



SEND (Special Educational Needs and Disabilities) Policy MS012

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Committee	Education committee
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Signed	<i>M Delaney</i>

Meath | A Speech and Language UK school | Principal: Majella Delaney

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Non-Maintained School | DfE No. 936/7063

Meath, is a Speech and Language UK school. Speech and Language UK is the operating name of I CAN Charity, a registered charity in England and Wales (210031) and Scotland (SC039947), which is a company limited by guarantee registered in England and Wales (00099629). Registered address: 2 Angel Gate, Hall Street, London, EC1V 2PT

SECTION 1

Principal – Majella Delaney
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School SENDCo – Majella Delaney

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (2014) and has been written with reference to the following guidance and documents:

Equality Act 2010: advise for schools DfE Feb 2013
SEND Code of Practice 0-25 (2014)
Schools SEN Information Report Regulations (2014)
Statutory Guidance on Supporting Pupils at the school with medical conditions (April 2014)
The National Curriculum in England and Wales
Safeguarding Policy
Accessibility Plan

This policy was created by the schools SENDCo, the Senior Leadership Group (SLG) Governors, staff and parents and is an open and freely available document to all stakeholders.

Meath School is a specialist residential special school whose proprietor is the national communication charity, Speech and Language UK. The school is set in a rural location close to the town of Woking in Surrey. The school provides day and residential places for pupils age (rising 5 to 11 years).

Pupils are admitted to Meath School after being assessed in the Speech and Language, UK Assessment Centre. Nationwide LA's refer pupils to the school when a multidisciplinary assessment indicates that they have a specific speech, language and communication need which is preventing them from progressing at their current school or centre.

Pupils who attend Meath may have links with other agencies e.g., CAMHS in which case their mental health needs may also have impacted on their capacity to learn.

SECTION 2

AIMS

The main aim of the school's SEND policy is to ensure that the school provides specialist quality teaching, comprehensive therapy and outstanding care for children with specific speech, language and communication needs as well as other associated difficulties. This is done using the school's intent of Talk, Learn, Grow

Talk Intent

- To develop effective attention and listening skills
- To develop an understanding of language
- To develop effective communication skills

Learn Intent

- To develop lifelong learning skills and strategies
- To have opportunities to learn through a broad, ambitious and challenging range of experiences
- To build on prior knowledge
- To develop transferable thinking skills
- To acknowledge and celebrate our differences
- To work with others

Grow Intent

- To develop understanding of our own emotions and those of others to establish and retain
 - strong relationships
- To take risks in learning and develop resilience
- To develop positive physical and mental health
- To know how to keep ourselves safe
- To develop strategies to overcome our individual barriers to learning
- To develop readiness to transition to the next stage of education
- To develop as respectful and active citizens

The SEND policy also ensures we are:

- Understanding and meeting the special educational needs of the pupils which may include needs other than Communication and Interaction as outlined in the Code of Practice (2014)
 - Sensory and/or Physical Impairment
 - Social, Emotional and Mental Health
 - Cognitive Impairment
- Developing opportunities for pupils within community settings and within mainstream provision.
- Helping each pupil to achieve success regardless of disability, gender, class or race and to develop in all our pupils a spirit of understanding, cooperation and respect for all members of the community.

- Engaging the parents and carers of our pupils in an active partnership to the benefit of the social and intellectual development of the children.
- Listening and responding to pupil voice

OBJECTIVES

- To work within the guidance of the SEND Code of Practice, 2014 /2015
- To enable the pupils to access the National Curriculum through carefully planned and differentiated lessons as well as personalised programmes of study.
- To provide a language focused environment which is the product of collaboration between members of our multidisciplinary team.
- To integrate education and therapy in the learning environments providing a seamless service
- To offer highly personalised programmes of study, as appropriate, to meet the needs of every pupil. Personalised learning will involve contributions from key professionals including Senior Leadership
- To assess pupils' individual needs and provide for by the school's systems for curriculum planning and assessment and Individual Learning Target planning. The core team (consisting of Teacher, Speech and Language Therapist, Learning Support Assistant and Residential Childcare Officer) around the pupil are pivotal in this process.
- Pupil progress is carefully monitored through the monitoring and analysis of data collected through Assessing Pupil Progress (Evidence for Learning) and the National Guidance and data sets for pupil attainment.
- Key staff maintain links with other learning providers to broaden the curriculum offer for all pupils enabling personalised planning and robust monitoring.
- A dedicated Family Liaison Lead links with social services, families and school to ensure the safety and welfare of children, families and staff.
- A Special Educational Needs Co-ordinator (SENDCO) works with all staff to support them and delegates the day to day SEND provision to the class team whilst adhering to other policies in school.
- Training, support and advice is provided for all staff working in the school. This includes non-pupil facing staff

SECTION 3

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Pupils attending Meath School have a **primary need** of speech, language and communication difficulties and / or high functioning autism and therefore experience difficulties in the following areas:

- attention and listening
- receptive (understanding of) language; including literal and non-literal language
- expressive (use of) language; including grammar, syntax and narrative skills
- speech sound production and phonological awareness; including articulation and phonological difficulties
- social interaction and social communication difficulties

- speech and/or language skills which may show marked deficits in comparison with abilities in other areas.
- non-verbal abilities that fall within the average range and just below, to include pupils with mild-moderate learning difficulties
- co-ordination and/or perceptual difficulties
- immature social/emotional behaviour; social interaction difficulties
- mild-moderate sensory impairment
- pragmatic difficulties
- learning and social behaviours often associated with autistic features

Some of the pupils who attend the school may have behavioural difficulties associated with their language and communication difficulties.

All our pupils require a total communication environment using Augmentative and Alternative Communication (AAC) including Sign Supported English (SSE), Visuals and symbols and high-tech devices such as Voice Output Communication Aids (VOCA).

Pupils may also have additional needs other than Communication and Interaction as outlined in the Code of Practice (2014):

- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and or Physical Needs.

Pupils may also present with:

- poor listening and attention skills/difficulties with attention control
- reduced or even absent understanding of verbal language.
- slow processing, inaccurate storage and difficulty with retrieval of information.
- poor understanding of situations, leading to social and emotional difficulties.
- poor understanding of higher-level language.
- limited ability to use language to express ideas and meet needs.
- poor intelligibility.
- poor discrimination and production of sounds.
- difficulty understanding and using syntactic structures.
- inaccurate or reduced vocabulary.
- frustration in attempts to meet expectations.
- poor problem solving and independence skills.
- immature social and play skills.
- limited range of interests.

It is vital that we consider the whole child and therefore staff, families and pupils work closely and collaboratively to ensure this is central to our planning with consideration for the pupils and their families

SOCIAL COMMUNICATION DIFFICULTIES

These difficulties may affect a pupil's ability to comprehend the pragmatic elements of language, generalise new language learned and to use communication to effectively express what they want to say. Making and maintaining relationships may be difficult.

Pupils whose needs are met at Meath School have language development, which is impaired, disordered or significantly delayed and/or have high functioning Autism.

The curriculum at Meath School is planned collaboratively in order to support the learning and development of all pupils with severe complex speech, language and communication needs, social communication difficulties including high functioning autism in addition to other needs.

SECTION 4

A GRADUATED APPROACH TO SEND SUPPORT

Most pupils referred to Meath School have Education, Health and Care Plans (EHCP) prepared by their Local Authorities. These documents form the starting point for planning provision for each pupil. The EHCP outlines the pupil's needs, and the provision required to meet those needs. Prior to admission pupils are assessed in the Bill Harrison Assessment Centre. The assessment team is overseen by the Assessment Centre Manager. The team consists of a specialist Teacher, a Speech and Language Therapist, an Educational Psychologist and, where needed, an Occupational Therapist. Other Teachers, Therapists, Learning Support Assistants and Residential Childcare Officers may also be involved when the child is assessed in the classroom or the residencies. The assessment involves formal and informal assessments, particular to each discipline, being conducted over a two-day period. Details of the assessment process can be found in the Assessment Centre Policy which can be found here <https://www.meathschool.org.uk/key-information/policies/>

Following admission, staff working with the pupil will further observe and assess in order to confirm a baseline for the pupil's individual learning targets and therapy targets.

Each child is placed in the appropriate class according to their functional comprehension levels and where possible, the appropriate key stage. The Speech and Language Therapist and the teacher are responsible for monitoring pupil progress and development. They collaborate to produce the pupil's Annual Review report, the termly data for Evidence for Learning and meet with the parents together during **Individual Progress Meetings** (IPMs).

The quality of teaching and learning is monitored by the leadership team. Senior and subject leaders conduct a work scrutiny every term and provide feedback to teachers. Any issues from the work scrutiny are rigorously followed up with individual members of staff. The quality of therapy input is monitored by the Head of Therapy as detailed in the SLT professional Practice Policy and the OT policy.

In addition, senior leaders conduct learning walks and/or formal observations half termly. Pupil progress is monitored through a robust data collection system (Evidence for Learning). The Senior leaders analyse pupil progress to identify underachievement at the earliest point in time in discussion with the class teams.

The quality of therapy input is monitored by the Head of Therapy as detailed in the SLT professional Practice Policy and the OT policy.

Occasionally, pupil's needs are so complex (due to physical or medical needs) that the school may consider if they would benefit from 1:1 support. When such a situation occurs,

additional funding is discussed and agreed with the placing Local Authority SEN Officer prior to admission. On occasions this need is identified after admission and would also be discussed with the parents and LA.

SECTION 5

MANAGING PUPILS' NEEDS

The Annual Review (AR) meetings allow pupil, parents and staff to discuss the previous year and the progress against the outcomes in the EHCP. New short-term targets are agreed for the coming year and to discuss any changes required to the EHCP.

The staff team consists of Teachers, Speech and Language Therapists, and Occupational Therapists, Learning Support Assistants, Therapy Assistants, Pastoral support lead, Residential Childcare Officers, administration team, domestic and maintenance team. The school team works collaboratively together to provide the best for the children at Meath School.

The children are taught in mixed age class groups based on their functional comprehension levels by a team consisting of a class teacher, a speech & language therapist and at least one learning support assistant. Where required, the children have access to an occupational therapist. If stated on the child's EHCP, physiotherapists are commissioned by the LA this is facilitated with a space to work.

The school has a dedicated art room, a gym, a library and a swimming pool. The school is set in extensive grounds comprising of a playground, and adventure play area, a large field and woodlands.

Resources are allocated amongst the pupils according to their needs as outlined in their EHCPs, or as identified by the Speech and Language and Occupational Therapists.

The school has a Residential Education Centre with facilities for up to 15 boarders per night.

Working Together to Safeguard Children

The school is committed to safeguarding all pupils (see the Safeguarding Policy which can be found here <https://www.meathschool.org.uk/key-information/policies/>)

Health: Pupils are taught about healthy lifestyles, including sexual health through PSHE/RSE curriculum. The school has a Medical Team, led by the Residential Services Manager. They liaise with medical professionals to get the training needed to support all pupils with their medical needs in school. Meath School has a team of fully trained First Aiders.

Community Safety: Pupils are taught about online-safety and are aware of how to report inappropriate content. The school plans events for Anti-Bullying Week to raise awareness. (this includes discrimination based on gender, sexuality, religion or race) All pupils and families are aware of staff responsible for Safeguarding. 'Stranger Safety is taught to all. The school site has CCTV cameras and keypad locks on all external doors. Staffing ratios are high (generally 1:4) this includes the residential department.

Achievement: Pupils follow the National Curriculum. Pupils are encouraged to participate in team and individual sports. Celebration assemblies are held every Thursday to celebrate the children's successes that week. The children take part in Learning together days with children invited from local primary schools. The residential pupils have a weekly "Star of the Week" to celebrate their successes from that week.

Pupil Contributions: Pupils are elected to the school council by their peers, they have representatives on the Rights Respecting school award and the residential children have a representative on each of those boards as well as their own children's forum for residential. There are various pupil questionnaires completed across the year e.g. safeguarding questionnaire and pupil view relating to the different curriculum areas. Every child contributes their views and aspirations, and where possible, attends their annual review.

After school club and overnight stays provide pupils and families with much needed financial and respite opportunities. The school employs a Pastoral and family support person who visits pupils' homes where necessary to offer support, advice and guidance.

ANNUAL REVIEWS

The annual review is a statutory requirement of the 1981 Education Act. It has been updated by the Code of Practice 2014.

The purpose of the annual review is fourfold:

- To review the progress of individual pupils in relation to their EHCP's, National Curriculum Attainment Targets and Individual Education Plans.
- To review the pupil's placement at Meath School and ensure that it is still appropriate.
- To recommend and make amendments to the EHCP.
- To set targets for the next year.

If the school/family/LA feel that the pupil's needs can no longer be met at the school an emergency meeting would be arranged to discuss and plan for the next steps when the school would support a managed move to more appropriate provision.

SECTION 6

SUPPORTING PUPILS AND FAMILIES

Paragraph 6.79 of the SEND Code of Practice requires schools to produce an SEN Information Report which is updated annually to reflect changes and plans within the school. This report describes the current provision within Meath School and can be found here <https://www.meathschool.org.uk/key-information/policies/>.

Meath school works with several placing authorities. Each of the local authorities are required to publish their local offer which should be found on the SEND page of the local authority's website.

The school is fortunate to have a wide range of staff working together within the school to support the children and their families. This includes teachers, learning support assistants and lunchtime supervisors; speech and language therapists and occupational therapists and assistants; family liaison lead and Emotional Literacy Support Assistant (ELSA). Admin

staff are also school employees as are catering and domestic, maintenance and premises staff and the residential care staff.

The school also works collaboratively with professionals from other agencies such as colleagues from CAMHS; health; social care; educational psychologists; targeted support teams (such as teachers for the hearing impaired) and SEND officers from placing authorities.

Admission arrangements for pupils found in the admissions policy which can be found here <https://www.meathschool.org.uk/key-information/policies/>.

Parents or Local Authorities refer children and young people to the school when it is felt that they have a speech, language or communication difficulty, or high functioning autism, which is preventing them from making progress at school. An independent multi-disciplinary assessment can be carried out by the Speech and Language UK, Bill Harrison Assessment Centre to provide advice or to determine whether a place at the school would be appropriate.

Findings from the assessment are fed back verbally to parents or the local authority at the end of the two days and a full written report is provided shortly afterwards.

The assessment service is available to parents and professionals seeking advice about a young person's communication difficulties, strategies and approaches for learning and educational provision. If appropriate, a formal offer of a place is made to the referring local authority, or to the parents / carers (if they are seeking private placement) or to the SEN Disability Tribunal. Arrangements for admission are made at an appropriate time following the assessment.

The school seeks to co-operate fully with parents and LAs, as well as the SEN Disability Tribunal, on those occasions when parents appeal to the tribunals over the issue of placement.

Parents and Carers can live a considerable distance from the school and therefore the school has a variety of systems in place to ensure lines of communication remain open.

The school's Communication with Parents policy sets out the arrangements for home/school contact.

At Meath School, the class sizes are small, which allows for individual learning and teaching. Personal, as well as academic skills, are to encourage the development of confident, well-adjusted, sensitive and independent young people.

All pupils at Meath School have access to a broad, balanced and relevant curriculum including the National Curriculum, RE and PSHE/RSE curriculum. In order to meet the needs of our pupils, teachers and speech and language therapists and learning support assistants work together to plan and deliver teaching and therapy appropriate to each individual pupil. This may take place in whole class settings, small groups or individually.

All transitions are well planned for throughout the school as children move from class to class and phase to phase. Parents / carers have the opportunity to meet the new class team at coffee mornings /afternoons held in the first half term.

The Year 1 & 5 Annual Review has a statutory Transition Plan as part of the procedure to make arrangements for the next key stage.

SECTION 7

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including off site visits and P.E. Some children with medical conditions may be physically disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Most pupils will also have an EHCP which brings together health and social care needs, as well as their special educational provision as outlined in the SEND Code of Practice (2014).

Pupils with medical conditions and pupils who have regular prescribed medication are supervised and monitored by the Residential Services Manager who co-ordinates all matters relating to the health and medical needs of the pupils. A health care plan is produced for each pupil which details the provision required to meet their needs. Medical records are kept for all our pupils.

The Residential Services Manager meets with parents and carers when their child is admitted to the school in order to compile their medical history. Further details about our practice in the safe handling of medicines can be found in our medical policy which can be found here <https://www.meathschool.org.uk/key-information/policies/>.

SECTION 8

MONITORING AND EVALUATION OF SEND

Assessment is an integral part of teaching and therapy. Staff use assessment to measure what each pupil has achieved and to plan the next step in their learning. Assessment also helps staff to have clear and accurate information about what pupils find difficult and this enables staff to target interventions more effectively. At the end of each key stage in a pupil's school career, assessment helps the school to record what the pupil has achieved in that stage of his or her school career. Entry to Exit data is also compiled to see progress over time.

Pupil progress is carefully monitored through monitoring systems (EFL). Meath School still uses PIVATS to record progress and attainment. It is used to be able to record the small steps of progress the children make. At Meath School, good progress looks different for every child depending on their level of need. [Residential Pupils have a 'Personal Development Plan' which is monitored through EFL to evaluate pupil progress.

The school's leaders routinely engage in rigorous self-evaluation to gauge the impact of school's work in meeting the needs of the children.

External consultants are employed to support Speech and Language, UK in monitoring the quality of the work and the school OFSTED inspections are carried out entirely and routinely by respective bodies.

The residential provision is inspected annually by OFSTED and the care standards are rigorously monitored.

SECTION 9

TRAINING AND RESOURCES

Training needs are identified by the leadership group through annual performance management reviews.

The training programme aims to meet the training needs throughout the year and is delivered to the whole school or targeted groups as appropriate.

Staff training is ongoing throughout the year and staff are welcome to apply to their line manager for external training opportunities. In order to maintain and develop the quality of teaching, therapy and care and to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development, and this is monitored through the performance management cycle.

All staff undertake induction on taking up their post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils. The staff induction process is monitored by the appropriate line manager. Specific training is part of the induction e.g., Introduction to Speech, Language and Communication Difficulties, Safeguarding, behaviour management, all medical needs and procedures.

SECTION 10

ROLES AND RESPONSIBILITIES

The Senior Leadership Group and Governors are responsible for ensuring that this policy is secure in all aspects of school life. They ensure this with regard to other relevant policies.

The Principal, Majella Delaney has overall responsibility for the pupils and the school as well as management of the budget including PPG/LAC funding. The Principal is the Deputy Designated Safeguarding Lead and the named SENDCo.

The **Deputy Principal**, Rebecca Lawless has responsibility for staff deployment, data collection & analysis, behaviour & safeguarding analysis, monitoring of teaching and learning, and is a deputy designated safeguarding lead.

The **Assistant Heads** have responsibility for the curriculum. Their names are Emma Forrest and Francis Hyde.

Head of Therapy, Jennifer Cooke has responsibility for all therapies delivered in school as well as the strategic management of therapy teams.

The Residential Services Manager, Debbie Hanson has responsibility for the residential provision in the school and for the residential Childcare Officers. In addition, she has responsibility for the medical service in the school and the medical team and Safeguarding. She is a Safeguarding Lead (out of hours).

The Pastoral and Safeguarding Lead is Sian Vaux. She has responsibility for safeguarding, online safety, and filtering and monitoring systems across the school and family support.

The Site Manager, Paul Gorman, has responsibility for all site management issues and the teams involved e.g. domestic, catering and maintenance.

The Assessment Centre Manager, Kayleigh Turner has responsibility for pre-entry assessment arrangements and admission arrangements.

The School Business Manager, Michelle Austin is responsible for school finances and personnel.

SECTION 11

STORING AND MANAGING INFORMATION

Please see the following documents which confirms Meath School and our suppliers' compliance with the Data Protection Act (DPA): The Data Protection Policy and the Privacy Policy, both of which can be found here <https://www.meathschool.org.uk/key-information/policies/>.

SECTION 12

ACCESSIBILITY

The ethos and principles of the school is to remove barriers to learning for all pupils.

- Teachers and Speech and Language Therapists differentiate the curriculum, as needed, for all pupils
- All pupils are included in off site visits and staffing and transport is organised appropriately
- The school is arranged on one level making physical access available for all
- Teachers and therapist are skilled in using Communicate in Print and Clicker programmes, amongst others, to differentiate resources as required
- Pupils are assessed by Occupational Therapy and where necessary provided with any additional resources they require to manage their sensory processing difficulties as required e.g. ear defenders, wobble cushions
- The school has an Occupational Therapist who is fully qualified in Sensory Integration
- The school maintains links with other agencies e.g. CAMHS, Social Services, in order to meet all of a pupil's needs
- Information going out of the school can be sent in a preferred format to any recipient

- Parents can contact key staff in school by email or telephone at any time. The school does have an open-door policy and therefore parents can turn up to school and ask to meet with a member of staff, however this must be managed with minimal disruption to the learning of the children. If they are not available, or cannot be made available, another member of staff will meet with the parent, or an alternative arrangement will be made for a more appropriate time.
- Further information is available in the Accessibility Plan which can be found here <https://www.meathschool.org.uk/key-information/policies/>

SECTION 13

DEALING WITH COMPLAINTS

Complaints should be raised with the member of staff and/or referred to the Principal. The school aims to resolve any complaints quickly and informally. However, where this is not possible, the formal complaints procedure is followed in such circumstances. Copies of the complaints policy can be found here <https://www.meathschool.org.uk/key-information/policies/>, hard copies are available to any parent or carer on request. Speech and Language, UK's Director of Education, Neil Maslen, acts as the organisation's complaints officer for issues or concerns from parents, carers, LAs or others if these matters are not satisfactorily resolved within the school.

Parents also have a right to take their concern or complaint to Ofsted
Ofsted, Compliance Investigation Enforcement Team, Royal Exchange Buildings St Ann's Square, Manchester, M2 7LA – Tel: 08456 404045

Written complaints and plaudits are filed and are examined half termly during the unannounced monitoring visits by a Care Standards Officer.

SECTION 14

BULLYING

- At Meath School, all members of the school community treat one another with fairness and respect.
- At Meath School, everyone has a right to feel welcome and safe and included. No-one should be bullied, threatened or left out in any way.
- At Meath School, everyone should understand and accept that members of our school community come from many different backgrounds and cultures. This makes our school an interesting place in which to learn.
- At Meath School, we do not make comments or jokes that make others feel uneasy or unhappy by making fun of people's differences, be it their race, gender, class, sexuality, ability or appearance.

Everyone at Meath School will work to support these principles. The school's Behaviour Policy can be found here <https://www.meathschool.org.uk/key-information/policies/>.

The code of conduct is very important as it sets the standards of behaviour that we expect of every member of our school community. However, we recognise that the needs of our pupils mean that achieving this standard is a challenge for some.

Our aim is to support the pupils in developing an appropriate standard of behaviour and to enable them to take control of their own behaviour management. To help them in this our behaviour management policy sets out the steps towards this and the steps that are taken when behaviour falls below expectations. The staff work to eliminate undesirable behaviour such as rudeness, aggression and bullying and to reward good behaviour in a positive way.

REVIEWING THE POLICY

Reviewed: September 2024 Next Review: September 2025