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## **1) Introduction**

We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our students whatever their needs and ability. Our schools seek to raise the achievement, remove barriers to learning and increase physical and curricular access for all.

All children with SEND are valued, respected and equal members of the school. As such, provision for students with SEND is a matter for the school as a whole. "All teachers are teachers of students with SEND".

We believe that all children are vulnerable to stress caused by personal circumstances and may experience behaviour or emotional disturbance at some time during their school career. Some children will show persistent patterns of disturbance over longer periods, and this will be regarded as Special Needs. Children may be said to have SEND if they are not making progress due to intellectual, physical, social, emotional and mental or health reasons, or lack of resources or provisions to meet identified needs.

## **2) Aims & Objectives**

All children are given equal access to a broad, balanced and relevant curriculum including the National Curriculum as appropriate, to maximize their achievement.

We ensure the needs of students with SEND are identified early and adopt the graduated approach and all plans and provisions are regularly reviewed. (Assess, Plan, Do, Review)

All procedures for identifying children with SEND are known to everyone. All records follow the child through the school; they are SMART- Specific, Measurable, Achievable, Relevant and within a Time Scale, to meet the individual learning needs. We work in partnership with carers, parents and the students to enable them to make an active contribution to the education they or their child receives.

We take the views and wishes of the child into account. We maintain close links with support services and other agencies.

## **3) Legislation & Guidance**

This policy and information report is based on the statutory [SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for students with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it

#### 4) Definitions

A student has SEND (Special Educational needs and/or disability) if;

**‘A child or young person has Special Educational Needs if they have a learning difficulty or disability which calls for special educational provisions to be made for him or her.’**

The use of the term ‘disability’ is applied in line with the current terminology within the Equality Act 2010 that is;

***‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.***

- ‘Long- term’ is defined as ‘a year or more’
- ‘substantial’ is defined as ‘more than minor or trivial’

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

##### 4.1) The 4 Areas of need

| AREA OF NEED                  |  |
|-------------------------------|--|
| Communication and interaction | <p>Students with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Students who are on the autism spectrum often have needs that fall in this category.</p> |

| AREA OF NEED                        |  |
|-------------------------------------|--|
| Cognition and learning              | <p>Students with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> <li>• Profound and multiple learning difficulties, which is where students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li> </ul> |
| Social, emotional and mental health | <p>These needs may reflect a wide range of underlying difficulties or disorders. Students may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>• Suffered adverse childhood experiences</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the student becoming withdrawn or isolated.</p>  |
| Sensory and/or physical             | <p>Students with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Students may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These students may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>   |

## 5) Roles & Responsibilities

The SENCO /SEND lead at Esland Bedford is Georgina Merrett [georginamerrett@eslandcare.co.uk](mailto:georginamerrett@eslandcare.co.uk) will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans

- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all students with SEND up to date
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

#### Governance will:

- Help to raise awareness of SEND issues at governance board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO/SEND lead to determine the strategic development of the SEND policy and provision in the school
- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every student with SEND gets the support they need
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
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#### The SEND linked governor Will:

- The SEND link governor is David Doe [daviddoe@eslandcare.co.uk](mailto:daviddoe@eslandcare.co.uk)
- The SEND governor will:
- Help to raise awareness of SEND issues at governing board meetings.

- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

The headteacher will:

- Work with the SENCO and link governors to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of students with SEND and/or a disability
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of students on the SEND register
- Advise the LA when a student needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching
- 

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet student needs through a graduated approach
- The progress and development of every student in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the SENCO/SEND lead to review each student's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy

Each teaching assistant will:

- Support provision for students who are on SEND support or EHCP either in the classrooms, in small groups or individually, when appropriate
- Complete daily evaluations for all SEND students
- Attend daily meetings to discuss behaviour
- Annotate IEPs regularly to record progress made and targets achievement and update the relevant records

## **6) Identifying students with SEND and assessing their needs**

### Identifying students with SEND (monitoring stage)

If a teacher has concerns about a student they will meet with parents and discuss their concerns. This will then be documented and reported to the SENCO/SEND lead. The SENCO will then place this student on the monitoring register and check in with the class

teacher regularly for updates. The class teacher ensures that the needs of student on monitoring stage are met through differentiation and quality first teaching strategies to meet the needs of the curriculum.

#### SEND Students on SEND Support

The class teacher, in conjunction with input from the relevant support staff, headteacher and SENCO/SEND lead, plans a detailed plan of provision, for all students on SEND Support with three or four specific targets. The SENCO/SEND lead reads all the provision plans and a draft is sent home to parents/carers. Review meetings with parents are held termly for SEND Support students in the form of a Student Progress Meeting, with the class teacher, member of the clinical team (if applicable) and SENCO/SEND lead. At this meeting the provision is discussed, and appropriate changes are agreed. Students are involved in their learning and are asked to attend the meeting where their views and targets are discussed with them.

#### Students with EHCPs

Students with Education, Health and Care plans have a range of resources and strategies as identified on their plan but if a class teacher still feels that there are additional needs, they will inform the SENDCO/Inclusion lead who will carry out observations, further provisions and assessments may be required in line with the student's needs. This may also include support from a range of therapists such as SALT (Speech and Language therapist). OT (Occupational Therapy) or psychotherapist. A plan will be put in place and information added to a student's EHCP to be reviewed at the next Annual Review.

### **7) Consulting and involving students and parents**

We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the student's record and available to their parents. We will formally notify parents when it is decided that a student will receive SEND support.

### **8) Assessing and reviewing students' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO/SEND lead to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents



- The student's own views
- Advice from external support services, if relevant
- The assessment will be reviewed regularly

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the student's progress.

## **9) Supporting students moving between phases and preparing for adulthood**

At Esland Bedford School we support our students, together with their carer/parents through transfer between phases and start planning for their future adult life as early as possible. Our aim is to support our students to go on to achieve the best possible outcomes in employment, independent living and participating in society. This could include, for example:

- Including preparation for adulthood in the planning meetings with students and parents/carers at an early stage (and particularly from Year 9)
- Ensuring that careers advice and information provides high aspirations and a wide range of options for students with SEND
- Helping students, parents and carers understand and explore how the support they receive in school will change as they move into different settings, and what support they are likely to need to achieve their ambitions
- Arrange inductions sessions at new school/college

We have specific duties to prepare young people with an EHCP for the transition to adulthood. The review of an EHCP in Year 9 builds on previous reviews and existing plans. It will allow time for the commissioning of any necessary provision and support to take place. Planning will build on action that has already been agreed with the student and will inform decisions about the next stage of education.

When a student is moving on to further education, all relevant documentation is shared with schools and colleges prior to transfer. Contact is coordinated by the SENCO/SEND lead or the Headteacher. Transition arrangements for students with SEND either moving into the school or moving on to new school, college or vocational training provision should also be agreed with the specific officer of the local authority.

## **10) Our approach to teaching students with SEND**

Teachers are responsible and accountable for the progress and development of all the students in their class.

High-quality teaching is our first step in responding to students who have SEND. This will be differentiated for individual students.

We will also provide the following interventions:

- Including all members of the school community
- Setting suitable learning challenges



- Responding to students' diverse learning needs
- Overcoming potential barriers to learning, assessment and social interaction for individuals and groups of students
- Working in collaboration with adults, students and agencies who work within or contribute to the life of the school
- Low arousal spaces
- Sensory rooms
- Self-Regulation zones
- Social skills and communication programmes
- Curriculum adaptations
- Support with anxiety
- Support with emotional regulation
- Life skills teaching
- Drama and Art clinicians
- Educational Psychologists
- Occupational therapist
- SALT therapist
- In all actions, the child's best interests come first

#### **11) Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

#### **12) Expertise and training of staff**

The professional development of all staff involved in meeting the needs of students with SEND is ongoing and continuous.

A wide range of training opportunities is provided which includes:

- A dedicated SENCO/SEND lead professional
- Skill sharing and the demonstration of teaching techniques and strategies organised within the school
- Professional development sessions and one-off sessions on relevant subjects provided by SEND specialists
- Attendance at courses offered by external providers, accredited and non-accredited, as part of the school's performance management process

### **13) Evaluating the effectiveness of SEND provision**

We evaluate the effectiveness of provision for students with SEND by:

- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions after six weeks
- Using student questionnaires
- Monitoring by the SENCO/SEND lead
- Using provision maps to measure progress
- Holding annual reviews for students with EHC plans
- Regular student progress meetings, parents days/evenings
- Weekly feedback to parents/carers

### **14) Enabling students with SEND to engage in activities available to those in the school who do not have SEND**

All of our extra-curricular activities and school visits are available to all our students.

All students are encouraged to take part in sports day, school trips, forest school, special workshops.

No student is ever excluded from taking part in these activities because of their SEND or disability.

### **15) Support for improving emotional and social development**

We provide support for students to improve their emotional and social development in the following ways:

- Students with SEND are encouraged to be part in all school activities and classes

We have a zero tolerance approach to bullying.

### **16) Working with other agencies**

We at Esland Bedford School engage with a number of external bodies to provide a well-rounded curriculum for all our students. These vary from forest school to other college settings.

In addition to this, we also work closely with local authorities support services.

### **17) Complaints about SEND provision**

Any complaints from parents/carers of students with special educational needs concerning the provision made at the school should be made through the school's complaint procedures as set out on the school's website.

### **18) Contact details for raising concerns**

Please raise your concern with the school's SENCO/SEND lead in the first instance. If you are not satisfied with the outcome, please then raise your concern with the headteacher.

### **19) Monitoring arrangements**

This policy and information report will be reviewed by Chief Operating Officer **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

### **20) Links with other policies and documents**

- More able, gifted and talented children policy
- Complaints policy
- Accessibility plan
- Equality, Diversity & Inclusion policy
- Anti-bullying policy