

# Special Educational Needs and Disability (SEND)

At Maharishi School, we aim to support **all** children to enable them to achieve their potential. In order to do this, we strive to provide an inclusive education by delivering quality-first teaching across our primary and secondary phases. We recognise that for some children with Special Educational Needs and/or Disabilities, there may be occasions where additional support is needed.

The Special Needs Co-ordinator (SENDCo) is: Lisa Walters (secondary phase deputy head) and the SENDCo assistant is Laura Gaskell (primary phase deputy head). The SEND link governor is: Claire Latham.

If you have any questions or concerns, please do not hesitate to contact us. Contact details are at the bottom of this document.

## **Roles & Responsibilities of the SENDCO**

Our SENDCo is responsible for the operation of the SEND Policy and co-ordination of SEND specific provision in place to support individual pupils with Special Educational Needs and Disabilities. Our SENDCo assistant is responsible for liaising with the lead SENDCo with a particular focus on the primary phase.

The SEND Policy and Information Report can be found on our school website or can be accessed from here: [SEND Policy and Information Report](#)

## **Children and Families Act 2014**

The new Code of Practice for SEND children and young people aged 0-25 is outlined in this Act and came into force in September 2014. The Government has listened to what parents say their experience of SEND services is like and have put in place a number of things to bring about improvements. One of these is the 'Local Offer'.

## **What is the SEND Local Offer?**

- Local Authorities must publish a 'Local Offer' setting out the provision they expect to be available across education, health and social care for children and young people who have SEND. All schools must publish information on their websites about their policies for pupils with SEND. The questions below have been devised in consultation with parents/carers and other agencies, to reflect the concerns and interests of parents of children with SEND.

## **1. How does Maharishi School know if children need extra help?**

We know that pupils need extra help when:

- concerns are raised by parents/carers, teachers or the pupil.
- less than expected progress is identified or key developmental milestones are not achieved.
- there is a change in the pupil's behaviour or progress.

## **2. What should I do if I think my child may have special educational needs?**

- Your primary phase child's class teacher is the initial point of contact for parental concerns. If you are still concerned, please make an appointment to speak to Laura Gaskell, assistant SENDCo based at the primary site.
- If your child is in the secondary phase, Lisa Walters, the SENDCo based at the secondary site, is the first point of contact.

## **3. How will I know how Maharishi School supports my child?**

- All pupils at Maharishi School are taught within small classes and, consequently, receive a more personalised education. There is regular TA support in primary phase classes: 100% in reception class, approximately 80% in year 1 and approximately 70% in years 2-6. At the secondary phase, there is regular access to TA support in maths, English and science lessons, with the support increasing as pupils progress towards GCSE.
- Each pupil's education journey is planned by the class teacher (primary) or subject teacher (secondary). This will be adapted and scaffolded accordingly to suit pupils' individual needs. This may include additional support by the teacher or teaching assistant in class or may mean adapted resources or outcomes.
- If a pupil has needs related to more specific areas of their education, such as an area of maths or English, the pupil will be placed in a small focus group. This will be led by the teacher or teaching assistant. These intervention, pre-teaching or focus sessions will occur as and when required. Interventions will be reviewed regularly to assess their effectiveness and to inform future planning.
- If you have any queries related to the interventions, please do not hesitate to contact the class teacher, the assistant SENDCo or the lead SENDCo.
- Pupil Progress Meetings take place each term. This is a meeting where the class teacher, a member of the SENDCo team and the headteacher discuss the progress of all pupils. This shared discussion informs future planning to support all pupils appropriately.
- Occasionally a pupil may need additional support from an outside agency such as Children and Adolescent Mental Health Service (CAMHS) or Speech and Language Therapy (SALT), etc. A referral will be made, with your consent, and forwarded to the most appropriate agency. After a series of

assessments, appropriate recommendations are made and these will be discussed with parents/carers.

#### **4. How will the curriculum be matched to my child's needs?**

- When a pupil has been identified with special needs, their work will be adapted, where required, by the class teacher to enable them to access the curriculum more easily.
- The class teacher together with the SENDCo, or SENDCo assistant, will develop a SEND Support Plan which will include the focus targets for that pupil. These will be shared with parents/carers.
- TAs may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs.
- If it is appropriate, specialist equipment may be used to support individual pupils e.g. writing slopes, wobble cushions, coloured paper, pen/pencils grips or easy to use scissors.

#### **5. How will I know how my child is doing?**

Good quality communication with parents is a priority at Maharishi School and regular contact with parents/carers will take place as and when appropriate.

- You will be able to communicate directly with your primary phase child's class teacher via Class Dojo.
- If you wish to speak in more detail to the primary phase class teacher or SENDCo, please contact the school office to make an appointment: 01695 729912 or [parents@maharishischool.com](mailto:parents@maharishischool.com)
- If your child is in the secondary phase, you should contact Lisa Walters, lead SENDCo using the same contact details above.
- You will be able to discuss your child's progress with their teacher/s: there is a primary phase Parents' Evenings in October which all parents are invited to attend and a separate meeting at the end of the spring term. Secondary phase Parents' Evenings take place in December and at the end of the spring term.

#### **6. How will you help me to support my child's learning?**

- Your primary phase child's class teacher may suggest ways that you can support your child.
- Your secondary child's subject teachers or the lead SENDCo may suggest ways that you can support your child.
- The SENDCo or SENDCo assistant may meet with you to discuss how to support your child with suggested strategies to use if there are difficulties with a child's behaviour/emotional needs.

- If outside agencies have been involved, suggestions are normally provided that can be used at home.

## **7. What support will there be for my child's overall well-being?**

- Consciousness-based Education is central to our school's ethos and we strive for each pupil to reach their full potential through our focus on developing each learner. For more information, see our [Whole School Curriculum Policy](#)
- Pupils are supported in their practice of Transcendental Meditation (TM) by regular TM checks, or Word of Wisdom (WoW) for the younger pupils with qualified TM teachers and by the support of our Head of Consciousness-based Education, Mareanna Ingram. If you have concerns about your child's practice of TM or WoW, please contact Mareanna Ingram on 01695 729912 or via [parents@maharishischool.com](mailto:parents@maharishischool.com)
- Our small, mixed-ability reception class supports the Personal, Social and Emotional Development (PSED) of pupils in the Early Years.
- The small size of our classes enables teachers and TAs to know and understand the individual needs of all of our pupils.
- All children and families are well known to the staff.
- Clear and open lines of communication enable any concerns about individual well-being to be addressed quickly and collaboratively; primary phase parents have direct access to their child's teacher via Class Dojo; secondary phase parents liaise with the secondary phase deputy head and the headteacher to raise any concerns.
- Pupils at both phases have access to our Family Support Worker through self, parental or staff referral; primary phase pupils may also be referred for in-house Drawing and Talking Therapy; and secondary phase pupils have access to Emotional Literacy Support Assistants (ELSA).
- The school has a large safeguarding team, including the lead DSL, Lisa Walters (secondary phase deputy head and SENDCo), deputy DSL, Lisa Edwards (Headteacher), Laura Gaskell (primary phase deputy head), Ellen Freel (Senior Mental Health Lead) and Audrey O'Neill (Prevent Lead).
- The school actively seeks out and signposts to external support where required and available.
- The school's Enabling Good Behaviour Policy ensures a caring and holistic approach to any issues that arise. For more details, see our [Enabling Good Behaviour Policy](#)

## **Pupils with medical needs**

- If a pupil has a medical need then a detailed Health Care Plan is compiled with support from the school nurse in consultation with parents/carers. These will be updated annually unless there is a change in the health condition. Care plans are shared with all staff at school.

- Staff receive appropriate training to support pupils who have specific medical needs.
- When a child has a Health Care Plan, medicines may be administered in school but only when a signed 'Medicine Consent Form' is in place to ensure the safety of both child and staff member.
- All TAs and lunch staff have received paediatric first aid training, in addition to some key teaching staff. This is updated regularly.

### **Arrangements for the Admission of Pupils with Disabilities**

The Disability Discrimination Act 1995 defines a disabled person as one who has a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities. The arrangements for the admission of pupils with disabilities are the same as those that are applied to pupils without disabilities. The Admissions Policy can be found on the school website or via this link: [Determined Maharishi School Admissions Arrangements for 2022-2023](#)

At Maharishi School, we aim to:

- Promote good, inclusive practice and ensure that disabled persons are not put at a disadvantage.
- Make reasonable adjustments to ensure that disabled persons are not put at a disadvantage.
- Ensure that there are plans in place to enable full access to the site and the curriculum for all pupils. Please see the school's Accessibility Plan which can be found on the school website.

### **8. What specialist services and expertise are available at or accessed by the school?**

We employ a part-time Family Support Worker who works with our pupils (and families, where required) across both phases. Two of our secondary phase TAs are trained Emotional Support Literacy Assistants (ELSA) and one of our primary TAs is trained in Drawing and Talking Therapy.

At times it may be necessary to consult with outside agencies to receive their more specialised expertise.

The agencies used by the school include the following examples:

- Safeguarding Advisors
- Educational Psychologists
- Special Educational Needs and Disability Service (SENDS) Previously IDSS
- Child & Adolescent Mental Health Service (CAMHS)
- Sensory Team
- Social Services
- SALT (Speech & Language Therapy)

- School medical services including school nurse
- Wellbeing Prevention & Early Help Service
- OT (Occupational Therapy)

For more information, please visit Lancashire Local Offer for a wider variety of services to support parents, carers and young people: [Special educational needs and disabilities - local offer - Lancashire County Council](#)

## **9. What training have the staff supporting children and young people with SEND had or are having?**

At Maharishi School, we believe it is vital that staff receive the appropriate training to support children who have special educational needs.

Below are examples of some of the training undertaken by our staff:

- National Award for Special Educational Needs Coordination
- Supporting pupils with autism
- Social and communication issues
- Attachment issues
- Dyslexia
- Dyscalculia
- Responding to challenging behaviour
- Teaching both visually impaired and hearing impaired children
- Supporting children with ADHD
- Visits to special schools.
- Epilepsy training.
- Lego Therapy
- Emotional Literacy Support Assistants (ELSA) trained by the Lancashire Educational Psychology team
- Lisa Walters, SENDCo holds a SpLD (specific learning difficulties) postgraduate qualification

## **10. How will my child be included in activities outside the classroom including school trips?**

Activities and school trips are available to all pupils.

- Risk assessments are carried out and procedures are put in place to enable all children to participate.
- If it is deemed that an intensive level of 1:1 support is required, a parent/carers may be asked to accompany their child during an activity.

## **11. How accessible is the school environment?**

We are happy to discuss individual access requirements. Adaptations will be assessed and implemented as required.

- Our school complies with the Equalities Act 2010, which stipulates that schools have in place an Accessibility Plan, which is updated annually. You can find this in the policies section of the school website.
- There is a disabled toilet available at each site.
- There is a lift at the secondary phase site to reach the first floor.
- A ramp provides access to the front door of the secondary phase building.

## **12. How will Maharishi School prepare and support my child when they join the school, transfer to the secondary phase or if they transfer to a new school?**

We have a range of strategies in place to support transition. These include:

- Open days take place twice a year for prospective pupils and their parents/carers.
- Contact is made between local nurseries and the current reception class teacher, plus the SENDCo team (where appropriate). Sometimes visits and/or meetings will be arranged, if appropriate.
- A new reception parents' meeting takes place each year in the summer term, shortly after reception places are allocated by the local authority.
- New reception pupils attend transition sessions in the summer term before joining the school, where they spend time with their new class teacher and TA and familiarise themselves with the reception classroom.
- Discussions between the previous or receiving schools may take place prior to a pupil joining or leaving Maharishi School.
- Our lead SENDCo (based at the secondary phase) and assistant SENDCo (based at the primary phase) liaise regularly with each other. This supports transition from the primary to the secondary phase. Contact is made with SENDCos from other schools as appropriate.
- Transition days are organised for year 6 pupils in the summer term prior to transitioning to the secondary phase.
- The year 6 class teacher, supported by the SENDCo assistant, liaises with secondary phase staff prior to pupils' transition into year 7.
- Taster days are arranged for any new pupils joining the school in-year.

### **13. How are the school's resources allocated and matched to children's special educational needs?**

- The SEND budget is allocated each school year and is used to provide additional support or resources depending on the needs of each pupil with additional needs.
- Additional provision may be allocated after discussion with the class teacher at Parents Evenings or if a concern has been raised by parents or staff at another time during the year.
- Resources may include deployment of staff depending upon individual circumstances.
- An Education, Health and Care Plan (EHCP) replaces a Statement of Special Education Needs; this support is for pupils with the most complex needs. Specific funding will be allocated to these pupils and parents/carers will be involved in any decision making.

### **14. How is the decision made about how much support my child will receive?**

- These decisions are made in consultation with the class teacher, SENDCo and head teacher together with any outside agencies. They are based upon regular tracking of pupil progress and the results of any external assessments. Parents/carers and pupils will also be involved in this process.

### **15. How will I be involved in discussions about and planning for my child's education?**

All parents are encouraged to contribute to their child's education and will be invited to school to do so at appropriate times throughout the school year. Parents and carers are always welcome to bring an additional adult to accompany them when attending such meetings.

### **16. What arrangements do you make in relation to the treatment of complaints from children/young people and their parents/carers with special educational needs concerning your provision made?**

If any parent/carer has any concerns regarding the education of their child with SEND, they should contact the school immediately and make an appointment to see the child's class teacher. If the matter is not resolved, a meeting will be made with a member of the SENDCo team: Mrs Walters (lead SENDCo, based at the secondary site) or Mrs Gaskell (SENDCo assistant, based at the primary phase).

All complaints will be dealt with sensitively and with the child's needs at the centre.



If your complaint is not resolved informally, following the above procedure, please refer to the school's Complaints Procedure which can be found on the school website or can be accessed via this link: [Maharishi School Complaints Procedure](#)

### **Who can I contact for further information?**

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling, please contact the school office to arrange a meeting with the class teacher, SENDCo, SENDCo assistant or the head teacher: [parents@maharishischool.com](mailto:parents@maharishischool.com)

Special Educational Needs and Disability Support Service (SENDIASS)

Tel: 0300 1236706 (Mon – Fri 9am – 5pm)

Email: [information.lineteam@lancashire.gov.uk](mailto:information.lineteam@lancashire.gov.uk)

Educational Psychologist (EP) helpline: 01772 530 444 weekdays 1.30pm to 4.45pm

School Nurses and Health Visitors (Virgin Care): 0300 247 0040

DCO (Designated Clinical Officer to support families seeking health information)  
Anne Hardman: 01254612723.

Read the latest news from the Lancashire SEND Partnership here: [Lancashire SEND Partnership](#)