



## SEND POLICY– Maranatha Christian School

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This policy includes our admissions statement for children with SEND and should be read in conjunction with our Admissions Policy and Accessibility Plan.

### PRINCIPLES AND OBJECTIVES:

Maranatha Christian School has regard to the definition of SEND stated in the 2014 SEND Code of Practice: “A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means that he or she has a significantly greater difficulty in learning than the majority of others the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.”

Children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools
- c) are under compulsory school age and fall within the definition at a) or b) above or would do so if special education was not made for them.’

Maranatha Christian School, Queenlaines Farm, Sevenhampton SN6 7SQ Telephone: 01793 762075  
 Proprietor: New Maranatha Christian School Trust,  
 Registered Charity Number: 1092273



A disability is described in law (the Equality Act 2010) as 'a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.'

Not all children and young people with a disability have SEN but often there is an overlap.

*Special educational provision means:*

- a) for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area
- b) for children under two, educational provision of any kind.

We endeavour to monitor all children/pupils who are not making adequate progress in the four broad areas specified in the SEND Code of Practice i.e. communication and interaction needs, cognition and learning difficulties, social, emotional and mental health difficulties, and sensory and/or physical development.

We work closely with all parents to listen to their views so as to build on children's previous experiences, knowledge, understanding and skills so that they develop in all aspects of the curriculum.

Parent/carer involvement and support is vital to the success of the education of the children and especially those with SEND.

We believe that all practitioners are teachers of children/pupils with SEND and differentiate according to the needs of the children in their care.

Monitoring the progress of all children/pupils is an ongoing process which enables early identification of any children who may require additional or different provision to be made.

We believe in equal opportunities and try to meet the physical, emotional and intellectual needs of all our children. This policy should therefore be read alongside our policy for equal opportunities.

Children/pupils with SEND are fully integrated into the life of the school and the curriculum, recognising the strengths of every individual as well as any areas for development, and ensuring all contribute to the social and cultural activities of the school.

Parents are encouraged to discuss any issues and concerns with their child's main teacher.

## ENGLISH AS AN ADDITIONAL LANGUAGE

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Pupils with English as an additional language (EAL):

- Will have a wide variety of needs
- Will have strengths and weaknesses in different skills.

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- Might speak English fluently (i.e. be bilingual, speaking a non-English language at home)

### MANAGEMENT OF SEND WITHIN THE SCHOOL

Parents will always be kept informed of any additional or different provision being given and invited to contribute to and attend any review meetings about their child.

Children/pupils who make slower progress will be given carefully differentiated learning opportunities to help them progress with regular and frequent careful monitoring of their progress, which will involve the parents/carers and children in working in partnership with the school.

All children will receive a broad and balanced curriculum, relevant to the needs of the individual and the following will be taken in to account:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

We aim to recognise strengths as well as weaknesses and try to involve all children in the activities of the school.

Early identification assessment and intervention are recognised as the key to meeting the needs of the individual children.

### RESPONSIBILITY FOR CO-ORDINATION OF SEND PROVISION

The Trustees and/or Head Teacher:

- Ensure that provision is made for pupils who have SEND
- Ensure that the needs of pupils with SEND are made known to all who are likely to teach them
- Ensure that teachers are aware of the importance of identifying, and providing for, those children with SEND
- Ensure that a pupil with SEND joins with all pupils in the activities of the school together, so far as is reasonably practical and compatible with the child receiving the SEND provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources
- Report to parents on the implementation of the school's policy for pupils with SEND
- Have regard to the Code of Practice when carrying out its duties to pupils with SEND
- Ensure that parents are notified of the decision of any extra provision being made for their child



The Trustees are involved in developing and monitoring the policy. They are kept up to date and knowledgeable about the provision, deployment of funding, equipment and personnel resources.

The quality of SEN provision is continually monitored, evaluated and reviewed. A report on the implementation of the SEND policy is issued annually and sent to parents.

SEND provision is an integral part of the School Development Plan.

#### ARRANGEMENTS FOR CO-ORDINATION OF SEND PROVISION

Susan Tylee is responsible for:

- overseeing the day-to-day operation of the SEND policy for Primary
- co-ordinating provision for children with SEND
- ensuring there is liaison with parents and other professionals in respect of children with SEND
- managing learning support assistants / monitors
- ensuring that appropriate IEPs are in place, that relevant background information about children with SEND is collected, recorded and updated
- liaising with external agencies

Mandy Gilchrist is responsible for:

- overseeing the day-to-day operation of the SEND policy for Secondary
- co-ordinating provision for children with SEND
- ensuring there is liaison with parents and other professionals in respect of children with SEND
- managing learning support assistants / monitors
- ensuring that appropriate IEPs are in place, that relevant background information about children with SEND is collected, recorded and updated
- liaising with external agencies

Alice Shepherd is responsible for:

- overseeing the day-to-day operation of the SEND policy for Early Years
- co-ordinating provision for children with SEND
- ensuring there is liaison with parents and other professionals in respect of children with SEND
- managing learning support assistants / monitors
- ensuring that appropriate IPPs are in place, that relevant background information about children with SEND is collected, recorded and updated
- liaising with external agencies

Liaison is ensured by written and verbal communication.

All staff are responsible for children with SEND.



## ADMISSION ARRANGEMENTS

Provision for children with SEND is a matter for the school as a whole.

We welcome all children to our school and endeavour to ensure that appropriate provision is made to cater for their needs.

All children with SEND play a full part in the daily life of the school and are encouraged to join in all activities. If additional provision is necessary the parents/carers are always informed.

Pupils with EHCPs are admitted into school and fully integrated unless it would be incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

## SPECIALIST SEND PROVISION

- Moderate Learning Difficulty - We use diagnostic tests to determine a child's ability and the core curriculum is set accordingly and teacher assessment will indicate if a child needs added support
- Other Difficulty / Disability – access to the main school buildings is available via ramps for children in wheelchairs.

## FACILITIES FOR STUDENTS WITH SEND OR WHO ARE DISABLED

- Wheelchair access, (Except upstairs.)
- Disabled toilets with hand rails;
- All mainstream classrooms are: carpeted (excluding cloakroom and practical areas), have rubber soled or wooden fixed tables and wheeled chairs and high frequency lighting.
- Ramps to outside doors to allow for wheelchair access
- Individual adaptations will be made for specific pupils

## ALLOCATION OF RESOURCES FOR VULNERABLE PUPILS, THOSE WITH SEND OR WHO ARE DISABLED

The provision of SEND support and resource is made within the fees that are charged per pupil. In the case that a student has considerable requirements, provision may require one of the following funding options (e.g. if a pupil requires 1-1 tuition, changes to school facilities, etc.)

- Parents / Carers will be asked to contribute towards the additional costs
- Parents / Carers will be required to make an application to the Local Authority for government support.

In the unlikely case that the school cannot provide for the students learning requirements due to a lack of required funding, the leadership of the school and SENDCO may come to the decision that



we need to work with the parents / carers to find an alternative learning environment for the student.

## IDENTIFICATION, ASSESSMENT, MONITORING AND REVIEW OF PUPIL NEEDS AND PROGRESS

### IDENTIFICATION AND ASSESSMENT

We are committed to the early identification and intervention of children who may have SEND.

More detailed observations are made in a variety of contexts as well as careful monitoring of the curriculum. We obtain information from parents/carers and any other records from the previous schools the children may have attended.

The graduated response, adopted in the school, through the monitoring of individual children's progress, recognises that there is a continuum of needs. This is recommended in the SEND Code of Practice.

School Action - If a teacher identifies a child who may have SEND it may be necessary to devise an Individual Education Plan (IEP). This sets out any arrangements that are additional to and different from the usual curriculum. The teacher liaises with the SENDCO and parents/carers and involves them in setting targets and strategies. These are shared with the child and reviewed each half-term/term, or as appropriate.

Further advice and professional support is sought and implemented as is considered necessary for the individual needs of the children.

School Action Plus - If adequate progress is not made after a substantial period of intervention and review, the teacher in consultation with the parents/carers, may conclude that further support and advice is needed. In some cases, outside professionals from health, social services, support services or the education psychological service may be involved with the child. A new IEP will be drawn up in consultation with the parents/carers.

### MONITORING AND REVIEW

The IEP is continually under review to ensure that the appropriate targets set provide success for the child and progress is made. The parents/carers and children are always involved.

In a very few cases it may be necessary for the school to consider, in consultation with the parents and any outside agencies involved, whether a statutory assessment may be necessary. We would seek guidance from outside sources to help make any such decisions.

The SEND policy is subject to a regular cycle of monitoring evaluation and review.

**The SEND policy should also be read alongside the behaviour and equal opportunities policy.**



The SENDCO ensures that all appropriate records are kept and available when needed. These are always available for parents/carers to see and can be a source of invaluable information for teachers in other classes/the next school/further educational establishments.

### ACCESS TO CURRICULUM, INFORMATION AND ASSOCIATED SERVICES

All children are entitled to a broad, balanced and relevant curriculum, through the use of PACEs and our Maranatha Christian Curriculum. Progress is continually monitored using the regular check-ups, Self Tests and PACE tests within the ACE curriculum and through formative and summative assessments in taught lessons.

All information gained is used to support planning in order to aid progress.

Associated services would be used for any children with SEND.

### INCLUSION ARRANGEMENTS FOR PUPILS WITH SEND OR WHO ARE DISABLED

We strive to create a sense of community and belonging for all our pupils. We have an inclusive ethos with high expectations and suitable targets, a broad and balanced curriculum for all children and we watch for early identification of barriers to learning and participation.

### EVALUATION PROCEDURES

The Trustees, will on a regular basis, consider and report on the effectiveness of the work and if any amendments to the SEND Policy need to be made.

The broad principles and objectives set out in the policy lay the foundation for the criteria by which we evaluate the success of our policy.

We will review and report on the effectiveness of the policy. This includes the numbers of children identified and their progress, the levels of parental/ carer involvement, materials and equipment used, resource allocation, liaison with other educational establishments, details of the staff's continual professional development and our priorities for the year.

SEND is part of our school self-evaluation arrangements and is a priority in the School Development Plan.

### PROCEDURES FOR CONCERNS

We endeavour to do our best for all children but if there are any concerns, we encourage those concerned to approach the class teacher/form tutor in the first instance or the relevant teacher for Early Years (Mrs Shepherd), Primary (Mrs Tylee) and Secondary (Mrs Gilchrist), and a response will be made as soon as possible.

Parents/carers can obtain support, advice and information if they wish.



If there are any complaints relating to the provision for pupils with SEND these will be dealt with in the first instance by the Head Teacher and relevant teacher. The chair of Trustees may be involved if necessary. Please see the school's Complaints Procedure available on the school's website.

## STAFFING POLICIES AND PARTNERSHIP WITH EXTERNAL AGENCIES

### PROFESSIONAL DEVELOPMENT FOR STAFF

We have regular staff meetings where SEND issues are discussed. These are related to specific concerns relevant to the needs identified or in ensuring that staff keep up to date with information and legislation.

Relevant training is provided for all the staff as is appropriate.

All new staff are required to read the school's policy and procedures for SEND.

### SUPPORT SERVICES AVAILABLE

We believe that effective action on behalf of children with SENDs depends upon close co-operation between the school and other professionals, e.g. the LEA, SEND support services, health services, social services, etc.

### PARTNERSHIP WITH PARENTS

The school is committed to involving parents/carers whenever it is practically possible. This is a commitment to all parents but is especially important in the case of those whose children are identified with SEND. We include all in social events, assemblies and informal meetings.

Parents/carers are notified early if we have any concerns and there is always a willingness to listen to issues brought forward for discussion.

We share information with parents/carers in informal conversations and individual meetings as well as keeping a dialogue in our home/school contact books.

Parents/carers are invited to review meetings to discuss progress and to be involved in setting targets with appropriate intervention strategies to help the child both in school and at home.

We respect the differing needs of parents/carers such as a disability or communication and linguistic barriers.

### PUPIL PARTICIPATION

Children, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the children in school are given due weight according to their age, maturity and capability.





Pupils participate where possible, in all the decision-making processes, including setting targets and contributing to their IEPs, discussing their choices, assessment of needs and in the review procedures.

## LINKS WITH OTHER AGENCIES, SCHOOLS AND VOLUNTARY ORGANISATIONS

We aim to maintain useful contact with support services in Children and Young People's Services.

We aim to have effective working links with the following when appropriate:

- Hearing Specialist
- Speech and Language Therapy Service
- Other Children and Young People's Services
- Community Health Service
- Family support and safeguarding
- Parent Partnership Service