

Issue Date: September 2024	<b>MAPLE RIDGE SCHOOL Policy</b>	Next Review Due September 2025
<b>Special Educational Needs Policy and Information Report</b>		

## 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 (SEN)

Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

## Principles

Maple Ridge School aims to provide a broad and balanced curriculum for all pupils related to their identified needs through:

- The commitment and support of all staff and governors
- Appropriate differentiation of the curriculum to meet all levels of ability
- Positive attitudes and encouragement from staff
- An atmosphere of support in which self-confidence can grow
- Close involvement of parents with their child's learning
- An individual education plan for each pupil
- Group educational plans for English and Maths
- Use of a range of approaches for pupils with autistic spectrum disorder including TEACCH
- Additional support from outside agencies

## 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 and the SEN information report

## 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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

As Maple Ridge School is a Special School for children with moderate learning difficulties (MLD), we define needs other than MLD as 'additional needs' within our school.

Issue Date: September 2024	<b>MAPLE RIDGE SCHOOL Policy</b>	Next Review Due September 2025
<b>Special Educational Needs Policy and Information Report</b>		

#### **4. Roles and responsibilities**

##### **4.1 The SEN governor**

The SEN governor will:

Help to raise awareness of SEN issues at governing body meetings

Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing body on this

Work with the headteacher and assistant headteachers to determine the strategic development of the SEN policy and provision in the school

##### **4.2 The headteacher**

The headteacher will:

Work with the assistant headteachers 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

##### **4.3 The assistant headteachers**

The assistant headteachers will:

Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school

Have day to day responsibility for the provision and progress of learners with SEN and/or a disability in relation to the additional needs (other than moderate learning difficulties) that are identified in a child's EHCP and ensuring necessary therapies and interventions to meet those needs take place within the classes in their phase team.

Have responsibility for the monitoring and progress of children's Individual Education Plans and their implementation by class teachers and their teams.

##### **4.4 Class teachers**

Each class teacher is responsible for:

The progress and development of every pupil in their class

Working closely with class Learning Support 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 assistant headteacher to review each pupil's progress and development and decide on any changes to provision in respect of their additional needs. Updates in provision to be requested through a child's annual review for updating in their EHCP.

Ensuring they follow this SEN policy

Issue Date: September 2024	<b>MAPLE RIDGE SCHOOL Policy</b>	Next Review Due September 2025
<b>Special Educational Needs Policy and Information Report</b>		

## 5. SEN information report

### 5.1 The kinds of SEN that are provided for

Pupils at Maple Ridge will previously have been identified as having Special Educational Needs (SEN) and have an Education, Health and Care Plan (EHCP). They will already be known to the Local Authority or Health or Care professionals because of their special needs or disabilities.

All referrals and admissions are dealt with by the Local Authority Special Educational Needs team.

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

Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties

Cognition and learning, for example, global developmental delay resulting in learning difficulties,

Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),

Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

Moderate or severe learning difficulties

### 5.2 Provision - Our approach to teaching pupils with SEN

The main features of the provision made by the school for meeting the special educational needs of the children are as follows:

- Each child has an individual education plan (I.E.P.)
- Children are included in differentiated group education plans for English and Maths;
- Children are taught in small class groups with opportunities for individual support from the class teacher and learning support assistants (LSA);
- Access to the whole school curriculum including the National Curriculum, differentiated to meet the needs of all pupils;
- Availability of an eclectic mix of approaches such as intensive interaction, social stories, some of the principles of TEACCH (work schedules, work stations)
- Support in the delivery of speech and language, physiotherapy and occupational therapy programmes planned and monitored by health service colleagues;
- School funded OT support specialising in sensory processing
- Availability of Makaton signing and Picture Exchange Communication system (PECS) in conjunction with spoken language, to enhance functional language with pupils with communication difficulties;
- Adaptations to the building to provide for the sensory and physical needs of pupils;
- A whole school commitment to working in close partnership with parents.

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.

### 5.3 Consulting and involving pupils and parents

At Maple Ridge school we view parents/carers as partners and believe that you know your child best. You will be involved through the Annual Review process, parent's evenings and daily contact through the home/school book. Your child's teacher will contact you if there are any aspects of your child's day they

Issue Date: September 2024	MAPLE RIDGE SCHOOL Policy	Next Review Due September 2025
Special Educational Needs Policy and Information Report		

need to discuss. We will also encourage you to contact us with your concerns and to pass on any information that the class may need.

You will be invited and very welcome to come to our class assemblies, sports day and leavers assembly.

We have a Parents Association known as the Friends of Maple Ridge (FMR) and they have a number of fund raising events that they organise during the year including a Summer Fayre and Christmas Disco. You will be very welcome to join FMR.

We also have a weekly opportunity for parents to help develop school resources known as the 'task force'. This is also a good opportunity for parents to get to know each other and offer support and a listening ear to each other (and eat a fair amount of biscuits!)

The school has an active Governing Body and when opportunities arise to become involved as a parent governor you will be informed and invited to apply.

Each class sends home a weekly newsletter sharing some of the learning that has taken place during the week and offering suggestions for homework. There is also a half- termly school newsletter.

We send home a range of parent surveys every year. This information helps to inform the school development plan.

## 5.4 Assessing and reviewing pupils' progress towards outcomes

### Outcomes

The outcomes set out in the annual review summary of a child's EHCP should inform the short-term targets in the Individual Education Plan (I.E.P.) and the termly group education plans for English and Maths.

Outcomes will be stated in such a way as to reflect what the pupil should be learning (as opposed to what the teacher will teach). Individual Education Plans may focus on communication and behavior or other needs identified in an EHCP. Any advice sought from an outside educational agency, (such as a specific advisory teacher) and any programmes provided by a non-educational source (such as the speech and language therapist) will be attached/incorporated into the child's IEP.

### Individual Education Plans

The pupil's special educational needs as identified in their EHCP, or the long-term learning outcomes from the most recent Annual Review, should inform the short-term targets in the Individual Educational Plan (I.E.P.).

The I.E.P. should identify clearly measurable and relevant targets for each pupil. These should be reviewed as and when appropriate according to a variable time scale which is dependent upon the individual pupil's changing needs. Targets may be added when and where specific need arises. An I.E.P. review **must** take place at least every 12 weeks for all pupils. All teachers will write an IEP for the child before they transition to their new class in September and this will be reviewed at the end of the 1<sup>st</sup> Autumn half term. Those children new to the school will have a new IEP in place by the beginning of the 2<sup>nd</sup> part of the Autumn term.

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

The class teacher will 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

<b>Issue Date:</b> <b>September 2024</b>	<b>MAPLE RIDGE SCHOOL</b> <b>Policy</b>	<b>Next Review Due</b> <b>September 2025</b>
<b>Special Educational Needs Policy and Information Report</b>		

The views and experience of parents

The pupil's own views

Advice from external support services, if relevant

All teachers and support staff who work with the child 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 child's progress.

### **5.5 Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school or other setting the pupil is moving to. We will agree with parents which information will be shared as part of this. We will also agree individualised arrangements for transition visits and induction.

If your child is coming to our school we will invite you and your child to look round the school, meet the head teacher and spend some time with a peer group and class teacher. An induction booklet will be ready for your child to take away with them. A member of staff may visit your child's current school or setting.

If your child moves on from us we will arrange a transition programme that includes providing visual information and at the end of year 6 we will liaise with the secondary school placement. We will support you and your child through the process of transitioning to another school.

### **5.6 Adaptations to the curriculum and learning environment**

All pupils access the National Curriculum or the Early Years Foundation Stage, which is tailored to each child's individual needs. Individual Education Plans (IEPs) are used with group/individual plans in English and Maths. A significant emphasis is placed on developing Social Communication, Emotional Regulation, Interaction, Independence and Attention. We aim for learning to be stimulating, fun, practical and relate to life skills.

In the classroom we use ICT equipment such as interactive white boards, laptops and ipads to support learning.

Maple Ridge has a very flexible approach to meeting the range of needs within a class and the teaching will include whole class, small group and in some situations individual work. The staff within the class are used effectively to ensure this happens and are skilled in using visual and sensory supports to enhance learning.

We believe in positive praise and in celebrating all achievement and communicate this to the children by using many motivators and reward systems that include praise, stickers, smiley faces, "dips in the tin" and certificates.

### **5.7 Additional support for learning**

Your child's initial support needs will be identified on their Education, Health and Care Plan. These needs will be reviewed regularly and decisions based on continuous monitoring and assessment.

We will seek advice from other professionals should any additional support needs for your child be identified.

If you have concerns regarding your child we would encourage you to contact us at the earliest possible time to ensure we address them.

Issue Date: September 2024	<b>MAPLE RIDGE SCHOOL Policy</b>	Next Review Due September 2025
<b>Special Educational Needs Policy and Information Report</b>		

## 5.8 Expertise and training of staff

Maple Ridge is committed to the ongoing professional development of our staff team. Our in-service training days (INSET) are used to update training needs. To keep us informed of current thinking we commission or consult with the leaders in the field of educating children with learning difficulties and autism.

New staff receive induction training and all staff receive core training in child protection and safeguarding. First Aid, Autism awareness, Cued articulation and Read Write Inc (literacy), the use of visual communication and Makaton are other key areas of training. Class staff are trained in Team Teach – a positive behaviour management approach.

Staff receive training in strategies and approaches to support children with autism that may include the Picture Exchange Communication System (PECS), Intensive Interaction, Attention Autism and Social Stories. Some staff have undertaken further training in the TEACCH methodology. Some staff have been trained by ELKLAN in speech and language support for children with autism.

## 5.9 Securing equipment and facilities

### Allocation of Resources

The whole school has made a clear commitment to developing the educational provision it makes in order to meet the needs of the children. Resources are allocated from the school's delegated budget, according to the priorities indicated in the **School Development Plan**.

Where individual children need specific resources that are identified within Section F of their EHCP, the arrangements for the provision of this is agreed with the LA prior to the child starting at our school.

## 5.10 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 after 8-10 weeks

Monitoring by the leadership team

Using teacher assessment to measure progress

Holding annual reviews for pupils with EHC plans

## 5.11 Enabling pupils to engage in activities available to those in the school who do not have the same SEN

All children at Maple Ridge are offered the opportunity to go on school trips. We believe that this helps the children to generalise their learning in real life contexts and provides them with special memories.

Every class team uses out of school visits to support curriculum work.

We provide residential visits in years 5 and 6, involving the children being away from home for 2 nights. We believe that this enables children to develop their independence and have the experience of staying away from home. We have also introduced a one night sleepover camp in school for Year 4.

<b>Issue Date:</b> <b>September 2024</b>	<b>MAPLE RIDGE SCHOOL</b> <b>Policy</b>	<b>Next Review Due</b> <b>September 2025</b>
<b>Special Educational Needs Policy and Information Report</b>		

We have minibuses and staff are trained under a Hampshire approved driving scheme. We rigorously risk assess these trips to prioritise the safety of your children. Activities planned take into consideration children's learning needs and their preferred activities.

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

## **5.12 Support for improving emotional and social development**

The school's Curriculum Policy states that access to the whole curriculum, including Early Learning Goals and the National Curriculum, is an entitlement for all pupils. It also recognises that it is the right of children to have the curriculum matched to their individual needs. Due to the nature of the special educational needs of the pupils placed at the school the personal, social, emotional development of the pupils is given high status and viewed as an important part of the whole curriculum experience for the pupils. This is a small school with high staffing ratios and a nurturing environment where each child's individual wellbeing is a priority.

We believe that developing pupils' self-esteem and their emotional health is essential. We have a whole school approach to helping children learn how to recognise and manage their emotions based on the Providing Alternative Thinking Strategies (PATHS) model. This aims to help children develop self-control, emotional awareness and interpersonal skills. It uses engaging materials that may relate to "doing turtle" to help a child communicate how they feel and in each classroom there is an area designated for this approach.

We have a high adult to child ratio, so there is always a listening ear or observant member of staff to address any of your child's concerns.

We believe that listening to children is important and have a school council, giving them a say in how to make their school better.

Maple Ridge promotes Healthy Eating and healthy snacks are encouraged and water freely available throughout the day. We have extensive school grounds to promote physical activity, including an adventure playground, interactive playground and a large sports field with a cycle track. There are areas in school to encourage relaxation too – we have a library and a sensory room to enhance your child's wellbeing.

Personal and Intimate Care, when required, is carried out with respect for your child's dignity. We will liaise with you if prescribed medication needs to be administered to your child in school.

The school has a Designated Safeguarding Lead and 3 Deputy Designated Safeguarding Leads to ensure any welfare and safety concerns are monitored and appropriate action taken.

## **5.13 Working with other agencies**

Links with other schools include:

- Staff involvement in local cluster subject groups and staff development opportunities;
- Headteacher's attendance at Special School Head's conferences and Basingstoke Primary Headteacher's conferences;
- Visits to the school by interested teaching and support staff;
- Transition planning at Secondary transfer;
- The school's Outreach Service.

The school is also committed to working in partnership with outside agencies to enhance the quality of the provision made for meeting the special educational needs of each pupil and to work closely with their parents and families.

<b>Issue Date:</b> <b>September 2024</b>	<b>MAPLE RIDGE SCHOOL</b> <b>Policy</b>	<b>Next Review Due</b> <b>September 2025</b>
<b>Special Educational Needs Policy and Information Report</b>		

The school DSL team will endeavour to attend any Social Services case conferences concerning individual pupils, where these are planned in term time working hours.

The Headteacher has responsibility for links with outside agencies and therapists, and will have regular contact with the relevant therapists. These currently comprise Educational Psychology service, Speech and Language Therapy (SALT), Physiotherapy, Occupational therapy, and advisory teachers for the hearing impaired.

We have a wide range of professionals working at the school to support school staff and your child. Maple Ridge is supported by NHS speech and language therapists and a Local Authority Speech and language therapist. We employ a Specialist Sensory Processing Occupational Therapist who works with class teams to devise and implement programmes to support children who have sensory processing difficulties. A small number of pupils with identified needs access weekly horse-riding lessons supported by the Riding for the Disabled Association. We work alongside physiotherapists if a child has physical difficulties.

If your child has visual or hearing difficulties we will seek advice from the teacher advisors in the County and we follow guidance from physiotherapists if a child has physical difficulties.

We can access advice from the County Specialist Educational Psychologists (EP) when required.

Maple Ridge is funded by the Local Authority (LA) to provide an 'Outreach' service to mainstream schools to provide advice and training on SEN good practice. The Outreach service also includes the Thomas Outreach Programme (TOP) and offers an Open Door group for parents of pre-school children with social communication difficulties.

We are licensed by the National Autistic Society (NAS) to deliver the EarlyBird and EarlyBird Plus training courses for parents and professionals.

We have a Home/School Coordinator who is an experienced staff member from school who will work in partnership with families to help you and your child in many areas of school and family life including behaviour, sleeping, eating and toileting. They will also liaise with other professionals such as social care workers, CAHMS and health professionals and any other agencies that may be involved with your child. The Home/School Coordinator also holds Family Information evenings each term on topics that are of interest to parents and families.

Maple Ridge will also signpost parents/carers to other organisations or services that provide additional support.

We provide a short break service called Play at Maple. This is organised and run by school staff and offers play schemes on Saturdays and during school holidays where children can play with others using a range of fun activities whilst their parents/carers have a well-earned break.

## **5.14 Complaints about SEN provision**

Complaints about SEN provision in our school should be made in line with the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

Exclusions

Provision of education and associated services

Making reasonable adjustments, including the provision of auxiliary aids and services

<b>Issue Date:</b> <b>September 2024</b>	<b>MAPLE RIDGE SCHOOL</b> <b>Policy</b>	<b>Next Review Due</b> <b>September 2025</b>
<b>Special Educational Needs Policy and Information Report</b>		

### **5.15 Contact details for raising concerns**

We encourage you in the first instance to contact your child's class teacher, team Assistant Headteacher or the Head teacher.

We operate an open-door policy and ask that you share with us if you have any concerns.

## **6. Monitoring arrangements**

This policy and information report will be reviewed by the headteacher 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 body.

## **7. Links with other policies and documents**

This policy links to our policies on:

Accessibility plan

Behaviour

Equality information and objectives

Supporting pupils with medical conditions

Teaching and Learning

Assessment, Recording and Reporting