



**MALTMAN'S GREEN**  
SCHOOL

# Special Educational Needs and Disability Policy

---

**This policy also applies to the EYFS**

## **Related documents**

Equal Opportunities Policy  
Access Policy  
Safeguarding and Child Protection Policy and Procedures  
English as an Additional Language (EAL) Policy

<b>Updated</b>	<b>Reviewed By</b>	<b>Review Date</b>	<b>Version</b>
November 2022	N Atkinson	November 2024	2022.01

**Headmistress. Mrs Jill Walker** BSc Hons, MA Ed, PGCE

Maltman's Green School, Maltmans Lane, Gerrards Cross, Buckinghamshire SL9 8RR (Registered Office)  
Tel. 01753 883022 Fax. 01753 891237 Email. [office@maltmansgreen.com](mailto:office@maltmansgreen.com) [www.maltmansgreen.com](http://www.maltmansgreen.com)

Maltman's Green School Trust Limited, a company limited by guarantee.  
Registered in England Company No. 897432. Registered Charity No. 310633



## Contents

---

1	Introduction .....	3
2	Aims and Objectives.....	3
3	Educational Inclusion.....	3
4	Accessibility.....	4
5	Admissions.....	4
6	Pupils with an EHC Plan.....	4
7	Supporting and Monitoring Pupils.....	4
8	The Role of the Learning Support Department and Staff .....	5
9	Partnership with Parents .....	5
10	The Views of the Child .....	6
11	Examination Arrangements.....	6
12	Criteria for Evaluating the Success of the Policy .....	6
13	Appendix 1: 'Request for Involvement from Learning Support' Form.....	7
14	Appendix 2: SEND Plan.....	8
15	Appendix 3: SEND Summary Profile .....	9
16	Appendix 4: Guidelines for Learning Support.....	10

## 1 Introduction

- This policy sets out details of Learning Support at Maltman's Green School for all girls. This includes EYFS, KS1 & KS2. It describes the arrangements that Maltman's Green makes for children with Special Educational Needs and / or disabilities (SEND), as well as those children who may have an Education, Health and Care (EHC) Plan.
- The policy ensures compliance with all relevant legislation and is in line with the requirements of the Education Act of 1996, SEND Code 2015 (SEN and Disability Code of Practice, 0-25 years 2015), the Equality Act 2010, the Children and Families Act 2014 and the Mental Capacity Act Code of Practice: Protecting the Vulnerable 2005.
- This policy is to be read in conjunction with the Equal Opportunities Policy, Access Policy, Safeguarding and Child Protection Policy and Procedures, and the English as an Additional Language (EAL) Policy.
- It is policy at Maltman's Green School that every child matters and so adequate provision and planning is undertaken to ensure that each child's needs are met.
- A child is recognised as having a learning difficulty or disability if they have a significant greater difficulty in learning than the majority of children the same age or they have a disability which prevents or hinders them making use of educational facilities of a kind generally provided for children of the same age (SEND Code 2015 (SEN and Disability Code of Practice, 0-25 years 2015) and Independent School Standards Regulatory Requirements).

## 2 Aims and Objectives

- We aim to implement a policy that will enable each individual child to reach her full potential, academically, socially and emotionally.
- We set out to ensure equal access to all areas of school life and all areas of the curriculum, to enable every pupil to have equality of opportunity with the appropriate provision.
- We always make reasonable adjustments to ensure that pupils with learning difficulties and/or disabilities, as well as those with an EHC Plan, are not treated less favourably related to their specific needs.
- Everything possible is done to minimise barriers to pupils learning and participation at the earliest opportunity.
- We value the partnership between Maltman's Green and parents, working closely with parents to ensure that they are fully involved in supporting their child's education, acting, where possible, on suggestions they may make regarding further support.
- We seek our pupils' views at all levels of their education.

## 3 Educational Inclusion

- We welcome and provide opportunities for all our pupils, recognising that inclusion is about equal opportunities for all learners, whatever their age, religion, beliefs, gender orientation, ethnicity, impairment, attainment and background.
- The needs of all pupils and prospective pupils who may have special educational needs and / or disabilities (SEND), either throughout or at any time during their school careers, are carefully addressed. The twin paths of needs and provision receive regular review.

- It is recognised at Maltman's Green that children with learning difficulties and / or disabilities, as well as those with an EHC Plan, require the greatest possible access to a broad and balanced education..

## 4 Accessibility

- The School's Access Policy and Plan demonstrates the ways in which Maltman's Green facilitates pupils with disabilities. The Access plan is drawn up in accordance with Schedule 10 of the Equality Act 2010.
- The Access Policy and Plan also outline the proposals that are in place for Maltman's to become progressively more accessible to disabled pupils, parents and visitors.

## 5 Admissions

- In relation to determining the admission of pupils to the school, children with learning difficulties and/or disabilities, as well as those with an EHC Plan, children for whom English is an additional language, are not placed at a substantial disadvantage in comparison with other Pupils.
- Maltman's Green will discuss thoroughly with parents and relevant professionals the adjustments that can reasonably be made by the school so that it is clear what is and what is not possible.

## 6 Pupils with an EHC Plan

- In certain circumstances Maltman's Green School admits pupils who have an EHC Plan. We will also apply for an EHC Plan for any pupil who is already at Maltman's Green and requires one.
- For pupils with an EHC Plan, the school conforms to the regulatory requirements, including a formal Annual Review of their progress and needs.
- If the EHC Plan outlines that additional one to one classroom support is required then the school will employ an appropriate person for this task with LEA funding.

## 7 Supporting and Monitoring Pupils

- Each teacher carefully plans their teaching and assessing, taking account of the wide range of abilities, aptitudes and interests of their pupils.
- Those children with learning difficulties and/or disabilities, as well as those with an EHC Plan are identified and assessed as early as possible. Strengths as well as weaknesses are always identified.
- When staff require involvement from the Learning Support Department for a child they have identified as needing further support, a 'Request for involvement from Learning Support' form is completed (Appendix 1) and parents are notified.
- A detailed assessment of need takes place to ensure that the full range of a child's need is identified, based on the four areas of need in the Code of Practice:
  - Communication and interaction
  - Cognition and learning
  - Social, emotional and mental health difficulties
  - Sensory and /or Physical
- After gathering information from within school, from home and from the child, and any other further assessment considered advisable, targets and strategies are drawn up by the Head of Learning Support in liaison with the class teacher, the parents and sometimes the Headmistress. An SEND Support Plan may be implemented (Appendix 2 and 3).

- Wherever possible, children with learning difficulties and/or disabilities, as well as those with an EHC Plan, are supported within the classroom setting. At times, there are also different strands of support and action which may be taken to meet children's needs within the teaching environment. For example, a pupil at Maltman's Green may be withdrawn for additional help at specified times on a one-to-one basis. At other times, a pupil may work with additional support in a small group situation, following certain guidelines (see Appendix 4).
- The needs, provision and progress of children with learning difficulties and/or disabilities, as well as those with an EHC Plan, are carefully monitored and reviewed. The class teacher and Head of Learning Support, in consultation with the parents and Headmistress, review children's progress each term.
- If, at any time, it is felt that further external support is required, it might be suggested to parents to seek advice and support from outside professional agencies. The school maintains a list of independent Educational Psychologists, Occupational Therapists, Speech and Language Therapists whom parents may contact for additional assessments of their child's needs.
- The School acts carefully upon any recommendations and guidance made from external agencies and, wherever possible, meetings take place with outside professionals in the school setting.
- Each child is valued as an individual. All effort is praised and a sense of achievement and self-esteem are strongly promoted. Where children require further help with issues in respect of self-esteem, mentoring support is provided for the pupil.

## 8 The Role of the Learning Support Department and Staff

- The Head of Learning Support co-ordinates the provision for children with learning difficulties and/or disabilities, as well as those children who have an EHC Plan.
- The Learning Support Department works in close liaison with all members of teaching staff. Frequent consultation meetings take place in order for the Learning Support Team to meet with other teachers and staff to discuss the needs and provision of children with learning difficulties and/or disabilities. Specific pupil needs are discussed regularly in Staff Briefing, Phase Meetings, Form Tutor Meetings and Heads of Department Meetings.
- SEND strategies and recommendations are regularly updated and circulated to staff to ensure that all teachers work effectively to support children's needs. Resources are also available on the school computer network.
- A graduated approach is taken based on a cycle of assess, plan, do and review.
- The Head of Learning Support reviews SEND Support Plans termly with class teachers, parents and after gathering the views of the individual pupil.
- Additional training is provided to relevant teaching and support staff as appropriate.

## 9 Partnership with Parents

- Maltman's Green recognises that the most effective identification, assessment and provision for children with learning difficulties and/or disabilities, as well as those with an EHC Plan, is made where there is the greatest possible degree of partnership between parents, their children and the School. Therefore, the knowledge, views and experience of parents is sought at every stage of the support process.

## 10 The Views of the Child

- All efforts are made at Maltman's Green to discover the views of the child through sympathetic discussion, observation and the use of other appropriate strategies such as games or art activities.
- The views of the child are sought and included in Annual Reviews and in the formation and review of SEND Support Plans.

## 11 Examination Arrangements

- It is the School's policy that children should be enabled to show what they know rather than what they do not know in tests and exams.
- Extra time is allowed if a pupil's processing, reading or writing speed meets the criteria for special exam access.
- Occasionally children with SEND find the examination process to be very stressful. In these situations children may, for example, sit their exam with learning support staff so that they can have questions read to them or check their understanding of a question.
- Where it has been recommended by an Educational Psychologist, pupils with specific needs will be provided with a reader and a scribe.
- In Public Examinations the Official Guidelines are always followed.


## 12 Criteria for Evaluating the Success of the Policy

Maltman's Green will evaluate the success and implementation of the policy through:

- Record keeping, detailing levels of progress.
- Termly reviews of SEND Support Plans.
- Consultations with staff.
- Consultations with parents.
- Consultations with pupils.
- Quantitative assessments (standardised tests).
- Qualitative assessments (opinions and feedback from teachers, parents and the child herself).

Should anyone have any concerns or complaints about SEND provision, they can refer to the Head of Learning Support or the Headmistress.

13 Appendix 1: 'Request for Involvement from Learning Support' Form



**Maltman's Green School**  
Request for involvement from Learning Support

<b>Name of Pupil:</b>	<b>Date:</b>	
<b>Form:</b>	<b>Teacher/Department:</b>	
<b>Child's Strengths:</b>		
<b>Areas of concern:</b>		
Numeracy	Sentence construction/punctuation	Handwriting/presentation
Phonic Processing	Concentration/attention span	Poor short-term memory
Reading accuracy/speed/fluency	Verbal expression	Spatial awareness/physical awkwardness
Reading comprehension	Work rate/completion of tasks	Behaviour
Spelling	Motivation	Personal Organisation
Writing content (ideas)	Gross motor control	Self-esteem/confidence
Organisation of ideas for writing	Fine motor control	Co-operation with adults
Comprehension/retention of orally presented information or instructions	Other:	Co-operation with peers
<b>What strategies have you tried already?</b>		
<b>How do you feel Learning Support can be of help?</b>		
<b>Other useful information:</b>		
<b>Has the parent been notified that Learning Support involvement is being requested?</b>		

## 14 Appendix 2: SEND Plan

- A SEND Support Plan is used to plan the interventions for pupils with SEND.
- A programme for each child requiring help should be planned by the class teacher and Learning Support Teacher in consultation with the parents and child.
- The child's strengths are the starting points in all support programmes. The child's challenges are approached via these strengths and interests.
- Tasks are broken down into small steps assuring success and there should be plenty of reinforcement to consolidate tasks taught.


The plan will set out:

- The nature of the child's learning difficulties and her strengths.
- Any action to be taken which is additional to or different from the differentiated curriculum including specific programmes, activities and materials as well as the frequency of the support.
- Achievable outcomes e.g. week by week or term by term.
- The monitoring and assessment arrangements.
- The pupil's views.
- Any recommendations made by any outside professional.



## 15 Appendix 3: SEND Summary Profile

**Special Educational Needs and Disability Policy**  
**Appendix 3: SEND Summary Profile**



MALTMAN'S GREEN  
SCHOOL

**ONE PAGE PROFILE FOR CLASS / SUBJECT TEACHER'S INFORMATION**

Pupil Name:  Year Group:  Category of SEN:

SEN Support Date Commenced:  Parent Meeting (last update):

<b>Strengths / Capabilities</b>	<b>Recommended Teaching / Support Strategies:</b>	
<b>Challenges</b>		
<b>Desired Outcomes</b>	<b>Progress Towards Outcomes</b>	<b>Notes</b>

## 16 Appendix 4: Guidelines for Learning Support

Support has three objectives:

1. To maintain pupils' access to the whole curriculum.
2. To meet children's special educational needs.
3. To encourage children with learning difficulties and/or disabilities, as well as those with an EHC Plan, to achieve standards matching their capabilities.

When support is needed in a small group situation, the first priority is to ensure that all children have access to core subjects through a differentiated curriculum. In consultation with parents, children may be withdrawn during part of their English and Maths lessons in order to receive differentiated and consolidated work. Lunch times may also be used, along with lessons before and after school especially for children who have received advice from an independent Educational Psychologist identifying that a specialist lesson is appropriate.

When withdrawal is used to support children, the Class Teacher and Learning Support Teacher will liaise on work required. It must be the intention that the child is supported by the co-ordination of all staff involved.

When in-class support is provided, pre-planning and scheduling should ensure this support is being used effectively to support pupils where course content makes this necessary. This is the combined responsibility of the Class/Subject Teacher and Learning Support Staff.