



**St Edward's
School**

Unity - Achievement - Faith

Special Educational Needs and Disability Policy

**Reviewed and Approved by Personal Development, Behaviour and Attitudes
Committee**

On: 13th June 2024

Reviewed and Ratified by the Full Governing Body

On: 11th July 2024

Next review date: Summer 2025

SLT are responsible for oversight of this policy's implementation.

Mission Statement

MAY WE BE ONE

In purpose – educating for life in all its fullness

In faith – encountering God who lives among us, calling us to unity

In dignity – nurturing confidence and maturity

In community – striving together for justice, love and peace

The school's Mission Statement calls us to build a world in which all people may live as one. Every member of our school community has special educational needs, as everyone needs support to realise their unique potential, gifted by God. As a school, with such resources as we have, we aim to enable every member of our community to leave us ready to live life to the full. As Christians, we seek to build the Kingdom of God, and this requires us to strive together for justice, love and peace.

PART 1: INTRODUCTION:

1a. St Edwards School is committed to meeting the special educational needs of all its students and strives to provide an inclusive education. It strives to ensure that every student can achieve their maximum potential in all aspects of the curriculum.

All students are valued as unique individuals, as our Mission Statement calls us to be one "in dignity, nurturing confidence and maturity".

In common with all schools, St. Edward's strives to ensure that finite resources are allocated as fairly as possible in providing high quality education for all of its students.

We believe all students are entitled to a broad and balanced curriculum including the National Curriculum. Every teacher has the responsibility to ensure that all students can make progress in line with their abilities and their relative progress will be recorded, reviewed and valued.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)

1b. Students have special educational needs if they have challenges to learning that affect their ability to access the curriculum and need special educational provision.

Students may not access the curriculum if they:

- Have significant, long-term challenges to learning.
- Have a long-term disability
- When students cannot make adequate progress, despite having had access to a differentiated programme and quality first teaching.
- Have long-term attendance issues caused by a disability, including mental health.

*Students who experience barriers when accessing the curriculum may also have a particular gift or talent. This is addressed through the St Edward's Edge programme coordinated by a member of SLT.

Lack of adequate progress may be indicated by:

- Little or no progress despite the use of quality first teaching including targeted teaching approaches and a differentiated curriculum.
- Working at significantly below age expectations, particularly in literacy and numeracy.
- Presenting persistent emotional and / or mental health challenges, which affect learning and/or attendance and have not improved with appropriate support.
- Sensory or physical challenges that result in little progress despite the provision of appropriate aids or specialist equipment.
- Poor communication or interaction, requiring specific interactions and adaptations to access learning.

1c. Curriculum support (provision) is achieved by:

1. Identifying and assessing individual students' needs.
2. Sharing students' needs with school staff as appropriate
3. Providing an appropriate curriculum
4. Delivering an appropriate curriculum that includes:
 - Suitable and accessible teaching resources
 - Effective differentiated strategies
 - A supportive learning environment
 - Encouraging a positive self-image
5. Providing learning support through:
 - Quality First Teaching
 - Targeted Interventions
 - Curriculum development
 - Supporting teachers
 - Bespoke training
 - INSET
6. Using outside agencies where necessary and appropriate.
7. Monitoring individual progress and making reasonable adjustments where necessary. Reasonable adjustments will always take into account finite resources, and the needs of all students in a cohort.
8. Ensuring that parents and carers understand the process and involving them in the support of their child's learning. Including the co-production of one-page profiles where appropriate.

9. Encouraging students with SEND to actively participate by sharing their voice and lived experience.
10. Engaging with governors regarding SEND issues to raise awareness and to aid implementation of processes and procedures.
11. Teaching Assistants and teachers collaborate effectively, teaching assistant provision is effective.

PART 2: STRUCTURAL ARRANGEMENTS

2.1 ROLES AND RESPONSIBILITIES

The roles and responsibilities of school personnel regarding special educational needs are given below. They are in accordance with the SEND Code of Practice (January 2015) Children's and Families Act (2014) guidelines and St Edward's School job descriptions.

THE GOVERNING BODY

- In partnership with the Head teacher and the SENCo, the Governors are responsible for deciding the school's general policy and approaches to meet the needs of students with SEND.
- Ensure, through the appraisal process, that the Head teacher sets objectives and priorities in the school development plan, which includes provision for SEND.
- Monitor the policy through the school's self-review procedures including the Equality Impact Assessment.
- Have oversight of special educational needs provision in the school and ensure that the full governing body is kept informed of how the school is meeting its statutory duty. At St Edward's School this role is undertaken by Mrs M Barnett, SEND Governor.
- Report annually to parents and carers on Publish the school's policy on the schools website.

THE HEAD TEACHER

- Sets objectives and priorities in the school development plan, which includes SEND.
- Indirectly line manages the SENCo who co-ordinates the day-to-day provision for students with SEND.
- The Head teacher also sets a budget for supporting students within the school's overall financial resources.
- Informs the Governing body regarding SEND matters at regular intervals during the Academic Year,

THE SENCo

- Is responsible to the Head teacher for the management of SEND provision and the day-to-day operation of the policy.
- Disseminates information and raises awareness of SEND throughout the school.
- Supports the teaching and learning of students with SEND.
- Manages and develops the roles of Teaching Assistants through training and appraisal.
- Screens and identifies students.
- Coordinates provision for students.
- Keeps **accurate** records of all students with SEND, including the Record of Need.
- Keeps accurate records of students whose learning is affected by their complex and long-term medical conditions.
- Holds statutory annual reviews for students with an EHCP
- Writes, reviews and monitors one page profiles for those with SEND and others, as required.
- Assists with the recruitment and deployment the school's SEND team.
- Works closely with parents and carers of students with SEND.
- Liaises with and advises teaching colleagues and support staff.
- Liaises with local schools, including feeder primaries and specialist settings.
- Shares good practice with other SENCos, both locally and nationally.
- Liaises with outside agencies.
- Contributes to in-service training as appropriate.
- Attends strategic meetings at the Borough of Bournemouth, Christchurch and Poole (BCP) including decision making at panel.

ALL STAFF

"All teachers are teachers of special needs".

- Provide initial SEND support through Quality First Teaching.
- Are aware of the school's procedures for SEND.

- Recognise 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.
- Ensure one-page profiles are considered in lesson planning.
- Engage in collaborative planning with the additional adult in the classroom.
- Devise strategies and identifying appropriate differentiated methods of accessing the curriculum.
- Monitor progress of students with SEND against agreed targets and objectives.
- Raise individual concerns to the SEND team to support early identification.

TEACHING ASSISTANTS

The classroom teacher retains responsibility for the learning of **all** students allocated to them.

- Support students with SEND and the wider school population.
- Plan and deliver individualised programmes where appropriate.
- Work with small groups, individuals, in and out of the classroom under the direction of the teacher/SENCo.
- Engage in collaborative planning with the classroom teacher.
- Assist with writing one-page profiles.
- Contribute to the review process, either in person or with a written report.
- Support students on educational visits as required.

2.2 ADMISSION ARRANGEMENTS

Admission arrangements are outlined in the school prospectus.

2.3 SEND SPECIALISMS

The school is an inclusive mainstream school. Additional detail can be found by reading the School Information Report on the school's website.

2.4 SPECIAL FACILITIES

The school is accessible to students with physical disabilities and those with challenges to learning.

2.5 INCLUSION

At St Edwards School, all students irrespective of ability, race, gender or need are respected and valued as individuals. This is reflected in the schools organisational and curriculum structure, its assessment and rewards systems, the arrangements made for careers education and work experiences. Students with SEND are fully included in all aspects of the life of the school, including its social and cultural activities. The staff will endeavour to include students with special educational needs and disabilities in activities alongside other students.

The school believes that:

- The needs, rights and entitlements of individual students are the focus of both an educational and social environment.
- The school, family and community should work together in meeting individual needs.

- That the needs of the individual must always be balanced against the needs of the wider school community, in seeking to make provision for the high quality learning of all.

2.6 COMPLAINTS PROCEDURE

This policy follows the procedure as outlined in the Complaints Policy, a summary of those steps are:

1. Informal concerns/complaints – this should be raised with the SENCo, who will try to resolve the issue.
2. If the complainant feels dissatisfied with the outcome of discussions with the SENCo, they should ask for an appointment to meet with the Assistant Headteacher.
3. If the complainant feels that a satisfactory outcome has not been achieved with the support of the Assistant Headteacher, then they should ask for an appointment with the Deputy Headteacher.
4. Formal complaint letter to the Headteacher - If the complainant feels that the concern/complaint raised has not been resolved through the informal process and they wish to pursue it further the complainant may raise it through the formal procedure. To do this the complainant must put their complaint in writing. Formal complaints must be in writing, either in a letter, email or on the form at the bottom of this document. Support is available for this if needed. It should be made clear that it is a formal complaint.
5. Formal complaints to the Chair of Governors - If you are dissatisfied with the outcome of the Headteacher's investigation (Step 3) and feel strongly that you wish to take the matter further, you may make a formal complaint to the Chair of Governors.

For further detail, steps and information, including time limits on response to and for receiving complaints, please see the Complaints Policy.

2.7 MONITORING AND EVALUATION OF THIS POLICY

The degree of success of the policy will be evaluated using the following indicators:

- Recorded views of students and parents or carers, particularly at meetings.
- Recorded views by subject staff on students' competence, confidence and social interaction.
- Measurable or observable gains from students particularly in terms of meeting set targets, screening tests and other assessments carried out where appropriate and examination results.

PART 3: IDENTIFICATION, ASSESSMENT AND PROVISION

3.1 IDENTIFICATION

The school uses the graduated response as outlined in the SEND Code of Practice (January 2015).

Primary Liaison

The LA notifies school about students who are transferring with EHCPs in the Autumn Term of Year 6. When possible, the SENCo attends the Annual Review to ensure a smooth transition is made.

After the Cross-Phase Transfer meeting with local feeder schools, individual meetings with parents and carers can be arranged with the SENCo.

Students who are identified as needing extra support are invited to the school for extra transition sessions with the SEND team.

Relevant information is disseminated to teaching staff before the transfer.

a) Baseline testing (whole cohort, groups and/or individual)

- KS2 Tests (SATs)
- Cognitive Ability Tests
- Access Reading Tests
- Read, Write, Inc baseline assessments conducted by HLTA Literacy Support

b) Screening in other year groups

Other screening tests are administered in school, when appropriate - see (e) and (f)

d) Examination arrangements

For students to receive special concessions known as Access Arrangements for formal examinations, they must meet the strict regulations set by the Joint Council for Qualifications (JCQ). Regulations state that students must be at a substantial disadvantage to receive Access Arrangements and the evidence for this should come from their normal way of working within school.

It is against the law to award Access Arrangements based on a private psychologist's report or other private assessment, rather specific testing must be carried out by the school using an assessment approved by the board and by a qualified assessor. This testing can be carried out **no earlier** than July in year 9.

A parental request for access arrangements is not enough evidence on its own for an access arrangement request. The school must be aware of a difficulty (or difficulties) requiring the need for the arrangement(s) and must have the evidence required to meet the regulations outlined by the JCQ.

Access arrangements will be tested in school by a suitably qualified person.

No application will be made for access arrangements without the school having the evidence required to meet the regulations outlined by the JCQ.

The final decision on what access arrangements to apply for will always be at the discretion of the SENCo. The SENCo **must** be assured that an access arrangement application meets the latest criteria outlined by JCQ, and that no application made could constitute malpractice as it is the SENCo who confirms this during the online application process.

Staff, parents, and students should be aware that attempts to gain access arrangements when not needed, or the misuse of access arrangements could result in malpractice which could have significant implications.

e) Staff observation and referrals to other professionals

- Members of staff consult with the SENCo if they have identified students who may need specialist help during the school year. Evidence for that concern must be produced, prior to any testing.
- The SENCo may then ask for further diagnostic assessment to be undertaken by other professionals, however this will be at the discretion of SENCo from the evidence provided. The school cannot provide or fund full learning assessments, for example for a diagnosis of dyslexia.

f) Referrals by parents or carers

A student's parents and carer may express concern. However, the school procedure is the same for staff referrals. Any referral for assessment **must** be based on **evidence** including progress data that the student is **not responding** to targeted provision/intervention **by school staff**; rather than a directive from a private professional's report.

3.2 PROVISION

Teaching students with SEND is a whole school responsibility. Central to the work of every teacher 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 (Assess/Plan/Do/Review, Code of Practice: 2015). Most students at St Edward's School learn and progress through quality first teaching in the classroom and differentiated arrangements.

A graduated response is adapted for students identified as having SEND. A level and type of support is provided to enable the student to achieve adequate progress. Provision is identified and recommended by the SENCo but will be planned and delivered by teaching and support staff.

St Edward's Graduated Response consists of three levels:

1. Concern:

This refers to students who may, for some reason, have fallen behind and require some additional catch up. A student in this category may have one or more of the following indicators:

- Be at risk of not meeting their targets
- Currently working at a standard below national expectations and their specific targets will not bring them above this level
- New entrants to the school whose needs are still being assessed

- Have temporary barriers to learning (attendance/punctuality issues, mental health challenges, family issues, have English as an additional language EAL, behaviour is causing barriers)

All class teachers are required to monitor students 'at concern' and implement strategies to address their needs in the classroom to enable them to catch up.

Students at this level of need DO NOT form part of the school's Record of Need, and in line with the SEND Code of Practice (2015), the school ensures that everything is done at an early stage to avoid the need for SEN Support. However, if after a period, the student identified does not catch up, consideration will be given as to whether they need SEN Support.

2. **SEN Support:**

Students are placed on the school's Record of Need at this stage. A student on SEN Support will have a significant learning challenge that affects their ability to access their learning and to make progress. They will need provision that is **additional and different**. Where possible the school will work in partnership with parents and carers and the student, to involve them proactively in planning and decision making (assess/plan/do/review).

If a student on SEN support continues to make little or no progress over a sustained period, or where they continue to work at levels substantially below age expected despite SEN Support; the school may then involve specialist support from outside agencies.

3. **Education Health Care Plan (EHCP) / Statutory Assessments:**

Students who need individual/specialist provision and whose needs cannot be met at SEN Support level may have an EHCP. There is a statutory requirement to review the EHCP annually.

If a student fails to make adequate progress despite SEN Support and demonstrates a significant cause for concern; the school and/or a parent or carer may decide to request that the LA undertakes a statutory needs assessment. This **may** lead to the student being provided with an Education, Health and Care Plan by the Borough, if the school can provide adequate evidence that SEN Support provision is insufficient and that this meets the necessary criteria.

Nationally the number of requests for an EHCP assessment has risen significantly. It is a lengthy process which demands considerable time from the SENCo and significant evidence that need is beyond the reasonable adjustments the school can offer and/or progress is significantly below age expected. The speed with which the school can support this process may be variable throughout the year. Parents may complete this request themselves and the Local Authority will request evidence from the school. Although the school may disagree with the need to request an EHCP, it will still provide any available information on request. Legal timeframes for the EHCP process begin at the point where the BCP SEND Team receive the EHC Needs Assessment request from either school or parents or carers.

Information on EHCPs can be found on BCP's website [here](#).

4. **Criteria for exiting the SEND Record of Need:**

The SENCo has responsibility for maintaining an accurate Record of Need in accordance with the SEND Code of Practice 2015. When a student is no longer accessing provision at SEN Support, that is **additional and different** to that provided universally to all students, and they

are making adequate progress towards set targets, the SENCo with the support of the Senior Leader Link for the year group, will correspond with parents or carers and the student about their removal from the Record of Need.

The Record of Need is fluid and regularly updated. Students who are on the Record of Need, or who recently exited it, are closely monitored by the SENCo and the classroom teacher.

3.3 STUDENT ONE PAGE PROFILES AND REVIEWS

The strategies that will be employed at the SEN Support stage and for students with EHCPs are recorded on the one page profile illustrating provision that is additional to, or different from normally differentiated provision. Not all students with SEND will have a one page profile but their progress will be monitored closely.

Contents of the one page profile include:

- A description of strengths / difficulties
- Data referring to specific needs
- Teaching strategies to be used
- Student and parent or carer views

The one page profile is communicated to all staff and to the parents and carers of the student. One page profiles are regularly reviewed and **updated as required**.

Parents, carers and students have regular contact with key staff and progress is reported at least 3 times a year. Meetings with parents take place at Parent Evenings and other whole school events.

3.4 PROVISION OF CURRICULUM SUPPORT

The SEND team can help subject areas in the following ways (although this is not an exhaustive list)

a) Curriculum development:

- Planning with individual members of staff
- Selection / design and preparation of differentiated materials
- Selection of teaching strategies

b) Support teaching:

- Student observations
- Advising on the planning of appropriate programmes of work
- Preparation of differentiated materials
- Helping to facilitate a wide range of teaching and learning styles
- Evaluating and reviewing what has been achieved

c) Withdrawal:

- Some students with special educational needs may be withdrawn 1:1 or within small group sessions or to use technological support. However, the withdrawal of students is kept to an absolute minimum, in accordance with St Edward's School's inclusive ethos.

d) In-Service Training:

- The SENCo provides INSET for NQTs, other trainee teachers and new staff at the school on the SEND procedures at St Edward's School.

- Whole school INSET, focussing on specific needs is included, where appropriate, on staff training days and during twilight sessions.

3.5 SUPPORTING STUDENTS WITH MEDICAL CONDITIONS

The school recognises that students with medical conditions should be appropriately supported so that they can have full access to education, including educational visits and physical education. Some students may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010.

Some students may also have SEND and may have an EHCP which brings together health and social care needs, as well as SEN provision and the SEND Code of Practice (2015) is followed.

The school has several trained staff in paediatric and general first aid and, where appropriate, staff are trained in managing medication and other treatments.

PART 4: PARTNERSHIP

4.1 IN SCHOOL

The SENCo liaises closely with subject teachers, teaching assistants, the Directors of Learning, Engagement Support Workers, the wider pastoral team and the Senior Leadership Team.

4.2 PARENTS AND CARERS

St Edward's School actively seeks to work closely with parents and carers and values the contributions they make.

- Parental views are recorded as part of the Annual Review procedures and at other meetings as required.
- All parents and carers are invited periodically to complete parental surveys.
- Parents and carers are actively encouraged to help their child in many ways, for example, hearing their child read and learning spellings.
- Parents are encouraged to attend Parents' Evenings where their child's progress is discussed with subject specialists.
- Effective communication is achieved through regular contact with home either through meetings, letters, emails and telephone calls.
- New parents can attend the Open Evening in the summer term prior to transfer. Prospective parents and carers can also request an extra individual tour and meeting with key staff.
- The School Offer is published on the website.

4.3 STUDENTS

St Edward's School acknowledges the student's role as a partner in his/her own education.

Students are actively encouraged to be involved in decision making by attending all reviews and to be involved with negotiating and evaluating their targets.

All students are encouraged to complete periodic student surveys so that their voice is heard.

Student views are recorded as part of the review process and their views are valued and listened to.

4.4 EXTERNAL SUPPORT

The school works in partnership with multiple external agencies to provide a comprehensive package of support based on the specific needs of the student. The main external agencies used by St Edward's include (this is not an exhaustive list):

- Educational Psychology Service
- Speech and Language Service
- BCP Outreach Service
- School Nurse Service
- The BCP Reintegration Team
- Occupational Therapy
- Physiotherapy
- Parent Partnership
- Child and Adolescent Mental Health Service (CAMHS)
- Children's First Response Team
- Social Services
- The Adoption Team
- Hearing and Vision Advisory Service
- The Quay School
- Iford Academy
- We Are With You

Managing expectations: Currently the waiting time for referrals to paediatricians can be over a year. The school will endeavour to process these as quickly as is possible, but the increased demand for referrals means this may be delayed. Again, the need to be seen by a paediatric specialist needs to be evidenced; if difficulties are not seen in two settings (at home and school – criteria stated on the form) then we may not be able to refer. The decision to refer is at the professional judgement of the SENCo who will assess if the referral meets the designated criteria.

Due to the increased volume of requests for paediatric/CAMHS referrals, there is an increase in the additional documentation requested by paediatricians/CAMHS if a referral is accepted. The school will endeavour to complete these as quickly as possible, but this will depend on the level of workload, which may vary at that time of year and the availability of teaching staff to support the completion of these documents and how well the student is known to staff.

4.5 BETWEEN SCHOOLS

The SENCo liaises with other SENCos:

- From local schools to discuss local and national SEND issues
- At local SENCo forum meetings and briefings
- On the transfer of a student with SEND

4.6 TRANSFER ARRANGEMENTS

- All documentation about special needs included in a student's record is transferred between schools/colleges.
- The SENCo aims to attend all Year 6 transfer reviews for those with an EHCP when invited.

- Cross Phase Transfer meetings are arranged with local feeder schools and important information is disseminated to St Edward's prior to transfer. Often individual meetings with the SENCo are arranged after a parental request.
- Additional induction days are arranged as required for any students with SEND.
- The records of students who leave at the end of Year 11 are filed and stored in school.