



Chiltern Edge School SEND Policy

Version 1

22nd January 2016

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Date: January 2016

Amended:

To governors:

Agreed:

Review: February 2017

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COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (June 2014) and has been written with reference to the following guidance and documents, for which full website locations are given in the Appendix:

Equality Act 2010

SEND Code of Practice 0 – 25

Schools SEN Information Report Regulations (2014)

Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)

Safeguarding Policy

Accessibility Plan

Teachers Standards 2012

The framework of this policy was created by the school's Special Educational Needs Coordinator [SENCO] and CSD staff, with support from the Special Educational Needs [SEN] Governors in liaison with the Senior Leadership Team, all staff and parents/carers of pupils with [Special Educational Needs and Disability] SEND. Pupils' views on SEND were also carefully considered. Use was made of the materials available on the nasen SEND Gateway (<http://www.nasen.org.uk/>). Collaboration and consultation with all stakeholders is a guiding principle.

SUMMARY OF POLICY

INTRODUCTION AND DEFINITIONS

Pupils have special educational needs [SEN] if they have a difficulty accessing the curriculum:

- Significant difficulties in learning in comparison with the majority of children of the same age
 - A disability, which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools
-
- **A pupil has SEN where their learning difficulty or disability calls for special education provision: provision different from or additional to that normally available to pupils of the same age**
 - A pupil will be recorded on the school's **Special Educational Needs and Disability [SEND] Register** if s/he has an **Education and Health Care Plan [EHC]**, which is replacing the Statement, and if s/he is receiving SEN Support – intensive, targeted, time limited provision, based on needs which have been carefully assessed and planned for, and which will be reviewed as part of the school's graduated approach
 - Many children who have SEN may have a disability under the Equality Act 2010 – this 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
 - Children with a disability [for example long-term health conditions] may not necessarily have SEN but there is a significant overlap between disabled children and young people and those with SEN
 - Some children have **additional needs [AN]** such as being speakers of English as an additional language [EAL], or medical needs, which by themselves may not constitute a SEN, but all staff must be aware of these pupils' needs, and support them so that they have full access to education, including school trips and physical education
 - At Chiltern Edge School we believe that each pupil has individual and unique needs. All children and young people are entitled to an education that enables them to make progress, so that they achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood. However, some pupils require more support than others to achieve these outcomes, and to fulfil the high aspirations and expectations we have for our pupils
 - We acknowledge that a proportion of pupils will have SEN at some time in their school career. Every teacher is a teacher of every child or young person including those with SEN. The first response to progress below expectations must be high quality teaching targeted at their areas of weakness. Slow progress and low attainment, including wider development or social needs, does not necessarily lead to a child being recorded as having SEN, although they may be an indicator of a range of learning difficulties or disabilities. A child may have **additional needs [AN]**, which will be alerted to teachers under our category of 'School Alert' [SA], but they will not be recorded as having **SEN or SEN Support [SENS]** unless they require intensive and additional support beyond that normally provided by teachers in the classroom, or in small withdrawal groups. SEN Support is now a single category of supporting, replacing the previous School Action Plus, and School Action. Statements(S) are being replaced by an Education and Health Care plan [EHC]
 - For all pupils to achieve their full potential, we must assess needs, plan and deliver effective and appropriate interventions, review the impact with staff, parents/carers and pupils, and then

collaboratively decide what happens next. Within this ongoing cycle of assessment, planning, implementation and review, Chiltern Edge School aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum, and successful preparation for adulthood, including independent living and employment

- This policy reflects the SEND Code of Practice, 0-25 guidance. Our policy was developed in consultation with the SEND governors, Senior Leadership Team [SLT], focus groups for parents and families, and school staff including teaching and non-teaching staff. It was also informed by a focus group for pupils with a variety of SEND. Questionnaires were distributed to families and school staff as part of the consultation process to assist in the co-production of this policy in the spirit of current reform. The policy was shared with various stakeholders, including the SEN governors, and focus group members, before submission to the SLT to be passed on to the governing body. Once ratified, the policy will be reviewed annually.

SECTION 1: OUR AIMS

We aim to raise the aspirations of and expectations for all pupils with SEND. Our school provides a focus on outcomes for children and young people and not just hours of provision/support.

In particular, we aim to:

- Enable every pupil to experience success
- Promote individual confidence and a positive attitude
- Ensure that all pupils, whatever their SEN, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- Give pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- Ensure that children with SEND have opportunities to receive and make known information, to express an opinion, and have that opinion taken into account in any matters affecting them
- Identify, assess, record and regularly review pupils' progress and needs, within the four-part cycle and graduated approach to SEND support
- Involve parents/carers in planning and supporting at all stages of their children's development
- Work collaboratively with teachers, parents/carers, other professionals and support services
- Ensure that the responsibility held by all staff and governors for SEND is implemented and maintained.

SECTION 2: OUR OBJECTIVES

At Chiltern Edge School, we will:

- Work within the guidance provided in the SEND Code of Practice, 2014
- Produce a SEND Information Report for publication to stakeholders
- Identify, assess and provide for pupils who have SEND, as well as those with AN, who may not require SEN Support
- Monitor individual progress and review and revise as necessary, and at least termly for those on the SEND Register with specific targets
- Operate a "whole pupil, whole school" approach to the management and provision of support for SEN
- Provide a Special Educational Needs Co-ordinator(SENCO) who will work with the SEND Policy

- Provide support and advice for all staff working with SEND pupils, including training in differentiated teaching strategies, suitable teaching materials and a supportive learning environment
- Review this policy annually, in line with current nasen guidelines
- Maintain a SEND Register and a record of all ANs for staff access

SECTION 3: IDENTIFYING SPECIAL EDUCATIONAL NEEDS

High quality teaching, differentiated for individual pupils is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Pupils are only identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching.

There are four broad areas of need which give an overview of the range of difficulties that will be planned for in school. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. **We identify the needs of pupils by considering the needs of the whole child, not just the special educational needs of the child or young person.**

- Communication and interaction [C & I]
- Cognition and learning [C & L]
- Social, emotional and mental health difficulties [SEMH]
- Sensory and/or physical needs [S/PN]

There are other factors which are not SEN but are additional needs [AN] which may impact on progress and attainment, and which will be alerted to staff:

- Disability (there is a “reasonable adjustment “ duty for schools provided under current Equality Act 2010 legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language [EAL]
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman
- Gifted and Talented Pupils
- Young Carers

SEND and AN is an automatic agenda item for every year team and department meeting or the main item of a meeting at least once a term

The SENCO meets formally with TAs each term to review progress and there is informal contact between all staff to monitor individual pupils and to discuss concerns through the weekly staff bulletin, staffroom notices and the weekly staff briefing

SECTION 4(a): A GRADUATED APPROACH TO SEN SUPPORT

Chiltern Edge School has a process by which we identify and manage children and young people with SEN. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. The Graduated Approach recognises that children learn in different ways and can have different kinds or levels of SEN. Increasingly, step by step, specialist expertise can be brought in to help the school with the difficulties that a child may have, if their needs cannot be met by the subject teachers in class.

- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN
- All teachers are supported with understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.
- The quality of teaching for all pupils, including those at risk of underachievement, is regularly and carefully reviewed through whole school Teaching and Learning
- All pupils with potential difficulties in any of the four broad areas of need, and/or any additional needs, such as EAL or medical, are alerted to teachers, whether or not they are currently receiving SEN Support
- The 'SEND Register' includes pupils with a statement (and/or EHCP) and those currently having 'SEN Support'
- **Criteria for 'entering' a pupil on the school's SEND Register include:**
 - Underachievement despite high quality teaching, based on individual, school and national data with expectations of progress
 - Lack of progress indicated through high quality and accurate formative assessment
 - Lack of expected development in any of the four broad areas of need
 - Below average performance on appropriate standardised tests and assessment tools
 - Information gathered from the teachers, pupil and his/her parents/carers regarding any barriers to learning
- If despite high quality classroom teaching, and some additional support, development and progress remains below expectations, the SENCO and **Curriculum Support Department [CSD]** staff will review the information and assessment provided, and in collaboration with teachers and other specialist staff (for example, the Pastoral Support Team) adds the pupil's name to the register under the category 'SEN Support'.
- Having assessed the pupil's need, CSD staff and/or the Pastoral Support Team will plan and implement an appropriate provision, or 'intensive intervention', with a specified time limited duration
- The intervention will be provided either on or off site, with suitably qualified staff
- At the end of the planned intervention, staff will re-assess the pupil's needs, review the progress, and discuss the next steps with staff
- In collaboration with teachers, the SENCO will make the decision as to whether or not to retain the SEN Support status
- If the provision does not result in the expected outcome, the assessment, planning, implementation and reviewing will be repeated, with a different approach
- At this stage, external agencies and professionals may be approached for further specialist assessment and advice
- Parents, carers, families, children and young people will be involved in this process, through telephone or face to face meetings, email communication, formal letters, and individual qualitative interviews with pupils at the beginning and end of each intervention, as well as any formal assessment
- Careful records will be kept by any staff responsible for implementing SEN Support: SENCO; CSD staff; Heads of Houses; Pastoral Support Team
- Results from the four-stage cycle will be recorded on the school's Provision Map, as will any intensive interventions [provisions] put into place, together with quantitative and/or qualitative assessment
- An EHC plan will be in place or will be considered if despite the school having taken relevant and purposeful action to identify, assess and meet the SEN needs of a pupil, s/he has not made the expected progress

- At this stage the school will ask the local authority to carry out a needs assessment, which will mean gathering advice from relevant professionals about the pupil's education, health and care needs, desired outcomes and special educational, health and care provision that may be required to meet the identified needs and achieve the desired outcomes

SECTION 4(b): MANAGING PUPILS NEEDS ON THE SEN REGISTER

- Once the decision has been made to provide SEN Support, the pupil's name is added to the to the SEND register under the single category of 'SEN Support'
- Under the overall supervision of the SENCO, It is the responsibility of staff providing the intervention to add the pupil's name to the SEND register, and to change the pupil's status on SIMS
- It is the responsibility of staff providing the intervention to detail the provision on SIMS as part of the school's overall Provision Map
- Each intervention must be formally reviewed on completion – duration will vary, but a start and end date will be entered on the Provision Map/through SIMS
- Weekly meetings between SENCO, specialist teacher and CSD intervention staff to review provisions
- Regardless of duration, clear outcomes(targets) must be identified and achievement reviewed on at least a termly basis by SENCO, CSD staff, and/or the Pastoral Team, and subject teachers
- The core expectation is that subject teachers hold responsibility for evidencing progress according to the outcomes/targets set out
- The SENCO ensures that regular meetings are held, normally three times a year, to set/review targets and provision, and that parents are involved through Learning Review evening and the Report to Parents
- A small number of children will require an Education, Health and Care (EHC) needs assessment in order for us to decide whether it is necessary to set out the support that will help them achieve the best outcomes.
- This is usually where needs are complex or severe and progress is not being made despite individually tailored support.
- The written record of the special provision that must be put in place for the child or young person is called an EHC Plan
- All EHC Plans will be reviewed annually
- For pupils who come into school with a Statement/EHC Plan already in place, county will have specified a budget and the level and type of provision necessary.
- The level of provision for all other pupils will be determined by the normal process of assessment, planning, implementation and review
- SEN support will be adapted or replaced depending upon the level of success/need within the graduated approach – if a pupil has not made expected progress, school or parents will consider requesting an Education, Health and Care needs assessment
- The school will keep clear records of the action taken regarding the pupil's SEN provision, as evidence for the local authority that this needs' assessment is necessary
- The process followed by Chiltern Edge school is clearly documented in the full SEND COP, pages 141-207
[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf]
- Chiltern Edge school also works within the frameworks of the local authorities, and the SENCO follows the protocols, including relevant referral documentation, as specified by each local authority, currently: Oxfordshire, Reading and West Berkshire
[<http://servicesguide.reading.gov.uk/kb5/reading/directory/service.page?id=VqahHpIA19A>]

- The process for engaging additional support/specialist services [e.g. Educational Psychologist, Specialist Teacher of the Deaf] is monitored by the SENCO, within the local authorities' frameworks [<http://servicesguide.reading.gov.uk/kb5/reading/directory/service.page?id=VqahHpIA19A>]
- No additional support, including any discussions with outside agencies, as well as implementation of in-school support, is arranged by the SENCO unless and until parents and pupils have been consulted and have given permission

SECTION 4(c): CRITERIA FOR EXITING THE SEN REGISTER/RECORD

- The graduated approach (assess, plan, do and review) is the underpinning principle as the process for exiting the SEND Register
- Pupils' names will be removed from the SEND Register once it has been decided on review that their development and /or progress is now in line with expectations, and their targets have been met
- Although no longer listed as 'SEN Support', pupils will be alerted to all staff under the category 'School Alert', in the same way that those with AN are alerted to staff
- Their Pupil Profile, and One Page Profile, together with a detailed record of their provision will remain on file, accessible to subject teachers
- Teachers of pupils with difficulties in any of the four broad areas of need are supported by the SENCO and CSD staff, whether the pupils are continuing to receive intensive 'SEN Support' or are having their needs fully met in class

SECTION 5: SUPPORTING PUPILS AND FAMILIES

Oxfordshire County Council OCC offers a SEN and Disability Information, Advice and Support Service. They provide impartial information, support, advice and training for parents of children with SEN and also to children and young people with SEN and disabilities. They can be contacted by phone: 01865 792422, or by email.

Link: <https://www.oxfordshire.gov.uk/cms/public-site/sendiaass-oxfordshire-formerly-parent-partnership>

Further information can be found in the Local Authority's Local Offer:

<https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer>

Reading Borough Council's Local Offer:

<http://servicesguide.reading.gov.uk/kb5/reading/directory/family.page?familychannel=3>

The school also provides a statutory SEN Information Report, which includes further information about Chiltern Edge School's SEND provision: this is available on the school website.

Partnership with Parents¹

The staff at Chiltern Edge School will continue to forge home/school links and encourage parents/carers to be partners in the education process

- Parents are involved from the outset and encouraged to discuss any concerns with class teachers as they arise
- They are always encouraged to take part in the process of reviewing and monitoring provision and progress
- Parents will receive accurate information when they meet with teachers, so that they have a full picture of their child's skills and abilities, at whatever level, as well as their child's behaviour at school
- Parents are consulted before outside agencies are involved and are included as far as possible in strategies instigated

¹ 'Parent': All natural parents, whether they are married or not; any person who has parental responsibility for a child or young person; and any person who has care of a child or young person i.e. lives with and looks after the child. DfE

- Parents have the right to access any records of their child's progress and are encouraged to contribute to these records
- Learning Review Days meetings are held once a year, as well as Parents' Evenings and parents will receive regular feedback with 'Currently Working At' (CWA) figures and a written report
- Parents are welcome to visit the school or arrange meetings at other times to discuss any aspect of their child's progress with the form tutor or SENCO
- We are happy to make arrangements, wherever possible, for interpreters to be present for parents with a first language other than English
- The school website also provides information about the Curriculum Support Department (CSD)
- We will actively seek parent feedback as part of our process for the annual review of this policy, in addition to positively encouraging parental feelings about how well we meeting their child's needs
- SEND and AN information and leaflets/audio guides are available in a number of community languages through the school, as well as Oxford Local authority, and Reading Borough Council advice and support services:
- SENDIASS, formerly Parent Partnership, provides an information and support service to any parent of a child or young person who has SEN or Disability in Oxfordshire, any age (0-25) and with any kind of learning difficulty or physical disability. Link: <http://schools.oxfordshire.gov.uk/cms/content/sendias-oxfordshire-formerly-parent-partnership>
- Reading's Advice and Support Service for SEND is Reading Borough Council's information and support service, which also gives information about mediation services. Link: <http://servicesguide.reading.gov.uk/kb5/reading/directory/service.page?id=VqahHpiA19A>
- The Information, Advice and Support Services Network (IASS Network) have a duty to provide information, advice and support to disabled children and young people, and those with SEN, and their parents. Link: <http://www.iassnetwork.org.uk/>
- The government also provides an information overview: <https://www.gov.uk/children-with-special-educational-needs/overview>

The voice of the child

All pupils will be involved in making decisions where possible right from the start of their education. The ways in which pupils are encouraged to participate will reflect the pupil's evolving maturity. Participation in education is a process that will necessitate all pupils being given the opportunity to make choices and to understand that their views matter. Confident young pupils, who know that their opinions will be valued and who can practice making choices, will be more secure and effective pupils during the school years.

In Chiltern Edge School, we encourage pupils to participate in their learning by:

- Contributing to reviews and targets (informally or formally through One Page profiles)
- Talking to Teaching Assistants (TAs) and Teachers about their learning
- Being given the opportunity to tell us how they feel in school (focus groups)
- House and individual reward systems
- Membership of the School Council

Please see the Appendix for links to best practice websites and information.

Admission Arrangements

The school follows Oxfordshire County Council admissions procedure. The link is here:

<https://www.oxfordshire.gov.uk/cms/public-site/starting-school>. Under the Equality Act 2010 the school has duties covering discrimination in the services and the provision of education, including admissions and exclusion. Many pupils with SEN may also have a disability. Chiltern Edge School strives to be a fully inclusive school. It acknowledges the range of issues to be taken account of in the process of development. All pupils are welcome, including those with SEN/AN, in accordance with the local authority's admissions policy, and current legislation.

Access Arrangements

We ensure SEND children are able to access exams and other assessments. This is the responsibility of the SENCO, with support from the specialist teacher, the Examinations' Officer [EO], and IT Support. See also the Exam Policy.

- Whole centre approach to access arrangements in school
- Access arrangements reflect normal way of working in school throughout KS3 and KS4
- Process underpinned by careful observance of current Joint Council for Qualifications (JCQ) regulations and guidance, which includes Equality Act 2010 legislation and 'reasonable adjustments'. Link: <http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration>
- The SENCO has overall responsibility for this process, and for completing the relevant sections of Form 8 as a record of special educational need/disability for the examination boards, as well as making specific recommendations for appropriate access arrangements in examinations
- The specialist teacher/assessor carries out the appropriate assessment and testing, records and collates the test results, and supports the SENCO
- Annual sharing of information to all staff regarding current JCQ regulations and guidance to access arrangements and reasonable adjustments [Information for Staff: A Whole School Approach]
- Annual meeting for exam personnel [TAs, invigilators, EO] called by EO to discuss and review best practice, roles, responsibilities and to up-date training
- Termly meeting between Examinations Officer (EO) and Specialist Teacher to discuss current issues or concerns, and to ensure timely applications to the examination boards
- Comprehensive process of consultation and review with teachers and teaching assistants, SENCO, Specialist Assessor, Examinations' Officer and IT Support
- Annual training and review of changes to the JCQ guidelines undertaken by the specialist assessor
- Regular liaison and shared record keeping: school's Examinations' Officer and SENCO to keep Form 8 data and Application records
- Form 8 and key examination information uploaded to SIMS to ensure accurate recording of actions and clear dissemination of information
- Use of Word Processor and assistive technology

Transition

Planning and preparation for the transitions between phases of education and preparation for adult life is included in SEN Support. There are close links between Chiltern Edge and local primary school, with visits by the SENCO and a member of the SLT to prepare for the transition. All Year 6 pupils are included in a three day induction to Chiltern Edge School in the summer term.

- SEND and/or AN records are transferred following county procedures
- Basic information, SEN and AN, is requested from primary schools in advance of the visit by SENCO and SLT, to identify particular needs in spread sheet form
- Key information is shared with staff, as is appropriate, with due regard to confidentiality
- For transfer from Primary to Secondary education, there are opportunities for all pupils to visit their prospective Secondary School, Chiltern Edge
- Pupils with SEND and/or AN are offered additional visits, if required, so that they will become more confident in the new situation
- The SENCO liaises closely with Learning Support Departments at college or the chosen KS5 school
- An EHC plan will be reviewed and amended in sufficient time to allow for planning and organising support and provision at the new institution
- Reviews and amendments will be made at the latest by 15th February in the calendar year of the transfer into or between schools

- The SENCO where possible, attends the final annual review of Year 5 and 6 pupils with statements for whom the particular school has been named
- For pupils moving from school into a post-16 provision or apprenticeship, the EHC must be reviewed and amended by 31st March in the calendar year of the transfer

SECTION 6: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that pupils at school with medical conditions will 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 may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

We have arrangements in place in school to support pupils at school with medical conditions, and have a separate policy for supporting pupils with medical conditions. Link to: www.sendgateway.org.uk for access to this guidance for schools.

SECTION 7: MONITORING AND EVALUATION OF SEND

We carefully monitor and evaluate the quality of provision we offer all pupils, with the regular support of the SEND governor(s) and with parent/carer feedback at all formal and informal review meetings

Improvement of provision for all pupils is supported by a SENCO led annual SEND review:

- Results and levels of progress achieved for all pupils are recorded and reviewed
- Questionnaires to all school staff on SEND
- Questionnaires and focus groups for parents/carers of children with SEND
- Focus groups for pupils with various SEND

Provisions [SEN Support] are evaluated when they have been completed, and improvement measured in terms of ratio gain where appropriate

Pupils' opinions are sought regarding the effectiveness of the interventions

There is one learning review meeting with the group tutor each year in November, as well as an annual subject Teachers meeting.

Parents/carers receive regular feedback with 'Currently Working At' (CWA) figures, and a Written Report

Governors to be provided with an annual report to include the results and feedback from the monitoring activity.

SECTION 8: TRAINING AND RESOURCES

Training

SEND induction for all new teachers and support staff with the SENCO and/or specialist teacher and Lead TA to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. This is supported through:

- Whole school SENCO delivered INSET
- Comprehensive information in the SEND Information area on the staff drive
- Links to websites providing an audit for training needs and supplying targeted training
- SEND notice board
- SEND Bulletins
- CSD open door policy for any member of staff who needs extra advice and support
- teaching assistant expertise
- Pupil Profiles provided by CSD staff, which give specific advice for individual pupils
- One Page Profiles, which include key information for teachers from CSD staff and the pupil

The school's SENCO regularly attends the Local Authority's SENCO network meetings in order to keep up to date with local and national updates in SEND, and the SENCO has access to local authority helplines and access to specialist support service: <http://schools.oxfordshire.gov.uk/cms/a-z/S>

The nasen SEND Gateway is also recommended to all staff: nasen SEND Gateway: <http://www.sendgateway.org.uk/>.

Links are provided to the following voluntary and community sector organisations, including: Autism Education Trust, the Council for Disabled Children, National Children's Bureau, Dyslexia-SpLD Trust and The Communication Trust.

Funding [Refer to SENCO and the Business Manager for further information]

The school is funded to meet the needs of all their students through its core budget but is additionally funded to support provision for SEND through:

- Deprivation and underachievement factors, based on the number of students receiving free school meals and those underachieving on entry
- Funding for specific students to meet their assessed needs
- Delegated and designated budgets
- In some part, the Pupil Premium

As part of budget planning the school will determine the approach to using resources to support progress of SEND. The SENCO, Headteacher and Governing Body will, considering resources available to the school, agree a strategic approach to meeting SEND including use of any resources targeted at particular groups such as Pupil Premium.

SECTION 9: ROLES AND RESPONSIBILITIES

Provision for children with special educational needs is a whole school issue. It is each teacher's responsibility to provide for pupils with SEND and additional needs in his/her class, and to be aware that these needs may be present in different learning situations. Teachers must have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them. All staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing, making provision to meet those needs, and reviewing the impact.

Role of Class Teachers

Class teachers are responsible for:

- Including pupils with SEND and/or AN in the classroom, and for providing an appropriately differentiated curriculum

- Ensuring that they access all available information and support to enable them to make appropriate educational provision for all pupils with SEND and/or AN, and looked after children
- Working closely with parents, carers and specialist agencies to ensure a coherent approach to the education of pupils with SEND/AN
- Responsible for using the Pupil Profiles and One Page profiles to inform teaching and promote best practice
- Sharing responsibility for storing and managing data in line with the Data Protection Act 1998
- Using SIMS to input provisions

Role of Heads of Houses

Heads of Houses are responsible for:

- Impacting on the educational progress of pupils within the house
- Ensuring the progress of all target groups
- Supporting with the Pastoral Interventions in place
- Leading, developing and enhancing the practice of house staff
- Leadership, management and development of the House within the school
- Line management responsibility for tutors
- Energise; Young Carers; Students as Leaders or Attendance

Role of SEND Governor(s)

The governing body, in co-operation with the head teacher, has a legal responsibility for determining the policy and provision for pupils with SEND and additional needs. It maintains a general overview and appoints a representative governor (the SEND governor), who takes particular interest in this aspect of the school. The governing body will ensure that:

- SEND provision is an integral part of the school improvement plan
- Necessary provision is made for any pupil with SEND and additional needs.
- Requirements of the SEN Code of Practice (2014) are met
- They are fully informed about and understand SEND and additional needs
- The quality of SEND and additional needs provision and provision for Literacy Across the Curriculum [LAC] is regularly monitored and an annual report to the Governing Body is produced

Roles of Head teacher

The Head teacher is responsible for:

- The management of all aspects of the school's work, including provision for pupils with SEND/AN
- Keeping the governing body informed about SEND/AN
- Working closely with the SEND/AN personnel within the school
- Making all staff aware of the need to identify and provide for pupils with SEND/AN
- Ensuring pupils with SEND/AN join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- Seeing that the progress and attainment of children with special educational needs and/or looked after children are monitored and evaluated when reviewing the effectiveness of the school's support for children with SEN/AN
- Notifying parents/carers if the school decides to make special educational provision for their child
- The school's reporting to parents/carers on the implementation of the school's SEND/AN policy
- Ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors

Roles of Deputy Head Teacher

The Deputy Head Teacher is responsible for:

- Monitoring and improving practice of classroom Teachers in differentiation for SEND pupils

Role of the SENCO

The special educational needs co-ordinator (SENCO) is responsible for:

- Overseeing the day-to-day operation of this policy
- Ensuring that all staff are following consistently and effectively the graduated approach
- Liaising with and advising other staff
- Helping staff to identify pupils with SEND and/or additional needs
- Carrying out detailed assessments and observations of pupils with specific learning problems
- Support with assessment of pupils, and pre and post intervention testing
- Reviewing SEND targets for pupils with EHC plans and Statements termly
- Overseeing SEND target setting and review for pupils having SEN Support
- Co-ordinating the provision for pupils with SEND and/or additional needs
- Evaluating the impact of CSD interventions to support SEND pupils
- Supporting class teachers in devising strategies, and advising on appropriate targets and resources and materials for use with pupils with SEND and/or additional needs
- Advising on the effective use of materials and personnel in the classroom
- Liaising closely with parents/carers of pupils with SEND
- Liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents/carers
- Attending local authority SEND meetings and training events
- Maintaining the school's SEND register, school alert lists, and records
- Assisting in the monitoring and evaluation of progress of pupils with SEND and/or additional needs
- Contributing to the in-service training of staff
- Managing learning support staff/teaching assistants
- Ensuring that midday supervisors are given any necessary information relating to the supervision of pupils at lunchtime and supporting them in relation to behaviour management and other issues for particular pupils
- Liaising with the SENCOs in receiving schools/and or other primary schools to help provide a smooth transition from one school and Key Stage to the other
- Sharing responsibility for storing and managing SEND data in line with the Data protection Act 1998

Role of the Specialist Teacher

The specialist teacher will:

- Support the SENCO
- Provide 1:1 specialist teaching
- Provide 1:1 and small group literacy teaching
- Provide 1:1 and small group teaching for language and communication, study skills, KS3 and KS4
- Carry out dyslexia screening
- Co-ordinate intensive literacy interventions in CSD
- Explore assistive technology to support learning
- Co-ordinate small social skills groups/restorative approaches to relationships in CSD
- Assess pupils' literacy levels [Year 6 testing, and as required] Assessment of pupils
- Carry out pre and post intervention testing for CSD provision
- Set and review targets as directed by SENCO
- Carry out Access Arrangement screening and liaise with SENCO [Year 9/10]

- Liaise with teachers, Examinations' Officer and SENCO for Access Arrangement provision KS3 and KS4
- Formalise assessments for SPLD (Dyslexia) if requested by SENCO
- Share responsibility for storing and managing SEND data in line with the Data protection Act 1998
- Share responsibility for ensuring that parents/carers and staff are kept informed about CSD interventions
- Maintain the SEND information area on the staff drive

Roles of SEN Teaching Assistants [TAs]

TAs will be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND and/or additional needs, and use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.

Lead TA

- Liaise with SENCO and other staff
- Responsible for personnel within department
- Induction of new TAs

English as an Additional Language TA

The EAL TA will:

- Liaise with SENCO
- Organise induction of new EAL students
- Plan appropriate programme of work
- Liaise with SLT re: admissions
- Liaise with outreach agencies regarding EAL students

Subject Specialist TAs working in departments

TAs working with teachers in departments and classes as directed by the SENCO in consultation with staff, will follow the directions of class teachers, and use their expertise to support learning, for example:

- HI (Hearing Impaired) trained TA
- ASC (Autistic Spectrum Condition) specialist TA
- Down's Syndrome trained TA
- Literacy trained TA

Intervention Specialist TA

The lead specialist TA will:

- Support specialist teacher and SENCO as above
- Support with assessment of pupils, pre and post intervention testing, and target review
- Support SENCO and Specialist Teacher to ensure that parents/carers and staff are kept informed about CSD interventions
- Deliver planned programmes of work [SEN Support]
- Share responsibility for storing and managing SEND data in line with the Data Protection Act 1998
- Maintain the Provision Map
- Manage data on SIMS
- Lead Open Learning Centre tutor time literacy activities

Designated Teacher for Looked after Children

The designated teacher for looked after children will:

- Promote a culture in which looked after children believe they can succeed and aspire to further and higher education

- Ensure that the teaching and learning needs of the looked after child are reflected in his or her Personal Education Plan and have lead responsibility for its implementation
- Ensure that the views of looked after children are taken seriously and inform decisions about teaching and learning strategies and their personal targets
- Prioritise looked after children for one-to-one tuition
- Promote good home-school-agency links
- Be a source of support for all staff working with looked after children

Designated Teacher for Pupil Premium [PP]

The Pupil Premium provides additional funding on top of the main funding a school receives. It is targeted at students from disadvantaged backgrounds to ensure they benefit from the same opportunities as pupils from less deprived families. The aim is to ‘narrow the gap’ between pupil premium students and the non PP students at Chiltern Edge. Link to further information:

<http://www.chilternedge.oxon.sch.uk/pupilpremiumstatement.html>

Designated Teachers with Specific Safeguarding Responsibility

Link to policy: <http://www.chilternedge.oxon.sch.uk/attachments/policies/2014-2016/Safeguarding%20and%20Childprotection%20Policy%202015.docx>

Assistant Head Teacher

The Assistant Head Teacher has responsibility for:

- Inclusion: ensuring optimum provision for vulnerable groups
- Steps, which is the internal inclusion unit
- Pupil Premium - provision and outcomes within the pastoral system
- Leadership of Head of House team
- Personal packages, an alternative Curriculum, for a small number of students in each year
- Work-related learning (Adviza, Community and Industry links)
- Behaviour for Learning (SLT lead working with JPD group)
- Involvement in the planning and organisation of training for staff on pastoral and behaviour developments
- SLT lead on Children, Families and Community sub-committee of the Governors
- Student Voice within the Pastoral system

Pastoral Support Manager

The Pastoral Support Manager is responsible for:

- Having a positive impact on the care, guidance and support offered to students in the school
- Liaising with other members in the Pastoral Team to identify interventions needed and to instigate, monitor and evaluate these interventions
- Encouraging target groups within the school (PA, PP, LAC, SEND) to make expected progress

School Counsellor

The counsellor is responsible for:

- Providing counselling for individual students
- Developing and implementing a programme for group counselling
- Contributing to the development of peer support and peer education initiatives
- Providing sensitive and appropriate feedback on the outcomes of counselling to tutors, senior staff and parents as required.

- Contributing to the development of positive relationships between parents, staff and students
- Liaising with Home School Link Worker
- Liaising with external agencies as necessary
- Supporting the designated teacher for Young Carers

School Health Nurse

The school health nurse is:

- Available in school five days per week
- Available in school to see pupils by appointment, who are referred by Heads of House, Form Tutor, Pastoral team and SENCO, or who self-refer
- Drop in clinics – Wednesday break and lunchtimes
- Liaising with PSHCEE Teacher regarding input across KS3 and KS4
- Liaising with SENCO regarding provision of extra group support for SEND as needed
- Liaising with SENCO and Pupil Services Manager

Pupil Services Manager

The Pupil Services Manager, as Level 1 Co-ordinator in school, is responsible for:

- Co-ordination of training for medication, including Epipen
- Monitoring attendance
- Main port of call for First Aid
- Administering medicines
- Liaising with SENCO or other members of staff about children's particular medical needs
- Liaising with the school nurse
- Liaising with the designated teacher for Health and Safety

Designated Teacher with Responsibility for Social and Emotional Aspects of learning [SEAL] and for Personal, Social, Health, Citizenship and Economic Education [PSHCEE]

The designated PSHCEE/SEAL teacher:

- Liaises with SENCO regarding individual needs of pupils
- Plans an appropriate programme of work
- Ensures that the Scheme of Work reflects diversity both within our school and in the wider world

Designated Teacher with Responsibility for Gifted and Talented Pupils

The Gifted, Aspiring, Talented and Enterprising (GATE) co-ordinator is responsible for:

- Helping staff to identify GATE pupils and the most able
- Overseeing the day-to-day management of the GATE register and the GATE policy
- Liaising with and advising other staff on stretch and challenge activities
- Reviewing targets for GATE pupils termly through GROW (Goals, Reality, Options, What next)
- Mentoring and managing the PORTAL program to support year 11 GATE in the run up to their year 11 exams
- Overseeing GATE target setting and review with the pupils, monitoring their progress
- Supporting class teachers in devising strategies, and advising on appropriate targets and resources and materials for use with pupils who are GATE
- Liaising closely with parents/carers of pupils who are GATE
- Contributing to the in-service training of staff

- Liaising with Henley College and receiving schools/and or other primary schools to help provide a smooth transition from one school and Key Stage to the other

Work Related Learning Coordinator

- Liaise with Adviza , who provide outreach professional careers advice and guidance on a one to one or group basis, by appointment once a week
- Support pupils with college applications
- Organise the Careers' Fair
- Arrange and support with mock interviews

SECTION 10: STORING AND MANAGING INFORMATION

The provision made for pupils with SEND is recorded accurately and kept up to date. SIMS is used effectively to monitor the progress and development of all pupils.

SECTION 11: ACCESSIBILITY

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). For schools, this means that it is unlawful to discriminate against students or treat them less favourably because of their disability. Building on previous legislation, The Equality Act 2010 and the Children and Families Act 2014 interact in a number of ways, and share a common focus on removing barriers to learning. Chiltern Edge School works within OCC's Equality Policy, 2012-2017, and follows the Accessibility Strategy of Oxfordshire County Council:

http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/SEN/guidance/Schools_Accessibility_Strategy.pdf

For 2015-2017, our Equality Objectives are:

- To raise the awareness and skills of staff to promote fairness, equality and good relations in the context of their role
- To provide an environment that welcomes, protects and respects diverse people, ensuring Governors promote the engagement of parents in underrepresented groups.
- To ensure that all students are given the opportunity to make a positive contribution to the life of the school and that the school council promotes representation that reflects the school profile by postcode.
- To promote and explore diversity and culture throughout school to increase student awareness and understanding of issues in different groups and communities.
- Specific tasks relating to these objectives can be found within the School Development Plan.

We have a School Accessibility Plan which details any physical barriers and/or actions needed to ensure access for pupils, including wheelchair access and toilet facilities, as well as ways to improve the delivery of written information to disabled pupils. Parents are given contact information for key staff, and as our Equality Objectives show we have a clear commitment to actively promoting equality and engagement with parents and pupils.

SECTION 12: DEALING WITH COMPLAINTS

Should pupils or parents/carers be unhappy with any aspect of provision they will discuss the problem with a class/form teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with

the teacher's comments, will ask to speak to the SENCO. For a problem that might need time to be explored, parents/carers will make an appointment with the SENCO.

We encourage resolution of problems by informal means wherever possible. All complaints will be handled in accordance with the schools Complaints Policy. Link to the school's Complaints Policy: http://www.chilternedge.oxon.sch.uk/attachments/policies/ComplaintProcedures_2014.pdf

SECTION 13: REVIEWING THE POLICY

This policy will be reviewed annually. The policy will be reviewed by the SENCO and the Head Teacher, as well as the SEND Governor(s). Parents/carers, school staff, and pupils will be invited to contribute to the consultation, through questionnaires, and the opportunity to join focus groups.

SECTION 14: BULLYING

Link to school's Anti Bullying Policy: [http://www.chilternedge.oxon.sch.uk/attachments/policies/2014-2016/Behaviour%20and%20Anti-bullying%20Policy%20\(Dec%202014-2016\).pdf](http://www.chilternedge.oxon.sch.uk/attachments/policies/2014-2016/Behaviour%20and%20Anti-bullying%20Policy%20(Dec%202014-2016).pdf)

We have a robust Behaviour and Anti-Bullying Policy, and we take steps to mitigate the risk of bullying of vulnerable learners at our school. These include all children with SEND, as well as those with AN [additional needs] including medical:

- SEAL programme: a comprehensive, whole-school approach to promoting the social and emotional skills that underpin effective learning, positive behaviour, regular attendance, staff effectiveness and the emotional health and wellbeing of all who learn and work in schools
- Tailor-made Module in the Year 7 SEAL Scheme of Work that addresses Bullying specifically
- Pupil led Anti Bullying Group [Power Group] with a representative on the School Council
- Focus group meetings with vulnerable learners to help us to identify needs
- Focus groups/surveys with pupils to suggest innovative ways to promote an inclusive ethos in school
- Links with Oxfordshire County Council [OCC] Anti Bullying Ambassadors' programme
- Participation in OCC's annual survey
- SEND and anti-bullying information leaflets produced by pupils with SEND and available to everyone from reception, pupil services, reception and the library
- Bullying information leaflets distributed to tutor groups and available to everyone from reception, pupil services, and the library
- Regular CSD staff training in anti-bullying initiatives and key information: delivered by OCC, and disseminated to staff, and individual online training through the Anti-Bullying Alliance: <http://www.anti-bullyingalliance.org.uk/send-resources/>; see also: <http://www.anti-bullyingalliance.org.uk/onlinetraining>
- Active participation in the annual Anti-Bullying Week activities, co-ordinated by the Anti-Bullying Alliance
- Provision of interventions to promote resilience and build self esteem
- Provision of interventions based on restorative approaches
- Dissemination of information to all staff, and to parents/carers through Parent Mail and The Link
- Close links with Bishopswood Special School/PSHE to support vulnerable pupils as required, and access to specialist outreach support for pupils with various SEND and additional needs

SECTION 15: APPENDICES

1. Links to Chiltern Edge School Policies

Link to the school website where all our school policies can be found:

<http://www.chilternedge.oxon.sch.uk/policies.html>

- Accessibility Plan
- Administering Medicines Policy 2015-2017
- Behaviour and Bullying Policy
- Complaints Policy
- Examinations Policy
- GATE Policy
- Information Management Policy
- Meeting Medical Needs Policy
- Safeguarding Policy
- School Development Plan
- SEN Information report
- Supporting Pupils at School with Medical conditions

2. Useful Website Links and Contacts

Link to OCC's local offer: <https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer>

Reading Borough Council's Local Offer:

<http://servicesguide.reading.gov.uk/kb5/reading/directory/family.page?familychannel=3>

Link to Equality Act Advice and Guidance: <https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

Link to the SENDIASS Oxfordshire (formerly Parent Partnership): <https://www.oxfordshire.gov.uk/cms/public-site/sendiaass-oxfordshire-formerly-parent-partnership> [Telephone: 01865 792422]

Link to Reading Borough Council Reading Information, Advice & Support Service for SEND (formerly Parent Partnership): <http://servicesguide.reading.gov.uk/kb5/reading/directory/service.page?id=VqahHplA19A> [Telephone: 0118 937 3421]

Link to the national Independent Advice Service for SEND: <http://www.iasnetwork.org.uk/>

Link to the Anti-Bullying: <http://www.anti-bullyingalliance.org.uk/send-resources/> ; see also: <http://www.anti-bullyingalliance.org.uk/onlinetraining>

Equality Act 2010: <https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

SEND Code of Practice 0 – 25:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Statutory Guidance on Supporting Pupils at School with Medical Conditions April 2014:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/306952/Statutory_guidance_on_supporting_pupils_at_school_with_medical_conditions.pdf

Guide for parents and carers:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/417435/Special_educational_needs_and_disabilities_guide_for_parents_and_carers.pdf

National Curriculum in England Framework Document:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335116/Master_final_national_curriculum_220714.pdf

Teachers Standards 2012:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/301107/Teachers_Standards.pdf

3. Best Practice Examples and Websites

Achievement for All: <http://www.afa3as.org.uk/>

Autism Education Trust: <http://www.autismeducationtrust.org.uk/>

Communication Trust: <https://www.thecommunicationtrust.org.uk/resources/resources/>

Council for Disabled Children: <http://www.councilfordisabledchildren.org.uk/>

Dyslexia SpLD Trust: <http://framework.thedyslexia-spldtrust.org.uk/>

I CAN – the children’s communications charity: www.ican.org.uk/

MindEd: <https://www.minded.org.uk/>

nasen: <http://www.nasen.org.uk/>

National Sensory Impairment Partnership: <https://www.natsip.org.uk/>

SEND Gateway: <http://www.sendgateway.org.uk/>

4. Contacts

Main switchboard: 01189 721500 e-mail: office@chilternedge.oxon.sch.uk, address to appropriate staff member

5. Glossary of Key Terms

SEND – Special Educational Needs and/or Disability

AN – Additional Needs – for example, English as an Additional Language [EAL]

SEND Register – the school’s record of pupils who have a Statement/Education and Health Care Plan, as well as pupils having SEN Support

SEN Support – pupils will be receiving intensive, time limited provision targeted specifically at their needs

Statement/EHCP –the Education and Health Care Plan has replaced or is in the process of replacing the Statement

SENCO – Special Educational Needs Coordinator