrated that high quality teaching and learning arrangements as part of classroom planning, support and interventions are not enabling the pupil to make good enough progress, and where assessment data indicates this is because additional special educational needs are providing a barrier to learning.

Consideration of whether further additional special educational provision is required should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents/carers.

The outcomes considered should include those needed to make successful transitions between phases of education and to prepare for adult life.

In consultation with the pupil and parents/carers a plan will be drawn to achieve the agreed outcomes through support and intervention arrangements. The Graduated Response plan will ensure that;

- External agencies will be contacted and will see existing records and carry out their own assessments
- SENCO/teacher/ will consider a range of approaches/materials including ICT/digital technology
- Plans for the use of support will relate to a clear set of expected outcomes, which should include stretching and relevant academic and developmental targets (including for older pupils, and young people, targets around preparing for and transition to adulthood).

Education Health and Care Plans (EHCP)

All our pupils are referred by local Authorities where their needs are identified as SEMH.

Once a pupil has an EHCP/Statement naming Maplefields School, the Head teacher and SENCO of the school will ensure that those teaching or working with the pupil are aware of their needs and have arrangements in place to meet them. The school will ensure that teachers monitor and review the pupil's progress during the course of a year. Formal reviews of the EHC plan will take place at least annually.

The annual review meeting

This meeting will usually be led by the SENCO and supported by the class teacher with good knowledge and understanding of the pupil and is aware of their needs and attainment. It will provide an opportunity for the parent/carer to share their concerns, acknowledge progress made and, together with the teacher and SENCO, agree their aspirations for the child.

These discussions will be enabled to allow sufficient time to explore the parents'/carers' and pupil's views to plan effectively.

If a pupil's SEND change, the local authority will be informed and will arrange to hold a review as soon as possible to ensure that provision specified in the EHCP is appropriate.

Access to the National Curriculum.

At Maplefields School we expect our teachers to set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment. Teachers will use appropriate assessment to set targets which are deliberately ambitious. Lessons are planned to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that our pupils with SEND will be able to study the full national curriculum. Potential areas of difficulty will be identified and addressed.

At Maplefields School we make every effort to make adaptations to curriculum, teaching and the learning environment to meet the needs of individual pupils, and where appropriate as part of the planning for the pupil we provide access to assistive technology.

Preparing for adulthood (transition)

At Maplefields School we help our pupils with SEND to start planning for their future adult life as early as possible, and by Year 9 at the latest. Our aim is to support our pupils to go on to achieve the best possible outcomes in employment, independent living and participating in society. This could include, for example:

- Including preparation for adulthood in the planning meetings with pupils and parents/carers at an early stage (and particularly from Year 9)
- Ensuring that career advice, visits to local colleges and information provides up to date high aspirations and a wide range of options for pupils with SEND.
- Helping pupils and parents/carers understand and explore how the support they receive in school will change as they move into different settings, and what support they are likely to need to achieve their ambitions.

We have specific duties to prepare young people with EHC Plans for the transition to adulthood, as set out in Chapter 7 of the Draft SEND Code of Practice. The review of an EHC Plan in Year 9 builds on previous reviews and existing plans. It will allow time for the commissioning of any necessary provision and support to take place. Planning will build on action that has already been agreed with the pupil and will inform decisions about the next stage of education - specifically choices about what GCSEs or other relevant qualifications the child will be studying, the range of post-16 options which may be available and the longer term outcomes that the child wants to achieve in their adult life.

How the governing body will evaluate the success of the education which is provided at the school to pupils with special educational needs.

The governing body /proprietors of academy schools must publish information on their websites about the implementation of the governing body’s or the proprietor’s policy for pupils with SEND. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014

WEBSITE SUMMARY – INFORMATION MUST INCLUDE
<ol style="list-style-type: none">1. How the school meets a range of SENDs2. How the school identifies and assesses SEND3. The name and contact details of the SENCO (mainstream schools)4. How the school works with parents/carers5. The curriculum offer for SEND pupils and how the school differentiates6. An example of the school’s provision map for supporting the needs of pupils with SEND7. The school’s approaches to teaching and learning for pupils with SEND

8. Links to relevant policies – SEND, Single Equality Scheme (disability, discrimination & equality) Accessibility, Medical (including responsibility for individual Health Care Plans for pupils with Medical conditions)
9. Arrangements for engaging with pupils and parents/carers
10. Arrangements for preparing for transition
11. Expertise and training of staff
12. Engaging with the wider curriculum, for example sports or arts provision
13. Pastoral care for pupils with emotional and social SENDs
14. Arrangements for pupils with SEND who are Looked After Children
15. Links with external agencies
16. Who to talk to re SEND
17. How to make complaints
18. How the school contributes to the LAs local offer
 - a. Web link to the LA Local Offer for accessibility to parents/carers
 - b. How parents/carers and young people can request an assessment for an EHC plan
 - c. Arrangements for travel to and from schools, post-16 institutions and early years providers

As stated in Section 1 the school will continuously monitor and evaluate the working of the SEND policy gathering information on the following aspects;

- The level of support pupils received and the amount of progress they make
- The 'value-added' data of pupil progress
- The success of resources
- The impact of training and new approaches to meeting needs
- The identification of training needs
- The impact and outcomes of the review process
- The development of pupil participation
- Relationships with parents/carers
- The impact of the statutory process on pupil progress

- The success of involvement of outside agencies

Arrangements made by the governing body relating to the treatment of complaints from parents/carers of pupils with special educational needs concerning the provision made at the school.

Any complaints from parents/carers of pupils with special education needs concerning the provision made at the school should be made through the school's procedures as set out on the school's website and in the prospectus.

Part 3 : Information about the school's staffing policies and partnership with bodies beyond the school

Arrangements for Professional Development for all staff, including SEND staff and learning support assistants, in relation to special educational needs

The professional development of all teaching staff involved in meeting the needs of pupils is ongoing and continuous. A wide range of training opportunities is provided which includes;

- Skill sharing and the demonstration of teaching techniques and strategies organised within the school
- Professional development sessions and one-off sessions on relevant subjects provided by SEND specialists
- Attendance at courses offered by external providers, accredited and non-accredited, as part of the school's Performance Management process
- Other courses which are relevant to the work being undertaken. This can be generated by staff interest or can be undertaken at the request of the SENCO.

The role played by the parents/carers of pupils with special educational needs.

All parents and carers of pupils with special educational needs at Maplefields School are considered to be our partners. They will be supported so as to be able and empowered to:

- recognise and fulfil their responsibilities as parents/carers and play an active and valued role in their pupil's education
- have knowledge of their pupil's entitlement within the SEND framework
- make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision-making processes about special educational provision.

To make communications effective, staff at Maplefields School will:

- acknowledge and draw on parental/carer knowledge and expertise in relation to their child
- focus on the pupil's strengths as well as areas of additional need
- recognise the personal and emotional investment of parents/carers and be aware of their feelings
- ensure that parents/carers understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings

- respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
- respect the differing needs parents/carers themselves may have, such as a disability, or communication and linguistic barriers
- recognise the need for flexibility in the timing and structure of meetings

Pupils

The pupil's views will always be ascertained, but this may not be through direct discussion with the pupil. Pupils will be enabled/ encouraged to participate in all decision-making processes in education, including the setting of learning targets and contributing to personal plans, contributions to the assessment of their needs, reviews and transition meetings. They need to be part of the process, to know that they are listened to and that their views are valued

Any links with other schools, including special school, and the provision made for the transition of pupils with special educational needs between schools or between the school and the next stage of life or education.

Liaison with regard to the successful transition of pupils is undertaken with receiving and sending schools and colleges prior to transfer. Contact is coordinated by the SENCO.

Links with child health services, social services and educational welfare services and any voluntary organisations which work on behalf of pupils with special educational needs.

The school in contact with the following services and organisations:
(Contact is coordinated by the SENCO)

Health and Social Care
Child and Adolescent Mental Health Service
Community Paediatricians
Education Entitlement Team
MST
Youth Offending Service
Virtual School
Specialist Support Service
IASS
Timely Advice
Connexions

Linked Policies Equalities and Accessibility Medical Teaching and Learning Learning outside the classroom

Information

The SEN & D CoP sets out what schools **MUST** and should publish and report and the report dated July 2014 SEN & D Code of Practice is now statutory.

Para 6.2 prepare a report on the implementation of their SEND policy and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time

6.3 School leaders should regularly review how expertise and resources used to address SEND can be used to build the quality of whole-school provision as part of their approach to school improvement.

6.6 The arrangements for identifying and assessing pupils as having SEND should be agreed and set out as part of the Local Offer. A school should publish its arrangements as part of the information it makes available on SEND (see the Special Educational Needs and Disability Regulations 2014).

6.8 Schools must co-operate with the local authority in reviewing the provision that is available locally (Chapter 3) and in developing the Local Offer (Chapter 4). Schools should also collaborate with other local education providers to explore how different needs can be met most effectively. They must have due regard to general duties to promote disability equality.

6.79 The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEND. The information published **must** be updated annually and any changes to the information occurring during the year **must** be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014 and **must** include information about:

- The kinds of special educational needs that are provided for
- Policies for identifying children and young people with SEND and assessing their needs, including the name and contact details of the SENCO (mainstream schools)
- Arrangements for consulting parents/carers of children with SEND and involving them in their child's education
- Arrangements for consulting young people with SEND and involving them in their education
- arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents/carers and young people as part of this assessment and review
- Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society
- The approach to teaching children and young people with SEND
- How adaptations are made to the curriculum and the learning environment of children and young people with SEND

- The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured
- evaluating the effectiveness of the provision made for children and young people with SEND

6.80 The above should include arrangements for supporting children and young people who are looked after by the local authority and have SEND.

6.81 Schools should ensure that the information is easily accessible by young people and parents/carers and is set out in clear, straightforward language. It should include information on the school's SEND policy, named contacts within the school for situations where young people or parents/carers have concerns, and arrangements for handling complaints from parents/carers of children with SEND about the provision made at the school. It should also give details of the school's contribution to the Local Offer, including information on where the local authority's Local Offer is published.

6.82 In setting out details of the broad and balanced curriculum provided in each year, schools should include details of how the curriculum is adapted or made accessible for pupils with SEND.

How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND.

- Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying
- how the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families