



**St Edward's
School**

Unity - Achievement - Faith

Special Educational Needs and Disability Policy

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

On: 23rd June 2022

Reviewed and Ratified by the Full Governing Body

On: 14th July 2022

Next review date: Summer 2023

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 in order 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 students and strives to provide an inclusive education. It strives to ensure that every student has an equal opportunity to attain their maximum potential in all aspects of the curriculum.

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

Integration of students is crucial and we believe all students are entitled to a broad and balanced curriculum including the National Curriculum. Each subject area and teacher have 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 a learning difficulty or disability that affects their ability to access the curriculum, which calls for special educational provision to be made for them.

Students have difficulty accessing the curriculum if they:

- Have significant, long term difficulties in learning in comparison with the majority of children of the same age.
- Have a long-term disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.
- Students who experience difficulty in 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.
- Special educational provision may be triggered when students fail to achieve adequate progress, despite having had access to a differentiated programme and quality first teaching. Parents/Carers and staff will be informed that the student has special

educational needs and appropriate provision identified to meet the student's individual need will be made.

- Have long-term attendance issues caused by a disability, including mental health difficulties.

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 difficulties, which affect learning and/or attendance and have not been managed by appropriate strategies usually employed.
- Sensory or physical impairments 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. Reporting of students' needs to all members of school staff
3. Providing an appropriate curriculum, taking into account:
 - National Curriculum
 - Continuity and progression
 - Departmental development plans
4. Delivering an appropriate curriculum taking into account:
 - Suitable 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
 - Support teaching
 - Bespoke training
 - INSET

6. Using outside agencies where necessary and appropriate.
7. Monitoring individual progress and making revisions where necessary.
8. Ensuring that parents / carers understand the process and involving them in the support of their child's learning.
9. Encouraging students with SEND to actively participate in all decision-making processes and contributing to the assessment of their needs, meeting and transition process.
10. Making regular reports to 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 with regard to special educational needs are given below. They are in accordance with the 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 approach to meet the 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.
- 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 the statutory requirements. At St Edward's School this role is undertaken by Mrs M Barnett, SEND Governor.
- Report annually to parents on the school's policy through the website.

THE HEAD TEACHER

- Sets objectives and priorities in the school development plan, which includes SEND.
- 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.

THE SENDCO

- 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 issues throughout the school.
- Supports the teaching and learning of students with SEND.
- Manages and develops the roles of Teaching Assistants through training and PM.
- 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 Student 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 and ensuring effective cooperation.
- Liaises with and advises teaching colleagues and support staff.
- Liaises with local schools, including feeder primaries and specialist settings.
- Shares good practice with other SENDCOs, 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 Student 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 access to the curriculum.
- Monitor progress of students with SEND against agreed targets and objectives.
- Raise individual concerns to the SENCo in order to support early identification of SEND.

TEACHING ASSISTANTS

The learning of all students is the responsibility of the class teacher at all times.

- 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 Student Profiles as required.
- 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 fully accessible to students with physical disabilities and those with barriers 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 as a whole, including its social and cultural activities. The staff will ensure that students with special educational needs and disabilities join in activities of the school alongside other

students, in so far as this integration is not detrimental to the efficient education of themselves or of others students in the school.

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.

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. A second informal meeting - If the complainant feels dissatisfied with the outcome of discussions with the SENCO, they should ask for an appointment to meet with the Deputy Headteacher.
3. 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.
4. 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 Code of Practice (January 2015).

NEW INTAKE STUDENTS IN YEAR 7

a) 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 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 department.

Relevant information is disseminated to teaching staff before transfer.

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

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

c) Screening in other year groups

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

d) Examination arrangements

In order for students to receive special concession 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 in order 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 on the basis of 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.

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

e) Staff observation

- 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.

f) Referrals by parents or carers

A student's parents / 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). The majority of students at St Edwards 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, concerns over mental health, 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 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 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 of time, 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 difficulty 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/carers and the student, in order 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. Mainstream Plus:

A very small cohort of students may meet the threshold for the school's Mainstream Plus offer. Students who may meet the criteria for this support will have considerable evidence of review that despite long term provision at SEN Support level; they are unable to access the mainstream curriculum and have made limited or no progress. Or where the student already has an EHCP, they have made limited or no progress despite the provision and interventions carried out in their plan. Places for this offer are strictly limited, according to space and funding.

4. 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/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.

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

5. Criteria for exiting the SEND Record of Need:

The SENCo has responsibility for maintaining an accurate Record of Need in accordance with the SEN 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/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 PROFILES AND REVIEWS

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

Contents of the Student Profile include:

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

The Student Profile is communicated to all staff and to the parents/carers of the student. Student 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 Department 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 properly 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 Code of Practice (2015) is followed.

The school has a number of 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, Learning and Behaviour Support Workers and the Senior Leadership Team.

4.2 PARENTS / CARERS

St Edward's School actively seeks to work closely with parents / 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 are invited periodically to complete parental surveys.
- Parents 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 teachers.
- Effective communication is achieved through regular contact with home either through letters, emails, telephone calls or the student planner.
- New parents can attend the Open Evening in the summer term prior to transfer. Prospective parents 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 student surveys.

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 in order 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
- The School Attendance Worker
- Occupational Therapy
- Physiotherapy
- Parent Partnership
- Child and Adolescent Mental Health Service (CAMHS)
- Children's First Response Team
- Social Services
- The Adoption Team
- Hearing, Vision Advisory Service
- The Quay School
- Tregonwell Academy
- YADAS
- Mosaic

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) 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.

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.