



## MAIDENHILL SCHOOL

### SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND) POLICY

**MANAGEMENT RESPONSIBILITY:**  
Deputy Headteacher (Student Welfare and Guidance)

**RATIFIED:** 16<sup>th</sup> of July 2024

**AUTHORISED SIGNATORY:** \_\_\_\_\_  
Eric Dawson, Chair of Governors

**REVIEW DUE:** July 2025  
**Policy Allocation:** Link SEND Governor

This policy should be read in conjunction with the:

- Safeguarding Policy
- Curriculum Policy
- Learning and Teaching Policy
- Equality and Diversity Policy
- Supporting students with Medical Needs Policy
- Exams Policy
- Calming/Quiet Room Policy

#### GUIDING PRINCIPLES

1.

In understanding the term Special Educational Needs the school works within the description set out in the 2015 SEND Code of Practice:

‘A child or young person has SEND if they have a learning difficulty or disability which calls for a special educational provision to be made for him or her’

‘A child of compulsory school age or a young person 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions’.

Children and Young People may require special educational provision to be made for them arising from difficulties in the four broad areas of need described in the SEND Code of Practice:

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- sensory and/or physical needs

2. "Special educational provision" means: educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area.

3. Maidenhill is committed to offering an inclusive curriculum to ensure the best possible progress for all students whatever their needs or abilities. It values the contribution that every student can make and welcomes diversity arising from culture, religion, intellect or disability. The school seeks to raise aspirations and attainment, remove barriers to learning and increase physical and curricular access for all. Every student is valued, respected and an equal member of the learning community. As such, provision for students with special educational needs & disabilities (SEND) is a responsibility of the whole school community. The Governing Body (GB), Head Teacher, SENDCO, and all other members of staff have important responsibilities and roles to play.

4. Maidenhill acknowledges fully its responsibility to admit students with already identified SEND.

## **RATIONALE**

5. It is estimated that at any one time a significant number of children have identified SEND but students may experience difficulties in school at any stage. All students should receive the most appropriate and effective provision for their particular needs to ensure that they are able to take up their full curriculum entitlement and enjoy school life to the full.

## **AIMS**

6. The aims of this policy are to:

- identify students with SEND;
- enable students with SEND to have high aspirations and maximise their achievements;
- ensure that all students with SEND have access to a broad, balanced and relevant curriculum in line with the National Curriculum wherever appropriate;
- ensure that all students with SEND have access to high quality teaching;
- recognise that there is a continuum of need, which may be temporary or long-term; mild, moderate or severe; and to classify students' needs accordingly and in line with the Gloucestershire LA guidance
- ensure that students with SEND have the opportunity to participate in all the activities Maidenhill has to offer wherever possible;
- support students who have SEND by using a variety of appropriate strategies. These may include: in-class support, supported self-study, small group teaching, withdrawal

from lessons and/or subjects and the provision of consultative advice or guidance to departments, individual teachers and parents;

- ensure effective communication exists between the school and parents/carers of children with SEND via a variety of methods;
- promote effective partnerships and involve specialist outside agencies when appropriate;
- ensure that all teachers take responsibility for the progress of all students in their classes and that resources are allocated appropriately;
- ensure that SEND students develop the ability to express their views and become fully involved in decisions which affect their education.

## **ADMISSION ARRANGEMENTS**

7. Maidenhill's admission policy is in line with LA policy, whereby access is available to all students within the school's capacity and its ability to fulfill need. In the case of a student with an Education, Health and Care Plan (EHCP), the LA has a responsibility to name the school the student should attend.

## **IDENTIFICATION, ASSESSMENT AND PROVISION**

8. The process of identifying students with SEND begins as part of the primary transfer procedure. The SENDCO, with the teacher responsible for Y6/Y7 transition oversee staff visits to primary schools to make effective transition arrangements. Admissions information including standardised scores, teacher assessments, annual reviews and other sources of information are used to inform provision.

9. Once students join Maidenhill, identification and assessment to inform provision continues with:

- standardised reading comprehension tests at the start of Year 7, along with Cognitive Ability Tests (CATs). Additional testing is undertaken if required;
- monitoring of progress by the Head of Year, Subject Leaders and SENDCO (or appropriate member of SEND staff) as part of whole school student tracking procedures to identify underachievement;
- ongoing classroom assessment by teachers and Learning Support Assistants/key workers.

10. In addition to these measures, all parental concerns are considered by the SENDCO and where appropriate, advice is sought from external agencies (these may include LA advisory Service).

11. If a student is not making the expected progress as identified from a range of evidence, appropriate intervention will be implemented. Where appropriate, this may lead to such students being placed on the school SEND register. If a student is making expected or better progress then the student's SEND status may be amended or withdrawn.

## **ACCESS TO THE CURRICULUM**

12. Maidenhill supports each student's entitlement to access to the National Curriculum depending on individual needs. Disapplication from subjects is only considered on an individual basis and with SLT approval.

## **SUPPORTING STUDENTS WITH SEND**

13. All teachers at Maidenhill are responsible for students with SEND in their classrooms. The provision for such students requires the support of the whole school community. Besides creating a learning environment which is encouraging and sensitive to individual needs, the school sees education as more than academic performance. It is also about fostering qualities of independence, self-advocacy, positive self-esteem and respect for others.

14. Supporting SEND students, who in total have a wide range of needs, requires a flexible use of support strategies. At Maidenhill, support may be offered in a variety of forms. These may include:

- in-class support: additional adult supporting a class or individual;
- specialist withdrawal sessions: e.g. literacy and numeracy, social, mental and emotional health skills, speech and language development, communication and interaction
- anger management: training for those identified through the Behaviour for Learning system.
- physical support: which is targeted at students with specific movement needs;
- Individual and/or group intervention;
- exams: access arrangements are implemented for identified students for examinations in line with exam board regulations and under JCQ guidance.

## **COMPLAINTS PROCEDURE**

15. The school's complaints procedure is set out on the school website. Each student's tutor and Community Leader will work closely with parents at all stages in his/her education and should be the first point of contact in case of any concerns. Specific SEND concerns should be discussed with the SENDCO. Parents of students with SEND whose concerns cannot be resolved by the usual school procedures can request independent disagreement resolution. Maidenhill will make further information about this process available on request.

## **RELATED REFERENCES**

Disability Discrimination Act (2010) and the Equality Act (2010).

Code of Practice (0-25 EHCP) – Special Educational Needs and Disability code of practice: 0-25 years

MS Disability Act and Disability Equality Scheme (DEAP).

## **REVIEW**

This policy and its operation will be reviewed by governors on an annual basis.