



SEND POLICY

MAULDEN LOWER SCHOOL

FEBRUARY 2024

REVIEW DATE: FEBRUARY 2025

Rationale and Aims

Our vision is 'Towards a better life'. It is our aim that all children at Maulden Lower School become independent learners with self-belief and abiding respect for others, with a lifelong love for learning and strong grounding for future happiness and success. Maulden Lower is committed to safeguarding children and providing a safe, secure and healthy environment for them all. The entire staff team are committed to delivering an exciting, challenging curriculum made accessible to all children in a supportive and inclusive environment. We are a Values Education school and our Values underpin everything we do. Our chosen Values are central to the way our school runs and the attitudes displayed by our children, staff and parents.

Maulden Lower School values all pupils and celebrates diversity of experience, interest and experience. All pupils need to experience praise, recognition and success, and pupils with Special Educational Needs and Disabilities (SEND) have equal entitlement to this. Our aim is to create and maintain a secure environment where everyone within the school community can thrive, feel valued as individuals, nurture a secure sense of self, develop confidence, be safe from physical and emotional harm and take responsibility for their own actions by being aware of their feelings, sensations and emotions. We foster an inclusive approach to working with children with SEND, encouraging them to express their opinions on matters affecting them and their learning, raising their aspirations and enabling the best possible outcomes. In turn, we seek to engage parents, carers and external agencies in working together with the staff team at Maulden Lower in order to ensure that the needs of children with SEND are fully met.

Policy

This policy outlines the framework for the school to meet its duty, obligation and principal equality values to provide a high-quality education to all of its pupils, including pupils with SEND, and to do everything that it can to meet their needs. It has been written alongside our SEND Information Report which outlines how this policy is put into practice at Maulden Lower School. In line with SEND Regulations (2014) and as detailed in Appendix 2, the policy complies with statutory requirements laid out in the SEND Code of Practice 0–25 (2014) and has been written with reference to the Equality Act 2010 and Children's and Families Act 2014, along with other relevant legislation.

The policy will be implemented by all staff of Maulden Lower School and overseen by the Headteacher and SENDCo, working in conjunction with the Early Years Leader, who supervises SEND within EYFS. Through successful implementation of this policy, the school aims to:

- Eliminate discrimination
- Promote equal opportunities
- Foster good relationships between pupils with SEND and pupils without SEND

Working with Central Bedfordshire Local Authority, the school embraces the following principles underpinning this policy:

- To involve pupils and their parents/carers in decision making
- To identify pupils' needs
- To collaborate with education, health and social care services to provide support
- To offer high-quality provision to meet the needs of pupils with SEND
- To ensure greater choice and control for pupils and their parents/carers with regards to their support
- To successfully support a child's preparation for adulthood

Definitions of SEND

The SEND Code of Practice 0 – 25 (2014) states

- a child or young person has SEND if 'they have a learning difficulty or disability which calls for special educational provision to be made for him or her.'
- 'Special Educational Provision is educational or training provision which is additional to or different from that made generally for other children of the same age.'
- 'A child or young person has a learning difficulty or disability if he or she has 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.'
- A disability as defined by the Equality Act (2010) is
- '...a physical or mental impairment which has a long term (a year or more) and substantial (more than minor or trivial) adverse effect on their ability to carry out normal day to day activities.'

Identifying Special Educational Needs

The school has a clear approach to identifying and responding to SEND, and recognises that early identification and effective provision improves long-term outcomes for the pupils.

All pupils' progress will be closely monitored on an ongoing basis through a combination of baseline, summative and ongoing formative assessment by teachers. This progress is discussed at termly Pupil Progress Meetings. Where progress is less than expected, in spite of quality first teaching and adaptations targeted at the pupil's area of difficulty or weakness, this is brought to the attention of the Headteacher and SENDCo.

Limited progress and low attainment should not automatically lead to a pupil being recorded as having SEND. Other vulnerabilities may impact on a pupil's performance and should be supported as appropriate, including behaviour, physical disability,

attendance and punctuality, health and welfare, English as an Additional Language (EAL) or being a Looked After Child or in receipt of Pupil Premium Grant.

The Central Bedfordshire Local Authority's '*Graduated Approach*' document provides a framework to describe educational provision that should be ordinarily available for children and young people (CYP) in mainstream schools between the ages of 4 and 16 who have a special educational need (SEN) and whose educational provision is made available through high quality teaching and SEN Support.

'*Guidance on SEND in the Early Years: A Graduated Approach 2018*' provides guidance to all Families, Early Years Practitioners and Health and Social Care Professionals. To support planning and decision making for children with Special Educational Needs and Disability (SEND).

The SENDCo will work closely with parents, the child and other staff to investigate concerns expressed or needs that fall within these outlined characteristics. The support of external agencies such as the Early Intervention Team, the Educational Psychology Team, a Speech and Language Therapist, an Occupational Therapist or a paediatrician may be engaged in order to identify the area of need.

The SEND Code of Practice 0 – 25 (2014) outlines the four broad areas of need as;

1. Communication and Interaction (which can relate to autistic spectrum disorders or speech & language difficulties)
2. Cognition and learning (which may be as a result of specific learning difficulties such as dyslexia, dyspraxia or dyscalculia)
3. Social emotional and mental health difficulties (eg. including those related to attention deficit hyperactivity disorder)
4. Sensory and/or physical difficulties (such as visual impairments, hearing impairments or processing difficulties).

A child's individual needs may overlap across more than one of these broader areas.

A Graduated Approach for Pupils with Special Educational Needs

At all times, the child's needs are measured against Central Bedfordshire's Graduated Approach for SEND.

The additional needs of most CYP (Child or Young Person) can be met by inclusive high-quality teaching (HQT) and reasonable adjustments (DfE "What are reasonable adjustments?") from the funding and resources that are already or "ordinarily" available in their mainstream school or setting, along with the universal health and care services that are available to all. This is known as "Ordinarily Available Provision" (OAP). CYP without a SEN, those at SEN Support (children who require more than is ordinarily available), and CYP in receipt of an EHCP should also receive Ordinarily Available Provision as part of their package of support, as this OAP should be available to ALL children whether they have SEN or not and the impact of this should be monitored. (CBC Local Offer)

*Support for children using OAP and that at **SEN Support** is tailored to the needs of an individual child or young person (CYP) and is provided through a variety of means. These means are detailed throughout this document with examples of reasonable adjustments that can be made through OAP, and examples of more tailored support for an individual child at SEN Support. The majority of CYP in educational settings will have their needs met through provision that is available to all. **Some children will need more targeted provision, and a very small minority will require support that is much more specialised and targeted.** (CBC Local Offer)*

As outlined by the SEND Code of Practice, Maulden Lower School's above arrangements for Special Educational Provision follow a four part cycle of Assess Plan Do Review:

1. **Assess** - This involves a range of methods including, but not limited to, teachers' assessment of pupil progress, attainment and behaviour, results of standardised tests screening and profiling tests, questionnaires of parents and young people and observations. This is done on an individual basis following analysis of each pupil's needs.
2. **Plan** - This involves the SENDCo, working with teachers and families to plan appropriate provision, which is clearly communicated with all concerned. This may be in class support or more targeted provision. Any planning will have a clear focus on expected outcomes for the child.
3. **Do** - The SEND Code of Practice places the teacher at the centre of the day-to-day responsibility for working with all pupils. All teachers will work closely with any teaching assistants or specialist staff involved to plan and assess the impact of targeted interventions.
4. **Review** - The progress of students who are receiving additional SEND Support is reviewed at least termly.

Provision for Pupils with Special Educational Needs

Where a pupil at Maulden Lower School is identified as having one or more areas of need, as measured against the Central Bedfordshire Graduated Response to SEND, a Pupil Profile document is co-produced between pupil and teaching staff. This Profile highlights areas of strength and enjoyment for the pupil, as well as indicating areas in which they feel they need more support. In turn, a Parent View Profile, individualised targets, adaptations for learning and additional support are also agreed with parents.

These profiles and targets will be utilised by teachers and support staff to inform planning and adaptation of tasks. The ongoing process of assess, plan, do and review will then continue as outlined above, with additional termly SEND teacher meetings held between SENDCo and staff to continue to review progress and to address any additional concerns. Profiles and targets will also be reviewed termly with parents and pupils.

Maulden Lower School seeks to provide 'Quality First Teaching' (QFT) in every classroom, with learning adapted and personalised to meet children's needs, underpinning sound special educational provision for all. We firmly believe that this is the first step in responding to pupils who may have Special Educational Needs and Disabilities (SEND).

SEND provision that is additional, adapted or different from that made generally for other children of the same age is recorded on a Class Provision Plan with reference to the different forms of provision available on the Whole School Provision Map (Examples of these documents can be found on the school document). Where possible, additional support that is required will be provided within the classroom itself.

Adaptations may include:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

On occasion, specialist interventions or strategies may be recommended by professionals from external agencies, depending on the precise nature of the child's individual needs.

Co-ordinating Provision

The SENDCo, Mrs Dwyer, is responsible for co-ordinating the day-to-day provision for pupils with SEND in KS1 and KS2 and the Early Years. The SENDCo, who is also the Headteacher liaises regularly with the Governor responsible for SEND determining the strategic development of SEND policy and provision within the school.

The Duties of the Governing Board

The Governing Board appoints a named SEND Governor to liaise with the SENDCo, to monitor SEND provision within the school and to ensure that the legal requirements contained in the 2014 Special Educational Needs regulation, the Disability Code of Practice: 0-25 and the guidance in the SEND Code of Practice are all adhered to.

The SEND Governor makes formal visits to the school, when issues relating to the implementation of this policy are discussed and the work of the SENDCo, teachers and others involved in special educational needs provision is monitored and reviewed. They must also ensure that arrangements are in place for parents to be notified of a decision by the school that SEND provision is being made for their child and the SEND Governor will be invited to participate in any training that staff receive.

The SEND Governor reports on matters relating to special educational needs at meetings of the full Governing Body. The Governing Body reports on the implementation of the school's policy for pupils with special educational needs. They also have a duty to ensure that any parents with a concern or complaint with regards to the provision of special educational needs within the school knows whom to contact. Further details about the school's complaints procedure can be found in the school's Complaints Policy.

The Governing Body ensures that there is planning for SEND provision on an on-going basis and that funding for equipment and personnel resources are deployed effectively and efficiently. As part of their responsibilities, in co-operation with the Headteacher, the Governing Body should:

- Determine the school's general policy and approach to provision for children with SEND.
- Establish the appropriate staffing and funding arrangements to support that policy.
- Have regard to the 2014 SEND Code of Practice when carrying out its duties towards all pupils with special educational needs and disability.
- Maintain a general oversight of the school's day to day work in SEND issues.
- Report to parents on the implementation of the school's policy for pupils with special educational needs and disability.

The Head Teacher's Responsibilities

The Head teacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with special educational needs and disability. As the SENDCo, she has responsibility in the strategic development of the school's SEND policy and provision. She will ensure that the SEND Governor and the Governing Body are fully informed on matters relating to SEND issues. As the named 'responsible' person, the headteacher will:

- Ensure that the needs of all pupils with special educational needs and disability are made known to all who are likely to teach them.
- Ensure, that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs and disability.

The SENDCo's Responsibilities

The SENDCo/Headteacher works closely with the Senior Leadership team and teaching staff in the school's provision for special educational needs and disability. The SENDCo is involved in the strategic development and management of the school's policy on special educational needs and disability and will:

- Oversee the day to day management of the school's SEND policy.
- Co-ordinate provision for children with special educational needs and disability.
- Liaise with and provide support to parents of children with special educational needs.

- Advise on the graduated approach to SEND, consulting with teachers to ensure early identification of children with SEND.
- Liaise with, provide support and advise fellow teachers, particularly with regard to strategies/ materials/resources to facilitate learning for pupils requiring additional support.
- Observe pupils in class and carry out assessments to support the identification of appropriate learning targets for pupils with SEND.
- Oversee the records of all children with special educational needs, ensuring that all staff keep these up-to-date.
- In consultation with the Headteacher and Senior Leadership, help to manage, liaise with and support Teaching assistants.
- Ensure that staff are aware of SEND training and where necessary contribute to in-service training of staff on SEND issues.
- Observe and support Teaching assistants, where necessary, when carrying out intervention programmes with groups or individual pupils.
- Liaise with external agencies including the LA's Educational Psychology Services, Health and Social Services and voluntary bodies.
- Keep the Headteacher and Governing Body informed of all pupils with SEND and the provision of support.
- Review and monitor resources within the school and ensure that all staff are aware of resources available.
- Keep up-to-date with SEND issues and attend in-service training as appropriate.
- Provide continuity of support for all children with SEND by ensuring appropriate records are kept and passed on to the next teacher/school as necessary.
- Liaise with staff and SENDCos at potential next providers of education and with other mainstream and special schools.

With regard to the responsibilities of the SENDCo, the Headteacher and Governing Body will endeavour to support the SENDCo throughout the efficient conduct of those responsibilities by ensuring suitable resources are available. The SENDCo will need time to plan and co-ordinate activities such as liaison with outside agencies, maintaining individual and whole-school records. She may need time to observe pupils in class, manage and support TAs and teachers.

Teaching and Non-Teaching Staff Responsibilities

All teaching and non-teaching staff will be involved in the development of the school's SEND policy and follow the school's procedures for identifying, assessing and making provision for pupils with SEND.

Class teachers are at the heart of Maulden Lower's SEND support systems and will:

- Have high aspirations for all pupils and focus on the outcomes for every child.
- Ensure High Quality First teaching for all pupils.
- Use school assessment, target setting, monitoring and reviewing processes.

- Gather information about a pupil for whom there is a concern, including where parents have raised concerns.
- Liaise with the SENDCo regarding pupils in their class who may appear to have special educational needs and disabilities.
- Consult fully with parents to discuss a child's special needs or disability and the actions being taken to support those needs.
- Be aware of and use appropriate resources available to support SEND, in particular the use of IT.
- With the guidance and advice of the SENDCo and/or the support agencies identify teaching strategies and support needed for each SEND child (this might include a Behaviour Management plan), recording these on a Class Provision Plan and ensuring their efficient implementation.
- Ensure that records of children with SEND are kept and that the appropriate forms are completed and maintained in accordance with whole-school procedures.
- Prepare individual Pupil Profiles and targets for children as appropriate and monitor and evaluate their effectiveness, through the Review process, with help from the SENDCo where necessary.
- Ensure continuity of support by consulting with the child's previous teacher or by requesting that the SENDCo to make enquiries if the child has come from another school, as well as preparing and maintaining records to pass on to the child's next teacher or educational setting.

The class teacher will be supported in these tasks by the provision of a Teaching Assistant assigned to their class, where funding allows this. Teaching Assistants are an integral part of Maulden Lower's whole school approach to SEND. Though the class teacher maintains overall responsibility, Teaching Assistants play an invaluable role in supporting the progress of all pupils, including those with SEND and their close liaison with teaching staff and the SENDCo is key to this.

Our Partnership with Pupils and their Families

Parents play a vital role in the education of their child. The school strives to foster close working relationships with families, ensuring that we take into account the views of children and their families and actively engage them in decision making relating to their child's needs. We endeavour to engage sensitively and effectively, keeping parents central to the decision making process, resolving any concerns and helping them to understand the purpose of any intervention or programme of action. Parents and carers are encouraged to notify the school of any concerns they have regarding their child's learning so that the school can work closely with them to support their child.

The school will ensure that there is continuous communication and involvement of parents and carers:

- Welcoming and encouraging parents to become involved in their child's learning.

- Meeting half-termly through a combination Parent Consultation evenings and SEND Review Conversations.
- Offering more regular contact through class and SENDCo email channels.
- Focusing on the child's strengths as well as areas of additional needs.
- Ensuring that parents understand the steps the school is taking to support their child's special educational needs.
- Providing advice and support in promoting activities that can be carried out at home to enhance the planned programme of work in school.
- By providing creating a SEND information hub on the school website, featuring the school's SEND Policy and Information Report, details of the Central Bedfordshire Local Offer for SEND and offering helpful web links, resources, SEND organisations, parent seminars and support groups.

The Local Authority has a duty to provide Parent and Young Person Partnership Service to support parents of children with special educational needs and disability. Where necessary the school can put parents in touch with this service, which can be particularly helpful should a child need to undergo a statutory assessment of their special needs in applying for an EHC plan.

Partnership with other Schools and Preschool Settings

Maulden Lower School is part of the Ampthill and Flitwick Locality Cluster. We work closely with the other schools in the Cluster, in the best interests of all our children, with the SENDCo attending liaison and cluster meetings in order to share best practise and to support transition between school phases.

We work particularly closely with our local middle school (Alameda Middle School), in order to foster the smooth transfer of all Year 4 pupils, including those with special educational needs and disabilities, to their next school phase. Details of all pupils, their individual needs, successful approaches and effective interventions are shared with the middle school. Key details are discussed in detail during a Summer term liaison meeting between SENDCos and teaching staff from both settings, in order to ensure smooth transition and a continuity of approach. Additional transition arrangements are made for pupils with SEND, including sharing social stories, meeting the middle school SEND team, attending small group social events on site and having question and answer sessions for children and parents. Families are encouraged to be involved in their child's move and, if necessary, can make individual visits to the receiving middle school.

Whilst Maulden Lower School offers its own pre-school class for children of 2 years upwards, the Early Years staff will also liaise with preschool providers in the local area to aid the smooth transition of children into the school's Early Years provision, with particularly careful transition support provided where a pre-school aged child has already been identified as having SEND.

Admissions & Equal Access – In cases of pupils with SEND seeking admission to the school, the school's general admissions policy will apply, with all pupils with SEND or EHC plans being treated as fairly and equally as any other applicants for admission. There are no specialist units attached to Maulden Lower School.

All children with special educational needs and disability will be fully inclusive members of their class having regard to the efficient and effective education of the other pupils in the class and the efficient use of resources. The school will ensure to provide support and adaptation as necessary to ensure that they can access the National Curriculum. Modifications to our school building include wheelchair access via ramps in some areas, and modified toilet facilities.

Health and Safety - All school staff have a responsibility for the health and safety of the children in their care. Please see our separate policy for full details of how we meet these responsibilities. In addition, as part of the schools' Behaviour Policy the children's behaviour is regularly monitored using reward/merit systems and good behaviour is encouraged at all times. Where a child's behaviour poses a threat to the health and safety of others within the school, the guidelines for the school's response, as set out in that policy, are triggered. Part of this response may involve discussion with other outside agencies such as the educational psychologist or Jigsaw behavioural support and inclusion team.

External Agencies

Where a child's needs are complex, it may be necessary for the school to seek advice from other outside agencies, such as healthcare, educational psychologists, learning support advisers and social services, in order to ensure the best support and advice in providing for a pupil's special needs.

Complaints

The entire staff team are invested in providing the very best school experience for all children. However, where a parent or carer has a concern about the provision being made for their child's educational needs, they should speak to their child's class teacher in the first instance, followed by the SENDCo. Thereafter, they are advised to follow the school's complaints process, as outlined in the Our Complaints Policy.

Policy Evaluation and Review

The effective implementation of the policy will be demonstrated by:

- Positive Pupil and Parental Engagement
- Communication between SENDCo and all staff which leads to positive outcomes for SEND pupils
- Progress commensurate with abilities, including small steps and development of additional skills
- Early identification and assessment of pupils with SEND

- Appropriate movement between stages, as measured using the SEND Graduated Response
- Accurate record keeping for all pupils with SEND
- Well defined and realistic targets and Provision Plans
- Creating a school atmosphere in which individual differences are recognised, valued and embraced.

These targets will be considered in order to measure the success of the policy.

The effectiveness of SEND support at Maulden Lower School will be monitored throughout the school year as part of the Monitoring and Evaluation process. This policy will be reviewed on an annual basis by the Headteacher, SENDCo and SEND Governor, with additional updates made should any changes occur to the details contained within it. Any amendments will be approved by the governing board.

Each year, Maulden Lower School will also publish a SEND Information Report on its website, in response to section 6.74 of the Code of Practice (Clause 65).

This policy statement has been endorsed by the Governing Body, and will be reviewed on an annual basis

Policy reviewed and updated : Signed Date

Policy ratified and updated : Signed Date

Appendix 1.

Glossary of Terms and Abbreviations

	Definition
CAMHS	Child and Adolescent Mental Health Services
EHCP	Education, Health and Care Plan (previously known as a 'Statement')
Inset	In Service Education and Training
LA	Local Authority
QFT	Quality First Teaching
SEMH	Social, Emotional and Mental Health Difficulties
SEND	Special Educational Needs and Disabilities
SENDCo	Special Educational Needs and Disabilities Coordinator
TA	Teaching Assistant

Appendix 2.

Links to other Documents and Legislation

School Policies

This policy is written alongside Maulden Lower School's **SEND Information Report**, which outlines how the school is implementing this policy. It also complies with other school policies, shared on the school's website, including:

Attendance Policy

Behaviour Policy

Child Protection & Safeguarding Policy

Complaints Policy

Data Protection Policy

Draft Children Missing Education Policy

Emotional Health & Wellbeing Policy

Equality & Diversity Policy

Equality Objectives

Freedom of Information Policy

Medical Needs Policy

RSE and Health Education Policy

Supporting Pupils with Medical Conditions Policy

Local Authority SEND Guidance

Central Bedfordshire Local Offer -

<http://www.centralbedfordshire.gov.uk/children/sen-disability/landing.aspx>

A Graduated Approach to SEND in EYFS -

https://www.centralbedfordshire.gov.uk/migrated_images/early-years-guidance-2018-3_tcm3-30415.pdf

A Graduated Approach to SEND 5-16 yrs -

<https://centralbedfordshire.box.com/s/5gzax2mq5atvb68ldzt17af911mw3co>

Statutory & Non-statutory Guidance

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

[DfE \(2015\) 'Special educational needs and disability code of practice: 0 to 25 years'](#)

[DfE \(2015\) 'Supporting pupils at school with medical conditions'](#)

[DfE \(2021\) 'Keeping children safe in education \(2020\)'](#)

[DfE \(2018\) 'Working Together to Safeguard Children'](#)

[DfE \(2018\) 'Mental health and wellbeing provision in schools'](#)

[DfE \(2014\) 'School Admissions Code'](#)

Legislation

This policy has due regard to all relevant legislation including, but not limited to, the following:

[Children and Families Act 2014](#)

[Health and Social Care Act 2012](#)

[Equality Act 2010](#)

[The Equality Act 2010 \(Disability\) Regulations 2010](#)

[Education Act 1996](#)

[Education Act 2002](#)

[Mental Capacity Act 2005](#)

[Children Act 1989](#)

[The Special Educational Needs and Disability \(Amendment\) Regulations 2015](#)

[The Special Educational Needs \(Personal Budgets\) Regulations 2014](#)

[The Special Educational Needs and Disability \(Detained Persons\) Regulations 2015](#)

[Local Government Act 1974](#)

[Disabled Persons \(Services, Consultation and Representation\) Act 1986](#)

[Data Protection Act 2018](#)

[The UK General Data Protection Regulation](#)