

## Part 1

<b>Name of policy:</b>	<b>C5 Special Educational Needs and Disabilities (SEND)</b>
<b>Status of policy:</b>	This is a statutory policy
<b>Consultation:</b>	This policy has been developed following consultation with Governors, Senior Leadership Team and Teaching Staff, Parents and Pupils
<b>Relationship with other policies:</b>	<p>This policy should be read in conjunction with;</p> <ul style="list-style-type: none"><li>• P2 Equality policy</li><li>• P6 Behaviour and discipline policy</li><li>• P12 Home/School agreement policy</li><li>• C1 Curriculum policy</li><li>• P14 Supporting pupils with medical conditions</li></ul> <p>Internal Policies</p> <ul style="list-style-type: none"><li>• Disability policy (Examinations)</li><li>• HAT policy</li></ul>
<b>Date policy was agreed (Committee):</b>	5 <sup>th</sup> February 2020
<b>LGB approval:</b>	11 <sup>th</sup> March 2020
<b>Date for full implementation:</b>	Immediate
<b>Date for review:</b>	Annually – 4 <sup>th</sup> February 2021
<b>SEND Coordinator (SENCO):</b>	<b>Ms A. Patel,</b> National Award for SEN Coordination (Curriculum Development Group, Pastoral Development Group)

**Head of Inclusion:** Mrs M. Hutchinson

**SLT Advocate:** Mr Stuart Matthews (Head Teacher)

**SEND Governor:** Miss Rebekah Brumby

**SEND Department Governor link:** Miss Rebekah Brumby

### **Aims:**

#### **Our SEND policy and Information report aims to:**

- Set out how our school will support and make provision for pupils with special educational needs and Disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

We strive to achieve the best outcomes for all our pupils including those with SEN and disabilities and to achieve a fully inclusive culture within our school.

### **Compliance:**

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (revised 2015) and has been written with reference to the following guidance and documents:

- SEND Code of Practice (COP, 2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (2015)
- Part 3 of the Children and Families Act (2014)
- The Special Educational Needs and Disabilities Regulations (2014)
- Equality Act 2010: advice for schools DfE (2013)
- The National Curriculum in England Key Stage 1 and 2 framework document (2015).
- Teachers' Standards (updated 2013)
- Edgbarrow School's Safeguarding and Child Protection Policy
- Edgbarrow School's Accessibility Plan

This policy also complies with our funding agreement and articles of association.

### **Part 2:**

#### **Philosophy:**

All members of staff, in conjunction with the authorities, (Governing Body and LA) have a responsibility to ensure that every student has an equal opportunity to attain the maximum potential in all aspects of the curriculum and in preparation for adulthood. Students are entitled to a broad and balanced curriculum, including the National Curriculum (incorporating personalised provision), and their relative progress will be recorded, valued and reviewed. Edgbarrow School seeks to raise the aspirations of and expectations for all

pupils with SEND, providing a focus on outcomes for pupils and not just hours of provision/support.

**Objectives:**

1. To identify and provide for pupils who have special educational needs, additional needs and disabilities.
2. To work within the guidance provided in the SEND Code of Practice, 2014.
3. To operate a '*whole pupil, whole school*' approach to the management and provision of support for SEND.
4. To provide a Special Educational Needs Coordinator (SENCO) who will be guided by and work within the SEND policy.
5. To provide support and advice for all staff working with SEND pupils.

**Part 3:**

**Definition of Special Educational Needs and Disability (SEND):**

Students have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. Students have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.
- Difficulties related solely to learning English as an additional language are not SEN. (SEN COP, 2014).

Special Educational provision is educational or training provision that is additional to, or different from that made for other pupils of the same age within our school. Special Educational provision may be triggered when students fail to achieve adequate progress, despite having had access to a differentiated programme. Pupils will be placed on the SEND Register under SEN Support ('K' on the SEND Register). Parents/Carers and staff will be informed that the child has special educational needs and appropriate provision identified to meet the student's individual need(s) will be made. The progress and targets of students on the SEND register will be regularly reviewed and any adjustments or amendments will be made in collaboration with parents/carers and staff. Edgbarrow School and the COP (2014) recognises that the SEND register is a fluid document that is constantly updated.

**Lack of adequate progress may be indicated by:**

- Little or no progress despite the use of targeted teaching approaches and a differentiated curriculum.
- Working at levels significantly below age expectations, particularly in literacy or numeracy.
- Presenting persistent emotional, social or mental health difficulties, which have not been managed by appropriate strategies usually employed.
- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment.

- Poor communication or interaction, requiring specific interactions and adaptations to access learning.

### **Highest Ability and Talented:**

Students who experience difficulty in accessing the curriculum may also have a particular gift or talent. This is addressed through the Highest Ability and Talented Provision, in addition to provisions made for their specific need. Please see [Highest Ability and Talent \(HAT\) policy](#) on the school's website for further information.

### **Part 4:**

#### **Identification, Assessment and Provision:**

- Curriculum support/ provision is achieved by:
  1. Identifying and assessing individual student's needs.
  2. Reporting of students' needs to appropriate members of school staff.
  3. Providing an appropriate curriculum which considers:
    - National Curriculum and examination syllabuses
    - Continuity and progression
    - Departmental development plans
    - The identified needs of the individual child
  4. Delivering an appropriate curriculum which considers:
    - Suitable teaching materials
    - Effective, differentiated teaching strategies
    - A supportive learning environment
    - Encouraging a positive self-image
  5. Providing learning support through:
    - Curriculum development
    - Support teaching
    - Bespoke training
    - INSET
  6. Using outside agencies where necessary and appropriate.
  7. Monitoring individual progress and making revisions where necessary.
  8. Ensuring that parents/carers understand the process and involving them in/consulting with them on the support of their child's learning.
  9. Encouraging students with SEND to actively participate in decision making processes and contributing to the assessment of their needs, meetings and transition process.
  10. Regularly reporting to governors regarding SEND issues to raise awareness and aid implementation of processes and procedures.
  11. Staff collaborating effectively.

The school uses the graduated response as outlined in The Code of Practice (2014).

Early identification of SEND is a priority at Edgbarrow School. Identification of need is carried out through a variety of means including:

- Information gathered via transition meetings-ensuring close links with feeder schools to support the transition process.
- Analysis of assessment data including Key Stage 2 Statutory Assessment Tests (SATs).
- Concern expressed by and referrals received from teachers, other professionals, support staff, parents/carers and the pupils themselves.
- Working collaboratively with other professionals and support services.
- SEND support will take the form of a four-part cycle (assess, plan, do, review). Through this cycle, actions are reviewed and refined as understanding of the student's individual needs, and the support required to help them, increases as part of a graduated approach.

Teaching students with SEND is a whole school responsibility; central to the work of every teacher and subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students. The majority of students at Edgbarrow School learn and progress through these differentiated arrangements.

A Graduated Response is adopted for students identified as having SEND. Provision is identified and managed by the SENCO but will be planned and delivered by teaching and support staff or the appropriate professional (at Wave 3).

#### **Graduated Response:**

- **Wave 1-** Quality First Teaching by all teaching staff including a highly differentiated curriculum.
- **Wave 2-** Is initiated where students continue to make inadequate progress following Wave 1 response. Then interventions may include withdrawal programmes and LSA (Learning Support Assistant) provision.
- **Wave 3** – Where students fail to make adequate progress, despite additional provision at Wave 2, the school seeks advice and involvement from external support services. Support can include provision of specialist assessments, advice on strategies or materials, short-term support or training for staff.
- **Statutory Assessments/ Education Health and Care (EHC) Plans** – If a student fails to make adequate progress and has demonstrated a significant, complex and enduring special educational need, the school and/or parent/carer may decide to request that the LA undertake a statutory assessment. This may lead to the student being provided with an EHC plan.

### **Part 5: Supporting pupils and families**

- Families of pupils with SEN are encouraged to view the School's Local Offer on the Bracknell Forest [website](#) and Edgbarrow School's [SEND Information Report](#).
- Other useful sites:
  - [BFC Parental Advice and Support](#)
  - [DfE Special Educational Needs and Disability- A guide for Parents and Carers.](#)
  - [Information, Advice, Support Service \(SEND\)](#)

### **Part 6: Supporting Pupils at School with Medical Conditions:**

- Edgbarrow School recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- Some may also have SEND and may have an EHC plan which bring together health and social care needs, as well as their special educational provision and the SEND COP (2014) is followed.
- See Edgbarrow School's [Supporting Pupils with Medical Conditions Policy \(P14\)](#).

### **Part 7: Monitoring and Evaluation of SEND:**

- The success of this policy and SEND provision is monitored via the school's self-evaluation and reporting activities which include:
  - Lesson observations
  - Analysis of student tracking data
  - Monitoring of procedures and practice by SEND Governor
  - Annual Progress Subject review
  - Learning Dives
  - Annual examination report to governors.
  - Parent views gathered annually and at Annual Review meetings
  - Pupil views gathered annually and at Annual Review meetings
  - Parent and pupil views are also gathered through an annual Progress questionnaire
  - SEND Pupil Ambassador feedback

### **Part 8: Training and Resources:**

- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.
- All teachers, NQT (Newly Qualified Teachers), Student Trainees and Support Staff undertake induction which includes a meeting with the SENCO. During induction the SENCO explains the systems and structures in place around the school's SEND provision and practice, and discusses the needs of individual pupils.
- The school's SENCO regularly attends BFC SENCO Forum meetings in order to keep up to date with local and national updates in SEND.

### **Part 9: Structural Arrangements:**

The roles and responsibilities of school personnel with regard to SEND are given below. They are in accordance with the Code of Practice (2014) guidelines and school job descriptions.

### **Roles and Responsibilities**

#### **SEND Coordinator (SENCO):**

Screening and identifying students with SEND (see **Identification, Assessment and Provision**).

- Determining in consultation with the student, their parents/carers and other professionals the provision made in school to support students with SEND. This may include one or a combination of the following provision:
  - *In-class support*, e.g. LSA support.
  - *Withdrawal support* for literacy and other key skills where necessary; withdrawal from tutor time or curriculum. Support may be through individual or group work.
  - *Other support*: 1:1 learning mentor support or counselling, various forms of group support, e.g. social skills groups; numeracy or literacy short term intervention; lunchtime 'Hangout'; registration support for homework and organisation (sort and settle); other measures may be adopted as appropriate for individual cases, e.g. the use of a time out card, reduction or modification of timetable, provision of special materials such as coloured overlays.
- Disseminating information and raises awareness of SEND issues throughout the school.
- Managing and developing roles of Learning Support Assistants (LSAs), through training and Performance Management.
- Coordinating provision for students - involving SEND students, where practicable, in decisions affecting their future SEND provision.
- Supporting the teaching and learning of students with SEND.
- Setting appropriate targets for all statemented students or students with an Education Health and Care plan (EHCP) in consultation with the student, their parents/carers and other professionals (assessed on a yearly or half-yearly basis as appropriate, through the mechanism of an annual review).
- Monitoring SEND tracking sheets.
- Monitoring Edgbarrow School's delivery of SEND Policy.
- Supporting recruitment and deployment of Edgbarrow School's Progress Department which includes SEND Teachers, HLTAs and LSAs.
- Supporting the local authority in updating the SEND Local Offer.
- Supporting the SEND Governor in updating the SEND Information Report.
- Allocating SEND funding and resources.
- Monitoring attendance of SEND pupils.
- Implementing the successful use of Access Arrangements following assessment.
- Liaising with;
  - Parents and carers of students with SEND.
  - Schools, including feeder primaries and specialist settings.
  - Fellow staff members and providing advice.
  - SENCOs, both locally and nationally.
  - Outside agencies.
- Preparing the SEND report for Governors.

- Some students with SEND will need extra support to develop positive behaviour linked to social, emotional and mental health issues and this may involve interventions from internal school support systems or from outside agencies.

#### **The Governing Body:**

- In partnership with the Headteacher, the Governors have responsibility for deciding the school's general policy and approach to meet the needs of students with SEND.
- Ensuring, through the appraisal process, that the Headteacher sets objectives and priorities in the school development plan, which includes provision for SEND.
- Annually appoints a named Governor for the oversight of SEND.
- Monitoring and updating the SEND Information Report.
- The Governing Body aims to:
  - provide students, regardless of their special educational need or disability, to have access to a broad and balanced curriculum, differentiated where appropriate to meet an individual's need and ability.
  - enable every student to experience success.
  - promote individual confidence and a positive attitude.

#### **The Headteacher:**

- Setting objectives and priorities in the school development plan, which includes SEND.

#### **The SEN SLT Advocate:**

- Line-managing the work of the SENCO including setting a budget for supporting students within the school's overall financial resources.
- Updating and informing the Governing Body on SEND.

#### **Other staff:**

"All teachers are teachers of Special Needs." – SEN COP (2014)

- Devising strategies and identifying appropriate differentiated methods of access to the curriculum, in conjunction with the learning support.
- Recognising that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes account of the wide range of abilities, aptitudes and interests of the students in their classes.
- Liaising with and seeking advice from the SENCO.
- Monitoring progress of students with SEND against the agreed targets and objectives.
- Be fully aware of the school's procedures for SEND.
- Raising individual concerns using the Referral Forms.

#### **Special Educational Needs Teachers:**

- Responsible for planning and delivery of specific areas of intervention teaching support (e.g. Numeracy, Literacy, Speech and Language Therapy).
- Devise and carry out specific teaching programmes with targeted students who require intensive short-term input in addition to other provision, which they may be receiving.



- Prioritise the need of some students for intensive, focused, withdrawal group or individual programmes to address their special needs.
- Assist in the assessment of students referred to the Progress Department and with assessment for Access Arrangements.
- Advise colleagues on teaching programmes and teaching methods for children with specific learning difficulties.
- Liaise with students, parents and subject teachers in determining appropriate provision.
- Work closely with Learning Support Assistant and HLTA's to ensure effective support for all students.

**Higher Level Teaching Assistants:**

- Responsible for planning and delivery of specific areas of specialist support (e.g. Hearing/Visual impairment, Access arrangements, Social skills).
- Liaise with relevant professionals; disseminate information to staff regarding area of specialist support.
- Support students with SEND and the wider school population.
- Plan and deliver individualised programmes where appropriate.
- Monitor progress against the targets using Pupil Tracking Sheets.
- Use and update Student Information sheets (SIS).
- Contribute to the review process, either in person or via a written report.

**Learning Support Assistants:**

- Support students with SEND and the wider school population.
- Plan and deliver individualised programmes where appropriate.
- Monitor progress against the targets using Pupil Tracking Sheets.
- Use and update Student Information sheets (SIS).
- Contribute to the review process, either in person or via a written report.
- Work with small groups in or out of the classroom, under the direction of the class teacher.

**Part 10: Storing and managing information**

Please see Edgbarrow School's [Safeguarding and Child Protection policy](#).

**Part 11: Reviewing the Policy**

Edgbarrow School's SEND Policy is reviewed annually.

**Part 12: Accessibility**

Please see Edgbarrow School's [Accessibility Plan](#).

**Part 13: Dealing with complaints**

Please see Edgbarrow School's [Complaints policy](#).

**Part 14: Bullying**

Please see Edgbarrow School's [Anti-Bullying policy](#).