

# **Special Educational Needs Policy – September 2023**

## **Compliance**

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disabilities (SEND) Code of Practice 0 – 25 (January 2015) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (Feb 2013)
- SEND Code of Practice: 0 – 25 (January 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting students at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2012)

This policy has been created by Mercia Learning Trust SENCOs in liaison with the SEND Governor, the Senior Leadership Team (SLT), staff and parents of students with SEND.

## **Section 1: Introduction**

The named persons for managing the school's provision for young people with SEND at King Egbert School are Sian Stockham (Deputy Headteacher), Hannah Liddell (SENCO) and Matthew Vincent (Integrated Resource Co-ordinator).

## **Philosophy**

King Egbert School is committed to ensuring all students have access to a broad and balanced curriculum whatever their gender, ethnicity, religion, sexual orientation, needs or abilities. Not all students with disabilities have special educational needs and not all students with SEND meet the definition of disability but this policy covers all of these students.

All members of staff, in conjunction with the Governing Body and Local Authority, have a responsibility to ensure that every young person has an opportunity to attain their maximum potential in all aspects of the curriculum. We work very closely together across the Mercia Learning Trust to take positive action to ensure that our settings make appropriate provision through curriculum planning, delivery, and assessment for children of differing abilities, alongside encouraging children to be involved in their own learning and to be aware of their targets.

## **Objectives**

- To identify students with special educational needs and disabilities and ensure that their needs are met
- To work within the guidance provided in the SEND Code of Practice, 2015
- To ensure that students with special educational needs and disabilities have access to and participate in all the activities of the school and that we operate a "whole student, whole school" approach to the management and provision of support for young people with special educational needs
- To ensure that all learners make the best possible progress

- To ensure parents are informed of their child's special needs and how to support their learning and that there is effective communication between parents and school
- To ensure that learners express their views and are fully involved in decisions which affect their education
- To promote effective partnership and involve outside agencies when appropriate
- To promote self-worth by encouraging independent learning
- To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN Inclusion Policy
- To provide support and advice for all staff working with students with special educational needs

### **Definition of SEND**

Students have special educational needs if they have a difficulty which calls for special education provision to be made for them **which is additional to or different from** differentiated curriculum plans. King Ecgbert School regards students as having a SEND if they:

- a) Have a significantly greater difficulty in learning than most students of the same age
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for students/young people of the same age in schools within the area served by the LA
- c) A child under compulsory age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Clause 20 Children and Families Bill)

Students must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

All King Ecgbert teachers are teachers of SEND and have responsibility for planning the curriculum to ensure it is accessible to all. The varying needs of students should be addressed through personalised learning, appropriate differentiation, and quality first teaching.

Additional provision is provided to ensure students have the necessary skills to access the curriculum independently wherever possible.

### **Section 2: Aim**

Provision at King Ecgbert is characterised by;

- early identification and intervention
- removing barriers to learning - adopting a holistic approach
- the early and close involvement of parents
- good communication
- tracking and monitoring of students' progress
- a focus on outcomes for children and not just hours of provision/support
- raised aspirations of and expectations for all students with SEND
- close working relationships with outside professionals
- class teachers retaining responsibility for students with SEND and their provision
- smooth transition for all students with SEND

### **Section 3: Identifying Special Educational Needs**

The school uses the graduated approach as outlined in the "SEND Code of Practice: 0 – 25 years" (January 2015). To help with this process information is collated from a variety of sources which is then used to plan the next steps. At King Egbert School we identify the needs for individual students by considering the needs of the whole child, not just the special educational needs of the child.

#### **Liaison with feeder settings/schools**

Feeder settings/schools are contacted throughout the year prior to transfer. Information is shared, including from any outside professionals working with the children, about any child who has been identified as having, or previously having, a SEND. Where practicable the SENCO/IRU Manager will attend meetings to ensure a smooth transition is made. Relevant information is disseminated to teaching staff before transfer.

#### **Individual diagnostic assessments**

Individual diagnostic assessments are used for children where there are concerns. Skills in literacy and numeracy will be carefully looked at together with progress, both previous and present.

#### **Student progress meetings**

King Egbert School holds parents' evening where the progress of every child is reviewed. Where there are initial concerns about a child's progress the next steps to accelerate progress will be planned for by the class teacher. This information will be shared with the SENCO and the child will be monitored where appropriate.

#### **Staff observation**

Members of staff consult with the SENCO if they notice students who may need specialist help during the school year. Evidence for that concern must be produced, with clear information about what the class teacher has already done to support the student.

#### **Referrals by parents or carers**

Any parent/carers may express a concern. Once information is gathered the process is the same as for staff referrals.

All parental referrals are acted upon.

#### **The four broad categories of need are detailed below:**

Communication and Interaction (C&I)	Speech, Language and Communication Needs (SLCN) Autism Spectrum Disorder (ASD)
Cognition and Learning (C&L)	Moderate Learning Difficulties (MLD) Severe Learning Difficulties (SLD) Profound and Multiple Learning Difficulties (PMLD) Specific Learning Difficulty (SpLD) this includes a range of conditions such as dyslexia (difficulties with reading/spelling/speed of processing/difficulties with organisation); dyscalculia (maths); dyspraxia (co-ordination) and dysgraphia (writing).

	A discrepancy between achievement and general intellectual ability that may indicate that a child or young person has a SpLD.
Social, mental and emotional health (SMEH)	A wide range and degree of mental health problems might require special provision to be made. These could manifest as difficulties such as; Problems of mood (anxiety or depression), Problems of conduct (oppositional problems and more severe conduct problems including aggression), Self-harming, Substance abuse, Eating disorders or physical symptoms that are medically unexplained, Attention deficit hyperactive disorder (ADHD), Attachment disorder, An anxiety disorder, A disruptive disorder or, rarely, schizophrenia or bipolar disorder.
Sensory and/or physical needs (S/PD)	Visual Impairment (VI) Hearing Impairment (HI) Multi-Sensory Impairment (MSI) Physical Disability Medical

Other factors may impact on progress and attainment but may not be a Special Educational Need, which will need considerations making for. These include:

- Disability (the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

#### **Section 4: A Graduated Approach to School Support**

A graduated approach to School Support is adopted 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 managed by the SENCO but will be planned and delivered by teaching and support staff.

#### **Wave 1 - Quality First Teaching by all teaching staff**

Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from Learning Support Assistants or specialist staff.

High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND.

Additional intervention and support cannot compensate for a lack of good quality teaching.

School regularly and carefully reviews the quality of teaching for all students, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEND most frequently encountered.

## **Wave 2**

Wave 2 is initiated where students have failed to make adequate progress as identified by the class teacher, head of department or SENCO through the assessment arrangements available in school. If teachers and parents agree to interventions that are additional to or different from the schools differentiated curriculum then a move to SEN Support\* will be agreed and the student will be entered onto the schools SEN register.

\* Please note - the single category of School Support now replaces School Action and School Action Plus.

Provision from within the schools resources is identified to help meet the students' needs. Interventions may include;

- additional learning programmes such as additional literacy lessons, REACH, paired reading and numeracy interventions
- smaller group sessions
- appropriate teaching groups/sets
- group support on a regular basis
- booster class where appropriate
- additional staff training

Strategies and suggested interventions are shared on Provision Map to support teachers with ensuring students access the curriculum.

When a child is placed on the SEN register they are monitored through termly reviews. These reviews may be held more frequently than every term, depending on the needs of the individual student. These reviews will follow the **assess, plan, do and review** cycle:

### **Assess**

Students with SEND may be identified through the teachers' observations and assessment, standardised assessments (SATs, etc.), progress checklists, target setting, parental/carers concerns, the student's own observations or by external agencies.

### **Plan**

Where it is decided to provide a student with School Support, the parents **must** be notified. The SENCO and/or Deputy SENCO should agree in consultation with the parent and the student the interventions and support to be put in place, as well as the expected impact on progress, development, or behaviour, along with a clear date for review. All identified students with SEND will have a personalised plan completed; this will be updated after each review.

### **Do**

The subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the student, working closely with any Learning Support Assistants or specialist staff involved, to plan and assess the impact of interventions. The SENCO should support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of the support.

### **Review Process**

At the end of each term students attending withdrawal interventions will be retested and information on progress will be gathered and analysed by the SEND Manager. If a student has a One Page Profile in place this along with targets will be reviewed and updated at this time and a decision will be made as to whether the intervention is to continue or cease.

Students with an Education, Health and Care Plan have targets which have been established after consultation with parents/carers and the individual student. These targets will be shared with relevant staff and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions will continue to be the responsibility of the class teacher. All EHC Plans will be reviewed annually with the review taking place in school. The parents/carers, the young person and involved professionals will be invited to consider the progress made by the young person in achieving targets set and whether any amendments need to be made to the EHC Plan. Students participate in their Annual Reviews by:

- Attending their review meetings
- Offering their opinion and advice in the setting of targets
- Discussing their aspirations/achievements/concerns/issues in advance of the review meeting with parents/carers or others as appropriate.

### **Wave 3**

Where students fail to make adequate progress, despite additional provision at Wave 2, the school seeks advice and involvement from external support services. These external support services can be called upon to provide specialist assessments, advice on teaching strategies or materials, short term support or training for staff.

### **Extended Support Plans**

If a pupil's needs fall in Band 3 or above on the Sheffield Support Grid, it may be appropriate to complete an Extended Support Plan. This document would collate all the child's strengths and needs and plan outcomes and support to help the pupil to progress. It may also be appropriate in some cases to complete an Extended Support Plan for a child where there are concerns or anxieties around their progress. These anxieties may come from home, school or another agency supporting the young person.

### **Statutory assessments/Education, Health and Care plans**

If a student fails to make adequate progress and has demonstrated a significant cause for concern, the school and/or the parents may decide to request that the LA undertakes a statutory assessment. This may lead to the student being provided with an Education, Health and Care Plan (EHC Plan).

The SENCO is responsible for providing support and monitoring, and ensuring that students with EHC Plans receive a specified amount of support. The process of target setting, monitoring and reviewing remains the same as at Wave 2.

### **Local Offer**

King Egbert School will cooperate generally with the local authority and local partners in the development and review of the local offer. This can be found at

<https://www.sheffielddirectory.org.uk/localoffer> and by searching for the school's name.

### **Section 5: Criteria for exiting the SEN register**

Where students make sufficient progress based on the assess, plan, do and review cycle it may be agreed that a student needs no further support and may exit the SEN register. Further support can be requested again at any point.

### **Section 6: Supporting Students and Families**

School have liaised with the Local Authority to produce a Local Offer entry for King Egbert School. This can be found in the Sheffield Directory at

<https://www.sheffielddirectory.org.uk/localoffer>

It is the school's statutory requirement to provide a **SEN Information Report; Regulation 51, Part 3, section 69(3)(a) of the Act** which can be found on the King Egbert School website.

King Egbert School endeavours to support students with SEND through signposting families to other agencies and services that may be of help e.g. MAST team, support groups, training opportunities as appropriate.

All the schools within the King Egbert Family of Schools are committed to ensuring that all children have quality transition experiences as they move through our schools. We work closely together to ensure that all children with SEND have bespoke packages of support at this time.

### **Admissions**

King Egbert School will ensure it meets its duties under the Schools Admissions Code of Practice by:

- Not refusing admission for a child that has named the school in their EHC plan.
- Adopting fair practices and arrangements in accordance with the Schools Admission Code for the admission of children without an EHC plan.
- Considering applications from parents of children who have SEND but do not have an EHC plan.
- Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child on the grounds that they do not have an EHC plan.

### **Access arrangements**

King Egbert School follows national guidance about supporting children to access exams and other assessments. This is overseen by the Senior Leadership Team within school.

### **Section 7: Supporting Students at School with Medical Conditions**

The school recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical

education. Some children with medical conditions 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 Special Educational Needs or Disabilities (SEND) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision, in these instances the SEND Code of Practice (2015) is followed.

## **Section 8: Monitoring and Evaluation of SEND**

Progress for students with SEND is regularly reviewed by Year Managers, SLT, pastoral links and the SENCO. The views of parents/carers and students are sought through the review process with an emphasis on a child-centred approach. Regular student voice monitors the views of students. The SEND governor plays a key role in monitoring and evaluating provision, through regular meetings with the SENCO and reviewing of outcomes for students with SEND, to promote an active process of continual review and improvement of provision for all students.

## **Section 9: Training and Resources**

- The SENCOs from each school across the Family of Schools within the trust meet regularly to discuss and plan for the current and future needs of children with SEND. This includes training, resources and additional support where appropriate.
- Resources are allocated to support children with additional needs as identified in Section 4. This may take the form of differentiated work in class, support from a Learning Support Assistant (LSA) in focused intervention groups, or 1:1 support.
- Where necessary, specialist equipment, books or other resources that may help the student are purchased, following the advice from outside professionals.

## **Section 10: Roles and Responsibilities**

### **The Role of the Governing Body**

The governing body, in cooperation with the Headteacher, monitors the schools general policy and approach to the provision for children with SEND, monitors the appropriate staffing and funding arrangements and maintains a general oversight of the school's work.

The governing body:

- works to ensure that the necessary provision is made for any student who has SEND
- ensures that the teachers in the school are aware of the importance of identifying, and providing for those students who have SEND
- ensures that a student with SEND joins in the activities of the school together with students who do not have special educational needs, so far as is reasonably practical, whilst ensuring efficient use of resources and education of others
- has regard to the SEN Code of Practice when carrying out its duties toward all students with SEND
- ensures that parents are notified of a decision by the school that SEND provision is being made for the child

### **The Role of the Headteacher**



- Ensure that those teaching or working with the student are aware of their needs, and have arrangements in place to meet them
- Ensure that teachers monitor and review the student's progress during the course of the academic year
- Cooperate with local authorities during annual EHC plan reviews
- Ensure that the SENCO has sufficient time and resources to carry out their functions
- Provide the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within the school
- Regularly and carefully review the quality of teaching for students at risk of underachievement, as a core part of the school's performance management arrangements
- Ensure that teachers understand the strategies to identify and support vulnerable students and possess knowledge of the SEN most frequently encountered

### **The Role of the SENCO**

- Be a qualified teacher
- In collaboration with the Headteacher and governing body, the SENCO determines the strategic development of the SEND policy and provision at King Ecgbert School with the aim of raising the achievement of students with SEND
- Liaising with and advising colleagues on all matters relating to SEND
- Contributing to the continuing development and training of school staff
- Overseeing the review and maintenance of EHC Plans and records for all students with SEND
- Overseeing the day-to-day operation of the school's SEND Policy
- Co-ordinating provision for students with SEND
- Organising and maintaining the records of all students with SEND
- Liaising with parents/carers of students with SEND in co-operation with class teachers
- Liaising with all post 16 providers when students with SEND leave the school
- Liaising with external agencies including: the LA officer with responsibility for SEND, the educational psychology service, health and children's services, voluntary bodies, and others as relevant/appropriate
- Update LSA timetables and provision

### **The Role of the Class Teacher**

- In collaboration with parents, the SENCO and, where appropriate, the student themselves be involved in the planning and review of the support for students with SEND
- Set high expectations for every student and aim to teach them the full curriculum, whatever their prior attainment
- Use appropriate assessment to set targets which are deliberately ambitious
- Plan lessons to address potential areas of difficulty and to ensure that there are no barriers to achievement for every student
- Ensure that homework set for students with SEND is appropriate and tailored (where appropriate)
- Provide information when required for termly SEND reviews

- Identify individual students not making progress and inform SENCO/SEND Manager

### **Section 11: Storing and Managing Information**

SEND paper files are stored in locked cabinets in the SENCO office or the Integrated Resource office in line with the Trust Data Protection Policy (March 2016). Provision Map and other electronic data is protected in line with the trust policy i.e., security software is installed on all computers containing personal data. Only authorised users are allowed access to the computer files and password changes are regularly undertaken.

### **Section 12: Reviewing the Policy**

This policy will be reviewed regularly with an annual review taking place in September 2024

### **Section 13: Accessibility**

**Please see the Accessibility Plan (Appendices)**

### **Section 14: Dealing with Complaints**

As parents/carers are involved throughout the implementation of SEND provision it is hoped that there will be no cause for complaint. However if a parent/carer has a complaint the following procedure takes place:

1. Make an appointment to discuss this with the SENCO. The SENCO investigates and gives the parent a date for a follow up appointment if necessary
2. If not satisfied, an appointment to discuss the complaint with the Deputy Head will be made
3. If still not satisfied, an appointment with the governor with responsibility for SEND and the Chair of Governors will be made
4. If the problem is unresolved, the parent/carer may contact the Local Authority about the matter
5. At any time the parent may seek help from the Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS) see below.

If you do not agree with any decisions made, you have the right to appeal to the Special Educational Needs Tribunal. There is a booklet available "Resolution of Disagreements" to help parents and staff to follow codes of good practice in resolving disputes.

Sheffield SENDIASS,  
Floor 7, Little West Wing,  
Moorfoot,  
Sheffield  
S1 4PL  
**Telephone:**  
0114 273 6009  
**Email:** ssendias@sheffield.gov.uk

## **Section 16: Appendices**

- Anti-bullying Policy
- Accessibility Plan