

## SEN Policy

### General Policy Statement

A child's special educational needs may relate to:

- **learning difficulties** in acquiring basic skills.
- **social, emotional and mental health difficulties** where a child may have difficulty in forming social relationships and concentrating on work.
- **specific learning difficulty** with reading, writing and number work, calling for a more structured approach to learning.
- **speech and language difficulties** where a child may have a particular reason for not being able to speak or is delayed in the development of speech and language skills.
- **communication difficulties** which affect a child's ability to understand social communication, social situations and language.
- **physical disability** which may be present from birth or arise from injury or illness.
- **medical or health conditions** which may slow down a child's progress and/or involve treatment that affects their education.

Maple House School strictly adheres to the SEN Code of Practice 2014.

In response to early signs that a child has special educational needs we will adopt a graduated approach which may include:

- an individually-designed learning programme.
- extra help from a member of staff, such as a teacher or learning support assistant receiving support individually or in a small group for regular or short periods. Advice and support from outside agencies.
- drawing up an individual education plan, report card, including setting targets to bring about improvement and regular reviews of progress before setting new targets.

Decisions about those pupils who may be considered to have SEN will be decided by using a combination of the following data:

- Transition data and teacher assessment.
- KS1/2 results.
- Low reading scores.
- Progress tracking data.
- Documented behaviour concerns/teacher observations.
- Effort grades.

- Identified medical/learning conditions from outside agencies i.e. Asperger's Syndrome.

We will tell the parent/social worker when the child first attends if pupils will be having extra or different help because their child has special educational needs. For example, differentiated work, help with reading in class or behaviour interventions.

For more significant needs it may be necessary to involve other people and again parents and social workers will be consulted and kept fully informed. This may involve assessment and advice from an educational psychologist, specialist teacher adviser or therapist. There will be regular meetings to review progress.

Children with **Education and Health Care** plans are those with the most complex, severe and long-term needs. In order to get an Education and Health Care plan for a child, the LEA must first conduct a Statutory Assessment. A Statutory Assessment is a multi-disciplinary investigation to try and discover what the child's needs are and then determine what provision is needed to meet those needs. These will be requested by Maple House School where necessary.

**Ofsted Subsidiary Guidance for Inspectors** outlines; Inspectors should look at the way the school identifies pupils who have special needs. Inspectors should look at pupils who receive additional intervention and its impact on progress. Whether it is effective? Inspectors should look at particular categories of special needs to see how they are performing against other pupils.

Individual Education Plan targets need to be effectively linked to expectations and planning. Inspectors should consider how well the school supports its most challenging pupils. **Pupils do not need to be on the SEN register for life** and it also means because a pupil is on the SEN register **it does not mean they are unable to make progress**. In the Ofsted Subsidiary Information it is made very clear, the most important aspect of SEN support is **high quality teaching**.

---

## Policy review

This policy document will be reviewed by the Executive Headteacher on an annual basis to ensure it is up to date with current legislation and best practice.

Date approved: April 2014

Date last reviewed: September 2024

Next review (or before): September 2025

Signed: 

Position: Education Director

## **Staff Acknowledgement**

In signing this document I am confirming I have read the information and have an understanding of the procedures outlined within the information provided.

I have had the opportunity to discuss this document with a Senior Leadership member of staff to gain further clarity.

I also know that if I feel I need further guidance I know I can access through the Executive Headteacher.

School name:

Staff member name:

Position:

Date:

School name:

Staff member name:

Position:

Date:

School name:

Staff member name:

Position:

Date:

School name:

Staff member name:

Position:

Date:

School name:

Staff member name:

Position:

Date:

School name:

Staff member name:

Position:

Date:

School name:

Staff member name:

Position:

Date:

School name:

Staff member name:

Position:

Date: