The Meadows School



Special Educational Needs & Disability (SEND) Policy

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1. Rationale

This Policy reflects Article 23 of the United Nations Convention on the Rights of the Child which states that children and young people with a disability have a right to education and to be taught in a way that understands their disability. The requirement on schools to have a SEND Policy is outlined within the SEND Code of Practice: 0-25 (2015) and this document should be read in conjunction with the school's SEND Report, which can be found on the website.

2. Mission Statement

The Governing Board of The Meadows School is committed to ensuring that the necessary provision is made for every student that has special educational needs. The school is committed to offering all its students a broad and balanced curriculum suited to their individual needs and abilities.

3. Context

The Equality Act 2010 describes disability as being 'a physical or mental impairment which has a long-term (a year or more) and substantial (more than minor or trivial) adverse effect on [the learner's] ability to carry out normal day-to-day activities.' A child is defined as having special educational needs and/or disabilities (SEND) if they have a learning difficulty, which needs special teaching. A learning difficulty means that the child has significantly greater difficulty in learning than most children of the same age, or, it may mean that a child has a disability, which needs different educational facilities from those generally provided by schools for children of the same age in same area. At The Meadows School all our students have an Education Health and Care Plan (EHCP).

4. Aims

The overall aim of this policy is to improve the outcome for every child with a Special Educational Need or Disability (SEND) in all the areas outlined in the Special Educational Needs Code of Practice. The objectives of our special needs provision are:

- To ensure students have access to a broad, balanced curriculum appropriate to their individual needs.
- To ensure that all our learners make the best possible progress in whatever way they can
- To promote education in a safe and secure environment within a happy atmosphere where students can learn effectively, improve their confidence, build self-esteem and develop their independence as individuals within the community.
- To ensure that all students with SEND are accurately assessed and that their needs are reflected in the objectives and outcomes of their EHCPs.
- To ensure that families are fully informed and involved in their child's education, as partners, and to ensure that there is effective communication between families and school

- To ensure that all our learners, where possible, can express their views and are fully involved, as partners, in decisions which affect their education
- To involve and work in partnership with all health professionals based in school who work with our learners
- To involve and work in partnership with all outside agencies and non-statutory organisations (as appropriate) to support our learners
- To ensure that all our learners make a successful transition when they leave our schools
- To reduce barriers to achievement and offer a variety of alternative and/or individualised learning programmes as appropriate to meet the needs of our learners
- To ensure that appropriate staffing and funding is in place for students with individualised and specific identified SEND.
- To make clear the expectations, duties and responsibilities of all staff in relation to the provision of education for SEND students.
- To support the continued professional development aspirations of all staff in relation to SEND training.

5. Roles, Responsibilities and Monitoring

All members of the Senior Leadership Team have responsibility for implementing statutory SEND procedures within school and liaising with Sandwell's Special Education Needs Service

Admissions to the school are made following a request from Sandwell's Special Education Needs Service. There may be occasions when the school is asked to admit a student without a finalised EHCP, but who is awaiting further assessments to complete the process. In this instance, the lead member of the Leadership Team for school admissions will liaise with the Principal Review Officer at the local authority to discuss the provision and ensure that the placement is able to meet the needs of the student.

The Head Teacher and the school's leadership team have responsibility to ensure the implementation of The SEND Policy.

The Head Teacher and the school's leadership team have responsibility to develop and maintain an Accessibility Plan and an Equality Policy that are both complementary and consistent with the SEND Policy. The Meadows' Accessibility Plan and Equality Policy reflect the legal duty of the Governing Board to promote equality of opportunity between disabled people and other people.

The appointed Governor for SEND plays a vital role in ensuring that SEND stays on the Governing Board agenda and will make every effort to ensure that the necessary special arrangements are made for students with SEND. This

includes making all staff who are likely to teach these students aware of those needs.

The Governing Board and the Leadership Team will set a clear ethos, which reflects the school's commitment to SEND provision.

A copy of the School's SEN Policy and SEND Report will be available on the school website.

6. Staffing and Professional Development

The Senior Leadership Team will take active steps to ensure that its workforce is both aware of and adheres to the aims and stated outcomes that are contained in this policy. This will be reflected in the framework of professional development and staff training. The person responsible for CPD will take into account specific and individual SEND when planning training events.

All staff across The Meadows School support students with SEND, regardless of their role. As such, the school adopts a 'whole school approach' to special educational needs, which involves all staff adhering to a model of good practice. The staff of the school are committed to identifying and providing for the needs of all students in a wholly inclusive environment and this is regarded as crucial to this policy.