Special Educational Needs and Disability (SEND) Policy



Meadowfield

To inspire and motivate all pupils and staff who learn and work together to aspire to endless possibilities.

School vision

Meadowfield school is a safe and stimulating learning community in which we all work together to nurture and maximise the potential of each and every individual. We provide the best personalised learning opportunities, firm foundations and strong partnerships for all pupils and students, so that each one is able to maximise their development and progress to lead the fullest possible adult life.

We are a school where we believe in 'Growing Together'. To inspire and motivate all pupils and staff who learn and work together to aspire to endless possibilities.

1.Aims

Our SEND policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disability needs.

- Explain the roles and responsibilities of everyone involved in providing for our pupils with SEN and disabilities.

Aims of Meadowfield School:

- To promote an environment in which pupils are safe, happy, feel valued as individuals, learn to co-operate with others and develop a love of life-long learning

- To ensure a positive learning environment is achieved through the positive values being modelled by staff, parents and visitors throughout the school; in doing so developing the whole child as a reflective learner within a calm, caring, happy and purposeful atmosphere

- To maintain a learning environment that provides equal opportunities for all, regardless of ability, race, ethnicity, sexual orientation or gender

- To provide an inclusive curriculum which is accessed via a range of differentiated teaching and learning approaches to meet individual needs

- To address physical access barriers to learning for individual pupils by use of appropriate technology and adaptive equipment

- To promote Preparation for Adulthood through developing the skills of independence, persistence and resilience

- To enable pupils to achieve their best and be prepared for adulthood living fulfilling lives whether that is in employment, apprenticeship, higher education or supported living

- To meet pupil's personal, physical and social development needs and to encourage a positive contribution to the life of the school and wider community

- To support pupils to develop positive strategies to ensure good mental health and well-being

- To develop emotional resilience, self-regulation and confident social skills

- To ensure that all transitions into, within and when leaving school at each phase of education are informative, positive and seamless as possible, and contribute information to the onward destination

- To embed the Fundamental British Values into all aspects of school life so that pupils can contribute positively to life in modern Britain

- To raise standards by promoting a school ethos which is underpinned by core values. Values-based Education creates a strong learning environment that enhances academic achievement and develops pupils' social and relationship skills, aptitudes and attitudes to succeed that last throughout their lives

- To ensure challenging yet realistic targets are set annually and monitored five times per academic year

- To ensure where a barrier to progress is identified, the school will put appropriate evidence-based interventions in place which will be monitored and reviewed regularly

- To ensure all pupils are safeguarded against the risk of radicalisation and extremism

- To maximise opportunities for home/school/community liaison and to actively encourage parental and community involvement in the life and work of the school

- To collaborate and share advice, support and expertise with other schools, colleges and agencies through the Specialist Teaching and Learning Service

- To provide members of staff with a comprehensive and supportive programme of Induction, Training, Appraisal and Continuing Professional Development opportunities.

- To build Self-Evaluation practices that raise standards in all aspects of school life and are quite clearly at the heart of all Monitoring, Evaluation and Review systems.

2. Introduction

This policy is based on statutory Special Educational Needs and Disability (SEND) Code of Practice (January 2015), updated September 2024 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.

3.Definitions

Meadowfield School identifies pupils as having Special Educational Needs if they meet the definition as set out in the Special Educational Needs and Disability (SEND) Code of Practice.

Special Educational Needs (SEN): A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEN definition."

3.1 The school provides special educational provision for pupils who require "provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements

normally provided as part of high quality, personalised teaching. It may take the form of additional support from within the school or require the involvement of specialist staff or support services."

3.2 The school provides for pupils who have Profound, significant and complex needs, which broadly fall in the areas of:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

4. Guiding principles

- At Meadowfield School we believe that all of our pupils, regardless of gender, ethnicity, ability, disability or sexuality are entitled to a high-quality education that will maximise their life chances.
- We seek to enable all pupils to achieve the best possible educational and other outcomes, and to prepare them effectively for adulthood.
- All pupils are entitled to an education that enables them to:
    - achieve their best;
    - become confident individuals living fulfilling lives
    - make a successful transition into adulthood, whether into further education, training, supported living or employment.

4.1 Kent has designated Meadowfield Special School as the District Special School for Swale, meeting the needs of pupils with profound, severe and complex special educational needs (PSCN).

4.2 Kent County Council summarised the needs of pupils with profound, severe and complex needs as follows:

Children with profound and severe needs will exhibit many of the following:

- A severe developmental delay or severe learning difficulty (e.g. up to 0.1 percentile)
- An uneven profile of abilities with the majority of abilities within the severe learning difficulties level.
- Prediction of a high level of dependency throughout their life.
- Severe under-functioning in most aspects of school and social life, with some abilities at a higher level.
- Requirement for multi-agency input from both Health and Social Services with access to after-school respite care.

Children with complex needs will have:

- An uneven profile with higher levels of attainment and functioning in some curricular areas.
- These pupils will have 'complex' needs which are the result of two or more combinations of need in addition to cognition and learning (i.e. physical, sensory, medical, communication and interaction etc) and will experience considerable difficulty in accessing mainstream school.

5. Roles and Responsibilities

The effectiveness and appropriateness of the policy will be continuously monitored by the Principal and Deputy Principal with responsibility for pupil achievement in conjunction with the SEN Representative from the Governing Body. The use of resources, programme planning, effectiveness and quality of individual planning, pupil progress, pupil participation, parents as

partners, statutory reviews, the identification of training needs and the use made of support services will be monitored and evaluated regularly.

In addition, the school will annually undertake a self-evaluation of the effectiveness of its policy in order to both update the policy and to plan further improvements and development.

5.1 All members of the school community (staff, parents & pupils) share a working commitment towards achieving the school's vision and mission by ensuring that practical provision arrangements for pupils and students are guided by the school aims.

5.2 The governing body in co-operation with the Principal, determines the general policy and approach to the management, monitoring, evaluation and review of the school's practical provision arrangements.

5.3 The Principal, with the school's management team, has strategic responsibility for monitoring and evaluating the effectiveness of this policy, ensuring that necessary revisions are undertaken and keeping the governing body appropriately informed.

The governing body has as link governor for special educational needs (SEN): Mrs L Candy.

6. Admission Arrangements

6.1 Admission arrangements are controlled and managed by the East Kent Area Education Office in conjunction with the school. The current vacancy situation within the school is a key consideration in determining any pupil or student admission, as is Schedule 27 of the Education Act 1996.

6.2 Pupils and students can be admitted from ages 4 to 19 provided they have an Education Heath and Care Plan (EHC) specifying a special need which is related to the provision designation of the school.

6.3 Pupils will live in the district or in an adjacent district but Meadowfield is the nearest appropriate special school.

6.4 Journey times will comply with the County Transport Policy.

7. Specialisms & Special Facilities

7.1 Meadowfield School is the Swale District Special School for pupils with Profound, Severe and Complex Needs (PSCN). The school was designed and built to be fully accessible to all pupils.

7.2 Each Key Stage has a suite of rooms including classroom bases; individual work spaces, and access to subject specific and specialist rooms including;

- A designated phonics teaching area
- An Art and Design Technology room
- A Science room
- Food technology rooms
- A Music room and music practice room
- A hydrotherapy pool with a suite of changing facilities
- Well-being hub including a nurture class
- Sports halls & Well-being Fitness Gym
- A soft play room
- A sensory room

- A medical room
- A therapy room

7.3 Learning outside the classroom is enhanced through:

- Individual class outside space
- Large playground areas
- The sensory garden
- The soft pore games area and playing field
- A number of mini buses to facilitate offsite visits to enrich learning
- Local Community facilities

7.4 Pre-School, Primary and Secondary Satellites and 6th Form provision

Meadowfield school provides extensive specialist outreach to Early years provisions across Swale.

The school operates a Primary age satellite provision at the local Sunny Bank Primary School, Sittingbourne; and a Secondary age satellite at the local Fulston Manor School, Sittingbourne.

Our 6th Form unit is off site and has a range of class bases including a food technology room, personal care suites and outdoor learning facilities.

8. Allocation of Resources

8.1 Core funding for the school is provided by the Local Authority (LA) according to needs-based funding rates as agreed by the LA School's funding forum.

8.2 Additional funding is allocated to the school through:

- KCC Service level agreement to provide specialist Early Years outreach service
- Pupil Premium for pupils currently entitled to free school meals (FSM) or where they have been entitled during the previous 6 years.
- Pupil Premium for pupils from families where at least one parent is a serving member of the Armed Forces or has been so in the previous 6 years.
- Pupil Premium for pupils adopted from care, under special guardianship, a residency or child arrangement order
- Pupil Premium, as agreed with the Virtual school for Children in Care
- Primary Sports Premium
- DfE Teachers' pay and pension grants
- The school can also submit specific project bids to a variety of other funding sources.

8.3 The annual budget structure determines the financial allocation which is agreed by the Governors' Business Services Team and approved by the Governing Body. Allocation relates mainly to the following resource areas:

- Staffing structure
- Additional pupil and student support
- Training and professional development
- Assessment, planning and review
- Curriculum and teaching methods
- Specialist equipment and facilities
- Premises management
- ICT improvements
- School Improvement Planning priorities

- Mini Bus fleet

9. SEN: Needs Identification and Review

9.1 All pupils and students on roll at Meadowfield have an Education Health Care (EHC) Plan derived from the Statutory Assessment Process, which outlines their needs, identifies outcomes and the range of provision required to meet those outcomes.

The following people have a specific right to request that a local authority conduct an education, health and care needs assessment for a child or young person aged between 0 and 25:

a. The child's parent (or an advocate on their behalf).

b. The young person over the age of 16 (or an advocate on their behalf).

c. A person acting on behalf of a school or post-16 institutions (this should be with the knowledge and agreement of the parent or young person where possible).

Details of the process and timeframe are documented within the SEND Code of Practice https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

In addition, anyone can bring a child or young person who has (or may have) SEN to the attention of the local authority. This could include, for example foster carers, health and social care professionals, early years' practitioners, youth offending teams or probation services, those responsible for education in custody, school or college staff or a family friend. Again, this should be done with the knowledge and agreement of parents or the young person where possible.

9.2 Education Health and Care Plan (EHCP)

EHC plans must be focused on the outcomes the child or young person seeks to achieve across education, health and care. EHC plans must set out how services will work together to meet the child or young person's needs and in support of those outcomes. EHC plans will be based on a co-ordinated assessment and planning process which puts the child and young person and their parents at the centre of decision making.

Once a pupil has an EHC Plan naming Meadowfield School, the Principal will ensure that those teaching or working with the child or young person are aware of their needs and have arrangements in place to meet them.

The school will ensure that teachers monitor and review the pupil's progress at least termly and report three times yearly, a formal review of the EHC plan will take place at annually. If a pupil's SEN changes, the local authority will be informed and will arrange to hold a review as soon as possible to ensure that provision specified in the EHC plan is appropriate. For further information on EHC Plans is available through the Local Authority's Local Offer detailed on the KCC website http://www.kent.gov.uk/education-and-children/special-educational-needs

9.3 All pupils and students have an Individual Provision Plan identifying small steps towards the overarching EHC plan targets, which are reviewed termly and reported three times annually. All provision plan targets are evidenced against and monitored termly on Evidence for Learning, which is shared with parents regularly.

9.4 Ongoing Information about pupil and student progress and emerging needs is gathered, organised and analysed as set out in the school's Assessment, Recording, Reporting Policy.

10. Curriculum Arrangements

10.1 At Meadowfield School teachers have high expectations for every pupil. The curriculum is adapted and differentiated to meet the needs of all pupils. The curriculum pathways are detailed in the Curriculum Overview document and the Curriculum Policy.

10.2 Teachers use appropriate formative and summative assessment to set targets which are challenging but realistic. Lessons are planned to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving.

11. Preparing for adulthood

11.1 At Meadowfield School we help our pupils to start planning for their future adult life as early as the Early Years Foundation stage. Our aim is to support our pupils to go on to achieve the best possible outcomes in participating in society, further education, independent living, supported living and/or employment.

This could include, for example:

- Ensuring that at each stage of schooling pupils are given every opportunity to become independent, confident communicators and socialisers and have a positive attitude and outlook
- Developing life skills from the Early years through to sixth form
- Ensuring that the curriculum for each pupil is personalised and at each stage of development pupil's knowledge and skills are built upon
- Ensuring that individualised accreditation options are offered and achieved
- Ensuring that pupils and students experience a range of work related and voluntary experiences
- Planning meetings with pupils and parents at an early stage (and particularly from Year 9) to develop aspirational visions and pathways towards adulthood
- Signposting pupils and parents to different settings and outside agencies to achieve their vision
- Ensuring that career advice and information provides high aspirations and a wide range of options
- Supporting pupils and students to extend their cultural capital within the local and wider community

11.2 We have specific duties to prepare young people with EHC Plans for the transition to adulthood, as set out in section 8 of the SEND Code of Practice. The review of an EHC Plan in Year 9 builds on previous reviews and existing plans. It will allow time for the commissioning of any necessary provision and support to take place. Planning will build on action that has already been agreed with the pupil and will inform decisions about the next stage of education - specifically choices about accreditation and Study Programmes and the range of post-16 options which may be available and the longer-term outcomes that the child wants to achieve in their adult life.

13. Evaluating Success

13.1 Under the Special Educational Needs and Disability (Information) Regulations, the governing body is required to evaluate how well it is delivering the school's local offer that has been agreed with the LA. The school, will as part of its Local Offer:

- Assess and review pupils' progress towards outcomes, and work in partnership with parents and young people as part of this assessment and review
- Support pupils in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood, outcomes will reflect their ambitions, which

will include in participating in society as fully as possible, further education, independent living, supported living and/or employment
- Make adaptations to curriculum, teaching and the learning environment and access to ancillary aids and assistive technology
- Secure expertise among teachers or other professionals to support all pupils within the school regardless of the level of their SEN
- Assess and evaluate the effectiveness of the provision for all pupils and overcome barriers to learning and progress
- Enable all pupils to have access to facilities and enrichment activities
- Support and improve emotional and social development through our Nurture provision, including extra pastoral support arrangements for listening to the views of pupils and take measures to prevent bullying
- Implement the Prevent Duty to ensure pupils are safeguarded from radicalisation and extremism
- Support pupils who are looked after by the local authority through working closely with all agencies involved with the pupils to ensure positive outcomes
- Gain, listen and act on pupil, parent and staff voice to consistently evaluate and improve our offer

13.2 The effectiveness of the school's SEN policy and Provision is enabled and evaluated through:

- Monitoring of teaching and learning by the Leadership Group as set out in the school's Teaching & Learning Policy
- Monitoring of curriculum organisation and delivery by subject co-ordinators as set out in the school's Curriculum Policy
- Regular monitoring carried out by the Governing Body as set out in the school's Governor Monitoring Policy
- Analysis of feedback from Local Authority School Improvement Partner visits
- Analysis of feedback from External School improvement partner visits
- Analysis of feedback from Governor meetings, visits and learning walks
- Regular assessment and analysis of pupil progress data as set out in the Assessment schedule and detailed in the school's Assessment, Recording & Reporting Policy
- Analysis of any available pupil/student attainment data
- Analysis of data relating to pupil well-being and welfare
- Analysis of data relating to pupil and parent voice
- Analysis against LA, national and other available comparative data
- Achievement in relation to School Improvement Plan targets and Curriculum Area Action Plan targets
- Achievement in relation to statutory targets set by the school's Governing Body.
- Implementation of the school's Appraisal and Continuing Professional Development policies

14. Arrangements for Professional Development for all staff, including learning support assistants

14.1 The professional development of all staff involved in meeting the needs of all pupils at Meadowfield School is ongoing and continuous. A wide range of training opportunities is provided which includes;

- Training for staff on a Friday afternoon covering a wide range of skills and development
- Peer reflection groups which encompass collaborative working, skill sharing and the demonstration of teaching techniques and strategies organised within the school
- Professional development sessions and one-off sessions on relevant subjects provided by a range of external specialists. These courses are tailored specifically to the needs of the school and reflect the changing needs and priorities of the school
- Attendance at courses offered by external providers, accredited and non-accredited

- Support from the Specialist Teaching and Learning teachers based within Meadowfield School
- Support from NHS therapy teams such as Speech and Language, Nursing and Occupational Health and Physiotherapy

15. External Support

15.1 The main source of outside agency support is from the Local Authority or commissioned professionals which can include:

- The Educational Psychology service
- Social services
- Traveller education services
- Attendance and Behaviour Services
- Health Professionals
    - School Nurse provision
    - Physiotherapy/Occupational Therapy provision
    - Speech & Language Therapy provision
    - NELF
    - Child & Adolescent Mental Health provision
    - Paediatric Consultant/other medical provision

Informed parental permission is required before such consultations can take place

15.2 The school has an allocated Special Educational Needs Officer, based at East Kent Area Office who is the point of Local Authority contact for the school and parents/carers in relation to provision issues. The school office can provide the name of the current Officer linked to Meadowfield School.

15.3 The school's Designated Teacher liaises with corporate parents in relation to Children in Care.

16. Links with other schools/colleges & the wider community

16.1 Meadowfield School values its place within the local community. Pupils throughout the school access community facilities including local parks, leisure centres and shops. As the pupil's progress through the school the links with the community strengthen to enable the pupils to develop confidence to contribute to and be a part of their local community through enrichment visits, project work, sporting links and work experience

16.2 The school has well developed links with a wide range of local business who support pupils in accessing work experience opportunities

16.3 Meadowfield is a Cooperative School being part of the Kent Special Educational Needs Trust (KSENT) which, is the organised voice of special schools within the County of Kent. It represents all maintained (Community, Foundation and Academy) special schools, which choose to join it, and currently has 26 members representing every need type.

17. Parental/Carer Links

17.1 All parents and carers of pupils at Meadowfield School are considered to be our partners. We will continue to ensure that we uphold the standards of 'Leading parent partnership' award. Staff will support parents and carers so that they are empowered to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their pupil's education
- Have knowledge of their pupil's entitlement within the SEND framework

- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision-making processes about special educational provision.

17.2 To make communications effective staff at Meadowfield School will:

- Acknowledge and draw on parental knowledge and expertise in relation to their child
- Focus on the pupil's strengths as well as areas of additional need
- Recognise the personal and emotional investment of parents and be aware of their feelings
- Ensure that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings
- Respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
- Respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers
- Recognise the need for flexibility in the timing and structure of meetings

18. Pupil/Student Participation

18.1 Meadowfield encourages pupils and students to participate, at an appropriate level and in ways that reflect their evolving maturity.

18.2 The pupil's views will always be ascertained, but this may not be through direct discussion with the pupil.

18.3 Pupils will be enabled and encouraged to participate in all decision-making processes in education.

18.4 Pupils need to be part of the process, to know that they are listened to and that their views are valued

18.5 Some of the ways pupil will be included in decision making process will be through:

- Attending their EHCP review and child in Care reviews
- Being involved in target setting and identifying teaching and learning strategies that work for them
- Incorporating their views in every aspect of review of their education
- Encouraging self-advocacy and independence
- Involvement with the Meadowfield School Council

19. Complaints

Any complaints from parents of pupils with special education needs concerning the provision made at the school should be made through the school's procedures. The Complaints Policy is available on the school's website or can be obtained from the school office.

20. Equality and Diversity

Meadowfield School is committed to equality of opportunity for all pupils and staff in which people treat each other with mutual respect, regardless of: age, disability, family responsibility, marital status, race, colour, ethnicity, nationality, religion or belief, gender, gender identity, transgender, sexual orientation, trade union activity or unrelated criminal convictions. We strive to educate, promote and celebrate the wider diversity of society within our school community.

21. Related Documentation

Curriculum Policy
Teaching & Learning Policy
Assessment, Recording & Reporting Policy
Inclusion Policy
Continuing Professional Development Policy
Governor Monitoring Policy
Complaints Policy
Equality & Diversity Policy

Statutory Policy Approved by Governing Body	
Policy Adopted	Date: November 2023
Policy Approved	Date: Awaiting Approval
Next Review	Date: Academic Year 2027/28