



St Edward's
Church of England
Academy

SEND Policy:

Approved by Governors: January 2018

Date of Review: January 2020

Statutory

RECOGNISE • ENCOURAGE • STRIVE • PREPARE • EMPATHISE • CHRISTIAN • TEAMWORK



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The Vision for Education within a Church of England Academy

There are fundamental reasons, rooted in the Bible, which have motivated centuries of Christian involvement in schooling in this country and around the world. The God of all creation is concerned with everything related to education.

There is a fresh articulation of the Church of England's vision for education as we meet the challenges and take the opportunities offered by the present situation. It is not simply for Church schools but, recognising the Church of England's involvement in education over many centuries, seeks to promote educational excellence everywhere, for everyone. In Church schools like St Edward's Church of England Academy, the deeply Christian foundation for this vision will be seen explicitly in teaching and learning both in RE and across the curriculum, and also in the authentically Christian worship and ethos. The Church's vision for education can be expressed and promoted as one of human flourishing that inspires what the school is and does.

The vision is deeply Christian, with the promise by Jesus of 'life in all its fullness' at its heart. This vision embraces the spiritual, physical, intellectual, emotional, moral and social development of children and young people. We offer a vision of human flourishing for all, one that embraces excellence and academic rigour, but set them in a wider framework. This is worked out theologically and educationally through four basic elements which permeate our vision for education:

- Wisdom
- Hope
- Community
- Dignity

The vision, in line with the Church of England's role as the established Church, is for the common good of the whole human community and its environment, whether national, regional or local. It is hospitable to diversity, respects freedom of religion and belief, and encourages others to contribute from the depths of their own traditions and understandings. It invites collaboration, alliances, negotiation of differences, and the forming of new settlements in order to serve the flourishing of a healthily plural society and democracy, together with a healthily plural educational system.



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St Edward's Church of England Academy Ethos and Values

The ethos and values of St Edward's Church of England Academy are based on the teachings of Jesus Christ and underpin everything that we are and do, which is encompassed in the word 'RESPECT'.

Each letter links to the Academy motto – *Learn for Life*

'Learn for Life'

- **R**ecognise and **E**ncourage - everyone's potential, individual skills and talents
- **S**trive to be the best we can be
- **P**repare for the challenges of life
- **E**mpathise - promoting the values of respect, kindness, compassion, fairness, forgiveness, love, honesty and trust
- **C**hristian – a community where we learn from the teachings of Jesus so that we can contribute to the family of St Edward's and beyond
- **T**eamwork – an environment where we work together so we can all achieve our potential



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Introduction

“A child or young person has SEN if they have a learning difficulty or disability which call for special educational provision to be made for him or her.

A child of compulsory school age or a young person 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;
- 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 main stream schools.

This policy will set out how the Academy fulfils the statutory requirements of the Special Educational Needs Code of Practice (2014).

Objectives

- To ensure that in our school, every teacher is a teacher of every child, including those with SEN (referred to within the Academy as **Additional Needs**).
- To ensure the SEN and Disability Act, the Equality Duty (2010) and relevant Codes of Practice and guidance are implemented effectively across the school.
- To ensure all pupils have access to a broad and balanced curriculum by removing barriers to learning and providing high quality teaching, differentiated in both content and delivery to ensure relevance for all pupils whatever their needs or disabilities.
- To continually monitor the progress of **all** children to identify needs as they arise and aim to provide support as early as possible.
- To work in partnership with parents and carers at every stage to identify needs, outcomes and appropriate support to meet their child's individual needs.
- To involve the children themselves, wherever possible, in planning and in any decision making that affects them.
- To provide requested support to allow children with SEND/Additional Needs (AN) make at least expected progress.



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- To ensure that effective liaison with outside agencies provides optimum support for the children.
- To develop the existing skills of staff in the identification, assessment of and provision for children with SEND/AN and to provide training and support as appropriate.
- To identify and address children's needs through the 'Graduated Approach' of assess, plan, do, and review, ensuring that there is careful monitoring and assessment of pupils throughout their time at the school.
- To ensure funding is allocated appropriately to provide high quality provision for those with identified SEND/AN.
- To ensure that SEND/AN is reflected in school policies, schemes of work, planning, monitoring and record keeping.
- To prepare pupils to make a successful transition to the next phase in their education.

Responsibility for Special Educational Needs

- Responsibility for the management of the Academy's provision for learning support lies with the Principal.
- Responsibility for the day to day operation of the Academy's Special Needs Policy lies with the Special Educational Needs Coordinator (SENCo).
- In addition, the SENCo and a member of Senior Leadership Team has overall responsibility for the management of the teaching assistants.
- Provision for pupils with SEN/AN is a whole school issue. It is the responsibility of each teacher to raise the attainment of students at least in line with National Standards of SEN within their specialist subject area.
- Co-coordinating provision for pupils requiring learning support is the responsibility of the SENCo in consultation with the senior leadership team (SLT).
- It is the responsibility of the SENCo to quality assure the systems in place to ensure that individual students succeed.



Identifying Special Educational Need

The Academy's procedures for the identification, assessment and review of students are in line with the guidance given in the Special Educational Needs Code of Practice, 2015.

Children will have needs and requirements which may fall into at least one of four areas (many children will have inter-related needs). The broad areas of need are:

- **Communication and interaction** – children with speech, language and communication needs, and ASD (Autistic Spectrum Disorder).
- **Cognition and learning** – including, moderate learning difficulties (MLD), and specific learning difficulties (SpLD), e.g. dyscalculia, dyslexia and dyspraxia.
- **Social, emotional and mental health difficulties** – children who experience a wide range of social and emotional difficulties which manifest themselves in many different ways.
- **Sensory and/or physical needs** – these difficulties may fluctuate over time. Children may have visual impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI). Children may also have a physical disability (PD).

All staff have responsibility for the identification of a child who may need additional support or have special educational needs.

Staff use their experience and skills to identify needs when considering the 'whole child' i.e. a child's ability to communicate, their academic achievement (attainment and progress), physical skills and social and emotional aspects.

The school ensures close collaboration between both teaching, support staff and the SENCo to identify needs at an early stage.

Staff will use evidence from the following:

- Observations
- Assessments, both formative and summative, school based and external



- Discussions with colleagues (including the SENCo)
- Specialist advice such as Educational Psychologists, Speech and Language therapists, Occupational Therapists and specialist teachers
- Parent consultation meetings/informal parent discussions

Class teachers use 'quality first teaching' to meet the needs of all pupils within their class. This includes a range of strategies, such as practical apparatus, visual support, differentiated tasks, specific pupil groupings and ICT, etc. However, if a pupil remains a concern despite additional support, the class teacher will inform the SENCo. All evidence, including recent assessments and observations, will be discussed.

SEN Support

Once a child has been identified as having SEND/AN, the school takes positive action to remove barriers to learning and put effective provision in place. This SEN/AN support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's individual needs. This is known as the 'Graduated Approach'.

The Assess Plan Do Review cycle (including the exit criteria) is then instigated:

ASSESS

- Identification of a pupil needing SEN/AN support – 'in addition to/different from'
- teacher assessments to develop a clear analysis of the pupil's needs
- Parental involvement

PLAN

- Formulation of a Pupil Plan to identify strengths and areas of need, record any additional or different arrangements being made, including those of outside agencies. Provision of a brief overview relating to prior attainment, assessment and progress.
- Identification of interventions, adjustments and support to be put in place, including the expected impact.
- Identification of review date.



DO

- Subject teachers have responsibility for the provision for the pupil on a daily basis; where interventions are used (whether group or 1:1), the *teacher* retains responsibility for progress.
- Subject teachers and TAs work closely to plan and assess the impact of support and interventions, indicating how they are linked to classroom teaching.
- SENCo supports teachers in further assessments, identification of strengths, weaknesses and the support needed.

REVIEW

- Review effectiveness of support, intervention and impact on progress.
- Teachers revise support (supported by SENCo if necessary).
- Amendment of interventions to support and outcomes to be achieved in consultation with parents and pupils.
- School to consider involving outside agencies if pupils' progress continues to be below expectations or if specific areas of need are identified.

External agencies and professionals can provide more specialized assessments and advice:

- When there is clear evidence that two cycles of Assess, Plan, Do, Review have not resulted in accelerated progress.
- When there is evidence that the child may be exhibiting significant difficulties in one or more areas of learning.
- This may be through the Special Needs Support Service (SENS), the Educational Psychology Service, Behaviour Support Service and Autism Outreach. All services have their own criteria for involvement.
- Please note that health professionals and advice can also be accessed by school or by referring through the School Nurse service. This may include Speech therapy, Occupational Therapy, Physiotherapy or CAMHS.



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- Other specialised health professionals can also be accessed to provide support for children with specific difficulties – such as hearing or visual impairment.
- Any professional from an outside agency will always meet the parent to discuss their concerns prior to meeting the child.
- Multi-agency meetings including parents and SENCo can be held in school. This collaborative working is usually beneficial to all involved.

Exit criteria

- A pupil no longer requires 1:1 support; needs can be met with differentiated work within class.
- A pupil is working within the average band when assessed with standardized scores.
- A pupil would move from SEN support to monitoring.

The Academy will work with all agencies including those provided by the LA to produce or maintain an Educational Health and Care Plan (EHCP). Parents will be fully involved in the process. The Academy will fully implement all procedures for the Annual Review of each EHCP including involving the SENCo from the school identified for year 9 at the year 7 and 8 reviews.

Parental involvement is a requirement

- School will provide an annual report on progress.
- Where a child has SEN, the teacher and SENCo will communicate with parents regularly (at least 3 times a year). All parents will be invited to contact the SENCo/class teacher at any time if they have queries or concerns between meetings.
- In line with the Code of Practice, proposed SEN/AN support will be discussed with the Parent, class teacher and SENCo. All pupils will be included in discussions and target setting as appropriate to ensure effective planning, the setting of outcomes, the review of progress and support, etc.



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- A record of this meeting will be kept detailing outcomes, targets and the support agreed. This will be shared with parents and a record kept in school. This may be recorded on IEPs/Pupil Plans.
- IEPs/Pupil Plans must be signed by parents.

Pupil Profile and Provision Plan (formerly IEP)

This will be a child-centered approach, including a pen portrait of what the pupil enjoys, and is good at, as well as things they find more difficult and will be recorded on a Pupil Profile and Provision Plan.

The Plan will also provide details of assessments, planning and delivering the next steps/targets, together with recording provision and progress towards outcomes.

The Plan will include a termly review date and must be signed by parents and child.

A signed copy will be kept in school. The level of provision decided will be determined by the individual needs of the child taking into account pupil attitude as well as lack of attainment or progress.

Details of the involvement of any outside agencies will also be recorded on the Plan.

If additional funding is in place, such as AEN, the Plan will detail how this is used.

Curriculum Access, Exams and Inclusion

The Academy strives to be an inclusive school, encouraging a sense of community and belonging through its:

- Inclusive ethos
- Broad and Balanced curriculum for all students
- Integration of all students – including those with special educational needs – into all aspects of Academy life



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- Students with SEN/AN may need special arrangements to ensure access to examinations. Appropriate investigations and assessments will be used to screen students before outside assessment is sought.
- The SENCo will liaise with the exams officer to ensure that necessary applications are made and arrangements put in place.

Evaluating success

- The success of the Academy's policies and provision for special/additional needs is evaluated through the following:
- Analysis of data and test results
- Monitoring of practices and procedures through termly and annual reviews and progress towards the individual targets set out on Pupil Plans.
- SEN report to Governors

Supporting pupils and their families

Please see the SEND Information report regarding the following:

- Admissions and Transition arrangements
- Supporting children with medical conditions
- Specialist support services for pupils
- Parent support services
- Staff training and resources
- Local Offer and Staffordshire Market Place



Accessibility

Information relating to how we actively promote access for disabled pupils to the school curriculum is contained below:

- Accessibility Plan and SEND Information report
- Barriers to learning are identified through testing, listening to pupil voice, listening to parents and creating individual plans
- St Edward's is a physically accessible school with lift access to the upper floor. Individual pupils receive on-going support from Occupational therapy and the Hearing Impaired Support Service who also provide advice for staff. This may include seating position and advice on specific resources or aids.
- We continue to improve access to the physical environment – all new building work takes account of physical access.
- Different fonts, print size and/or coloured overlays are provided as needed.
- Interactive white-board backgrounds are changed to suit the needs of the pupils in that lesson.
- School text service keeps parents informed of events as well as the school weekly newsletter.

Roles and Responsibilities:

- Principal is Mr T Hutchinson
- Vice-Principal and the Designated teacher with specific Safeguarding responsibility is Mr J Parrish
- The Academics Governor with responsibility for Safeguarding is Mrs Cynthia Simmonds
- SENCo is Mrs S Strong
- Teaching Assistants and support staff are managed by Mrs S Strong through Performance Management discussions and yearly targets
- Mrs A Simpson is responsible for managing Additional Needs and PP/LAC funding



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- The school's responsibility for meeting the medical needs of pupils is overseen by Mr G Dunn. Day to day management by of medical needs is overseen by office support staff

Monitoring evaluation and review of the Policy

The SENCO regularly completes audits of SEN/AN provision in the school to gain child, parent and staff views. Alongside audits, parents and pupils are also asked to complete questionnaires at Parents evenings. The SENCO regularly feeds back to Governors following audits of provision. Evaluating and monitoring arrangements promote an active process of continual review within school and improvement of provision for all students.

Training and Resources

SEND Funding

The funding the school receives is determined by the local authority funding formula. The school has an identified amount within its budget, called the notional SEND budget. The Principal and SENCO, in agreement with the Governors, decide how this budget is allocated to support the progress of children with SEND.

When additional funding or resources are needed to support High Needs children (above £6000 per year) an application will be made for an EHCP or for AEN (Additional Educational Needs) funding.

Training Needs

At Appraisal meetings for teachers and teaching and learning assistants, staff will identify their training needs. The Principal and SENCO may also identify specific needs linked to supporting particular pupils within the class.

The SENCO will provide training and updates at teacher and other meetings as well as at INSET. In September, the SENCO meets with all new members of staff to explain the systems and structures around the school's SEND provision and practice and to discuss the needs of individuals.



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The SENCO attends termly SENCO forum meetings. Links are established with SENCOs at other schools, particularly those within the 'cluster'.

Dealing with Complaints

Complaints made by parents regarding pupils with SEND will be dealt with in line with the Academy's Complaints Policy and procedures. All complaints will be dealt with sensitively and with the child's needs and care at the heart of our work.

Bullying

For full details, please see the Anti-Bullying Policy.

In line with St Edward's Anti-Bullying policy, all pupils regardless of their need are encouraged to share their problems with an adult, and parents/carers are requested to inform the school immediately should any bullying issues arise.

School SEN Information

This can be found on the school website or by using the following path:

<http://stedwards.academy/learning-support/send/>



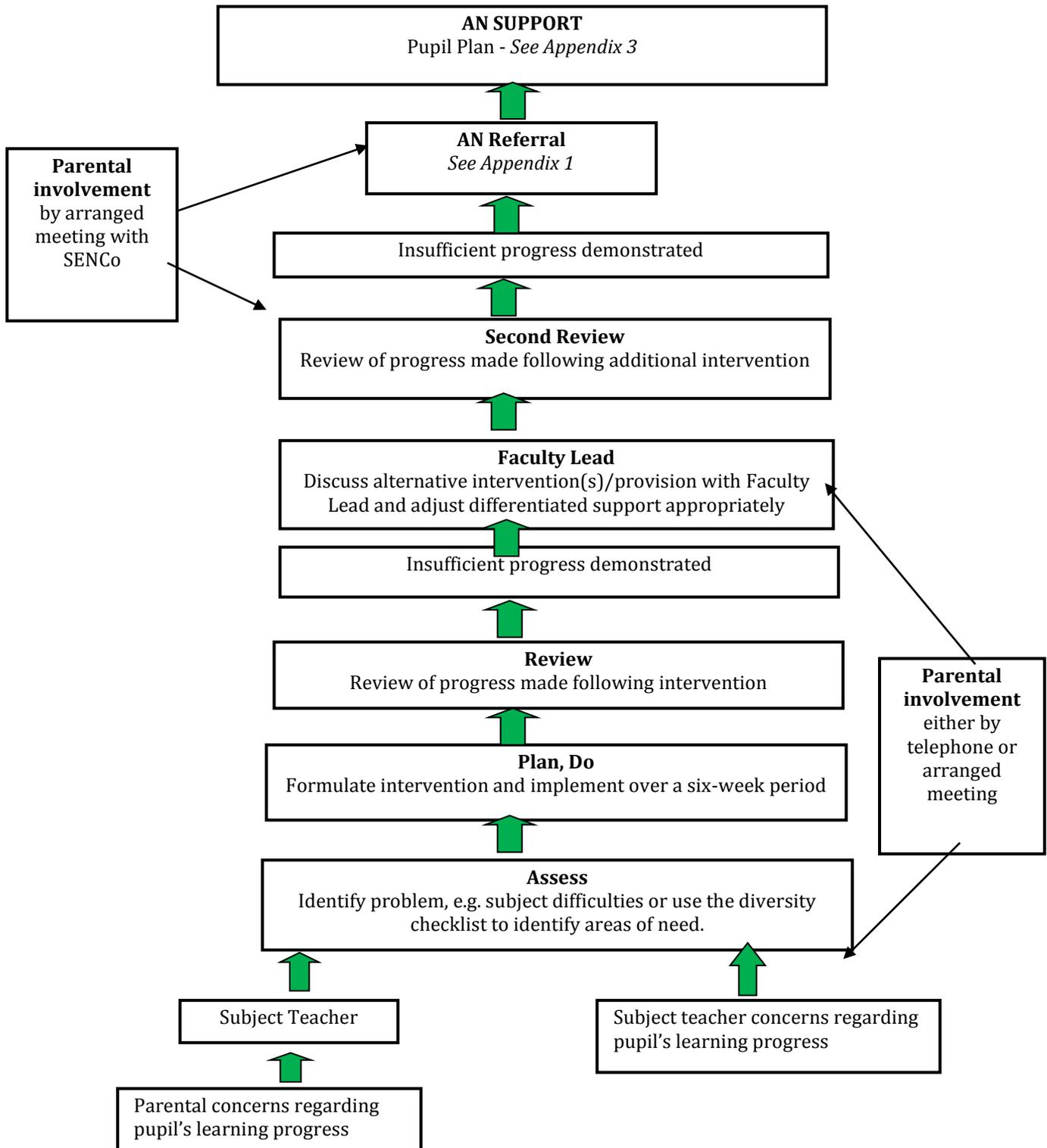
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APPENDIX 1		Teacher Referral Form for AN Concerns	
Name of pupil		Class/year group	
Attached documents	<input type="checkbox"/> Evidence of quality-first teaching (QFT) <input type="checkbox"/> Teacher-parent / teacher-child discussion notes <input type="checkbox"/> Teacher / SENCO discussion notes <input type="checkbox"/> Data tracking of progress <input type="checkbox"/> Other observations (including teaching assistant observations) <input type="checkbox"/> Diversity checklist identifying needs		
Area of concern (including evidence)?			
What has been done to date (including impact)?			
What needs to happen next and why?			
Any other comments?			
Date of referral			
Teacher's name		Signature	



Appendix 2

AN Referral Process





N.B. Communication between the school and parents/carers should be maintained throughout the referral process.

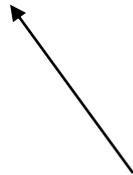
Appendix 3

AN Action/Pathway

Referral to Educational psychologist or SENSS after two cycles of APDR. This is dependent on the individual's needs meeting criteria for involvement.

Also need to include: APDR timescale can be fast tracked according to need.

Referral at any time with evidence concern via SENCo to Speech and Language, OT, Physiotherapy.
This particular step can be instigated at any point.



AN Support

The Pupil Plan (Pupil Profile and Provision Plan) should follow the 'assess, plan, do, review' cycle. This sets out the individual targets and support/intervention to achieve specific outcomes.

The plan should be reviewed termly with pupil and parents.



Appendix 4

Subject Referral Form for Removal/Inclusion

Pupil Name	House		Form Group/Year	Date	Subject	Period	Teacher	Faculty
Pupil Status	SEN Support	EHCP						
	Y/N	Y/N						

Details of Incident:		Entered on SIMS:	
1. Refusal to follow instructions		2. Uniform & Appearance	3. Aggressive Behaviour/ Physical Assault
4. Health and Safety Risk		5. Truancy	6. Bullying
7. Persistent Disruptive Behaviour		8. Insolence	9. Other

Details of how the teacher has ensured the learning needs of and/or additional needs were met (See Teachers' Standards 5). For example, use of the teaching assistant if applicable, differentiation, behaviour procedure followed, etc.

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Details of the incident:

Parental contact (name)	Copy to SENCo Date
	Copy to Leader of Pupil Engagement Date
Made via	Copy to Faculty Lead Date