



Inspiring All to Excellence



Edge Hill Academy

Send Policy

Document Control

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Pg 3	Criteria updated
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SEND Policy

Edge Hill Academy

Believe and Achieve, Shine Every Day

At Edge Hill Academy, we believe that 'Every Child Matters'. We are therefore committed to ensuring all children are given every opportunity to achieve their full potential. Our ethos is one of positive encouragement, support and nurture, where self-esteem is valued and where we engender a sense of community and belonging.

We recognise that children have a range of needs and make different levels of progress at different rates. There are times when some children need a greater level of support in order to achieve. Support is needs lead and is available based on the level of need regardless of gender, culture or social background.

Objectives

- All children will participate in a broad balanced curriculum which is relevant to their needs
- Staff will have high expectations in terms of achievement, productivity and behaviour
- Parents will be kept informed and will be given suggestions/ideas for helping/supporting their child at home
- Children will be involved in their own learning and target setting
- A positive attitude to learning will be nurtured and the raising of self-esteem is seen as essential to successful learning
- Where appropriate, outside agencies will be utilised

Registers in school

- SEND register (all parents of children on the SEN register will have a termly meeting with school staff to review termly targets, parents will also receive a letter to tell them that their child is on this register).
- Provision Mapping ... EDUKEY will be used to compile targets as part of the PLAN DO REVIEW Cycle.
- Significant children, photo register (this includes children who may be diabetic, epileptic, need an epi-pen, have a heart condition etc) will be kept with parents' permission.

Criteria for inclusion onto the SEND Register

- Children with an EHCP
- Children working with scaled scores below 85 following assessment points.
- Children where behaviour impacts on learning.
- Children where medical needs impact on learning
- Where appropriate, children involved with outside agencies.
- Not children who are accessing interventions in line with whole school provision or reasonable adjustments made as part of QUALITY FIRST TEACHING.

Identification of Special Educational Need

Children already in school

- Child talks to teacher with worries about work
- Class, set teacher, TA express concern
- Parents express concern
- Tracking data FFT and Teacher Assessments (e.g White Rose/PIRA/SPAG) highlights child who is not performing as expected in line with peers with year group and Headteacher. Through this, we can identify any child who is not making expected progress or who is below age related expectations. Additional tracking data by SENDCO of children on the SEND register is sometimes necessary as FFT does not show data where they are significantly below Age related expectations, therefore a separate sheet enables us to demonstrate the progress made.
- Referral from outside agencies
- Non-teaching staff have concerns about a child e.g. child who is always at the office with an illness to avoid work.
- We talk to previous school to establish any earlier concerns.

Child moving from another school

- Parents inform school of any existing provision or concerns.
- Staff from previous school talk to us
- Outside agencies may contact school
- SENDCO will arrange meeting with parents to discuss needs to ensure continuity of provision.
- Child's file will come into school..... details of assessments etc

Child entering school in Year 3

- New intake evening meeting for parents..... parents have the opportunity to raise concerns and ask questions.
- Professional discussion between Y3/Y2 teachers
- SENDCO'S from schools meet discuss assessments, provision, involvement of outside agencies.
- Parents Open Morning in the Autumn term - further opportunity for parents to discuss.
- We may attend meetings at previous school.
- Outside agencies already involved will contact school
- Children involved with additional transition programme.
- Baseline assessments carried out early in Year 3 to establish children's attainment within KS2 framework.

Provision (What do we do about it?)

- Children are immersed in QUALITY FIRST TEACHING with principles founded in the EDUCATION ENDOWMENT FOUNDATION, expectations of using scaffolding, explicit instructions, technology, cognitive and metacognitive strategies, flexible groupings and adaptations or reasonable adjustments.
- TA in each year group so intervention can be targeted within the classroom with some group or 1-1 work where necessary. Provision is reviewed regularly and informed by teacher assessments and data from termly tracking. Intervention programmes may be used within particular year groups to target support.
- Consider child's area of need at that time..... evaluate information already known.
- Request further information from relevant sources (parents, school, outside agencies)
- Carry out any 'in school' assessments (including dyslexia screener)
- Enlist the help of Education Psychologist if appropriate.
- Involve other agencies for assessments.
- Keep parents and child informed and involved..... 'drop in' session available to parents, Thursday 3.30 – 4.00pm, speedy responses to requests for meetings or phone-calls. Access to SENDCO daily.
- Look at criteria and add child's name to one of our registers if needed. Parents are informed if child is to be included on a register. Registers are reviewed regularly to ensure practice reflects the need for them to be included.
- Targets are written and shared with the child. Targets are recorded on EDUKEY.
- Termly meeting with all parents of children on SEND register to review these targets, through parents or open evenings or additional meetings if needed.
- Targets may be taken from reports by outside agencies e.g.(recommendation on EP reports)
- Other referrals made as needed e.g. speech therapy
- Child placed in appropriate teaching group supported by TA's and through class adaptations or reasonable adjustments.
- 1-1 or small group work with TA's may be needed from targets or outside agencies recommendations.
- Regular TA meetings with SENDCO to share information about children and good practice.
- Regular updates given to staff to keep all staff aware of issues and raise awareness of 'significant children' in school.
- Training is given to staff either by drawing on expertise already in school or by using outside agencies.
- Nurture group runs each week and places are offered to children following careful consideration. Targets are kept on EDUKEY.
- Involvement of HOPE (school based CAMHS) or EMHP (Education Mental Health Practitioner).
- PPM (Pupil Progress Meeting) provide an opportunity for teachers and SENDCO to review progress made using the tracking data and establish if the support being given is having an impact or if a change of direction is needed.
- Transition program – Y2-Y3 and Y6-7.
- Children causing concern including (I am proud of books, Behaviour Log or Incident Diary).
- Quality First Teaching is Dyslexia Friendly.

- Reviews of medical information in conjunction with parents and shared with all staff, this may result in data recoded on a blue paper and inclusion on the significant photo register.
- Yellow data sheets for significant family situations
- MY CONCERN is used to capture safeguarding concerns including child on child abuse and on-line safety.
- PLC (Pupil Learning Conversation) to elicit views of the children.
- Initiatives are used to encourage independence and responsibility including Yellow hat/Monitors/House Captains/School Council etc.
- Accessing outreach provision from special schools.
- Early Help Teams or MALACHI can offer support for the wider family where there are specific needs.
- Forest schools supports all children in school and has capacity to support individuals or small groups also.
- SFP (Singing for Pleasure Assembly – high and low spots give our children a voice as well as the excellent relationships between children and staff.
- As a school we would always contribute to LAC reviews and PEP meetings or Child protection meetings
- Our broad curriculum including the RSE curriculum and Character Values serve to develop the ‘whole’ child.
- There is a plethora of extra-curricular activities to develop a broader range of skills, these include playing musical instruments, choir, acting, singing and dancing (our production by year 6), debate club and many sports.

Teaching Assistant (TAs)

TAs are used effectively to support children throughout the school. A TA is allocated to each year group and the teacher has the flexibility to deploy help, depending on the needs of the children. This enables TAs to develop a good working relationship with both staff and pupils. This support may take a number of forms including... working within the classroom supporting individuals or groups or withdrawing groups or individuals under the guidance of the teacher or working with the whole class whilst the class teacher works with a group. Specific intervention programmes may be used within a year group to target the needs of children. (Little Wandle etc)

Provision Mapping

This enables us to monitor that children have met the criteria for inclusion on the register and are getting the support they need. We use EDUKEY to create and review termly targets set and these are shared with the child and the parents.

Dyslexia Friendly

We previously achieved our full status, and this reflects the commitment we have towards supporting children with Dyslexic tendencies.

Some of our strategies include, small 'chunks' of information, not too many instructions at once, going back and checking understanding, repetition and over learning, breaking learning up into steps, using a multi-sensory approach where possible and employing a range of teaching and learning strategies.

Transition

KS1-KS2 Parents come to school for an informal evening, where all Year 3 staff are available, as well as the Head and Deputy/SENDCO. This is an excellent opportunity to meet their child's teacher and share any concerns with the SENDCO.

Year 3 teachers visit the feeder schools to talk to class teachers and the two SENDCO'S also meet. Outside agencies will sometimes attend meetings with both schools and parents prior to starting if this is believed to be beneficial. Year 3 children make several visits including lunchtime to Edge Hill.

In addition to this, the most vulnerable children visits our Nurture Club with TA's from both schools, this is repeated for a couple of visits.

Initially, year 3 children leave 5 minutes early at the end of the day to ensure they are comfortable with the new end of day routine.

Year 3 parents are invited to an Open Morning or afternoon in the first term for them to look around the whole school in action, this also provides an opportunity to talk with the SENDCO if needed. There are other activities also like, Afternoon tea, assemblies, reading and well-being workshops.

KS2-KS3 Children attend the high schools for different activities throughout year 5 and year 6. In Year 6, the children spend a whole day in their chosen school. KS3 teachers come and talk to our teachers, and SENCO'S meet to exchange key information. The high schools also offer summer school activities which provide additional opportunities for those children who need it.

Role of Teaching Staff

- Quality first teaching for all children - all class teachers have overall responsibility for all their children.
- Adoption of SEND and Safeguarding Policy and Practice.
- Promote worthwhile learning opportunities and work matched to the needs of the children in their care by making reasonable adjustments and adaptations.
- Liaise with SENDCO and TAs about any concerns over individuals.
- Keep parents informed through meetings, telephone discussions or home- school link book.
- Work with outside agencies.
- Work with all members of the school team in order to fully support their children.
- Completion of own records/assessment tracking data.
- Be involved in professional development designed to support children with special needs.
- Work closely with year group colleagues through PPA time to target intervention strategies.

Role of Governors

The governing body will, in consultation with the Head teacher, determine the school's policy and provision. Appropriate use of funding will ensure staff are deployed effectively to ensure comprehensive support throughout the school. There will be a SEND 'link' governor who will meet with the SENDCO to discuss provision. The 'link' governor will share this information with the full governing body.

Role of SENDCO

- Day to day implementation of SEND Policy and Practice.
- Maintain registers within school.
- Keep all staff informed.
- Lead on Well-Being support.
- Attend all LAC reviews and support in the creation of PEPs.
- Advise other staff within school.
- Overall co-ordination of targets, Nurture and transition.
- Liaise with parents through planned meetings e.g. EHCP reviews or more informal 'drop in' sessions
- Provide information and workshops for parents.
- Liaise with other schools.
- Liaise with other agencies for support/advice.
- Keep all staff informed through staff meetings or inset days.
- Co-ordinate information with regard to child protection (designated teacher)
- Co-ordinate information for anti-bullying procedures
- Lead on attendance monitoring and ensuring policy to practice.
- Write policies and school SEND Information Report.
- Meet with link governor or report to full governing body.
- Meetings and training with all TAs.
- Carry out Performance Management with some TAs.
- Monitor provision through observations of teaching and learning or scrutiny of books and planning.
- Termly tracking and analysing data to inform next steps for additional provision.
- Keep Head teacher fully informed of SEND provision within school.