

Edward Peake C of E (VC) School

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Special Educational Needs and Disabilities Policy

Rationale and Aim

Edward Peake is committed to providing an inclusive education for all students and celebrates diversity of experience, interest and achievement.

We believe that all young people, including those identified as having a special educational need or disability, should have full access to a broad and balanced curriculum and we aim to offer excellence and choice to all our young person whatever their ability or needs. We have high expectations for all of our students.

We will strive to eliminate prejudice and promote equal opportunity for all.

We will remove all barriers to learning and participation so that all students feel that they are valued members of our school community.

We will support all members of our community to ensure that the special educational needs of students are identified, assessed and provided for through high quality teaching, differentiated for individual students and targeted and evidence-based support and resource as necessary.

We will ensure that all needs outlined in Support plans and Educational Health and Care plans (EHCP) are met.

We will make clear the expectations of all partners, ensuring that parents, carers and external agencies work together to meet the needs of students with SEND and that the young person has a voice in the process.

Legislation and Guidance

This policy has due regard to all relevant legislation including, but not limited to, the following: -

- Children and Families Act 2014 (CAFA)
- The Special Educational Needs and Disabilities Regulations 2014
- Equality Act 2010
- Schools Admissions Code (DfE 2021)

This policy has due regard to the statutory and non-statutory guidance including, but not limited to, the following: -

- The Special Educational Needs and Disabilities Code of Practice: 0-25 years (September 2014)
- Equality Act 2010
- Supporting Children at School with Medical Conditions (2015)
- Keeping Children Safe in Education (2025)
- Working Together to Safeguard Children (2023)

This policy operates in conjunction with the following school policies: -

- Admissions Policy
- Exclusion Policy
- Supporting children with Medical Conditions Policy
- Behaviour and Attitudes to Learning Policy
- Equality Objectives

This policy should be read in conjunction with the SEND information report.

Definitions

The 2014 Code of Practice states that a child or young person has special educational needs if "he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. Special Educational Provision is educational or training provision that is additional to, or different from that made generally for other children or young people of the same age by mainstream schools."

A young person has a learning difficulty or disability if he or she "has a significantly greater difficulty in learning than the majority of others of the same age" or "has 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 disability is defined by the Equality Act 2010 as '...a physical or mental impairment which has 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' SEND Code of Practice (2014 p5). This may include young people with long-term medical conditions for whom adjustments will be made.

The Code of Practice 2014 outlines the four broad areas of need as: -

- Communication and interaction
- Cognition and Learning
- Social, Emotional and Mental development
- Sensory and/or Physical

The arrangements for Co-ordinating SEND provision for students with special educational needs and or disabilities

The school will appoint a Special Educational Needs and Disabilities Co-ordinator (SENDCo).

The role of the SENDCo

The SENDCo will: -

- Work with the Headteacher and SEND Governor to determine the strategic development of the SEND policy and provision in the school;
- Have responsibility for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for students with Education, Health and Care Plans;
- Provide professional guidance to colleagues and liaise with and advise members of staff when setting outcomes for students;
- Advise on the graduated approach to providing SEND support;
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively;
- Liaise with and co-ordinate support from the Local Authority and external agencies;
- Liaise with parents of students with SEND;
- Liaise with other schools as appropriate;

- Monitor and evaluate the special educational needs provision, student progress and outcomes and report to the governing body;
- Maintain individual records and profiles for all students with SEND;
- Contribute to the professional development of all staff;
- Monitor SEND student progress.

The Role of the Governing Body

The governing body has identified a governor to have specific oversight of the school's provision for students with special educational needs. The SEND Governor will:

- ensure that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and staff by an annual report to the Governing Body;
- Meet with the SENDCo during the academic year.

The Role of the Headteacher

The Headteacher will:

- Work with the SENDCo and SEN Governor to determine the strategic development of the SEND policy and provision within the school;
- Inform the governing body of how the funding allocated to support special educational needs has been deployed;
- Ensure that those who are teaching and working with students with SEND understand different types of SEND and are aware of students' needs and have arrangements in place to meet these needs;
- Regularly review the quality of teaching and learning for students at risk of underachievement, as a core part of the school's performance management arrangements;
- Monitor planning for additional provision;
- Ensure that students with SEND and their families are actively supported in contributing to needs assessments and developing and reviewing EHC plans;
- Identify any patterns in the identification of SEND within the school and compare these with national data;
- Provide the SENDCo with sufficient time and resources to fulfil their responsibilities.

Teaching staff will:

- Set high expectations for every student and aim to teach them the full curriculum, whatever their prior attainment;
- Be responsible for the progress and development of every student in their class;
- Work closely with support staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching;
- Work with the SENDCo to review student's progress and development and amend their provision as appropriate;
- Follow the SEND Policy.

Admission Arrangements for Students with SEND

The school will ensure that it meets its duties set out under the Admission Policy and that admissions arrangements for students with SEND will not differ from those of other students unless there is a medical condition needing special facilities. In this case there will be prior consultation between parents, school staff, the LA and Health Authority.

Identification, Assessment and Provision for all students with SEND

Identification and Monitoring

Class teachers make regular assessments of progress for all students and identify those whose progress is significantly slower than that of their peers starting from the same baseline, fails to match or better the young person's previous rate of progress or widens the attainment gap between the young person and their peers in spite of high quality, differentiated classroom teaching. This may include progress in areas other than attainment, for example social needs. Slow progress and low attainment do not automatically mean a student is recorded as having SEND.

There is a referral system in place for class teachers to register concerns to the SENDCo. A programme of support will then be implemented and monitored. The support of outside agencies may be engaged.

Partnership with Parents/Carers

The school works closely with parents and carers to support students with special educational needs. We encourage an active partnership through an ongoing dialogue with parents and carers.

Parents/Carers are informed at the earliest opportunity to alert them to concerns and enlist their help and participation. A parent may also raise concerns with the SENDCo.

Parents'/Carers' consultations provide regular opportunities to discuss concerns and progress. A separate time to talk to the SENDCo/Headteacher is also available on request.

Commissioning, planning and delivery

The school will work closely with local education, health and social care services to ensure students get the correct support.

The school will assist the LA in carrying out their statutory duties under the Children and Families Act 2014 by ensuring that services work together where this promotes children and young people's wellbeing or improves the quality of the special educational provision (Section 25 of the Children and Families Act 2014).

Where students with SEND also have a medical condition, their provision will be planned and delivered in coordination with the EHC plan.

SEND support will be adapted and/or replaced depending on its effectiveness in achieving the agreed outcomes.

Assessing and reviewing students' progress

High quality teaching, differentiated for individual students, is the first step in responding to students with SEND. Where a period of differentiated curriculum support has not resulted in the young person making adequate progress OR where the nature or level of a young person's needs are unlikely to be met by such an approach, provision may need to be made. We will follow the graduated approach and the four-part cycle of: assess, plan, do and review.

Where a young person has SEND that can be met with high quality, differentiated classroom instruction they will be recorded as 'Wave 1' on their SEND profile (SEND register) and all staff will be made aware of their needs and strategies to support them in the classroom. The responsibility

for planning for these students remains with the class teacher, in consultation with the SENDCo/Headteacher and a student passport will be created.

As part of the review process, the SENDCo/Headteacher, in consultation with the parents/carers, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the young person continues to have significant needs which are not being met by current interventions. Where this is the case a decision may be made to make provision at the Wave 2 level. Provision at this level will usually include the involvement of specialist services. A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the young person. The specialist services will always contribute to the planning, monitoring and reviewing of the young person's progress. A young person receiving support at Wave 2 will have a SEND plan. SEND plans are working documents therefore targets are monitored continuously and adapted to meet the needs of the student. Parents/carers have the opportunity to discuss this plan with the SENDCo and/or class teacher consultations or when is convenient for them and the SENDCo to meet.

For a young person who is not making adequate progress, despite a period of support at Wave 2, and in agreement with the parents/carers, the school may request a formal assessment by the LA to determine whether it is necessary to put together an EHC plan. The school will be required to submit evidence to the Local Authority whose SEND Support Team makes a judgment about whether or not the young person's need can continue to be met from the resources normally available to the school. This judgment will be made using the Local Authorities current criteria for making an EHC Needs Assessment. A young person who has an EHCP is at Wave 3 and regular review meetings and an annual review will take place once a year.

Curriculum Access for Students with SEND

Our aim at Edward Peake is to improve and provide access for all. If a young person is identified as having SEND, one or more of the following strategies is adopted. Please note, this is not an exhaustive list:

- Quality First Teaching and Ordinarily Available Provision is our first step in responding to students who have SEND;
- Continuous assessment and monitoring of the student passport and SEND plan.
- Effective use of Profiles and Support Plans by referral to the young person's individual outcomes and identification of small steps towards achieving these outcomes;
- Individual or group in class support from TAs who are trained to enable access and support a young person to achieve for students with an EHCP.
- If it is deemed necessary, some students may be offered support on a short-term basis outside the classroom situation.

Additional interventions outside of the curriculum to support learners are delivered by both the TA team and the Hive team. These include but are not restricted to: -

- Fine and gross motor skills
- Curriculum-based sessions
- Sensory groups
- Physiotherapy
- Handwriting groups
- Zones of regulation
- Meet and greet
- End and send
- SEMH wellbeing
- Step forward (Trauma and emotional support)
- Social skills
- Student Inclusion Plan support

- Sensory circuits
- Physical intervention
- Power and threat workshop
- Reading sessions
- Safeguarding support
- Wishes and feelings
- Start up
- ELSA
- The D.E.N provision
- Therapy Dog

Adaptations are made to the learning environment as appropriate and recommended aids are used as necessary such as a Chromebook, colour overlays, visual timetables, larger font, pencil grips, wobble cushions and pencil grips.

Additional support for learning is provided by teaching assistants who will support students in the classroom or in small groups where it is felt that students will benefit from revisiting subject matter or booster activities. Teaching assistants may support students 1:1 when intervention is required.

We work with the following agencies to provide support for students with SEND:

- Teachers from the service for Speech and Language Therapy, Vision Impairment and Hearing Impairment work with the school to support children, both with and without EHC Plans. The specialist advisors work directly with teachers and the SENDCo/Headteacher to develop plans and improve target arrangements.
- The SENDCo/Headteacher liaises frequently with a number of other outside agencies, for example:
 - Social Services
 - Education Welfare Service
 - Early Help
 - School Nurse
 - Paediatrician
 - Speech Therapy
 - Physiotherapy
 - Occupational Therapy
 - ASD Advisory Service
 - CDC (Child Development Centre)

Parents/carers are informed if any outside agency is involved.

There are many voluntary organisations supporting SEND. The SENDCo/Headteacher maintains an up to date list. Parents/carers will be given details of these groups on request or as appropriate. Information sent from organisations will be sent to parents / carers via School Comms.

EHC Plans

The school will fully cooperate with the LA and provide all information and evidence as required. All relevant teaching staff will be involved in contributing information to the local authority.

The school will ensure that all staff members working with the student named in the EHC plan are aware of the young person's needs and that arrangements are in place to meet these needs.

If a student's needs significantly change, the school will request the LA to conduct a reassessment of an EHC plan.

Information regarding a student's EHC plan will only be shared with other educational settings if the student is transferring there, for the setting to develop an individual learning plan.

When reviewing the plan, the school will ensure that sufficient arrangements are in place at the school to host the annual review meeting. Advice and information to support the review will be obtained prior to the meeting and provided to the LA as per statutory guidelines.

Expertise and Training of Staff

The SENDCo will attend relevant courses and is responsible for training teachers and Teaching Assistants. In service training (INSET) may be provided by outside agencies. Governors will be informed of and encouraged to attend relevant training. In-house additional needs training is provided through staff meetings by the SENDCo/Headteacher. All staff have access to professional development opportunities and are able to apply for additional needs training where a need is identified either at an individual student or whole class level. Support staff are encouraged to extend their own professional development and the management team will ensure tailor-made training where this is appropriate.

Criteria for Evaluating Success

The success of this policy will be measured by the implementation of the following:

- Early identification of a young person's needs;
- A Support Plan being in place for any young person with SEND;
- Review of a student's individual progress towards their goals;
- Reviewing the impact of interventions at appropriate intervals
- Evidence of improved self-image of a student with SEND;
- Monitoring by the SENDCo;
- Review of a student's provision to measure progress;
- Holding annual reviews for EHC plans;
- Parents being informed of their young person's progress through regular contact between home and school.

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

All of our extracurricular activities and school visits are available to all students within the age range it is offered to, including before and after school clubs.

All students are encouraged to participate on residential trips.

All students are encouraged to take part in sporting activities, school plays, and workshops.

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

Support for improving emotional and social development

All students, including students with SEND, have access to pastoral support arrangements. We provide support for students to improve their emotional and social development in the following ways:

- Access to the pastoral support team;
- Access to the Family Support Worker;
- Access to 'The Hive';
- Access to various inclusion spaces
- Students with SEND are encouraged to take part in the school council;
- Students with SEND are also encouraged to be part of a school club to promote friendships.

Supporting students moving between phases

We recognise that transition is an important time for all young people, but especially for a young person with SEND. We work closely with parents, students and staff to ensure that transitions run as smoothly as possible.

Planning for transitions will take place in the summer term and arrangements for transition to other schools for students with SEND will be planned according to individual need. Opportunities are given to students with SEND to make additional visits to schools during the transfer process. When students with SEND from other schools transfer the SENDCo will examine the records so that their educational support can be maintained. When a young person transfers to another school all relevant papers will be passed on to the SENDCo of the new school. When a young person with SEND from other schools transfer the SENDCo will examine the records so that their educational support can be maintained.

Incorporating disability issues into the curriculum

The Life Skills curriculum includes issues of disability, difference and valuing diversity.

Advice will be sought from Disabled People's organisations on appropriate resources.

The library resources are regularly reviewed to ensure they include books that reflect the range of 'special educational needs' issues and come from a disability equality perspective.

Terminology, imagery and disability equality

At Edward Peake, we work with the students to understand the impact of the words they use, and deal seriously with derogatory name calling related to 'special educational needs' or disability.

Positive images of disabled young persons and adults are used in displays and resources.

We aim to make use of Circle Time and form time for raising issues of disability equality issues.

Complaints procedure

If a parent is dissatisfied with the school's provision to meet their young person's special needs, a complaint should be made in the following order:

1. To the SENDCo, who will respond within 5 working days.
2. To the Headteacher, who will respond within 5 working days.
3. To the Chair of Governors, who will respond within 21 working days.
4. To the LA.
5. If all these steps fail to satisfy or fail to deal with the complaint to the parents' satisfaction, a complaint can be made to the Secretary of State for Education.

The school endeavours to maintain a close relationship with parents and it is hoped that complaints can be dealt with effectively through the SENDCo and/or Headteacher.

The parents of students with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that the school has discriminated against their young person.

The Local Authority Local Offer

The Local Offer enables young people and parents to see clearly what services are available in the area and how to access them. It includes provision from birth to 25, across education, health and social care.

Central Bedfordshire's Local Offer can be found here: -

https://www.centralbedfordshire.gov.uk/info/15/special_educational_needs_and_disability_-_local_offer

Our contribution to the Local Offer is published here: -

<https://www.edwardpeake.beds.sch.uk/statutory-information/sendprovisionnew/>

Implementation of Policy

Priorities for SEND, short and long term are identified in the School Development Plan and reviewed annually.

Signed M. Sladen
Chair of Governors

Date approved: October 2025

Review date: September 2026