

# Edward Peake C of E (VC) Middle School

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## Special Educational Needs and Disabilities Policy

This policy is written in line with the requirements of:

- Children and Families Act 2014 and associated regulations
- Special Educational Needs and Disability Code of Practice 0-25 years (DfE 2014)
- Equality Act 2010
- Schools Admissions Code (DfE 2010)

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

### Definition of SEN

By law, 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 (Children and Families Act 2014, Part 3 §20 (1)) and the educational provision that is required to meet the needs is 'special'. A young person has such a difficulty if s/he experiences:

- Significantly greater difficulty in learning than the majority of same age peers
- S/he has a disability which prevents him (or her) from making use of (educational) facilities 'of a kind generally provided for' same age peers in mainstream educational institutions.

(Children and Families Act 2014, Part 3 §20 (2))

### Definition of Disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010. This is defined 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 as required by the Equality Act, 2010.

### Rationale

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.

### Aims

The school will:

- Ensure all pupils with SEND have access to all aspects of the curriculum by in class support balanced by discreet withdrawal to ensure all needs outlined in Support plans and Educational Health and Care plans (EHC) are met.
- Provide a well differentiated and individualised curriculum for all pupils – high quality teaching for all.
- Help pupils to set and achieve realistic and challenging outcomes in order for them to develop as individuals with aspirations for the future.

## **Objectives**

- To work with staff to ensure early identification of children with SEND and monitor their progress.
- To ensure all staff are aware of the specific needs of individual children.
- To ensure that all staff have the major responsibility for ensuring progress of all pupils identified with SEND through high quality teaching.
- To provide children with access to all areas of the Curriculum.
- To enable children to progress despite any additional needs.
- To inform and consult with parents of pupils on the SEND register to ensure their involvement in every aspect of their child's development.
- To provide targeted and well thought out, evidence based support and resources within financial constraints.

## **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:

- Undergo the necessary training and attend CPD courses.
- Co-ordinate the day to day operation of the school's SEND policy.
- Liaise with and advise other members of staff when setting outcomes for pupils.
- Co-ordinate provision for children with SEND.
- Maintain individual records and profiles for all pupils with SEND.
- Liaise with and co-ordinate support from external agencies.
- Monitor and review outcomes and provision once a term.
- Liaise with other schools.
- Liaise with parents of pupils with SEND.
- Monitor SEND pupil progress.
- 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.

## **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 – AWPU (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**

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. Close and continuous monitoring of attainment and progress leads to others being identified.

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

Our Graduated response –



Pupils are given Progress tests in Literacy and Numeracy and Science each year which may identify other pupils experiencing difficulties, and 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 which may lead to involvement from outside agencies.

### **Monitoring**

A child is monitored more closely by the SENDCo once testing has identified Special Educational Needs. The class teacher discusses their concerns with the SENDCo and the parents and ensures work is appropriately differentiated to meet the needs of the child and the child is identified as SEND support.

If the class teacher is still concerned about a child's progress a programme of provision is implemented.

### **SEND Support (Stage 1)**

The SENDCo, in consultation with the class teacher, subject teachers and TAs, develops a support plan (SP). A SP records outcomes and provision that are additional to or different from normal class differentiation. It will identify the nature of the child's learning difficulties and record the outcome within English, Mathematics to be achieved within a given timescale, the provision, the staff involved and any pastoral care or medical arrangements. SPs are reviewed termly. Parents/carers are informed, receive a copy of the SP and given the opportunity to discuss this 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 PP.

### **Stage 3: Statemented Provision (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:

- Individual or group in class support from TAs who are trained to enable access and support a child to achieve i.e. 'support a child to be, not do it for them'.
- Discreet withdrawal of small groups and individuals.
- Effective use of Provision Plans by referral to the child's individual outcomes and identification of small steps towards achieving these outcomes.
- 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 Plans being in place for any child with SEND.
- Reviews of Support Plans quarterly 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 TAs. In service training (INSET) may be provided by outside agencies. Governors will be informed of and encouraged to attend suitable training, for example Governor Training provided by the Local Authority Governor Training programme.

## **Partnership with Parents**

The SENDCo will ensure that all parents of children with SEND receive a copy of the SPP with an accompanying letter. 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" on page 3. 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.

Before pupils with SEND begin at Edward Peake C of E Middle School the SENDCo invites parents to a meeting with the learning support team to discuss how best the school can help support the child's needs.

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.

### **Evaluation and Review**

The Governor responsible for SEND reports annually to the Governing Body.

Signed \_\_\_\_\_  
Chair of Governors

Date approved \_\_\_\_\_ June 2018 \_\_\_\_\_

Review date \_\_\_\_\_ June 2019 \_\_\_\_\_