

SPECIAL EDUCATIONAL NEEDS POLICY

The Governing Body has adopted
The Meridian School
Special Educational Needs Policy.

Date adopted by the Governing Body: April 2014

Chair of Governors:
Paul Bolton, Vice-Chair

Date of Review: April 2016

Meridian School provides a broad and balanced curriculum for all students. However, some students may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. At Meridian we aim to provide all students with strategies for dealing with their needs in a supportive environment. Teachers take account of these needs and make provision to support individuals or groups of students and thus enable them to participate effectively in all school activities.

This policy ensures that curriculum planning for students with special educational needs (SEN) takes account of the type and extent of any difficulties experienced by individual students. The Special Educational Needs Disabilities Co-ordinator (SENDCo) will ensure that parents/carers are notified of any decision for SEN provision made for their child.

All students with special educational needs and disabilities (SEND) will be admitted to the school in line with the school's agreed Admissions Policy.

Transition Arrangements

Prior to students entering school, regular liaison meetings take place so that provision for students can be set up. Strategies used by the middle school will be shared. Parents/carers are often involved in these meetings, as it helps ensure a successful transition.

When students are transferring to Meridian School, meetings are held with the SENDCo's and Meridian's transition co-ordinator to pass on any relevant information. The SENDCo will also attend Year 8 Annual Reviews in the Spring term. It is also an opportunity for parents/carers to begin to get to know the SENDCo at Meridian.

Educational inclusion and access to the curriculum

All students are entitled to receive Quality First Teaching and access a differentiated curriculum, so they can:

- understand the relevance and purpose of learning activities,
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

In order to provide this, teachers understand that students have different educational and behavioural needs and aspirations, require different strategies for learning, acquire and communicate information at different rates, and need a range of different teaching approaches and experiences. They use a range of strategies to meet students' needs to inform the next stage of planning. Lessons have clear learning objectives, are appropriately differentiated, and teacher and student assessment inform the next stages of learning. (Quality First Teaching).

Through Assertive Mentoring individual targets are set, which enable a small steps approach to learning, a significant feature of the provision made by the school.

Occasionally we may ask the students to join a small group,(Wave 2) or individual programme to provide additional support (Wave 3).

In some cases professionals from support services, usually from the LA or Health services, may be involved in supporting the students in order for them to be able to access the full curriculum.

Supporting SEND students:

AIMS

- to create an environment that meets the special educational needs of each student
- to celebrate diversity and further develop inclusive practices
- to ensure that the special educational needs of students are identified quickly and suitable strategies are implemented
- to review strategies / interventions regularly
- to make clear the importance of working in partnership with parents and other professionals in the process
- to ensure that the views and wishes of the students are taken into account, where appropriate
- to enable all students to have full access to all school activities, including the curriculum
- to ensure that students with SEND have opportunities to receive information, to express an opinion, and have that opinion taken into account in any SEND matters affecting them
- to ensure that the responsibility held by all staff and governors for SEND is implemented and maintained and appropriate training put in place.

Identification of Special Educational Needs And Disabilities

Referral to the SENDCo can come from several sources:

- a subject teacher's request
- student self-request
- parental request
- DHA or GP request
- following information from previous school (e.g. middle school)
- following testing of Year 9 students on entry.

Early identification, assessment and provision for any student with SEND is important for the following reasons:

- It can minimise the difficulties that can be encountered when intervention and provision occur
- It can maximise the likely positive response of the student
- It can allow for a temporary learning difficulty to be overcome and for future learning to be unaffected
- External agencies may be brought in earlier and with more success.

Review of Special Educational Needs and Disabilities (SEND)

The review of provision for students who have SEND is on-going as their needs change. The classification of need subsequently changes accordingly.

Our SEND register is updated annually through a formal review process within the school. There is a formal annual review meeting for students with a statement of special educational need or disability (further meetings take place if necessary).

For those students with other SEND categories of SA (School Action) and SA+ (School Action Plus), reviews are held as needs change. Those students who receive external agency input will be classified as SA+ and discussions surrounding the process of moving a student from SA to SA+ would normally involve parents / carers. If the external agency work comes to an end or is no longer required, the SA+ category will revert to SA at the next review.

Role of the Special Educational Needs Co-ordinator

At Meridian School, the SENDCo will be responsible for SEND students by:

- acting as a link with parents, alongside the class teacher, tutor or Senior Tutor
- managing the responses to and co-ordinating the provision for SEND needs.
- mapping provision and deploying support staff,
- monitoring the quality and effectiveness of provision,
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of school assessment information, e.g. class-based assessments/records, CATS and the school's assessment data
- supporting and advising colleagues,
- transition arrangements from middle-school into upper school and into higher education for children with SEND,
- maintaining the SEND register and records
- adhering to processes as required by the Department for Education (DFE) and Local Authority (LA),
- managing the day to day operation of this policy,
- reporting to the governing body.
- managing learning support staff and teachers working within the department

Role of Learning support staff/teaching assistants

- to be fully aware of this policy and the procedures for identifying, assessing and making provision for students with SEND
- to use the school's procedures for giving feedback to teachers about students' responses to tasks and strategies.
- to support students with SEND in the most appropriate way in consultation with SENDCo.

Role of the governing body

- To appoint a governor with responsibility for SEND (Paul Bolton)
- to ensure the necessary provision is made for any student with SEND
- to ensure all staff are aware of the need to identify and provide for students with SEND
- to ensure students with SEND join in school activities alongside other students, as far as is reasonably practical and compatible with their needs and the efficient education of other students.
- to ensure they have regard to the requirements of the SEN Code of Practice (2001)
- to ensure parents are notified if the school decides to make special educational provision for their child
- to ensure they are fully informed about SEND issues, so that they can play a major part in school self-review
- to ensure they set up appropriate staffing and funding arrangements, and oversee the school's work for students with SEND
- to ensure the quality of SEND provision is regularly monitored
- to ensure SEND provision is an integral part of the school development plan
- to ensure they, and the school as a whole, are involved in the development and monitoring of this policy.

Role of the Headteacher

- to ensure the management of all aspects of the school's work, including provision for students with SEND
- to keeping the governing body informed about SEND issues
- to working closely with the SEND personnel within the school
- to ensure that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.

Role of parents/carers

Meridian believes that a close working relationship with parents is vital in order to ensure: Early and accurate identification and assessment of SEN leading to the correct intervention and provision.

Continuing social and academic progress of students with SEN.

Personal and academic targets are set and met effectively.

The School welcomes feedback from parents; they are kept up to date with their child's progress through termly assessments and meetings as required.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual student's needs.

If an assessment or referral indicates that a student has additional learning needs the parents and the student will always be consulted with regards to future provision. Parents are invited to attend any meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The School's SEN Governor (Mr P Bolton) may be contacted at any time in relation to SEN matters.

Participation of students

At Meridian School:

- students are aware of their subject targets
- students are involved in setting and reviewing their targets with their Assertive Mentor.
- students with statements are invited to their annual review meeting with parents'/carers' consent.

Allocation of resources

Part of the funding for students with statements of special educational need comes from the Local Education Authority and Meridian School supplements this to ensure that the student receives his / her full entitlement as outlined by the statement. All funding is dedicated to supporting the particular student for whom it is intended in the most effective way to ensure that the student makes best progress. Further allocation of funding is also provided by Meridian School to enhance provision for a greater number of students.

Monitoring and evaluation of the SEND policy

The SENDCo monitors the progress of and provision for children identified as having SEND, and this is regularly reported back to Governors. The SENDCo is involved in supporting teachers to set targets for students, draw up individual plans and liaises regularly with the named governor for SEND and with support services.

The SENDCo is Zoe Smith

The Governor with responsibility for Special Educational Disability Needs is Paul Bolton.