

The Edge Schools' Federation



Special Educational Needs Policy

Contents:

1. Mission Statement
2. Aims and objectives
3. Responsibility for the coordination of SEN provision
4. Arrangements for coordinating SEN provision
5. Admission arrangements
6. Specialist SEN provision
7. Facilities for pupils with SEN
8. Allocation of resources for pupils with SEN
9. Identification of pupils' needs
10. Access to the curriculum, information and associated services
11. Inclusion of pupils with SEN
12. Evaluating the success of provision
13. Complaints procedure
14. In service training (CPD)
15. Links to support services
16. Working in partnership with parents
17. Links with other agencies and voluntary organisations

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children 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.

Mission Statement

Across The Edge Schools' Federation we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected.

Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed.

We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act of 2010.

Together we take pride in making a positive contribution to our school and the wider community.

1. Aims and objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

Objectives

- **Staff members seek to identify the needs of pupils with SEN as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school.
- **Monitor the progress of all pupils in order to aid the identification of pupils with SEN.** Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum.** This will be co-ordinated by the SENDCO and Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.

- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone. Some of these services include Woodlands Outreach Service, Educational Psychology Service, Speech and Language Therapy, Children and Adult Mental Health Service CAMHS.
- **Create a school environment where pupils can contribute to their own learning.** This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, residential visits, school plays, sports teams and mini leaders in the playground.

2. Responsibility for the coordination of SEN provision

- The person responsible for overseeing the provision for children with SEN is the Headteacher.
- The person co-ordinating the day to day provision of education for pupils with SEN is the SENDCO.

3. Arrangements for coordinating SEN provision The SENDCO will hold details of all SEN records for individual pupils.

All staff can access:

- The Edge Schools' Federation SEN Policy;
- A copy of the full SEN Register.
- Guidance on identification of SEN in the Code of Practice
- Information on individual pupils' special educational needs, including pupil profiles, targets set and copies of their provision map.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through Shropshire's SEND Local Offer

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

This policy is made accessible to all staff and parents in order to aid the effective co- ordination of the school's SEN provision.

4. Admission arrangements

Please refer to the information contained in our school prospectus.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

5. Specialist SEN provision

We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We will seek specialist SEN provision and training from SEN services where necessary.

6. Facilities for pupils with SEN

The school complies with all relevant accessibility requirements, please see the school accessibility plan for more details.

7. Allocation of resources for pupils with SEN

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. For those with the most complex needs, additional funding (High level needs HLN) is retained by the local authority. The school's SENDCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding. It would then be the responsibility of the SENDCO, head Teacher and governors to agree how the allocation of resources is used.

8. Identification of pupils needs Identification

See definition of Special Educational Needs at start of policy.

A graduated approach: *Quality First Teaching*

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENDCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEN register. Any concerns will be discussed with parents informally or during parents evenings.
- i) Parent's evenings are used to monitor and assess the progress being made by children.

Annex A outlines details the features of *Quality First Teaching* and the *Waves of Intervention* employed across the spectrum of pupils' needs.

SEN Support

In The Edge Schools' Federation a pupil may be defined as requiring SEN Support if they need:

- A special learning programme
- Extra help from a teacher or assistant
- To work in a smaller group
- Observation/supervision in class or at break
- Help taking part in class activities
- Extra encouragement in their learning, for instance, to ask questions or to try something he/she finds difficult
- Help communicating with other children
- Support with physical or personal care difficulties, for example, eating, getting around the school safely or using the toilet

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision to be added to the SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENDCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCO.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENDCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

<http://new.shropshire.gov.uk/get-involved/the-local-offer/>

or by speaking to an Education, Health and Care Plan Co-ordinator on:

01743 254400

or by contacting the Family Information Service on:

01743 254400

Education, Health and Care Plans [EHC Plan]

- a. Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

9. Access to the curriculum, information and associated services

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCO will consult with the child's parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEN and SEN teaching are provided both in school and across the family of schools. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEN.

In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision.

We set appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

10. Inclusion of pupils with SEN

The Headteacher and SENDCO oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services.

Advice will be sought from the Woodlands Outreach Service or T&W/Shrops Ed. Psyc Service for children who have behavioural concerns. Where a behavioural incident warrants exclusion, schools have a duty to inform this service.

11. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, discussion and through progress meetings with parents.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

SEN provision and interventions are recorded on an individual provision map, which are updated when the intervention is changed. These are updated by the class teacher and are monitored by the SENDCO. These reflect information passed on by the SENDCO at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly by the SENDCO and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

12. Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher or SENDCO, who will be able to advise on formal procedures for complaint.

13. In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

The SENDCO attends relevant SEN courses, LA Network SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

We recognise the need to train all our staff on SEN issues and we have funding available to support this professional development. The SENDCO, with the head teacher, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Section 11).

14. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCO who will then inform the child's parents.

15. Working in partnerships with parents

The Edge Schools' Federation believes that a close working relationship with parents is vital in order to ensure:

- a) early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- b) continuing social and academic progress of children with SEN
- c) personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENDCO may also signpost parents of pupils with SEN to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

16. Links with other agencies and voluntary organisations

The Edge Schools' Federation invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The SENDCO is the designated person responsible for liaising with the following:

- T&W/Shropshire Education Psychology Service
- Behaviour Support Service
- Social Services
- Speech and Language Service
- Language and Learning Support Service
- Woodlands Outreach Services
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In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.
(SENDCO)

INTERVENTIONS

Area of Need	Wave One Universal - All Pupils	Wave Two Interventions (In addition to universal provision)	Wave Three Special Educational Needs (In addition to universal provision & following interventions)
Cognition & Learning	<ul style="list-style-type: none"> Quality first teaching and graduated approach throughout school Differentiated curriculum planning, activities, delivery & outcomes Individual target setting for numeracy, reading and writing Working walls Learning objectives & Success criteria clearly communicated In-class targeted teacher support In-class Teaching assistant support within class teaching (small group or individual) Group guided reading with class teacher or teaching assistant Phonics programme (one hour daily) Peer and self-assessment Learning style awareness- visual, auditory, kinaesthetic approach Termly Pupil Progress monitoring Reporting to Parents (November & July) Written report (March) Use of ICT, whiteboards, iPads, laptops, PCs Improved provision of outdoor learning environment Access to lunchtime clubs Access to extra curricula activities Enrichment events e.g. visiting theatre Whole school policies: Teaching & learning SEND policy 	<ul style="list-style-type: none"> Concerns noted by class teacher & progress carefully monitored In-class additional targeted teacher support In-class additional Teaching assistant support within class teaching (small group or individual) Pre teaching of vocabulary and concepts Opportunities for over learning Additional intervention(s) discussed at Pupil progress meeting to address lack of progress/ barriers to learning Numeracy/ Year 6 Numeracy booster groups, 1:1 numeracy support/ Key Stage One phonics Catch up/ Y2 SATS Literacy Support/ After school Numeracy & writing Clubs Parents informed of intervention agreed on, progress and outcomes Initial assessments for interventions Targets and outcomes agreed with class teacher, teacher / teaching assistant providing intervention, parents, child Timed interventions Additional use of visual and practical resources measured Access to laptops 	<ul style="list-style-type: none"> Additional special needs provision mapping by SENDCO for all pupils on the Special Needs register Parents informed of continuing needs and next steps for Special Needs support Advice & support from SENDCO/ other agencies Specialist teacher (Specific Learning Difficulties) interventions (one to one & small group support) for reading, reading comprehension & spelling Numeracy teacher interventions Individual provision / education plan and desired outcomes agreed at least termly Initial assessments for interventions Targets and outcomes agreed with SENCO, class teacher, specialist teacher, parents, child Timed interventions Additional use of visual and practical resources Impact of intervention measured Review of provision with parents, class teacher, specialist teacher & involved agencies at least termly Access to laptops Additional use of special needs visual and practical resources Involvement of Outside agencies: Woodlands Outreach Service advise & deliver 1:1 intervention programmes Educational Psychologist- assessment, advice & recommendations One to one provision by Special Needs assistants for pupils with statement of special educational need

INTERVENTIONS

Area of Need	Wave One Universal - All Pupils	Wave Two Interventions (In addition to universal provision)	Wave Three Special Educational Needs (In addition to universal provision & following interventions)
			<ul style="list-style-type: none"> • Annual review for pupils with a statement of SEN/ Education Health & Care Plan • Views of families and child/ young person reflected
Communication & Interaction	<ul style="list-style-type: none"> • Differentiated curriculum planning, activities delivery & outcomes e.g. simplified language, key words • Structured school & class routines • Use of visuals/ICT • Talking partners 	<ul style="list-style-type: none"> • Visual timetables • Early years Speech & language programme for Reception & Nursery • ICT programmes for vocabulary & grammar • Additional language skills interventions for pupils with English as an additional language • Dual language intervention for international new arrivals • Individual working station 	<ul style="list-style-type: none"> • Social Stories programmes • Involvement of outside agencies: Speech & Language therapy/SALT clinic based intervention / School based programme delivered by Teaching assistant • Woodlands/Durrasch Service advise & deliver 1:1 intervention
Social, Emotional & Mental Health	<ul style="list-style-type: none"> • Consistent, positive discipline policy based on rights, rules, responsibilities and encouraging good choices • Whole school rules, rewards & consequences • Clear, consistent whole school expectations and aspirations • House point reward system • Playtime intervention • Conflict resolution • Calming space • PSHE (SFA) • Playleaders • Policies: Discipline, Anti Bullying, Child Protection, Safety, Harassment support 	<ul style="list-style-type: none"> • Individual reward charts • Monitoring by Mentor • Prompt and reminder cards • Home/school diary • Time out • Individual working station • Social skills programme • Self-esteem programme • Anger management programme 	<ul style="list-style-type: none"> • Behaviour interventions led by HLTA • Buddy support • Behaviour Support Service- advice, recommendations, work with parents/carers • One to one programme of support Parenting Courses • Educational Psychologist- assessment, advice & recommendations • Child And Mental Health Service (CAMHS)- assessment, advice & recommendations

INTERVENTIONS

Area of Need	<p style="text-align: center;">Wave One Universal - All Pupils</p>	<p style="text-align: center;">Wave Two Interventions (In addition to universal provision)</p>	<p style="text-align: center;">Wave Three Special Educational Needs (In addition to universal provision & following interventions)</p>
Sensory/ Physical/ Medical	<ul style="list-style-type: none"> • Register of Sensory/physical/ medical needs • Staff made aware of needs/impairment / disability / medication or emergency treatment or procedures • Whole staff training for emergency treatment e.g. Epipen use • Appropriately trained staff e.g. Para/first aider, First aider At work • Administration of medicines procedures e.g. Consent form 	<ul style="list-style-type: none"> • Involvement of Sensory Support Service • Advice/recommendations from school nursing team/ medical team/ sensory support team • Health Care plan /Risk assessment in place • Training for named staff for administration of medication (Insulin) • Staff follow recommendations from medical team • Specialist pencils, pencil grips 	<ul style="list-style-type: none"> • Involvement of outside services: • Health professional visits, advice and recommendations- school nurse, GP, Paediatrician, occupational therapist ..
Transition	<ul style="list-style-type: none"> • Transition visits at the end of term for all pupils • Visits from staff from feeder secondary schools • Visits to local secondary schools to participate in activities and intake days • Head of Year/Form teachers to attend meetings with class teacher • Exchange of data • Open evenings 	<ul style="list-style-type: none"> • Additional visits to secondary school accompanied by TA • Support to parents in liaising with secondary school to discuss concerns and provision 	<ul style="list-style-type: none"> • Transition booklets / programme at the end of each term for pupils with statement of needs/ Education, health & care plan Additional visits to secondary school arranged by Special Needs Coordinator • Specific transitional activities & teaching to prepare by Woodlands Outreach service • Support to parents in liaising with secondary school to discuss concerns and provision