



Special Educational Needs & Disability Policy V.1

The Head Teacher, SENCO and the school's leadership team are responsible for the implementation of the SEND Policy.

The appointed governor for SEND has responsibility for the oversight this policy and to ensure that the arrangements made for pupils with special educational needs or disabilities are effective.

The SENCO at King Edwin School is:

Mrs Kate Munnoch

Parents/carers who have concerns about their child's educational needs should contact the SENCO at the school.

INTRODUCTION

A child is defined as having a Special Educational Need (SEN) if he or she has a learning difficulty which calls for a special educational provision, namely provision different from or additional to that normally available to pupils of the same age. A learning difficulty means that the child has significantly greater difficulty in learning than the majority of children of the same age; or, that the child has a disability, which hinders them from making use of educational facilities from those generally provided by schools for children of the same age, within the same area.

The Code of Practice (2015) provides an overview of the range of needs, which is divided into 4 broad areas. These are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and or Physical Needs

These broad areas are used by school staff and colleagues from outside agencies to ensure that the most appropriate support is provided.

At King Edwin School we are committed to ensuring that provision is made for every pupil in the school. We are passionate about inclusive education for all, striving to meet the needs of all pupils from aged 3 to 11 including those with a learning difficulty, disability, disadvantage or special educational need.

The Code of Practice (January 2015), identifies that while high quality teaching which is differentiated and personalised will meet the individuals needs of the majority of children some 'need educational provision that is additional to and different from this.' All children are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training.

At King Edwin School we believe that all children with a Special Educational Need (SEN) must have their needs recognised and assessed, with appropriate and timely intervention put in place. All staff have due regard to the general duty to promote disability equality. We strive to deliver an appropriate curriculum to:

- provide suitable learning challenges
- meet the diverse learning needs of the individuals
- remove the barriers to learning

AIMS

- To ensure that the needs of pupils with SEN are identified, assessed, provided for and regularly reviewed.
- To use our best endeavours to ensure that a child with SEN receives the support they need.
- To ensure that all pupils with SEN are offered full access to a broad, balanced and appropriate mainstream curriculum that sets high expectations for every student whatever their prior attainment.
- To provide for the individual needs of all pupils with SEN and ensure their progress in mainstream education, alongside pupils who do not have SEN, in order to maximise their achievement.
- To take the views, wishes and feelings of the pupils into account, and involve them as fully as possible in decision making about their own education.
- To work in partnership with parents to enable them to make an active, empowered and informed contribution to their son / daughter's education.
- To designate a teacher responsible for the coordination of SEN provision (SENCO).

OBJECTIVES

- Making SEN provision an integral part of our practice at King Edwin School.
- Enabling identified pupils with SEN to reach their full potential.
- Working with parents/carers in conjunction with their children.
- Enabling successful transition of SEN pupils between primary key stages and beyond primary school into secondary education.
- Removing barriers to achievement and offering alternative / personalised curriculum at all key stages to meet the needs of the individual.
- Arranging specialised provision to meet the needs of groups with low-level achievement.
- Enabling all SEN pupils to join in the activities of the school together with pupils who do not have SEN, as far as is reasonably practical.
- The quality of teaching that pupils with SEN and the progress made by pupils with SEN is monitored through the school's rigorous assessment and monitoring procedures.
- Professional development of teaching and support staff in the area of SEN is key to the quality of Teaching and Learning of pupils with SEN.
- Regular monitoring of the progress and development of all pupils throughout the school.
- Providing high quality teaching that is differentiated and personalised to meet the needs of every individual.
- Following a comprehensive and structured approach to assessing, identifying and responding to individual needs.
- Ensuring that appropriate staffing and funding is in place for pupils with SEN.
- Ensuring that all governors, particularly the SEN Governor, are up-to-date and knowledgeable about the school's SEN provision and inclusion overall.
- Involving the full Governing Body in the future development and monitoring of this policy.

STAFFING AND PROFESSIONAL DEVELOPMENT

The senior leadership team will take active steps to ensure that its workforce is both aware of and adheres to the aims and stated outcomes that are contained in this policy. This will be reflected in the relevant action plans and programmes of staff development.

APPENDICES

- APPENDIX 1 SENCO Roles and Responsibilities
- APPENDIX 2 Identification, assessment, provision and review
- APPENDIX 3 Admission and Transition arrangements

Appendix 1

SPECIFIC ROLES AND RESPONSIBILITIES

The Governing Body will ensure that there is a qualified teacher designated as SENCO for the school. This teacher must also hold the postgraduate National Award for SEN Coordination or be working towards it within 3 years of appointment to the role.

The Special Educational Needs Coordinator (SENCO) is responsible for:

Pupils

- Using available data to identify and monitor all pupils with SEN.
- Informing teaching staff of pupils' SEN and the provision needed.
- Ensuring the correct provision is in place for all pupils with SEN.
- Monitoring, evaluating and reviewing the curriculum that is in place for all pupils with SEN.
- Ensuring, when required, that access arrangements are in place.
- Coordinating smooth transition between primary key stages and beyond to secondary education – organising and attending meetings where necessary.
- Conducting Annual Reviews and monitoring the progress of pupils with an Education, Health and Care (EHC) Plan.
- Liaising with parents of pupils with SEN through attendance at Structured Conversation meetings.

Staff

- Working collaboratively with all staff to ensure the correct provision is in place for all SEN pupils.
- Monitoring training needs and disseminating relevant information.
- Arranging and delivering appropriate whole school CPD.
- Acting upon 'referrals' from staff.
- Providing all staff with pertinent updates about pupils with SEN.
- Managing the expectations of parents.

Other responsibilities

- To liaise with outside agencies and county support services where necessary.

Class teachers are responsible for:

- Meeting the individual needs of the pupils in their class, by regularly checking and acting upon information provided by the SENCO.
- Ensuring that schemes of work are appropriate for the needs of all students that they teach.
- Using differentiation appropriately in all lessons to remove barriers to learning.
- Setting achievable, but aspirational, targets for individual pupils and evaluating the success of these targets.
- Providing written information to support the writing of bids or to request further outside agency support
- Contributing to the Annual Review of those children with an Education, Health and Care Plan.
- Referring pupils who are having difficulties to the SENCO, via the established referral process
- Attending training sessions.
- Suitable deployment of teaching assistants within lessons and for making time to liaise with teaching assistants about the work they will / are undertaking with specific individuals.

Appendix 2

IDENTIFICATION, ASSESSMENT, PROVISION AND REVIEW

Where a pupil is identified with SEN, King Edwin School will take action to remove barriers to achievement and put effective SEN provision in place. This takes place in the form of a four-part cycle known as the Graduated Response.

THE GRADUATED RESPONSE

Assess

King Edwin School has a clear and structured approach to identifying and responding to Special Educational Needs. As a school, we recognise the importance of identifying pupils' additional needs and we strive to identify these at the earliest point possible, with consequent follow-up of effective provision to improve long-term outcomes.

Staff make regular assessment of progress for all pupils. These seek to identify those pupils making less than expected progress related to age and individual circumstance. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the pupil's previous rate of progress
- Fails to close the attainment gap between the pupil and their peers
- Widens the attainment gap

It can also include measure of progress in areas other than attainment, such as behavioural, emotional and social skills.

The SENCO has a referral system for staff to highlight concerns. Referrals will be investigated through analysis of assessment data, discussions with relevant parties and observations. Where necessary a further referral will be made to request additional outside agency support.

King Edwin School has a proactive approach to assessing Special Educational Needs and wider issues relating to Mental Health difficulties and behavioural, social and emotional disorders.

Plan

Once a pupil has been identified as requiring additional support, parents/carers will be notified of the intervention and support in place. When a pupil is placed on or removed from the SEN register, parents/carers will be notified.

All pupils who are placed on the SEN register will have their progress and provision closely monitored through termly Structured Conversation meetings.

Do

All teachers are teachers of SEN and therefore will remain responsible for working with pupils on a daily basis, with support and guidance from the relevant outside agencies and SENCO to ensure inclusive education for all.

Review

The effectiveness of support and intervention is regularly reviewed through ongoing assessment for learning, termly Pupil Progress Meetings and termly Structured Conversations. Where a pupil continues to make less than expected progress, despite evidence based support, the school will consider involving specialist agencies through the Springboard process of referral. This will be discussed with parents/carers who are required to provide their consent for discussion and their consent for involvement prior to any referral being made.

When a child is placed on the SEN register, parents/carers will be invited to attend the termly Structured Conversation meetings so that they may have the opportunity to discuss their son/daughter's progress. These meetings are facilitated by the child's class teacher and teaching assistant, if they have one. In addition, the SENCO will endeavour to attend and relevant outside agencies will be invited to contribute.

If at any time a parent has concerns about their child, they should contact the school to arrange a meeting with the SENCO.

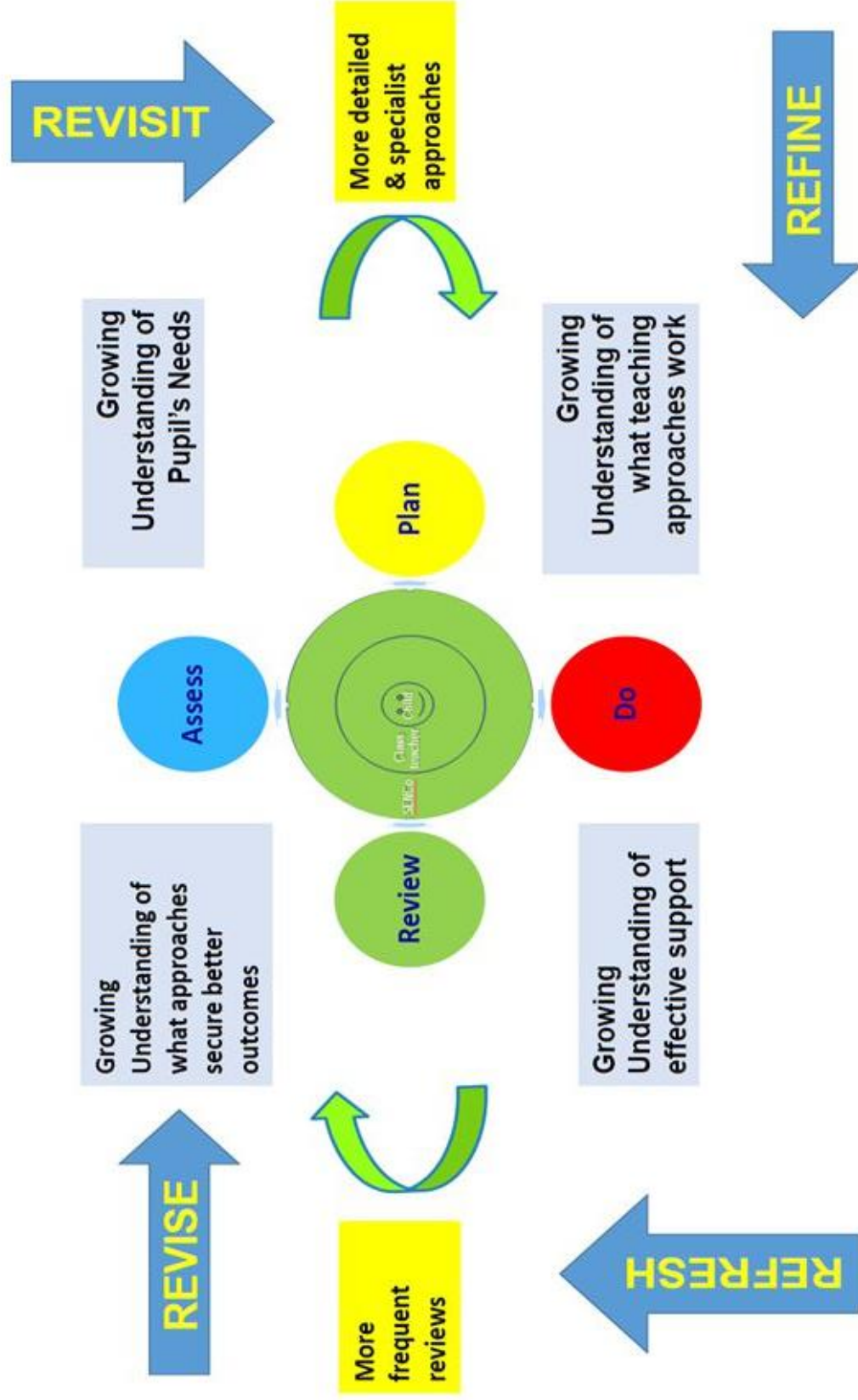
EDUCATION HEALTH CARE PLANS

Parents have the right to request an Education Health Care Needs Assessment if they believe that, despite the relevant and purposeful action taken to identify, assess and meet the needs of their child, they have still not made expected progress. Parents who would like to request an Education Health Care Needs Assessment should contact the SENCO to discuss this further.

The following people have the specific right to ask the Local Authority to conduct an Education Health Care Needs Assessment for a young person aged between 0-25:

- The young person's parent/s.
- The young person over the age of 16 but below the age of 25, and
- A person acting on behalf of a school or post 16 institution (preferably with the knowledge of the parents and young person).

THE GRADUATED RESPONSE



Appendix 3

ADMISSION ARRANGEMENTS

Pupils with SEN are admitted within the normal admissions procedures of the school. Prospective parents/carers and pupils are invited to arrange to visit the school and, by appointment, will be shown around by the Head Teacher or a member of the Senior Leadership Team.

The Equality Act 2010 prohibits school from discriminating against disabled children in respect of admissions related to their disability. Facilities are provided at King Edwin School to assist accessibility for all pupils.

TRANSITION ARRANGEMENTS

Support for pupils with Special Educational Needs includes the planning and preparation at key transitional phases of education. Close liaison takes place between the SENCO, current class teacher and receiving class teacher to ensure that pertinent information is shared and suitable provision made which may include additional transition sessions or visits by key members of staff.