



# Special Educational Needs and Disability Policy

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## 1. Context

This policy was developed with due regard to:

- ★ The Special educational needs and disability code of practice: 0-25 years *Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities* January 2015
- ★ Part 3 of the Children and Families Act 2014 and associated regulations

This policy is prepared in advance of the opening of Matford Brook Academy in September 2023.

**Governor responsible for SEND:** *to be determined*

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**SENDCo Qualifications:**

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This policy is in line with our teaching and learning policies and Equality of Opportunity policy and aims to support inclusion for all of our children. The responsibility for the management of this policy falls to the Headteacher; the day-to-day operation of the policy is the responsibility of the Special Educational Needs and Disability Coordinator (SENDCo). The Governing Body, Headteacher and the SENDCo will work together closely to ensure that this policy is working effectively.

High quality teaching is that which is adapted to meet the needs of the majority of pupils. Some pupils will need something **additional to** and **different from** what is provided for the majority of pupils; this is special educational provision and we will use our best endeavours to ensure that provision is made for those who need it.

Matford Brook Academy will do its best to ensure that the necessary provision is made for any pupil who has special educational needs or disabilities. We will ensure that all staff in the school are able to identify and provide for those pupils who have special educational needs or disabilities to allow pupils with SEND to join in the activities of the school

The staff and governors of Matford Brook Academy will also work to ensure that all SEND pupils reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments. This policy aims to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of SEND pupils. With this is an underlying principles; we believe that **all teachers are teachers of Special Educational Needs. Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.**

Teaching and supporting pupils with SEND is therefore a whole school responsibility requiring a whole school response. Meeting the needs of pupils with SEND requires partnership working between all those involved – Local Authority (LA), school, parents/carers, pupils, children’s services and all other agencies.

## 2. Admissions

The Schools Admissions Code of Practice requires children and young people with SEND to be treated fairly.

Admissions authorities:

- ★ **MUST** consider applications from parents/carers of children who have SEND but do not have an EHC plan on the basis of the school’s published admissions criteria as part of normal admissions procedures
- ★ **MUST NOT** refuse to admit a child who has SEND but does not have an EHC plan because they do not feel able to cater for those needs
- ★ **MUST NOT** refuse to admit a child on the grounds that they do not have an EHC plan.

## 3. Aims and objectives

### Aims

To provide the structure for a pupil-centred process that engages pupil, family, school and other professionals in planning for and implementing high quality, needs-led provision that is consistent across the school. This is to ensure that all of our pupils are able to access the same opportunities for learning and social development, achieving maximum progress, fulfilling their potential and promoting their well-being.

### Objectives

The SEND Policy of Matford Brook Academy reflects the principles of the 0-25 SEND Code of Practice (2015). The aims of this special educational needs policy are to:

- ★ Ensure the Equality Act 2010 duties for pupils with disabilities are met;
- ★ Enable pupils with special educational needs to have their needs met;
- ★ Take into account the views of the pupils with special educational needs;
- ★ Encourage good communication and genuine partnerships with parents/carers of children with special educational needs;
- ★ Facilitate full access to a broad, balanced and relevant education, including an appropriate curriculum for the relevant stage and the National Curriculum, for pupils with special educational needs;
- ★ In conjunction with the Medication Policy, make arrangements to support pupils with medical conditions and to have regard to statutory guidance supporting pupils at school with medical conditions;
- ★ Implement a graduated approach to meeting the needs of pupils using the Assess, Plan, Do, Review process;
- ★ Develop a culture of inclusion valuing high quality teaching for all learners with teachers using a range of effective adaptive teaching methods;
- ★ Employ a collaborative approach with learners with a SEN or disability, their families, staff within school, other external agencies including those from Health and Social Care;
- ★ Set appropriate individual learning outcomes based on prior achievement, high aspirations and the views of the learner and family;
- ★ Share expertise and good practice across the school and local learning community;
- ★ Make efficient and effective use of school resources;
- ★ Have regard to the Code of Practice (2015) for the identification, assessment, support and review of special educational needs;

- ★ Have regard to guidance detailed by Devon County Council.

➤ **Remission:** the cancellation of a charge which would normally be payable

## 4. Identifying and supporting Special Educational Needs and Disabilities

### Definition of SEND

Pupils have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for them, namely provision which is **additional to or different from** that which is normally available in a differentiated curriculum.

Matford Brook Academy regards pupils as having a Special Educational Need if they:

- have a significantly greater difficulty in learning than the majority of pupils of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools;
- a child under compulsory age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014)

Pupils must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Matford Brook Academy will have regard to the SEND Code of Practice 2015 when carrying out its duties towards all pupils with SEND and ensure that parents/carers are informed by the school that SEND provision is being made for their child.

There may be times in a pupil's school career when they are identified as having a Special Educational Need. These pupils will be provided with intervention and/or support that is **additional to or different from** the normal differentiated curriculum. This may be on an ongoing basis or for a limited time. Many pupils with sensory and/or physical disabilities may require adaptations made as reasonable adjustments under the Equality Act 2010.

### Areas of Special Educational Need

Under the SEND Code of Practice 2015 pupils identified as having a special educational need and/or disability (SEND) will be considered within one or more of the following categories of need:

#### Cognition and Learning (C&L)

Children with learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts, even with appropriate differentiation. Learning needs may be in addition to or as a result of other special educational needs.

Children with a specific learning difficulty (SpLD) will have learning difficulties that cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as physical disability or sensory impairment.

Cognition and Learning needs include:

- ★ Specific learning difficulties (SpLD) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing).
- ★ Moderate learning difficulties (MLD)
- ★ Severe learning difficulties (SLD)
- ★ Profound and multiple learning difficulties (PMLD)

## Social, Emotional and Mental Health (SEMH)

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Other children may have disorders such as:

- ★ Attention Deficit Disorder (ADD)
- ★ Attention Deficit Hyperactive Disorder (ADHD)
- ★ Attachment Disorder

Matford Brook Academy has clear processes for supporting pupils with SEMH and managing the effect of any disruptive behaviour so that it does not adversely affect other pupils. Matford Brook Academy upholds the Department for Education publication guidance 'Managing pupils' mental health and behaviour difficulties in Schools' (2016).

## Communication and Interaction (C&I)

Children with Speech, Language and Communication Needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to do, understanding what is being said to them or because they do not understand or use social rules of communication.

The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children with autism are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Communication and Interaction includes:

- ★ Speech, language and communication needs (SLCN)
- ★ Autism

## Sensory and/or Physical

Some children require special educational provision because they have a disability and this prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time,

Many children with Vision Impairment (VI), Hearing Impairment (HI) or Multi-Sensory Impairment (MSI) will require specialist support and/or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Sensory and/or physical needs include:

- ★ Visual impairment (VI)
- ★ Hearing impairment (HI – including Deaf and Hearing Impairment)
- ★ Multi-sensory impairment (MSH – sometimes referred to as Deafblind)
- ★ Physical disability (PD)

## 5. A Graduated Response to SEND

## Early concerns

The progress made by all pupils is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate adaptive teaching within the classroom and a record is kept of strategies used. This can be used in later discussions if concerns persist.

All pupils' attainment and achievements are monitored by their teacher(s) who is required to provide high quality teaching and learning opportunities adapted for individual pupils.

## 6. Where charges can be made

Below we set out what we **can** charge for:

### 6.1 Education

- Any materials, books, instruments or equipment, where the child's parent/carer wishes him or her to own them
- Optional extras (see section 6.2)
- Music and vocal tuition, in limited circumstances (see section 6.3)
- Certain early years provision
- Community facilities
- Examination re-sit(s) if the pupil is being prepared for the re-sit(s) at the school **and** the pupil fails, without good reason, to meet any examination requirement for a syllabus

### 6.2 Optional extras

We are able to charge for activities known as 'optional extras'. In these cases, schools can charge for providing materials, books, instruments or equipment. The following are optional extras:

- Education provided outside of school time that is not part of:
  - The National Curriculum
  - A syllabus for a prescribed public examination that the pupil is being prepared for at the school
  - Religious education
- Examination entry fee(s) if the registered pupil has not been prepared for the examination(s) at the school
- Transport (other than transport that is required to take the pupil to school or to other premises where the local authority or governing board has arranged for the pupil to be provided with education)
- Board and lodging for a pupil on a residential visit
- Extended day services offered to pupils (such as breakfast clubs, after-school clubs, tea and supervised homework sessions)

When calculating the cost of optional extras, an amount may be included in relation to:

- Any materials, books, instruments or equipment provided in connection with the optional extra
- The cost of buildings and accommodation
- Non-teaching staff
- Teaching staff engaged under contracts for services purely to provide an optional extra (including supply teachers engaged specifically to provide the optional extra)

- The cost, or an appropriate proportion of the costs, for teaching staff employed to provide tuition in playing a musical instrument, or vocal tuition, where the tuition is an optional extra

Any charge made in respect of individual pupils will not be greater than the actual cost of providing the optional extra activity, divided equally by the number of pupils participating.

Any charge will not include an element of subsidy for any other pupils who wish to take part in the activity but whose parents/carers are unwilling or unable to pay the full charge.

In cases where a small proportion of the activity takes place during school hours, the charge cannot include the cost of alternative provision for those pupils who do not wish to participate.

Parental agreement is necessary for the provision of an optional extra which is to be charged for.

### 6.3 Music tuition

Schools can charge for vocal or instrumental tuition provided either individually or to groups of pupils, provided that the tuition is provided at the request of the pupil's parent/carer.

Charges may not exceed the cost of the provision, including the cost of the staff giving the tuition.

Charges cannot be made:

- If the teaching is an essential part of the National Curriculum
- If the teaching is provided under the first access to the Key Stage 2 instrumental and vocal tuition programme
- For a pupil who is looked after by a local authority

### 6.4 Residential visits

We can charge for board and lodging on residential visits, but the charge must not exceed the actual cost.

## 7. Voluntary contributions

As an exception to the requirements set out in section 5 of this policy, the school is able to ask for voluntary contributions from parents/carers to fund activities which would not otherwise be possible.

Some activities for which the school may ask parents/carers for voluntary contributions include:

- School trips
- Sports activities

**There is no obligation for parents/carers to make any contribution, and no child will be excluded from an activity if their parents/carers are unwilling or unable to pay.**

If the school is unable to raise enough funds for an activity or visit then it will be cancelled.

## 8. Activities we charge for

The school will charge for the following activities:

- Breakfast club
- After-school club
- Internal clubs – a £2 charge per child per session to cover staffing and material costs. Some children eligible for pupil premium may have some discount to enable them to attend
- Clubs external to the school – for example, sports providers who will have their own charging policy
- Residential trips are charged for on a cost basis

For regular activities, the charges for each activity will be determined by the governing board and reviewed in December each year. Parents/carers will be informed of the charge for the coming year in December of each year.

## 9. Remissions

In some circumstances, the school may not charge for items or activities set out in sections 6 and 8 of this policy. This will be at the discretion of the governing board and will depend on the activity in question.

### 9.1 Remissions for residential visits

Parents/carers who can prove they are in receipt of any of the following benefits will be exempt from paying the cost of board and lodging for residential visits:

- Income Support
- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Support under part VI of the Immigration and Asylum Act 1999
- The guaranteed element of Pension Credit
- Child Tax Credit – provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190
- Working Tax Credit run-on – paid for 4 weeks after you stop qualifying for Working Tax Credit
- Universal Credit – if you apply on or after 1 April 2018, your household income must be less than £7,400 a year (after tax and not including any benefits you get)

## 10. Monitoring arrangements

The Business Operations Officer monitors charges and remissions, and ensures these comply with this policy.

This policy will be reviewed by the Headteacher every year.

At every review, the policy will be approved by the local governing board.