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Person Responsible	Headteacher
Approval/Review Body	Executive
Frequency of Review	<i>12 months - Policies will be reviewed more frequently if legal changes or good practice require</i>

Definition of SEND

This policy takes into account the new code of practice issued in July 2014.

Special Educational Needs (SEN) refers to pupils who have learning or behavioral difficulty in accordance with the SEN Code of Practice (July 2014) and revised January 2015:

‘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’

Children have a learning difficulty if they:

- Have a significant greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools or mainstream post-16 institutions

Children 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 which they will be taught.

Special Educational Provision means:

- For children two or over, education provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools in the area.

Introduction

At Esland School we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs and ability. The school seeks 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 pupils with SEND is a matter for the school as a whole. "All teachers are teachers of pupils 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.

The aims of our SEND and Inclusion Policy are to ensure that:

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 pupils with SEND are identified early, assessed, planned for, provided for and 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**- **S**pecific, **M**easurable, **A**chievable, **R**elevant and within a **T**ime Scale, to meet the individual learning needs.

We work in partnership with carers and parents to enable them to make an active contribution to the education of their child.

We take the views and wishes of the child into account.

We maintain close links with support services and other agencies.

Roles and Responsibilities

The Governing Body has delegated the daily responsibility for Special Educational Needs/Disabilities and Inclusion to the Headteacher. Termly reports are provided by the Headteacher for inclusion at the Governor Committee Meetings along with reports regarding SEND funding arrangements.

Headteacher takes daily responsibility for SEND and manages the SEND budget.

There are regular meetings to discuss individual pupils, quality of provision and impact on pupils' progress within school. The Headteacher takes responsibility for:

- Overseeing the day-to-day operation of the school's SEND and Inclusion Policy.
- Support colleagues in reviewing and reporting on the SEND and Inclusion Policy and how it is being implemented.
- Develops a monitoring programme, monitoring provision throughout the school and evaluating the impact on pupils.
- Reviewing and reporting on the provision for SEND / to Governors and Local Authorities, as appropriate.
- Reviewing and preparing information to relevant stakeholders.
- Providing an appropriate programme of training for Teaching Assistants, LSA's and Learning Mentors and other teachers to meet identified needs, through discussion with the Continued Professional Development "CPD" (Regional Business Support Administrator).
- Liaising with outside agencies, LA's support and Educational Psychology service (EP), Health, MASH, EHA and Social Services and voluntary bodies, to ensure multi-agency working in line with the SEN framework.
- Disseminating good practice in SEND and Inclusion across the school through leading Staff Meetings, observing children/ lessons, supporting/ coaching teachers.
- Supporting pupils and parents and carers at key transition points.
- Overseeing the records and IEPs of all pupils on the Inclusion Register.
- Ensuring that the SEND and Inclusion Register is updated each term.
- Implementation of EHCP targets - all EHCPs will be reviewed annually.
- Initiating the EHCP process for pupils who require it.
- Identification and appropriate intervention.
- Liaise regularly with the Head of Education/SLT to monitor and track progress of children within specific groups.
- Meet with clinical team and teachers to up-date Health Care Plans and liaise with parents/ teachers/ school nurse and arrange any CPD that may be required.

The Class Teacher will

- Identify pupils who they have a concern about and follow the School's SEND Guidelines;
- Write IEPs outlining a detailed learning programme, to support the needs of individual pupils .
- Ensure that the needs of all pupils are met through appropriate differentiation/ adjustment in all lessons;
- Ensure that pupils on SEND Support or EHCP receive appropriate support from class teacher or relevant support staffs, as outlined in the policy;
- Review progress of pupils through liaison with the head, clinical team and care through termly Review Meetings.

Learning Support Assistant's (LSA) will

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

Implementation:

Identifying pupils with SEND (Monitoring Stage)

If a teacher has concerns about a child he/she will share these concerns with the school DHT/SENCo. The class teacher ensures that the needs of pupils on monitoring stage are met through differentiation of the curriculum. Their progress is reviewed with the DHT/SENCo after half a term of earlier.

Pupils on SEND Support

If concerns remain about the lack of progress of the pupil after the Monitoring Stage, the class teacher, in conjunction with the DHT/SENCo, plans a detailed Individual Education Plan (IEP). All pupils on SEND Support will have an IEP with three or four specific targets. The DHT/SENCo reads all the IEPs and a draft is sent home to. Review meetings with parents are held termly for SEND Support pupils in the form of a PEP, with the class teacher, member of the clinical team and DHT/SENCo. At this meeting the IEP is discussed and appropriate changes are agreed. Pupils are involved in their learning and are asked to attend the meeting where their views and targets are discussed with them.

SEND Pupils with an Education Health Care Plan (EHCP)

For pupils with an EHCP DHT/SENCo, class teacher and a member of the clinical team meet with parents/carers and child for the termly planning review meetings and the Annual Review Meeting. The Annual Review Meetings also involves any

outside agency staff eg Educational Psychologist, member of the Special Needs Support Service, placement officers and social workers. Prior to this meeting the class teacher, clinical team, care team and DHT/SENCo will meet to discuss the child's progress and agree targets for the forthcoming year. Parents and outside agencies will also - a week before the annual review - complete a form expressing their views and bring this along to the meeting. All EHCPs will be reviewed annually.

Principles and Aims for Inclusion:

At Esland School the principles for inclusion are identified as:

- Including all members of the school community;
- Setting suitable learning challenges;
- Responding to pupils' diverse learning needs;
- Overcoming potential barriers to learning, assessment and social interaction for individuals and groups of pupils;
- Working in collaboration with adults, pupils and agencies who work within or contribute to the life of the school;
- In all actions, the child's best interests come first.

Pupils with Social, Emotional and Mental Health difficulties

We have a positive approach to behaviour management with clear guidelines for behaviour set out in our Behaviour Policy and we strive to work in partnership with parents and carers to encourage all our pupils to grow and develop personally and socially as well as academically. As a therapeutic community we strive to help with all students' emotional needs.

More Able, Gifted and Talented Pupils

We support and celebrate high achievement, including those of Gifted, Talented and Able pupils. There is clear provision in place. In the Learning & teaching policy there are clear guidelines on how we plan and support G&T pupils.

Pupils from Minority Ethnic Groups

Minority ethnic pupils come from a variety of cultural, religious and linguistic backgrounds. Some speak English as their first language and others speak English as an additional language (EAL pupils). EAL pupils should not automatically be identified as pupils with special educational needs. Additional resources are provided when required.

Looked After Children (LAC)

As the majority of our young people are looked after, we work closely with the Social Workers, local authorities and carers involved with LAC as we recognise that the school plays an important role in providing a source of stability in a child's life and having an inclusive ethos is fundamental. A PEP is drawn up by the class teacher and reviewed with Social workers, the house managers, clinical team and the DHT/SENCo.

SEND and Inclusion

Education Service Policy & Procedure



Vulnerable Children

We keep a record of all our children classed as vulnerable. This includes SEND, LAC, EAL and GRT (Gypsy Roma Traveller) children, but also includes children on Free School Meals FSM, bereaved children, children of divorced parents, children new to our school, and any other home situation which affects a child's wellbeing.

Pupils in the Transfer and Transition Stage

We aim to support pupils and carers and parents through transfer between phases as this is the key to successful inclusion in a new setting. This is particularly important for pupils with SEN.

Key Targets for the period to date of policy review:

- To fully implement the SEND / Inclusion policy and establish roles;
- To update and maintain the SEND Register / Inclusion File each term;
- To review, with the relevant class teacher, outside agencies, for children with an EHCP annually and submit the paperwork to the Local authority.
- To prepare any staff INSET for the implementation of the policy and to inform staff of the requirements expected at Esland School
- To monitor the SEND planning and files for consistency throughout the school;
- To address the training needs of teachers and teaching assistants.