



# MAPLE GROVE

## SEN Policy

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Owner	Ben Reading/Nic Sawyer

## **Introduction**

This policy seeks to support the school ethos to strive to provide a caring, structured learning environment in which all pupils can develop academically, socially and emotionally, to their full potential and in which pupils and staff feel safe, secure and valued.

## **Background**

All pupils attending Maple Grove School have social communication difficulties and typically also have a diagnosis of Autism Spectrum Condition (ASC). In all cases the individual needs of our learners have, for various reasons, proved too complex to have been successfully addressed within mainstream schools. Many of our pupils also have additional learning difficulties, speech and language difficulties, sensory impairments and/or physical difficulties to varying degrees. The school makes every effort to identify and assess pupils' special educational needs and to provide effective support and a suitably differentiated curriculum, enabling them to progress and succeed to the best of their ability.

## **Aims:**

- To identify all pupils with special educational needs, to assess the extent of their difficulties and to plan appropriate strategies and programmes to meet their needs
- To ensure that all teachers and teaching assistants are aware of pupils' difficulties and are provided with strategies and individual programmes to use with those identified pupils
- To monitor and review the progress across the curriculum of pupils with special educational needs, thereby ensuring that those pupils achieve their potential by being able to function fully and confidently in the classroom
- To involve as fully as practicable the pupil and their parents/carers in decision making and monitoring processes

## **Baseline Assessment**

Each new pupil has a baseline assessment in literacy and numeracy within a transitional period of entering the school. Literacy assessments include: single word spelling, single word reading, phonics testing (if deemed necessary from spelling and reading outcomes) and for key stage four pupils, a comprehension test if needed. Pupils identified through EHCPs as requiring speech and language therapy input are seen as soon as possible by the school's speech and language therapist who visits the school on a weekly basis, producing diagnostic information that is used to inform planning. York Assessment of Reading Comprehension (YARC) is used as additional baseline information if required and diagnostic information from these assessments is used to support proficiency in literacy and numeracy. Baseline assessment informs planning for teaching and learning, objectives, target setting and exam access arrangements.

Regular assessment will be carried out if and when required, including specialist assessments (including YARC and Dynamo) will be repeated by the leadership team/teaching team/clinical team as required.

## **One Page Profiles**

A pupil's One Page Profile provides classroom strategies and suggestions of possible resources and techniques to support progress towards individual objectives. Progress towards these objectives is assessed by the leadership team as part of the termly progress review process.

In accordance with the Code of Practice (2014) support and interventions will take into account:

- 1) The nature of the pupil's difficulties
- 2) Action involving provision, staffing, support, programmes, activities, materials, and equipment
- 3) Any relevant Home Liaison
- 4) Expected outcomes to be achieved, including time scale
- 5) Longer term, intended outcomes in areas that are less predictable or time-bound
- 6) Arrangements for monitoring and assessment and review dates
- 7) Monitoring of progress

The individual plans for each pupil will focus on specific areas of difficulty, identify appropriate strategies for intervention, and describe assessment methods and time scales for evaluation.

For some pupils, additional plans will contain 'Positive Handling' arrangements, and /or pupil-specific risk management arrangements, which are reviewed regularly, and after use of restrictive physical intervention (RPI). All pupils will have a risk assessment and a basic behaviour support plan detailing:

- Behaviours they may engage in / display
- Possible reasons for these behaviours
- How to proactively support the pupil, to prevent these behaviours occurring
- How to respond if/when these behaviours do occur.

## **Curriculum**

### **National Curriculum**

All pupils have access to the National Curriculum. Their learning is supported by Teaching Assistants (TAs) in the classroom. Pupils who are withdrawn from lessons for literacy or numeracy support or who have been absent for any other reason are helped by TAs and teachers to catch up on missed work.

The school aims to ensure that, as a result, both are effective programmes and support for identified pupils and the whole school approach to literacy, all pupils will leave school with at least a functional level of literacy. The school also aims to ensure that a significant majority of pupils will leave school with some higher order literacy skills. School literacy targets are set at the beginning of the school year and evaluated at the end of the year. All teaching staff receive regular training on how to develop and enhance pupils' literacy skills through the medium of their own subject.

Parents/carers are encouraged to discuss any concerns they may have about their child's progress at Annual Review meetings. They may also contact the school at any time to arrange an appointment to discuss any concerns.

The school works closely with the placing Local Authorities, Educational Psychologists, Education Welfare Services, Children's Services, Youth Justice, the Police and the Health Authorities. Close liaison with parents/carers and with these agencies helps the school to work with each pupil as an individual with regard to their circumstances outside school. Awareness of these circumstances can help the school ensure that they have as little detrimental impact as possible on their educational progress and that they achieve their full potential during their time at Maple Grove.

### **ASC Curriculum**

Alongside the National Curriculum, pupils at Maple Grove also access an autism-specific curriculum. This is based on the Autism Education Trust's Pupil Progression Framework, and is comprised of eight key areas of learning:

1. Communication & interaction
2. Social Understanding & Relationships
3. Sensory Processing
4. Interests, Routines and Processing
5. Emotional Understanding & Self-Awareness
6. Learning and Engagement
7. Healthy Living
8. Independence and Community Participation

Depending on the age and learning needs of different groups of pupils, these areas of learning will either be taught as discrete 'subjects', or built into planning for National Curriculum subjects and enrichment activities.

### **EHC/IDP Plan monitoring**

The SENCo/SLT liaises with the relevant authorities in relation to statement amendments and EHC transition planning and represents the educational requirements of each young person as relevant to their needs.

### **Annual Reviews**

A statutory review of each pupil's progress towards meeting the objectives written in the statement of special educational needs is held each year. In addition a Transition Plan is prepared at each review from

Year 9 onwards. An Annual Review report is produced reporting on progress in subject areas, social and emotional development and learning style.

Before each review a report of the pupil's progress in each subject is written by their teachers; this school report is circulated to parents, carers, the LA and other agencies two weeks before the review takes place.

During the week before the review the pupil has the opportunity to discuss their progress with a member of staff and to complete a form recording their own views. For pupils who find this process challenging, there are a range of alternative measures that enable staff to capture the 'pupil voice'.

Parents/carers and pupils are encouraged to attend the reviews. Newly agreed targets and recommendations are sent to the LA following the review. Local Authorities are invited to send Careers colleagues to attend reviews of pupils in Years 9 and 11 in order to contribute to the Transition Plan, and copies of the Transition Plan are also forwarded to the LA and to parents/carers.