

Edwinstree Middle School

Special Educational Needs and Disability (SEND) Policy

Purpose

Edwinstree Church of England Middle School aims to provide a broad and balanced curriculum for all children. We recognise the importance of 'Quality First Teaching' which is the responsibility of every teacher. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. We acknowledge that a proportion of pupils will have special educational needs (SEN) at some time in their school career. We are dedicated in providing all pupils with strategies to enable them to access their learning in a supportive environment in order to maximise their potential.

"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 him or her. A child of compulsory school age has a learning difficulty or disability if he or she

- has a significantly greater difficulty in learning than the majority of others of the same age or*
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools".*

The Equality Act 2010 defines a disabled person as someone who has "a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities".

(SEND Code of Practice 2014)

Aims and Objectives:

We aim to meet the needs of all pupils identified with special educational needs and disabilities in accordance with National Curriculum and Government requirements.

Through appropriate curricular provision we want all pupils to feel that they are valued and included.

To achieve this we recognise that our pupils:

- Need a range of different teaching techniques and experiences
- Communicate and acquire information at different rates
- Use many strategies to access their learning
- Have different behavioural needs

We aim to:

- Raise expectations and aspirations of all pupils with SEND
- Secure high quality teaching for all SEND pupils
- Provide an education that enables SEND pupils to become confident individuals living fulfilling lives
- Identify and respond early to all pupils with SEND through maintaining consistent equality of opportunity and inclusion in all areas of school life and curriculum
- Monitor the achievement of targets for SEND pupils to ensure progress is being achieved
- Actively involve SEND pupils and their parents in effective communication and co-operation, and ensure that they are kept fully informed of their progress and attainment
- Access outside agency support when appropriate
- Ensure available resources are used to maximum effect

Roles and Responsibilities

SENCO

Edwinstree's SENCO is Mrs Elaine Forster:

The SENCO is responsible for:

- Co-ordinating provision for pupils with special Education Needs
- Recording and tracking progress of pupils with SEND and maintaining a register of those pupils identified
- Timetabling and monitoring the effective use of the school's Learning Support Assistants
- Liaising with parents, governors and outside agencies such as Specialist Advisory Teachers
- Ensuring all staff are kept updated of the needs of pupils with SEND
- Advising teachers and learning support assistants on strategies to support pupils with SEND
- Providing all staff with exam accessibility information for pupils with SEND
- Referring pupils to external agencies in collaboration with parents
- Providing in-service training if required
- Reviewing and maintaining procedures designed to support students with SEND in accordance with LEA (Local Education Authority) and Government guidelines and legislation
- Regularly attending the SENCO network and update meetings in order to keep up to date with local provision and national update in SEND

Form Tutors/Class Teachers are responsible for:

- Ensuring that they identify pupils with SEND within their class
- Providing 'Quality First Teaching' that is differentiated for individual pupils.
- Regularly assessing, planning, applying and reviewing to meet the pastoral and education needs of pupils within their class who have SEND
- Making decisions on how to support pupils in their care with SEND
- Discussing strategies with pupils and parents to maximise learning
- Working closely with LSAs (Learning Support Assistants) in providing inclusive support

Learning Support Assistants are responsible for:

- Liaising with teaching staff and be aware of pupils' personal targets
- Encouraging pupils to focus and complete tasks
- Clarifying and explaining instructions to SEND pupils
- Supporting pupils in group and individual situations
- Encouraging development of independent skills
- Providing SLCN (Speech, Language and Communication Needs) interventions if ELKLAN trained

Head Teacher is responsible for:

- Ensuring the SEND policy is implemented in accordance with Government legislation
- Supporting the SENCO and SEND governor in their responsibilities
- Liaising with parents, pupils and outside agencies in conjunction with the SENCO

The Governing Body will ensure that:

- The SEND policy is reviewed
- Pupils with SEND are fully included in school activities
- The SEND governor meets regularly with the SENCO and reports back to the governing body.
- The school meets the requirements of the SEND Code of Practice (2014)
- Pupils with SEND are admitted to the school in line with the Local Authority's admission policy
- The quality of SEND provision is regularly monitored.

Working in partnership with Parents:

We encourage the partnership between parents of SEND pupils and school. Ongoing liaison takes place through the pupil's ROA (Record of Achievement book), phone calls home, letters, parents evening meetings and annual report home.

As a school we will gain written parental permission before referring pupils with SEND for outside agency support. Parents will be asked to attend regular meetings to discuss their child's progress and to communicate any concerns they may have to the school. Parent's first port of call will be their child's form tutor. The SENCO is available to attend meetings with the form tutor if requested.

Arrangements for monitoring and evaluation

Edwinstree's SEND policy and provision is evaluated through our school's self-evaluation and reporting activities as follows:

- Monitoring and observations of classroom practice by the SLT (Senior Leadership Team), subject leaders and SENCO
- Termly analysis of pupil progress and regular tracking
- Value added data for pupils on the SEND register
- Visits from HIP (School Improvement Partner) and Ofsted inspection arrangements
- The SDP (School Development Plan), which is used for planning and monitoring provision in the school

SEND Information Report:

Additional information on how SEND pupils are supported at Edwinstree is available on the school website, in the SEND Information report

Information on Hertfordshire County Council's SEND responsibilities can be found using the following link

<http://www.hertsdirect.org/services/healthsoc/childfam/specialneeds/>

Services available for parents of pupils with SEND may be found using the following link to SEN and Disability (SEND) 0-25: Local Offer

<http://directory.hertsdirect.org/kb5/hertfordshire/directory/localoff.page>

Complaints Procedure

Complaints about SEND procedures and implementation should firstly be addressed to your child's class teacher or SENCO. If the issue is not resolved the complaint should then be addressed to the Head Teacher and then finally to the governing body.