



SEND Policy

2022/2023

Nourishing the Human Potential



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Aims of this SEND policy

- To ensure that the special educational needs of children are identified, assessed and provided for.
- To ensure that all children with SEND engage in the activities of the school alongside pupils who do not have SEND.
- To have high expectations of all our children and reduce barriers to progress.
- To identify the roles and responsibilities of staff in providing for children's special educational needs.
- To ensure that parents are able to play their part in supporting their child's education.
- To ensure that our children have a voice in this process.

Montessori – an Education for All

EMC's Montessori environments cater to the needs of all children, and is respectful and supportive of each child's learning abilities. Dr. Montessori had devised the Montessori method initially as a response to teaching children with learning disabilities. The entire model, including individualized lessons, mixed age groups, and concrete learning materials, was designed to cater to the needs of all children, no matter their abilities.

Dr. Montessori has developed her method based on the scientific observation of children, and the idea that their school environment should be prepared to meet their physical, emotional, social, and developmental needs.

At EMC, we abide to the following Montessori principle: "We do not fix the child, we fix the environment."

Primary program

The materials designed by Dr Montessori were initially developed to support the needs of disabled children. These materials draw upon the sensorial sensitivities of this age group, and provide them with keys to the world through experiential manipulation and exploration. Dr. Montessori's materials are used by educational therapists to support learning difficulties. They therefore cater to the needs of all children, no matter their abilities.

The teacher offers individual lessons to children, which are targeted based on the windows of opportunity (called sensitive periods), as displayed by each child. The mixed age group, along with the individual lessons, allow for each child to evolve based on their specific academic needs, versus those of the entire classroom.



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Elementary program

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The teacher offers group lessons to children, which are targeted based on the abilities and academic acquirements of each child, as well as respond to the social need of this age group. The mixed age group, along with the group lessons, allow for each child to evolve based on their specific needs, versus those of the entire classroom.

In the case where a student shows special needs or a learning disability, such as difficulty in mastering reading or spelling, EMC implements a learning support program to offer additional support, such as an adapted Orton-Gillingham approach to learning reading. When a student receives a diagnosis of a learning disability through testing, the teachers and school work directly with psychologists, tutors, etc to ensure a unified and coherent system of support for the child.

Adolescent program

The teacher offers group lessons to children, which are targeted based on the abilities and academic acquirements of each child, as well as respond to the social need of this age group. The mixed age group, along with the group lessons, allow for each child to evolve based on their specific needs, versus those of the entire classroom.

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Educational inclusion

At EMC we aim to offer excellence and choice to all our children, whatever their ability or needs. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children: have different educational and behavioural needs and aspirations; require different strategies for learning; acquire, assimilate and communicate information at different rates; need a range of different teaching approaches and experiences.

Admissions

EMC's Admission Policy is such that all children within the defined criteria are admitted to the school without reference to ability or aptitude. Pupils who have Education Health Care Plans (EHCP), whose needs can be met at EMC, have the same rights of access as their peers.



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Special Educational Needs

At EMC we use the following definition for SEND:

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.

Disability is defined as a “physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities. » This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Monitoring SEND

The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that includes:

- classroom observation by the senior leadership team
- Where it is decided that special educational provision is required, parents will be informed that the school considers their child may require special support and their partnership sought in order to improve attainments.
- ongoing assessment of progress made by pupils with SEND
- Teacher meetings with the school administration, parents, professionals, as to implement the correct guidance to meeting the needs of pupils with SEND
- pupil and parent feedback on the quality and effectiveness of interventions provided

SEND Support Cycle

Action relating to SEND support will follow an Assess, Plan, Do and Review model:

- **Assess:** Assessment data and classroom observations will be collated by the class teacher in order to make an accurate assessment of the pupil's needs. The assessment of children reflects as far as possible their participation in the whole curriculum of the school. Parents will always be invited to an early discussion to support the identification of action to improve outcomes.
- **Plan:** If review of the action taken indicated that additional support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class teacher with advice from the school leadership team.
- **Do:** SEND support will be recorded on an SEND Support Plan that will identify a clear set of targets and expected outcomes. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes.
- **Review:** Progress towards these outcomes will be tracked and reviewed accordingly with the parents and the pupil.

If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil.