



Mendip Edge Federation

Special Educational Needs and Disability Policy

RATIONALE

Underpinning the aims and values of the National Curriculum, it is important that the curriculum offered in the Mendip Edge Federation provides opportunities for all pupils to learn and achieve at an appropriate level and prepares them for the opportunities, responsibilities and experiences of life in the community.

AIMS

- To ensure equal opportunities for all pupils to reach their potential.
- To provide opportunities for pupils with special educational needs to access the curriculum alongside their peers
- To ensure that specific needs of pupils are met
- To ensure that the needs of the whole child are met – moral, spiritual, social and emotional, as well as intellectual.
- To ensure a whole school consistent approach.
- To adhere to the Code of Practice 2014, which states that 'All teachers are teachers of children with Special Educational Needs and Disabilities (SEND)' and therefore all teachers provide inclusive teaching.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision being made for them.(Code of Practice 2014)

- (a) If they have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) If they have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within mainstream schools.

Special educational provision means:-

Educational provision which is additional to, or otherwise different from, the educational provision made generally for pupils of their age in schools maintained by the LEA, other than special schools, in the area.

RESPONSIBILITIES

Lucy Frampton is the named governor with responsibility for Special Educational Needs and Disabilities across the Federation.

Matthew Vincent is the SENDCo at Fairlands Middle School, Joanne Dodd is the SENDCo at Shipham First Schools, NASENCo Award, member of SLT, Suzanne Smith NASENCo Award, member of SLT is the SENDCo at Cheddar First School and Claire Cottee is the SENDCo at Draycott and Rodney Stoke First School. They are responsible for overseeing the policy for pupils with Special Educational Needs in their schools.

Date approved: June 2018

Review Date: June 2019

See Appendix 1 for Roles and Responsibilities of the Governing Body, the Headteacher and SENDCO

POLICY INTO PRACTICE

IDENTIFICATION OF PUPILS, THEIR NEEDS AND THE REVIEWAL SYSTEM

Children with SEND are identified by one of three assessment routes, all of which are part of the overall approach to monitoring progress of all pupils:

1. The progress of every child is monitored termly. Where children are identified as not making progress in spite of Quality First Teaching they are discussed with the SENDCO and a plan of action is agreed.
2. Teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:
 - is significantly slower than that of their peers starting from the same baseline
 - fails to match or better the child's previous rate of progress
 - fails to close the attainment gap between the child and their peers
3. Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support. Otherwise, the child is placed at SEND Support on our SEND list.

Records for children at SENS (SEN support)

Once a child has been identified as needing SENDS the following paperwork is completed:

At termly meetings an Individual Learning Plan, (ILP) is produced and/or reviewed by SENDCO/ teachers, in partnership with the parents/carers and the individual child (where appropriate). The plan records specific and challenging targets for the child to achieve in a term, together with the personalised provision (which may be 1-1 or in a small group) put in place to enable the child to achieve these targets.

EHCP (Education, Health and Care Plan)

If children fail to make progress, in spite of high quality, targeted SEND support, we may apply to the Local Authority for the child to be assessed for an EHC Plan. Generally, we apply for an EHC Plan if:

- The child has a disability which is lifelong and which means that they will always need support to learn effectively
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.

If, following formal assessment, the application for an EHC Plan is successful, a member of the Local Authority will coordinate a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting. An EHCP will identify the level of funding through a banding system. The banding system is monitored through an annual moderation procedure by the Local Authority.

Existing SEND Support - if a child is deemed to have been making accelerated progress, they may, in consultation with parents and teachers, exit SEND support. However, they will still be monitored at Highlighted Needs by the SENDCo and teacher. If at any stage in the future concerns are raised, then the process may resume.

Provision for Pupils with Special Educational Needs and Disabilities

Whole School

- A working environment where staff are aware of, and sympathetic to, the emotional, social and intellectual needs of pupils with learning difficulties.
- A physical environment to address the needs of pupils with disability
- All teachers are teachers of pupils with special educational needs.
- All staff share a responsibility for the progress and well-being of pupils with special educational needs, enabling them to access as much of a broad and balanced curriculum as possible
- A positive school ethos, where all pupils are encouraged to express their opinions, learn to recognise and respect differences between each other as individuals, focussing on each other's strengths, and valuing each other's contributions to school life.
- Medical condition

Access to extra-curricular activities

All of our children have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children.

Provision of extra-curricular activities outside the classroom, involving drama productions, music, singing, sport, and performing, where children of all abilities take part.

Class visits are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a visit because of SEND, disability or medical needs.

Outside Agencies

If we identify difficulties that require more specialist help, the school is allocated a set amount of hours for some services. Over and above this level the school is able to buy-in additional expertise from the local authority or elsewhere. This includes access to Educational Psychologists and Advisory Teachers as outlined in the Local Authority Offer. Referral to outside agencies is via the Early Help Assessment procedure.

The SENDCo attends cluster meetings with other SENDCos in the Cheddar Valley where good practice can be shared and resources can be purchased as a cluster of schools.

Children with social, emotional and mental health needs

Behaviour is not classified as an SEND although may be an indicator of underline difficulties. If a child shows consistent unwanted behaviours, the tutor/teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If parents and school are concerned that the child may have mental health needs, we may make a referral to our PFSA or encourage our parents to consult their GP.

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs. Parents concerned about the risk of bullying of vulnerable learners should consult our bullying policy.

Transition Arrangements

Transition into and within school

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes- including from the pre-schools - as smooth as possible. This may include, for example:

- School entry plan for children entering school for the first time.
- Additional meetings for the parents and child with the new teacher/ Head of Year.
- Additional visits to the classroom/school to become more familiar with the environment.
- Opportunities to take photographs of key people and places in order to make a transition booklet.

Enhanced transition arrangements are tailored to meet individual needs.

Transition reviews for Year 4 & Year 8 pupils are held, where possible, in the Summer Term prior to transfer. The Upper and Middle School SENDCo is invited to Annual Reviews and other review meetings. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training etc.

Partnership with Parents

- Our schools recognise that the knowledge, views and experience of parents are vital to the effective assessment of and provision for SEND and therefore encourage a high level of partnership between parents, their children and other agencies.
- Parents are welcomed into school to speak to members of staff by arrangement. Formal Parents' Evenings are held twice yearly to provide opportunities for parents to discuss a child's progress with the teachers. There is also a transfer evening for all Year 4 and Year 8 parents.

- The SENDCo will inform parents before a child is placed at SEND Support and invite them in for a discussion. The SENDCo/Class Teacher will meet with these parents and pupils termly to set and review targets.
- Further information about SEND may be obtained from the school SEND report and Somerset Local Offer.
- If a parent has any complaints about the SEND provision within school they are encouraged to discuss the matter with the appropriate member of staff or the SENDCo. Any complaints then not resolved should be made to the Headteacher. In the event that the matter remains unresolved then the parent should submit the complaint to the Governors in writing and inform the LA.

Liaison with Governors

- See Appendix 1 for Roles and Responsibilities.
- The governor for Special Educational Needs meets regularly with the SENDCos to ensure that they are up to date and knowledgeable about the schools' SEND provision, including how funding, equipment and personnel resources are deployed. The SEND Governor reports regularly at The Mendip Edge Federation Governing body meetings and ensures that provision is an integral part of the School Development Plan.

Roles and Responsibilities

The Governing Body

- The Governing Body, with the Headteachers, decides the schools' general policy and approach to meeting pupils' needs including those with SEND.
- The Governing Body does its best to ensure that the necessary provision is made for any pupil with SEND.
- The Governing Body ensures that teachers are aware of the importance of identifying and providing for pupils with SEND.
- The Governor with responsibility for SEND is Mrs Lucy Frampton.
- The Governing Body reviews this policy annually and considers any amendments in the light of the annual review findings.

The Headteacher

- Has responsibility for the recruitment of the SENDCo and ensuring that the SENDCo is appropriately trained and qualified.
- Has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND.
- Should keep the governing body fully informed and also work closely with the school's SENDCo or team.
- Liaise with the governing body to secure budgetary support for SEND in line with the School Development Plan.
- Has responsibility with the SENDCo for applying for High Needs funding to the LA.

Learning Support Assistants:

- Liaise with the class teacher, Headteacher and the SENDCo in gathering relevant information about individual children
- Are involved, where necessary, in discussions with parents, carers and outside agencies
- Use specialist knowledge to support group and individual programmes running in the school
- Keep records of the children's progress and report to the SENDCo about the impact of any interventions

The SENDCo has the following duties in coordinating the provision of education for pupils with SEND:-

- Manages the day to day operation of the policy.
- Identify training needs for groups and individuals in line with the School Development Plan and on occasions on a needs basis.
- Co-ordinates the provision for and manages the responses to children's special needs.
- Supports and advises colleagues
- Maintains the school SEND list.
- Contributes to and manages the records of all children with SEND.

- Manages the school-based assessment and completes the documentation required by outside agencies and the LA.
- Acts as link with parents.
- Maintains resources and a range of teaching materials to enable appropriate provision to be
- made.
- Acts as a link with external agencies and other support agencies.
- Monitors and evaluates the SEND provision and reports to the Governing Body.
- Manages a range of resources, human and material, linked to children with SEND.
- Oversees LSAs when they are working with special needs children.