

Part 1

Name of policy:	C5 Special Educational Needs and Disabilities (SEND)
Status of policy:	This is a statutory policy
Consultation:	This policy has been developed following consultation with Governors, Senior Leadership Team and Teaching Staff, Parents and Pupils
Relationship with other policies:	<p>This policy should be read in conjunction with;</p> <ul style="list-style-type: none">• P2 Equality policy• P6 Student behaviour policy• P12 Home/School agreement policy• C1 Curriculum policy• P14 Supporting pupils with medical conditions <p>Internal Policies</p> <ul style="list-style-type: none">• Disability policy (Examinations)• HAT policy
Date policy was agreed (Committee):	7 th February 2018
FGB approval:	7 th March 2018
Date for full implementation:	Immediate
Date for review:	Annually – 6 th February 2019
SEND Coordinator (SENCO):	Ms A. Patel, National Award for SEN Coordination Member of Senior Staff Group (SSG).
SLT Advocate:	Mr Gareth Croxon (Assistant Head teacher)
SEND Governor:	Mr Peter Floyd

SEND Department Mr Peter Floyd
Governor link:

Compliance:

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (Feb, 2013)
- SEND Code of Practice (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (Dec, 2015)
- The National Curriculum in England Key Stage 1 and 2 framework document (2015).
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2012)

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. 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 and additional needs.
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 work with 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.

- Students 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. (SEN COP, 2001).

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. Students on the SEND register will be regularly reviewed and any adjustments or amendments will be made in collaboration with parents/carers and staff. 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:

1. Identifying and assessing individual student's needs.
2. Reporting of students' needs to appropriate members of school staff.
3. Providing an appropriate curriculum, taking into account;
 - National Curriculum and examination syllabuses
 - Continuity and progression
 - Departmental development plans.
4. Delivering an appropriate curriculum, taking into account;
 - 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 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, meeting 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), Cognitive Ability Tests (CATs) and reading tests.
- Concern expressed by and referrals received from teachers, other professionals, support staff or parents/carers.
- Working collaboratively with other professionals and support services

Teaching students with SEND is a whole school response. 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.

Graduated Response:

- **Wave 1-** Quality First teaching by all teaching staff including 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) support.
- **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:
 - [Short breaks \(Formerly Aiming High\)](#)
 - [BFC Parental 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 a statement, or 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](#).

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
 - Annual examination report to Governors will report specifically on students with SEND
 - 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 and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss 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.

- The school has membership to NASEN (National Association for Special Educational Needs).

Part 9: Structural Arrangements

Roles and responsibilities 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 individual or group work.
 - *Other support*: 1:1 learning mentor support or counselling, various forms of group work, e.g. circle of friends, social skills groups; lunchtime hangout; registration support for homework and organisation; 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 School's Progress Department which includes SEND Teachers and LSAs.
- Allocating SEND funding and resources.
- 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 Governor report.

- 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 special educational needs and Disabilities (SEND).
- 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.
- Line-managing day-to-day provision for students with SEND, including setting a budget for supporting students within the school's overall financial resources.
- Informing the Governing Body.

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.

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
- 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](#).

Part11: 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 procedure](#).

Part 14: Bullying

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