

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:	This policy should be read in conjunction with; <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
Date policy was agreed (Committee):	20 th February 2017
FGB approval:	8 th March 2017
Date for full implementation:	Immediate
Date for review:	Annually
SEN Coordinator (SENCO):	Ms A. Patel, National Award for SEN Coordination Member of Senior Staff Group (SSG).
SLT Advocate:	Mr S Matthews (Deputy Head teacher)
SEND Governor:	Mr David Fivian
SEND Department Governor link:	Mr Peter Floyd

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 **SEN 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.

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 SEN 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) and Cognitive Ability Tests (CATs) and reading test.
- 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 needs, 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 SEN 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

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

SEN 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 SEN 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 SEN 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](#).

Edgbarrow School

Special Educational Needs and Disability SEN Information Report



The intention of Bracknell Forest Council's local offer is to improve choice and transparency for families. All schools and academies in Bracknell are expected to identify and support pupils with special educational needs to make the best possible progress. Schools are supported to be as inclusive as possible and wherever possible, the needs of pupils with a Special Educational Need are met in a mainstream setting, where families want this to happen.

1. What kinds of special educational needs does the school provide for?

Edgbarrow school provides for a range of SEND including specific learning difficulties (Literacy, Numeracy and Developmental Coordination Disorder), ASD (Autistic Spectrum Disorder), ADHD (Attention Deficit Hyperactivity Disorder), Hearing Impairment (HI), Visual Impairment (VI) and many other learning, emotional, social and mental health difficulties. We aim to make reasonable adjustments to ensure the needs of all of our pupils are met.

2. How does the school know if children/ young people need extra help and what should I do if I think my child/young person may have special educational needs?

When joining the school, pupils already identified as having SEND are placed on the SEND register. Each year group has a separate register, which gives some idea of the difficulties the pupil experiences. Pupils with a more extensive level of SEND also have a separate, individual summary sheet. These are available to departments, along with the SEND registers, and are the main source of information for departments. For those pupils not yet identified, there is a referral system where pupils suspected of needing additional support are identified through their teacher and/or their parents. This is then followed up by an initial assessment where it is then decided how to address the pupil's difficulties within the resources we have. This may involve putting them on the SEND register.

The Progress Department (Edgbarrow School's SEND department) is always ready to listen to staff concerns, and sees the views of subject staff as important in determining the pupils' needs. When it comes to making important decisions such as determining the level of support a pupil needs, or whether we need to apply for exam access arrangements, we take into account the views of departments.

The full local offer of services available in Bracknell can be found at <http://www.bracknell-forest.gov.uk/senlocaloffer>

The Progress Department adopts an individualised approach to each pupil's difficulties. After the initial assessment it is decided how to address the pupil's difficulty within the resources we have. Any action taken is monitored and reviewed regularly. If you suspect your child as having SEND, it is important to communicate this with the school and the Progress Department. After an initial assessment, the findings would be conveyed back to the parents and if required appropriate interventions put in place.

3. How will both you and I know how my child/young person is doing?

Academic targets are reviewed regularly in line with pupil progression and are shared on grade reports. Progress is monitored through these reports. Parents will receive two reports yearly for KS4 pupils and two reports for KS3 pupils, showing progress made against individual targets.

For Statemented pupils and pupils who are in receipt of an Education, Health and Care Plan (EHCP), targets will be reviewed and set at the annual reviews. All relevant people will be involved in this, including parents.

All interventions are conveyed back to parents through written correspondence and if necessary through a meeting at school. Staff also communicate to parents through the student planners and by email or telephone.

4. How will the curriculum be matched to my child/young person's needs?

All teachers and relevant staff will be aware of individual needs through information provided by the Progress Department. Where possible, it will be the intention of all teachers to take this into consideration when planning appropriate activities in lessons.

The school will take advice from external agencies where relevant. The school will aim to provide those pupils with SEND with a balance of support and allowing independency. For example it is important that the pupil does not have individualised LSAs (Learning Support Assistants) but the support is provided through small groups.

On occasions it may be deemed to withdraw some students from modern foreign languages where they can then be part of small group Progress lessons which involve literacy, numeracy and Speech and Language. These will be taught by QTS/HLTA.

5. How will school staff support my child/young person?

The teaching strategies will depend on the nature of the pupil and their difficulty. But for those with more severe needs, for most of the time this will be based on advice and recommendations of the professionals that work with the child such as the Educational Psychologist or the teacher of the deaf for those with hearing difficulties. This can mean that from time to time those professionals would support the child by doing some observations in lessons and individual 1:1 assessments. Please also see Question 4.

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6. How is the decision made about what type and how much support my child/young person will receive?

Please see Question 2.

7. How will my child/young person be included in activities outside the classroom including physical activities and school trips?

Where necessary LSAs will accompany students who need that support on visits.

8. What support will there be for my child/young person's overall wellbeing?

- Working with the Pastoral team which includes the form tutor and Head of Year.
- The Progress Department works closely with the following organisations: BeST (Behavioural Support Team), ASSC (Autistic Spectrum and Social Communication Service) and ASSIST (Autism Spectrum Service for Information, Support & Training), CAMHS (Child and Adolescent Mental Health Service).
- We have the Student Support Department who work alongside any student that may be experiencing a social, emotional or behavioural difficulty.
- Social Skills groups are run by SEN teachers and HLTAs.
- Peer mentoring and Circle of Friends are also available.
- ASD support from HLTA specialising in ASD.
- Student's with EHCP/Statements will have a key worker

9. What specialist services and expertise are available at or accessed by the school?

- Educational Psychologist
- Sensory Consortium Services (visual Impairment, Hearing impairment)
- ASSC/ASSIST(ASD)
- Behaviour Support Team(BST)Speech and Language Service
- CAMHS (Child and Adolescent Mental Health Service)
- Occupational Therapist
- Tourettes Action
- College Hall Outreach
- Children's Social care
- *Please refer to the Bracknell Forest Borough Council Website for contact details for these services.

The full local offer of services available in Bracknell can be found at <http://www.bracknell-forest.gov.uk/senlocaloffer>

10. What training have the staff supporting children/young people with SEND had?

- All staff have SEND training depending on the SEND students that are on roll. (Autism Awareness by ASSC).
- All Progress staff are National Autistic Society SPELL framework trained as well having training in Pathological Demand Avoidance (PDA)
- All staff working with the hearing/visual impaired students have training at the beginning of term by the Sensory Consortium Services.
- The Head of Progress has the Master's-Level National Award for Special Educational Needs Co-ordination. Teacher of Science
- Two SEN teachers have the Master's-Level National Award for Special Educational Needs Co-ordination. Teachers of English and Psychology. One teacher ELSA trained.
- One SEN teacher is training for the Certificate of Psychometric Testing and Access arrangements(CPTA3) and certificate of competence in educational testing (CCET)- Teacher of English and EAL
- One HLTA has Certificate of Psychometric Testing and Access arrangements(CPTA3) and certificate of competence in educational testing (CCET)- qualified to degree level in English
- One HLTA specialised in ASD- SPELL Framework Training for trainers (NAS course Understanding and Supporting People with Autism.)
- One HLTA- Teacher of Math and BTEC Level 3 Sensory Impairment (Visual Impairment)- Mental Health First Aid training
- 11 LSA s qualified to degree level.
- 5 LSAs hold the title level 3 certificate in Supporting Teaching and Learning in the classroom
- 1 LSA - Mental Health training and 1 LSA -ELSA trained
- Two LSA- online training for SEND (Hearing Impairment) and 1LSA for Visual Impairment

11. How accessible is the school environment?

Refer to the school's accessibility plan.

12. How are parents and young people themselves involved in the school?

Please see the School's [website](#) for further details.

The full local offer of services available in Bracknell can be found at <http://www.bracknell-forest.gov.uk/senlocaloffer>

13. How do you involve other agencies in meeting the needs of children/young people with SEND and in supporting families?

Edgbarrow school works closely with a number of local agencies. The school makes referrals to these agencies following discussions with staff and parents/carers.

14. Who can I contact for further information?

You should contact you child's Tutor, Head Of Year or SENCO if SEND related.
Further information can also be found on the School's [website](#) and the Local Authority's Local Offer [website](#).

15. How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

All SEND pupils will be discussed at the regular annual meetings carried out at the local primary schools with Progress staff. For those with Statements/EHCPs the SENCO will attend the annual review in Year 6. A student profile will be completed and the information disseminated to all staff at the beginning of the year.

All pupils are guided through the Transition process via the form tutor and Head of Year. For some students there would be additional support through the Progress or Student Support department.

Adviza would be involved for those Statemented pupils or pupils with EHCPs moving Key Stage.

For the most vulnerable transitions, there will be an additional induction day for a small number of students to ease with transition.

16. What other support is available?

Find out more about the local offer of support which is available for disabled children and young people and those who have SEN at <http://www.bracknell-forest.gov.uk/senlocaloffer>

The full local offer of services available in Bracknell can be found at <http://www.bracknell-forest.gov.uk/senlocaloffer>