



Maharishi School

SEND Report November 2019

SEN Policy and Information Report

Maharishi Free School

Approved by: Ian Birnbaum

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**Next review
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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND).
- Explain the roles and responsibilities of everyone involved in supporting pupils with SEND

Maharishi School believes that all children and young people are entitled to receive a broad and balanced 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.

The aims of our approach to SEND are:

- To have an inclusive approach to education
- To ensure that the necessary provision is made for any pupil who has special educational needs and/or disabilities (including hidden disabilities).
- To raise aspirations and expectations of all students

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age
or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Lisa Walters.

They will:

- Work with the head teacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the head teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the head teacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The head teacher

The head teacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class

- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take the voice of the child into account
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. Pupils moving from one class to another, from primary to secondary phase or from year 11 to college will be prepared for this by:

- Pupils in the primary phase will spend a minimum of 1 day in their new classroom during the summer term
- Year 6 pupils will have an Induction day in the secondary phase
- In certain circumstances, pupils may spend a longer period of time in their new environment dependant on the needs of the individual
- Year 6 parents and pupils will be invited to a Secondary Phase Information Evening during the autumn term
- Year 11 pupils will be provided with information about college choices and have the opportunity to attend college Taster Days. Support can be offered for college assessments and interviews. We liaise closely with post 16 establishments to pass on relevant information and, where necessary, arrange transition sessions.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- In class support

- 1 to 1 support for behavioural coaching and mentoring
- Group wellbeing sessions
- Nurture group
- Mathematics intervention groups
- English intervention groups
- Access to a counsellor when possible
- Use of an on-line resource for pupils with dyslexia and literacy difficulties
- Phonics intervention groups in the primary phase
- Priority Readers in the primary phase
- Writing intervention in the primary phase
- SPAG intervention in the primary phase

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, Reading Pens etc.
- Differentiating our teaching, for example, giving longer processing times, reading instructions aloud, etc.

5.8 Additional support for learning

We have teaching assistants who are trained to deliver the interventions that we offer.

5.9 External support

We work with multiple external agencies to provide support for pupils with SEN. Examples of some of these agencies are:

- Early Help and Intervention Team
- Social Services
- Virtual School Head
- Police
- Multi-agency Safeguarding Hub
- Occupational Health Team
- Child and Adolescent Mental Health Service
- School Nurse Team
- Speech and Language Team

5.9 Expertise and training of staff

Our SENCO holds the national award for Special Educational Needs Co-ordination (SENCO award). Our SENCO is allocated 2 days a week to manage SEN provision.

We have a team of teaching assistants, including several higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

5.10 Securing equipment and facilities

Equipment and facilities secured for pupils with SEN are purchased by the SENCO.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions each term
- Speaking to the pupil
- Monitoring by the SENCO
- Holding annual reviews for pupils with statements of SEN or EHC plans

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trips.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

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 to make reasonable adjustments where appropriate. The Disability Access Statement which is published on the website, details the provision that Maharishi School offers:

<https://maharishischool.com/about/legal-and-regulatory/disability-access-statement/>

5.13 Support for improving emotional and social development

Explain your school's approach here. This should include extra pastoral support arrangements for listening to the views of pupils with SEN and measures to prevent bullying. These are suggestions only.

We provide support for pupils to improve their emotional and social development in the following ways:

- Practising the Transcendental Meditation programme twice daily
- Following the Consciousness-based Interdisciplinary Studies programme
- 1 to 1 counselling and wellbeing sessions
- Group counselling sessions
- Nurture group

We do not tolerate bullying. The school's Anti-Bullying Policy can be found here:

<https://maharishischool.com/about/legal-and-regulatory/anti-bullying-policy/>

5.14 The local authority local offer

Our local authority's local offer is published here: <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

5.15 Complaints

Refer to the schools current Complaints Procedure which can be found here: <https://maharishischool.com/wp-content/uploads/2019/05/Complaints-Procedure-April-2018.pdf>

6. Monitoring arrangements

This policy and information report will be reviewed by the SENCO every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to some of the school's other policies which are published on the school's website:

- Disability Access Statement <https://maharishischool.com/about/legal-and-regulatory/disability-access-statement/>

- Special Educational Needs and Disability Policy

<https://maharishischool.com/wp-content/uploads/2016/02/Special-Educational-Needs-and-Disability-Policy-09.11.2017.pdf>

- Race, Equality and Inclusion Policy

<https://maharishischool.com/wp-content/uploads/2016/11/Maharishi-School-Race-Equality-Equal-Opportunities-and-Inclusion.pdf>

- Equal Opportunities Policy

<https://maharishischool.com/wp-content/uploads/2016/11/Maharishi-School-Equal-Opportunities-Policy-1.pdf>

- Enabling Good Behaviour and Exclusion Policy

<https://maharishischool.com/wp-content/uploads/2018/10/Enabling-Good-Behaviour-Revised-September-2018.pdf>

- Educational Trips Policy

<https://maharishischool.com/about/legal-and-regulatory/educational-trips-policy/>