



**Maharishi School  
Special Educational Needs and  
Disability Policy**

**The Maharishi Free School curriculum provides an academic framework that encourages pupils to embrace and understand the connections between traditional subjects and the real world, enabling them to become analytical reflective and creative thinkers who are able to realise that 'the world is my family'**

## **COMPLIANCE**

This policy complies with the statutory requirement laid out in the Special Educational Needs & Disability (SEND) Code of Practice 0 – 25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools Department for Education (DfE) Feb 2013
- SEND Code of Practice 0 – 25 (2014)
- Statutory Guidance on Supporting students at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Disability Access Statement
- Equal Opportunities Policy
- Anti-bullying Policy
- Race, Equality and Inclusion Policy

From 1 September 2014 the Inclusion and Disability Support Service (IDSS) at Lancashire County Council have put transitional arrangements in place to support the changeover from the old system in a phased and ordered way, to facilitate the transfer of those with statements of special educational needs to Education and Health Care Plans (EHC plans). It is expected that all those who have a statement, and who would have continued to have one under the old system, will be transferred to an EHC plan – no-one should lose their statement and not have it replaced with an EHC plan simply because the system is changing.

### **SECTION 1 - Definition of Special Educational Needs (SEND)**

*(NB Special Educational Needs are always addressed at the Maharishi Free School in the context of the Aims & Ethos, and Philosophy of the School).*

Pupils have special educational needs if they have a *learning difficulty* which calls for special educational provision to be made for them.

Pupils have a *learning difficulty* if they:

- have a significantly greater difficulty in learning than the majority of children of the same age;

- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age;
- in schools within the area of the local education authority; or
- are under compulsory school age and fall within the definition above or would so do if special educational provision was not made for them.

Special educational provision means:-

“For students of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for students of this age in schools maintained by the Local Authority, other than special schools in the area.”

The person responsible for managing Maharishi Free Schools response to the provision made for children and young people with Special Educational Needs and Disabilities (SEND) is:

Mrs L Walters - SENCO and Deputy Head of Secondary Phase of Maharishi Free School

Mrs Walters reports directly to Mrs Edwards, Head Teacher of Maharishi Free School.

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 or the class teacher 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.

## **Section 2 – Aim**

Maharishi Free School will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and those needs are made known to all who are likely to teach them. The school will use its best endeavours to ensure that teachers in the school are able to identify and provide for those pupils who have special educational needs. Also we want to encourage and enable pupils with special educational needs to join in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical.

## **SECTION 3- Identifying Special Educational Needs & Disabilities**

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. The school uses the **graduated response** as outlined in the Code of Practice (2014).

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;

- 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

Persistent disruptive or withdrawn behaviours do not necessarily mean that a student has SEND. Identifying behaviour as a need is no longer an acceptable way of describing SEND. Where there are concerns about behaviour, the SENCO will liaise directly with the Teacher and assess whether or not there is an undiagnosed learning difficulty. If it is thought that there are socioeconomic circumstances contributing to the disruptive behaviour then the SENCO will take a multi-agency approach and request support from external agencies.

There are four broad areas of need:

- Communication and interaction (eg Aspergers and autism)

- Cognition and learning (eg moderate, severe and specific learning difficulties, such as dyslexia)
- Social, emotional and mental health difficulties (depression and attention deficit disorder )
- Sensory and/or physical needs (vision or hearing impairments and physical disabilities)
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Maharishi Free School considers the range of needs of the whole child when planning support, not simply the primary need. In practice, individual children or young people often have needs that cut across all the areas of need and their particular needs may change over time.

#### **SECTION 4 - A Graduated Approach to SEND Support**

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 students needs and of what supports the student in making good progress and securing good outcomes. This is known as a graduated approach and the four stages are:

- Assess – carry out a clear analysis of the students needs
- Plan – decide the interventions and support to be put in place as well as the expected impact on progress and a clear date for review
- Do – the class teacher should remain responsible for working with the child on a daily basis, even where interventions involve group or one-to-one teaching
- Review – evaluate the impact and quality of the support and interventions and listen to the views of the student and parents.
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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 outside agencies. Parents will be involved in any decision to engage specialist support. Teachers throughout the school are responsible and accountable for the progress and development of the students in their class. 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 Learning Walks, work scrutinies and 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, standardised reports and expectations of progress.

## **SEND register**

Assessment is a continual process that can identify pupils who may have special educational needs. The school will measure children's progress by referring to:

- evidence from teacher observation and assessment; and
- standardised screening and assessment tools.

Pupils will be placed on the SEND register and parents will be informed. A small number of students have Statements of SEND. This means that they have undergone statutory assessment by the local authority and a Statement is drawn up detailing their difficulties, needs and the educational provision required to support the student. The local authority has until 1st April 2018 to convert Statements to the new Education and Health Care Plan (EHCP). Legislation relating to Statements will remain in force during this transition period.

Another small group of students may have an Education and Health Care Plan (EHCP) which centres around joint commissioning based on the needs of the child. The EHC Plans will be: Clear, concise, readable and accessible to students, parents and practitioners, specific about needs, outcomes and the provision needed for education, health and care, supportive at key transition points, and portable.

## **SECTION 4 – Managing Students needs on the SEND Register**

The SEND Support Pathway incorporates all the requirements needed to assist pupils with identified needs but also includes supporting all pupils, their teachers, and families/carers.

Pupils supported through the Pupil Premium are recognised as being on the SEND Support Pathway, although they may not be identified as having special educational needs.

The SEND Support Pathway understands that any pupil may need support at some time, irrespective of whether they have identified learning needs. An individual pupil's progress on the SEND Support Pathway is recorded and maintained by the Primary Class Teacher or, in the secondary school, by the appropriate Form Teacher.

### **SEND Support Pathway Sequence**

1. Form Teacher/Class Teacher action: At the weekly Class Teacher meetings if two or more teachers express a concern about a pupil then the Form Teacher/Class Teacher will undertake action to support that pupil. The action will be based upon the teacher's professional judgement.
2. Parents may be invited into school to meet with the form teacher/class teacher to further discuss the needs of the pupil.

3. The Form Teacher/Class Teacher will ensure that a pupil has individual targets identified, monitored and evaluated to ensure that progress is being made.
4. The SENCO will become involved if the pupil is not making sufficient progress.
5. The SENCO will involve external agencies if the pupil or family need additional support at any time and will make referrals to the relevant agencies.
6. LA Statement/EHC Plan: The SENCO, together with the Form Teacher/Class Teacher will be responsible for ensuring that all the requirements of the statement/EHC Plan are met.

The school will have regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs and ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

Partnership with parents (*home is the basis of the children's education*) plays a key role in enabling children and young people with SEN to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

Young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained.

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 to ensure the highest provision for all students.

### **Local Offer**

Local Offer External Agencies accessed by Maharishi Free School include, but are not limited to:

- Child and Adolescent Mental Health Service (CAMHS)
- Inclusion and Disability Support Service (IDSS)
- Young People's Service (YPS) – including Targeted Support
- Parent Partnership
- School Nurse
- Speech and Language Therapy

- Occupational Therapy
- Physiotherapy
- Children's Services
- Wellbeing and Early Intervention Team (including Barnardo's, Child Action North West)
- Police Early Action Team
- Specialist Nurses – including Diabetes, Epilepsy and Stoma Nurses

### **SECTION 5 – Criteria for exiting the SEND Register**

Pupils remain on the SEND register for as long as needed. If there comes a point where they are no longer experiencing their difficulties, there will be a discussion between pupil, parent, teacher and SENCO before removing them from the SEND register.

### **SECTION 6 – Supporting Students and Families**

In line with the new SEND Code of Practice Maharishi Free School has compiled a **SEND Information Report** which is published on the school website. Students with special educational needs will be admitted to Maharishi Free School in line with the **school's Admissions Policy** which is published on the school website.

### **SECTION 7 – Supporting students at school with medical conditions**

The school recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs and disabilities (SEND) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. The **Disability Access Statement** which is published on the website, details the provision that Maharishi Free School offers.

### **SECTION 8 – Monitoring and Evaluation of SEND**

Maharishi Free School has a robust and rigorous reporting cycle as early identification and intervention is a priority for supporting all students. The class teacher/form teacher will monitor progress and attainment throughout the school year, allowing an evaluation of any interventions which have been put in place. Maharishi Free School staff meet regularly to discuss individual pupils and their progress. Individual interventions are assessed and best practice shared to support the student more effectively. Any concerns are highlighted to the SENCO which may trigger a review of the effectiveness of the provision for the student.

### **SECTION 9 – Training and Resources**

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. Maharishi Free School invests in the potential of new technologies to support communication and Teaching and Learning for students with SEN and disabilities.

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 school's 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.

### **SECTION 10 – Roles and Responsibilities**

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

### **SECTION 11 – Storing and Managing Information**

Information and documents are stored and administered in accordance with the school's data protection guidelines. Information, including tests and assessment information, is stored in locked cabinets and can only be accessed by authorised staff.

Under the Data Protection Act (1998), all information and any subsequent support recommendations will remain confidential. However, in order to facilitate supporting each child to reach their full potential, it may be necessary to share some of the information with teaching professionals working directly with the child, learning support staff and the Joint Qualifications Council (JCQ) if an application for exam access arrangements is made. Where information sharing is required, this will be kept to a minimum and parents will be notified prior to the sharing of the information.

### **SECTION 12 – Reviewing the Policy**

This policy will be reviewed annually by the SENCO for presentation and agreement by the Governing body, and will take into account any new requirements that may affect the progress and learning of the students at

Maharishi Free School. The policy is reviewed against the following criteria for success:

- Early Identification: Additional needs should be recognised prior to admission to Maharishi Free School. Further identification of student needs should continue to take place throughout all years.
- Staff should be aware of and implement provision for those students with additional needs. This should be indicated in lesson planning using appropriate teaching styles and resources.
- Students with additional needs should make at least good/expected progress in school. Parents and students with additional needs should be fully involved in the planning of provision.
- Students with additional needs make a successful transition to post 16 education/employment / training.

### **SECTION 13 – Accessibility Statutory Responsibilities**

The Disability and Discrimination Act (DDA), as amended by the SEN and Disability Act 2001, placed a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled students and to implement their plans. Maharishi Free School has produced a **Disability Access Statement** in line with this which is published on the school's website.

### **SECTION 14 – Dealing with Complaints**

If parents/carers have a complaint concerning provision for their child they should discuss this with the form teacher/class teacher. If this proves unsuccessful the matter should be referred to the SENCO and then to the Headteacher. Procedures will then be followed in line with the **School's Complaints Policy** which is published on the school's website.

### **SECTION 15 – Bullying**

Maharishi Free School maintains a zero tolerance approach towards any form of bullying. The **Anti-Bullying Policy** is published on the school's website:

### **SECTION 16 – Contacts**

If you have any queries or concerns, please contact:

By email:

Mrs L Walters -SENCO and Deputy Head of Secondary Phase:  
lwalters@maharishischool.com

Miss H Copplestone - Deputy Head of Primary Phase:  
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Mrs L Edwards - Head Teacher: ledwards@maharishischool.com

By telephone:

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