



Maharishi School
SEND Information Report

Maharishi Free School believes that all children and young people are entitled to receive an education that enables them to achieve their full potential in becoming confident independent young adults ready to make a successful transition into the wider world, whether into employment, further or higher education or training.

Staff at Maharishi Free School will provide the best support to children and young people with SEND, whether or not they have a Statement or an EHC plan. The SENCO will inform parents when school is making special educational provision for a student.

Maharishi Free School aims to include all children and young people with SEND to take part in the activities of the school alongside those who do not have SEND, and will make arrangements to support those who have medical conditions.

All students have access to a broad and balanced curriculum. Careful planning of lessons to address potential areas of difficulty and to remove barriers to student achievement will mean that students with SEND and disabilities will have access to a full curriculum. Maharishi Free School is committed to making reasonable adjustments, including the provision of auxiliary aids and services for disabled children wherever possible. Maharishi Free School has a zero tolerance towards discrimination of SEND students. We actively promote equality of opportunity.

Every teacher is a specialist teacher of all children, including those with SEND.

1. The kinds of SEN that are provided for at Maharishi Free School

Maharishi Free School aims to support students who fall into the following broad areas of need:

- Communication and interaction (e.g. Aspergers and autism)
- Cognition and learning (e.g. moderate, severe and specific learning difficulties, such as dyslexia)
- Social, emotion and mental health difficulties (depression and attention deficit disorder)
- Sensory and/or physical needs (vision or hearing impairments and physical disabilities)

The following groups of students are made up of children who may not have SEND but there may be an impact on progress and attainment and so a need may be identified;

- Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- English as an additional language (EAL)
- Being in receipt of Student Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

2. Policies for identifying children and young people with SEN and assessing their needs

A student has SEND where their learning difficulty or disability calls for special educational provision different from or additional to that normally available to students of the same age. Maharishi Free School advocates high quality teaching to be available for the whole class meaning that fewer students need specialist provision.

Maharishi Free School will consider evidence that a student may have a disability under the Equality Act 2010 and, if so, assess what reasonable adjustments can be made where appropriate.

3. Arrangements for consulting parents of children with SEN and involving them in their child's education

When a child has a learning difficulty we strive to work in partnership to plan and deliver an appropriate and differentiated curriculum.

Children with Statements/EHC Plans of SEN are reviewed on an annual basis. Reviews can take place at any other time by request of parents or at the request of school and are carried out in line with statutory guidance for reviews.

All parents are welcome to contact the SENCO at any time either by telephone or by email to address any queries or worries that they may have. Appointments to meet are usually arranged for a mutually convenient time to ensure privacy and confidentiality. The SENCO acts as a focal point to coordinate any queries about concerns that parents may have if their child is experiencing difficulties.

School welcomes dialogue with parents and there are a number of ways in which parents can communicate with school:

- The school website provides contact emails for enquiries which go directly to the School Administration Manager and the general school telephone number for general enquiries.
- School welcomes enquiries from any family and guided tours of the school are always available by prior appointment. If a child is known to have additional needs then any meetings will also include the SENCO so that specific advice can be given.
- There are a variety of parents' evenings throughout the year. The SENCO is available to discuss any concerns and or give advice where required.
- Children in school receive three reports per academic year. One of those reports includes detailed, personalised comments from the child's teacher in response from feedback given by the pupil about their subject lessons. The other two reports give grades/levels so that parents are kept up to date with progress.
- Maharishi Free School welcomes comments at any time about things that have worked well as well as any ideas about how things might work better.
- All staff are listed on the website and within the Reception area there are photographs of all staff.
- There is a strong parent representation within the school Governing Body. This representation covers the entire broad demographic of our school community including children with additional needs.

4. Arrangements for consulting young people with SEN and involving them in their education

Pupils with special educational needs or disabilities are always given a voice at Maharishi School and are always involved in any decisions made about them.

5. Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review

Teachers throughout the school are responsible and accountable for the progress and development of the students in their class, including where students access support from specialist staff. High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.

We have a rigorous and robust quality assurance process which includes:

- SLT and Learning Support Learning Walks
- Book scrutiny
- Lesson Observations

Decisions about making special educational provision follow discussions between form teachers/class teachers and the SENCO considering information about the student's progress, alongside national data and expectations of progress.

Where a student continues to make less than expected progress, despite evidence-based support and interventions that are matched to the student's area of need, Maharishi Free School will consider involving specialists, including those secured by the school itself or from outside agencies. Parents will be involved in any decision to engage specialist support.

Our teachers will empower young people to reach their full potential with quality first teaching at its heart. We aim to support and inspire students to be the very best learners they can be by working alongside them and their teachers.

6. Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood.

To prepare for adulthood, higher education, employment, independent living and participation, Maharishi Free School takes pupils to taster days at further education establishments, invites speakers in and keeps pupils informed of their available options. Parents are regularly contacted and involved/ supported in meetings and discussions with students whose aspirations and motivation is a concern.

All Statemented students receive 1:1 dedicated time with a representative from the Young Peoples Service at the transition phase from KS3 to KS4 and then KS4 to post 16 education. Plans are prepared in conjunction with the individual student, and, based upon the resulting plan, the SENCO can facilitate a smooth transition to a post 16 college involving the input of individual college teams to make the transition as smooth and as successful as possible. This can also include the provision of transport post 16.

7. The approach to teaching children and young people with SEN

Staff at Maharishi Free School will provide the best support to children and young people with SEND, whether or not they have a Statement or an EHC plan. The SENCO will inform parents when school is making special educational provision for a student.

Maharishi Free School aims to include all children and young people with SEND to take part in the activities of the school alongside those who do not have SEND, and will make arrangements to support those who have medical conditions.

All students have access to a broad and balanced curriculum. Careful planning of lessons to address potential areas of difficulty and to remove barriers to student achievement will mean that students with SEND and disabilities will have access to a full curriculum. Maharishi Free School is committed to making reasonable adjustments, including the provision of auxiliary aids and services for disabled children wherever possible. Maharishi Free School has a zero tolerance towards discrimination of SEND students. We actively promote equality of opportunity.

Every teacher is a specialist teacher of all children, including those with SEND.

8. How adaptations are made to the curriculum and the learning environment of children and young people with SEN

Once a student is identified as having special educational needs then Maharishi Free School will take action to remove any barriers to learning and identify any effective provision or strategies to be put in place. This support will take the form of a four part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes.

Where a student continues to make less than expected progress, despite evidence-based support and interventions that are matched to the student's area of need, Maharishi Free School will consider involving specialists or external agencies.

Our teachers will empower young people to reach their full potential with quality first teaching at its heart. We aim to support and inspire students to be the very best learners they can be by working alongside them and their teachers.

Teachers throughout the school are responsible and accountable for the progress and development of the students in their class, including where students access support from specialist staff. High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.

We have a rigorous and robust quality assurance process which includes:

- SLT and Learning Support Learning Walks
- Half termly work scrutiny
- Lesson Observations

Decisions about making special educational provision follow discussions between teachers and the SENCO considering information about the student's progress, alongside national data and expectations of progress.

9. The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured

Most of the resources used by students having special educational needs are available within the classroom. Money may also be spent on further additional resources, staffing costs and time to manage the support for special educational needs and meet the objectives of this policy.

Teachers are expected to make every effort to ensure that students with special educational needs are fully involved in the life of the class. For some students it will be necessary for them to spend some time in small groups or being withdrawn from the classroom for specific, timed activities related to their identified needs. This may be delivered by the teacher, teaching assistant or specialist teacher and will complement classroom work so that the skills, knowledge and understanding will be transferred to the classroom

- Regular training for all school staff is arranged within the annual training plan and takes place on INSET days and as part of the schools continuing professional development programme.
- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all staff are encouraged to undertake training and development.
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual students.

10. Evaluating the effectiveness of the provision made for children and young people with SEND

Maharishi Free School has a robust and rigorous reporting cycle as early identification and intervention is a priority for supporting all students. The form teacher/class teacher monitor progress and attainment throughout the school year, allowing an evaluation of any intervention put in place.

11. Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying

Maharishi Free School maintains a zero tolerance approach towards any form of bullying. Maharishi Free School promotes independence and builds resilience in our students learning as well as teaching students about issues such as bullying and how to understand and be a safe user of social media.

External support for improving emotional and social development of students is detailed below.

12. How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families

The level of provision of support is decided on an individual basis, through conversations with teaching staff, SENCO, parents and the student. If Maharishi Free

School is unable to fully meet the needs of a student through internal provision arrangements and progress is not being made by the student then the support of external agencies is sought. This process involves the consent of the parents and co-production of any referrals for early intervention including the CAF form and the Request for Support from the Lancashire County Council Early Intervention Team. The health and well-being of the student is paramount and we work closely with students and Student Services to ensure the highest provision for all students.

External Agencies accessed by Maharishi Free School include:

- Child and Adolescent Mental Health Service (CAMHS)
- Inclusion and Disability Support Service (IDSS)
- Young Peoples Service (YPS) – including Targeted Support
- Parent Partnership
- School Nurse
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Children’s Services
- Early Intervention Team (including Barnardo’s, Child Action North West)
- Police Early Action Team
- Specialist Nurses – including Diabetes, Epilepsy and Stoma Nurses

13. Arrangements for handling complaints from parents of children with SEN about the provision made at the school

If parents/carers have a complaint concerning provision for their child they should discuss this with the SENCO. If this proves unsuccessful the matter should be referred to the Head Teacher. Procedures will then be followed in line with the School’s complaints policy.

14. The following people are involved in ensuring provision is made for students with additional needs:

- SENCO - Mrs L Walters
- SEND Nominated Governor, Mrs L Wilkinson
- Lead Safeguarding Officer -Mrs L Edwards, Head Teacher
- The Bursar - Mr P Mitchell is responsible for managing Pupil Premium Grant/Looked After Child funding

If you have any queries or concerns, please contact:

By email:

Mrs L Walters - SENCO

lwalters@maharishischool.com

Mrs L Edwards – Head Teacher

ledwards@maharishischool.com

By telephone:

01695 729912

