



# Soaring High Montessori School

## SEND POLICY

### Policy Introduction:

This policy is written in line with the new Children and Families Act (2014), the 2014 draft Code of Practice for Special Educational Needs and the Disability Discrimination Act 2010 (DDA). From September 2014, children with special educational needs will be referred to using a graduated approach, on a 'range' of 1,2,3,4,5,6 & 7 and School Action and School Action plus will no longer exist. Our schools 'local offer' is identified on the school website. This outlines the support provided by school for pupils within the SEND range 1-3. Provision for statemented pupils in the range 4-7 is detailed within individualised SEND statements.

As a Montessori school we aim to develop in every child the knowledge, concepts, skills and attitudes that will enable them to reach their full potential. We give high priority to the quality of care and we nurture attitudes of mutual respect and responsibility within the school community as reflected in the Every Child Matters agenda and place the Safeguarding of Children in all its forms at the heart of our work (see Safeguarding Policy).

In addition, this SEND policy is written and reviewed in light of the Equality Act introduced in April 2011 to ensure the school is fulfilling its statutory duty with respect to discriminations (direct and indirect), harassment and victimisation are challenged to ensure equality.

### Policy Aims:

- to create an environment that meets the individual educational needs of each child enabling them to reach their full potential;
- to enable all children to have full access to all elements of the school curriculum discovering and developing their gifts;
- to ensure that the special educational needs of children are identified early, assessed regularly and provided for effectively;
- to include all partners in the support process, especially parents, having common expectations and approaches being adopted that result in measurable pupil outcomes;
- to identify roles and responsibilities of staff in providing for pupils special educational needs - implementing innovative & effective intervention that maximises pupil impact.

### Early Identification:

Special Education Needs which can be manifested in the following different ways:

- Difficulties acquiring and using new knowledge, concepts and skills;
- Specific Learning Difficulties (e.g. Dyslexia);
- Extremely low levels of Self Discipline or Self-Esteem;
- Difficulties with Emotional or Social Behaviours;
- Physical Disabilities;
- Sensory Impairments;
- Speech, Language and Communication Difficulties.

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SEN and disability is defined as a child having significantly greater difficulty in learning in one or more areas that the majority of children of the same age. SEN may not always be educational. We believe, absolutely, in the development of the whole person, emotionally, spiritually, socially, behavioural, physically and educationally. While all of these areas are equally important, we do recognise that needs may occur in any one or more areas.

The National Curriculum is the main benchmark for assessing children's progress and for planning to meet their academic needs. Children may have special educational needs either throughout, or at any time during, their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the nature and extent of the difficulty experienced by the child and the priorities outlined in their Educational Health Care Plan.

### **INCLUSION STATEMENT:**

Inclusion is achieved through the: **implementation of appropriate curricular provision by the school management** tailored to **individualised needs of pupils** using **imaginative approaches by teachers**.

#### **The implementation of appropriate curricular provision by school management:**

- School management is committed to early effective identification of SEND needs;
- School management is committed to ensuring the regular, effective involvement and support of parents partnering with the school by adopting agreed approaches and actions that are reviewed, monitored and evaluated for impact on a regular basis;
- School management is committed to providing expertise and resources required to maximise the inclusion of SEND pupils and effective provision;
- School management is committed to regularly reviewing and improving intervention programmes ensuring effective and innovative interventions are implemented that impact SEND pupils;
- School management is committed to financing the role and responsibilities of a SEND manager responsible for the effective implementation, review and effectiveness of inclusion procedures.

#### **The individualised needs of pupils:**

- Pupils have individual educational and behavioural needs and aspirations;
- Pupils require different strategies for learning;
- Pupils acquire, assimilate and communicate information at different rates;
- Pupils require a range of different teaching approaches and experiences;
- Pupils need to experience success, enjoy peer friendships in order to learn.
- Pupils possess different learning styles and require certain styles to succeed.

#### **The imaginative approaches of teachers in response to children's needs:**

- Teachers use both formal and informal assessments to identify and plan for children's needs;
- Teachers provide a range of tailored support and intervention for SEND pupils as timetabled;
- Teachers plan specifically for SEND pupils using appropriate senses and learning strategies;
- Teachers plan for SEND pupils' full participation in learning, including physical or practical activities;
- Teachers use creative strategies to help SEND pupils manage their behaviour and to take part in learning effectively and safely;

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- Teachers help SEND pupils to manage their emotions, particularly trauma or stress, and to take part in learning using tailored individualised approaches that focus on success, praise and encouragement – ‘what the child can do rather than what they can’t do.
- Teachers communicate, develop and promote a positive image, identity and incidents for SEND pupils to experience daily.

## **SEND ROLES AND RESPONSIBILITIES**

### **The role of the SENDCO:**

- To manage the day-to-day operation of the policy;
- To analyse and evaluate school data and identify **early** (EYFS) any pupils requiring to be placed on the SEND register and to be responsible for the SEND register;
- To support and advise colleagues ensuring continuity and consistency of provision;
- To maintain the school’s SEN register ensuring early identification and inclusion of borderline pupils;
- To manage the Individual Education Plans completed by the class teachers for SEND pupils ensuring regular reviews with parents and monitoring the measurable effectiveness of such plans;
- To innovate and initiate effective school-based provision (SEND range 1-3) ensuring the school intervention timetable is implemented early in September and the provision is monitored and evaluated termly for effectiveness and impact on pupil outcomes reporting to the SLT.
- To complete documentation required by outside agencies and the Local Authority (SEND range 4-7) and acts as a link with external agencies and other support agencies.
- To advise the SLT and with regards to Provision Mapping of support and the allocation of SEND funding by creating a comprehensive provision map and being accountable for its effective delivery;

### **The role of the class teacher:**

- The class teacher is responsible to report borderline pupils or pupils with concerns to the SENDCO to be considered for EHCPs.
- The class teacher is to work closely with the SENDCO and parents to plan an appropriate programme of intervention and support.
- The class teacher is to meet with parents of SEND pupils at the beginning of every term to communicate the EHCP and enlist parent’s active support and partnership.
- The class teacher is to assess and monitor the children’s progress in line with agreed EHCPs and document an evaluation of implementation;
- The class teacher is responsible to attend the formal review of a child’s progress (organised by the SENDCO) and provide evidence of the impact of the support provided on a termly basis (or more regularly where needs are complex).
- The class teacher is to ensure all children have access to a broad and balanced curriculum, which is differentiated to enable children to both understand the relevance and purpose of learning activities. Children are supported in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, children are not withdrawn from the classroom situation in order that they engage in their full curriculum.
- The class teacher is to ensure planning incorporates provision for SEND pupils in detail.
- The class teacher is responsible for writing Individual Education Plans, which employ a small-steps approach, feature significantly in the provision made in the school. By breaking down the existing levels of attainment into finely graded steps and targets, ensuring that pupils experience success.

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- The class teacher is to ensure the EHCP's are reviewed each term and pupil's and parents' views are sought and recorded, the provision updated and discussed, achievement (in whatever form it appears) celebrated, as well as looking at the child as a whole and ensuring they have opportunity to contribute to the wider community, to enjoy school and to stay healthy and safe.
- The class teacher is to ensure the daily implementation of the full intervention timetable for their class

**The role of the Principal:**

- The Principal is to hold the SENDCO to account ensuring all pupils requiring SEND provision receive it and borderline pupils receive other intervention.
- The Principal is to ensure the SENDCO can demonstrate value for money and the provision mapping is effective and measurably impacting pupil achievement.
- The Principal is to ensure the SENDCO evaluates the full implementation of the SEND policy effectively and sufficient resources are allocated to achieve success.