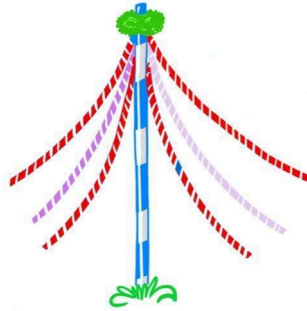


# Maypole School



## SPECIAL EDUCATIONAL NEEDS (SEND) POLICY

**2025-2026**

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Authorised by:	Adrienne Cherrywood	04 Sep 2022
Publication Date:		05 Sep 2022
Reviewed:	Adrienne Cherrywood	21 July 2023
Reviewed	Adrienne Cherrywood	12 Aug 2024
Reviewed:	Adrienne Cherrywood	29 Aug 2025
Next Review due:		01 Aug 2026

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# 1. INTRODUCTION

Maypole School believes that children with special educational needs and disabilities should have the same opportunities as all children and young people and that they can achieve well in their early years, at school and in college, and lead happy and fulfilled lives.

The SEND Code of Practice (updated 2024) defines special educational needs as:

*“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 them.*

*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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions”*

Maypole School provides education for pupils who require: *“Special educational provision, that is provision different from or additional to that normally available to pupils of the same age”.*

This policy has been written with reference to the Special Educational Needs and Disability Code of Practice 2020. It has also been written with reference to the Children and Families Act 2014(updated 2024). The School believes that high quality teaching that is differentiated for all, underpins progress for all pupils, including those with SEND.

## 2. AIMS, OBJECTIVES AND STRATEGIES

### Aims of this Policy

It is our aim to:

- Provide a safe and happy environment in which all pupils have the opportunity to develop personally, physically, socially, academically and spiritually.
- Provide a relevant curriculum with a wide range of learning experiences to meet the differing needs of individual pupils whilst offering equality of opportunity and high standards of teaching.

The school provides for pupils whose special educational needs fall broadly into one or more of the following areas:

- Social, emotional and mental health difficulties
- ASD
- ADHD
- Anxiety
- Development Trauma/Adverse Childhood Experiences
- Communication and interaction
- Cognition and learning
- Challenging behaviour
- Sensory and/or physical needs

### Policy Objectives

We will ensure that a child or young person with SEN will have their needs met through a rigorous programme of identification, assessment, planning and support.

To achieve this:

- the views of the pupil will be sought and taken into account;
- the parents and carers have a vital role to play in supporting their child's education;
- the pupils will be offered full access to a broad, balanced and relevant education, including an appropriate curriculum;
- the school will manage its resources to ensure all pupils' needs are met;
- any change in the pupil's special educational needs (or additional needs) will be identified at the earliest time;
- provision and progress for our pupils will be monitored and reviewed regularly;
- the school will involve outside agencies when appropriate;
- the school will provide a caring, respectful and nurturing environment in which everybody feels safe and able to learn;
- Education, Health & Care Plans (EHCP) will be reviewed regularly in line with regulations;
- and appropriate training will be provided for those involved in the implementation of the policy.

### **Strategies and Support for SEND Pupils**

The following are some of the types of strategies and support which the school uses to support and enable pupils, as part of the school's provision offer.

- low arousal spaces
- nurture spaces
- Self-Regulation zones
- movement breaks and sensory diets
- curriculum adaptations
- social stories/scripts
- social skills programmes
- anxiety management programmes
- emotional regulation programmes
- life skills teaching
- community activities
- specific teaching methods
- Speech and language support
- Educational Psychologists
- Occupational therapy support
- Psychologists

## **3. IMPLEMENTATION OF THE POLICY**

### **Equal Opportunities Statement**

We believe that educational inclusion is about equal opportunities for all pupils, whatever their age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, attainment and background. We pay particular attention to the provision for and the achievement of all groups of pupils including:

- girls and boys
- the LGBTQ+ community
- minority ethnic and faith groups
- learners who need support to learn English as an additional language (EAL)

- learners with special educational needs
- learners who are disabled or have long term illness
- those who are gifted and talented
- those who are looked after by the Local Authority
- any learners who are at risk of disaffection and exclusion

### **Monitoring effectiveness**

The effectiveness and appropriateness of the policy will be continuously monitored by the Principal/Executive Headteacher in conjunction with the leadership team and the teaching staff. The use of resources, identification, 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 policy to both update the policy and to plan further improvements and development.

### **Teaching strategies to meet individual SEND needs**

The Principal, Executive Headteacher and teachers have an important role to play in determining the strategic development of SEN policy and provision in the school.

Additional intervention and support cannot compensate for a lack of good quality teaching. Maypole School will regularly and carefully review the quality of education for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

### **Identification and assessment of SEND**

Maypole School has an agreed approach to the identification and assessment of SEN taking into account the nature of the special needs. All pupils at the school have an Education Health and Care Plan (EHCP), where their special educational needs are identified. However, as pupils grow and develop, additional needs, or changes to their SEN may be identified.

Identification includes the use of high-quality formative assessment, as well as effective tools and early assessment materials.

The main source of outside agency support is from the relevant Local Authority, or the school's own commissioned professionals. This could be from an educational psychologist or health professionals, such as speech and language therapists, play therapists, occupational therapists etc. Informed parental permission will be sought before any such consultations take place.

### **Staff's Professional Development and SEND Training**

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

- 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 SEND specialists e.g. Understanding ASD; ADHD; Developmental Trauma; Managing Challenging behaviour.
- Attendance at courses offered by external providers, accredited and non-accredited, as part of the school's performance management process.

### **Procedure for SEND Complaints**

Any complaints from parents/carers of pupils concerning the provision made at the school should be made through the school's complaint procedures as set out on the school's website.

## **4. EDUCATION, HEALTH AND CARE PLANS (EHCP)**

### **Annual Reviews**

Once a pupil has an EHCP naming Maypole School, the Principal/Executive Headteacher of the school 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 during the course of a year. Formal reviews of the EHCP will take place at least annually. Whenever a pupil's special educational needs do change, the relevant Local Authority will be informed and the school will arrange to hold a review with them (and the parent / carer) as soon as possible to ensure that provision specified in the EHCP remains appropriate.

### **Preparing for Transition to Adulthood**

Maypole School will help pupils to start planning for their future adult life as early as possible. Our aim is to support pupils to go on to achieve the best possible outcomes in employment, independent living and participating in society. This could include, for example:

- Including preparation for adulthood in the planning meetings with pupils and parents/carers at an early stage (and particularly from Year 9)
- Ensuring that careers advice and information provides high aspirations and a wide range of options for pupils; and
- Helping pupils, parents and carers understand and explore how the support they receive in school will change as they move into different settings, and what support they are likely to need to achieve their ambitions.

Maypole School has specific duties to prepare young people with an EHCP for the transition to adulthood. The review of an EHCP 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.

### **Transfer Administration when a pupil leaves Maypole School**

All relevant documentation is shared with receiving schools and colleges, prior to transfer. Contact is coordinated by the teaching staff and Head of School. Transition arrangements for pupils moving into the school, or moving on to a new school, college or vocational training provision should also be agreed with the relevant case manager in the SEN team of the pupil's Local Authority.

## 5. FOR FURTHER INFORMATION

### Other Policies that are relevant to this SEND Policy

This policy should be read in conjunction with the following school policies:

- Curriculum Policy
- Learning, Teaching & Marking Policy
- Nurture Policy
- Behaviour Policy
- Complaints Policy
- Assessment Policy

### Legislation and guidance

Children and Families Act (2014) is the legislation which underpins the SEND Code of Practice.

Young person's guide to the Children and Families Act 2014:

<https://www.gov.uk/government/publications/young-persons-guide-to-the-children-and-families-act-2014>

The Equality Act 2010 and the Code of Practice 2014 on the Identification and Assessment of Special Educational Needs. The Code is issued by The Department for Education (DfE).

The Equality Act 2010 legally protects people from discrimination in the workplace and in wider society. It replaced previous anti-discrimination laws with a single Act, making the law easier to understand and strengthening protection in some situations. It sets out the different ways in which it's unlawful to treat someone.

<https://www.gov.uk/guidance/equality-act-2010-guidance>

Special Educational Needs and Disability (SEND) Code of Practice (updated 2020):

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>