

Edward Peake C of E (VC) Middle School

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Special Educational Needs and Disabilities Policy

Legislation and Guidance

This policy is based on the statutory Special Educational Needs and Disability Code of Practice 0-25 years (DfE 2014) and the following legislation: -

- Children and Families Act 2014 (CAFA)
- The Special Educational Needs and Disabilities Regulations 2014
- Children and Families Act 2014
- Equality Act 2010
- Schools Admissions Code (DfE 2010)

This policy should be read in conjunction with the SEND information report.

Definitions

The 2014 Code of Practice states that 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. Special Educational Provision is educational or training provision that is additional to, or different from that made generally for other children or young people of the same age by mainstream schools.

A child or young person has a learning difficulty or disability if he or she "has a significantly greater difficulty in learning than the majority of others of the same age" or "has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools".

A disability is defined by the Equality Act 2010 as '...a physical or mental impairment which has long-term and substantial adverse effect on their ability to carry out normal day to day activities'. 'Long-term' is defined as 'a year or more'. 'Substantial' is defined as 'more than minor or trivial' SEN Code of Practice (2014 p5). This may include children and young people with long-term medical conditions for whom adjustments will be made.

Rationale and Aim

We aim to offer an inclusive education for all. We are committed to identifying and supporting any children that have additional needs as outlined by the Children and Families Act 2014 and subsequent SEND Reform 2014.

The aim of the policy is to: -

- Ensure the special educational needs of pupils are identified, assessed and provided for to enable all pupils to fully access the curriculum by in class support balanced by discreet withdrawal to ensure all needs outlined in Support plans and;
- Ensure all pupils with SEND have access to progress despite any additional needs;
- Ensure that all needs outlined in Support plans and Educational Health and Care plans (EHC) are met;
- To provide targeted and well thought out, evidence based support and resources within financial constraints;
- Support all members of staff in providing a well differentiated and individualised curriculum for all pupils – high quality teaching for all;

- Ensure that parents, carers and external agencies work together in supporting the children's education so that the needs of children and young people with SEND are fully met;
- Remove all barriers to learning and participation so that all pupils feel that they are valued members of our school community.

The arrangements for Co-ordinating SEND provision for pupils with special educational needs and or disabilities

The school will appoint a Special Educational Needs and Disabilities Co-ordinator (SENDCo).

Arrangements for Co-ordinating SEND Provision

The SENDCo will:

- Have responsibility for the operation of the SEND policy and the coordination of specific provision made to support individual pupils with SEND, including those on EHC plans;
- Where appropriate, arrange individual intensive programmes which have a specific aim, are reviewed and monitored with a focus on improving engagement, achievement and support a specific need;
- Provide professional guidance to colleagues and liaise with and advise members of staff when setting outcomes for pupils;
- Advise on the graduated approach to providing SEND support;
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- Liaise with and co-ordinate support from external agencies;
- Liaise with parents of pupils with SEND;
- Liaise with other schools as appropriate;
- Monitor and evaluate the special educational needs provision, pupil progress and outcomes and report to the governing body;
- Maintain individual records and profiles for all pupils with SEND;
- Monitor SEND pupil progress. the necessary training and attend CPD courses as appropriate.

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs and disabilities. The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs

The SEND Governor will:

- ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and staff by an annual report to the Governing Body;
- Meet with the SENDCo during the academic year.

Areas of Special Educational Needs and Disability

It is acknowledged that areas of special educational needs and disability are wide ranging and that every child's needs are unique, however generally at Edward Peake C of E Middle School the following are most common:

- Communication and interaction, e.g. Autism
- Cognition and Learning, e.g. Specific learning difficulties and general learning problems.
- Social, Emotional and Mental development, e.g. Attention deficit hyperactive disorder.
- Sensory and/or Physical, e.g. Hearing/visual impairment.

Admission Arrangements for Pupils with SEND

These will not differ from those of other children unless there is a medical condition needing special facilities. In this case there will be prior consultation between parents, school staff, the LA and Health Authority.

Identification, Assessment and Provision for all pupils with SEND

Allocation of Resources

The LA allocates a budget to all schools based on the funding formula for the financial year. Funds are allocated by way of:

- Element 1 – AWPUP (age weighted pupil unit)
- Element 2 – additional delegated money for SEND – forms the 'SEND Notional Budget' for schools – formula funded per school
- Element 3 – additional payments (top-ups) for learners with a high level of need
- Pupil Premium – for schools to support disadvantaged pupils and close the attainment gap between them and their peers.
- LAC funding

A small amount of the budget for Notional SEND is controlled by the SENDCo who uses it to maintain a central store of SEND support materials available to all staff. The majority of this allocation is used to employ teaching assistants (TAs), who work within the classrooms and are overseen by the class/subject teachers.

Identification and Monitoring

In order to facilitate the early identification of pupils with SEND, the SENDCo liaises with the lower schools before the children transfer into Year 5. Those children who have difficulties, are identified and all relevant documentation compiled for the start of the new academic year. Records of any other children with SEND, who transfer part way through an academic year, are requested from their previous school.

Pupils are given Progress tests in Literacy and Numeracy and Science each year which may identify other pupils making less than expected progress, in spite of high quality, differentiated classroom teaching. All pupils are retested annually. There is a clear system in place for class teachers to register concerns to the SENDCo. Typically, after concerns are raised by the subject/class teacher, a pupil will be assessed by the SENDCo to identify his/her specific learning needs before discussing with parents, however a parent may also raise concerns with the SENDCo. A programme of support will then be implemented and monitored. The support of outside agencies may be engaged.

We have adopted the Central Bedfordshire 'A Graduated Response 2010' update from the SEND reform 2012

Our Graduated response –



SEND Support (Stage 1)

The class teacher, where necessary with input from the SENDCo will record, in a Support Plan the outcomes and provision that are additional to or different from class differentiation. It will identify the nature of the child's learning difficulties and record the outcome to be achieved within a given timescale, the provision, the staff involved and any pastoral care or medical arrangements. Support plans are reviewed termly. Support Plans are working documents therefore targets are monitored continuously and adapted to meet the needs of the pupil. Parents/carers have the opportunity to discuss this plan with the SENDCo and/or class teacher at each consultation evening or when is convenient for them and the SENDCo to meet.

SEND Support (Stage 2)

If a child continues to cause concern, the SENDCo requests parental permission to seek support and advice from the external specialist relevant to the child's needs e.g. Educational Psychology, Child and Mental Health Service (CAMHS), Child Development Centre (CDC).

This support may take the form of:

- Advice on teaching strategies, classroom management or curriculum materials
- Adaptation of the curriculum to support children with SEND
- Identification, observation and assessment of pupils
- Use of technology, including information technology
- Practical support for classroom teachers
- Professional development of teachers and teaching assistants working with pupils with SEN

The SENDCO and subject teacher consider the advice given and review the child's Support Plan.

Stage 3: Education Health Care Plan

If the decision is made to ask for a formal assessment by the Local Authority (LA), the SENDCo collates all relevant paperwork including reports, assessments, examples of work, SPs, the level of school support, parents' views and records of communication with parents and specialists. This information is then submitted to Assessment and Monitoring Group who consider the need for a statutory assessment.

Central Bedfordshire then considers the need for an EHCP and, if appropriate, creates a plan in conjunction with all stakeholders and arranges monitors and reviews the provision annually. The school and the parents are informed of and involved in the decision making.

Curriculum Access for Pupils with SEND

Edward Peake C of E Middle School offers pupils a varied, broad, balanced and stimulating curriculum through differentiated planning and high quality teaching. Our aim is to improve and provide access for all. If a child is identified as having SEND, one or more of the following strategies is adopted:

- Effective use of Support Plans by referral to the child's individual outcomes and identification of small steps towards achieving these outcomes.
- Individual or group in class support from TAs who are trained to enable access and support a child to achieve;
- Discreet withdrawal of small groups and individuals;
- Continuous assessment and monitoring.

If it is deemed necessary, some children may be offered support on a short term basis outside the classroom situation.

Criteria for Evaluating Success

The success of this policy will be measured by the implementation of the following:

- Early identification of a child's needs;
- A Support Plan being in place for any child with SEND;

- Review of Support Plans at least twice a year and EHCPs annually;
- Evidence of improved progress, achievement and attainment of a pupil with SEND;
- Evidence of improved self-image of a pupil with SEND;
- Parents being informed of their child's progress through regular contact between home and school.

Complaints procedure

If a parent is dissatisfied with the school's provision to meet their child's special needs, a complaint should be made in the following order:

1. To the SENDCo, who will respond within 5 working days.
2. To the Headteacher, who will respond within 5 working days.
3. To the Chair of Governors, who will respond within 21 working days.
4. To the LA.
5. If all these steps fail to satisfy or fail to deal with the complaint to the parents' satisfaction, a complaint can be made to the Secretary of State for Education.

The school endeavours to maintain a close relationship with parents and it is hoped that complaints can be dealt with effectively through the SENDCo and/or Headteacher.

SEND In-Service Training

The SENDCo will attend relevant courses and is responsible for training teachers and Teaching Assistants. In service training (INSET) may be provided by outside agencies. Governors will be informed of and encouraged to attend relevant training.

Partnership with Parents

The SENDCo will ensure that all parents of children with SEND receive a copy of the Support Plan. Parents are invited into school to discuss or give their views which are recorded and, where possible, taken into account. Advice and strategies are given to parents to help support their child's learning at home and parents are welcome to discuss any concerns with the SENDCo, class teacher, subject teachers or Headteacher, either at the normal teacher/parent consultation evenings or at a separately arranged time.

Links with Other Schools

Arrangements between the lower and middle school have already been described under "Identification and Monitoring". When children with SEND from other schools transfer the SENDCo will examine the records so that their educational support can be maintained. When a child transfers to another school all relevant papers will be passed on to the SENDCo of the new school.

In the case of transfer to upper school the SENDCo will liaise with the relevant staff and SENDCo. In addition, when children with EHCPs are due to transfer to upper school, the SENDCo from the school concerned is invited to attend the Review and a transition plan is drawn up. Opportunities are given to pupils with SEND to make additional visits to schools during the transfer process.

We encourage and support integration programmes involving children who live within catchment and who attend special schools.

Implementation of Policy

Priorities for SEND, short and long term are identified in the School Development Plan and reviewed annually.

Signed _____
Chair of Governors

Date approved May 2019

Review date May 2020