



Special Educational Needs and Disability (SEND) Policy



Contents

1	Purpose of this document.....	3
2	Background.....	4
2.1	The Children and Families Act 2014.....	4
2.2	What are settings required to do?	4
2.3	The Link between special education needs and disability	5
3	Meeting special educational needs in The Emmbrook School	6
3.1	What needs can the School meet?.....	6
3.2	How do we identify students who are having difficulties with learning and/or special educational needs?.....	7
3.3	Involving parents in their child’s education.....	8
3.4	Arrangements for consulting children and young people with SEND and involving them in their education.....	9
3.5	How we assess and review progress.....	10
3.6	Preparing for transition.....	10
3.7	The approach to teaching children and young people with SEND and how adaptations are made to the curriculum and learning environment.....	11
3.8	The expertise and training of staff to support children and young people with SEND, including how specialist support will be secured	11
3.9	Evaluating the effectiveness of our provision.....	12
3.10	Inclusive practice	12
3.11	The social and emotional development of our students.....	13
3.12	Working with other professionals and practitioners.....	13
3.13	Arrangements for handling complaints about SEND provision.....	13
4	Additional Policy Information	13
4.1	How funding is made available to schools to meet the needs of pupils who have special educational needs at SEN Support.....	13
4.2	Exceptional Needs Funding Process	14
4.3	When would School ‘refer’ to the Local Authority’?	14
	Appendix 1 – Pupil Action Plan.....	16
	Appendix 2 – SENCO.....	17
	Appendix 3 – LAC Champion.....	18



1 Purpose of this document

This document sets out how The Emmbrook School provides support to ensure that children and young people who have special educational needs and/or disabilities can access an education which is inclusive and responsive to their individual needs. It describes our graduated response to providing support which will enable all our students to succeed and have high aspirations.

This document describes the national requirements introduced by The Children and Families Act 2014 and how The Emmbrook School will meet the requirements through the funding made available to us through our budget and through other funding streams. It also sets out under which circumstances we would request the Local Authority to consider carrying out an Education, Health and Care needs assessment.

This document does not replicate the legislation or the statutory guidance. Wokingham Local Authority has produced detailed documents which sit alongside this policy guidance and these are referred to within the text.



2 Background

2.1 The Children and Families Act 2014

The Children and Families Act 2014 is wide ranging but this document is linked only to the areas which are about children and young people who have special educational needs/disability (SEND). The Act sets out a new context for ensuring that children and young people who have SEND are supported to access and benefit from the range of educational opportunities that are available, so that they are enabled to have fulfilling lives as members of their community. The Act is supported by statutory guidance, 'The Code of Practice: 0 to 25' (CoP). It is this guidance to which all local authorities, all publicly funded early years and education settings (including academies, free schools and further education settings) along with a range of national and local NHS bodies must 'have regard'.

The Children and Families Act introduced a new statutory plan called an Education Health and Care (EHC) plan which replaced Statements of SEN. Since September 2014, all new statutory assessments are under the new regulations and Statements have been transferred to EHC plans. The Act also introduced a single pre-statutory stage called 'SEN Support' and this is relevant to all age levels and educational settings.

2.2 What are settings required to do?

Schools and governing bodies have responsibilities to ensure that they plan on the basis that, at all times, some individuals and groups of children/young people will be experiencing difficulties with learning. At The Emmbrook School, we follow the advice of the CoP to ensure that we follow a cycle of 'assess, plan, do, review' which leads to an ever increasing understanding of needs and how to address them. This is known as the 'graduated response'. In addition, there are specific duties on us and our Governing Body to:

- publish information on the School website about the implementation of the Governing Body's policy for students with SEND;
- identify students with SEND, ensure parents are informed and provision is made in line with the SEN and Disability Code of Practice and comply with Children and Families Act 2014 legislation;
- publish the SEND policy and the School's Local Offer (in conjunction with parents, students and the Local Authority) on the School website and review regularly;
- publish information on SEND funding and provision;
- monitor SEND expenditure;
- appoint a SEND governor and Special Educational Needs Coordinator (SENCO) (see SEN Regulations 2014);
- maintain a current record of the number of students with SEND;
- ensure SEND provision is integrated into the School improvement plan;
- monitor the progress of SEND students and ensure provisions specified in EHC plans are in place;



- ensure all policies take SEND into account through Equality Impact assessments;
- keep under constant review the arrangements for students present with a disability and have anticipatory arrangements for future students with a disability;
- admit all students who meet admissions criteria, whether or not they have SEND.

2.3 The Link between special education needs and disability

Many children and young people who have special educational needs may also have a disability. The Equality Act 2010 defines disability as "...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'. In this context 'long term' means over a year and 'substantial' means 'more than minor or trivial'. This definition includes long term health conditions such as asthma, diabetes, epilepsy, cancer and sensory impairments. Many children and young people who have these medical/health conditions will not have special educational needs and their safe and full access to learning and progress will be covered by the duties set out in The Equality Act, including the requirement on all public bodies to make reasonable adjustments. Where a child or young person has a disability, the way in which their needs are met will depend on the impact the disability has on their access to education. If, with the appropriate non-discriminatory practices and reasonable adjustments, they can access education and make progress commensurate with their peers by accessing the resources 'normally available' to their educational setting, there will not be a need for their needs to be provided for by an Education, Health and Care plan (EHC). Some of these children and young people with long term health conditions should have a Health Care Plan which addresses their safety, health and wellbeing whilst in their education setting. The Department for Education (DfE) have published new guidance, 'Supporting pupils at school with medical conditions' which can be found at:

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions>



3 Meeting special educational needs in The Emmbrook School

3.1 What needs can the School meet?

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. The CoP has the following definitions in the introduction paragraphs xii: i to xvi:

A child of compulsory school age or 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 educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv when they reach compulsory school age, or would do if special educational provision was not made for them.

The CoP defines special educational provision in the introduction paragraph xv as:

Special educational provision for children aged two and over is educational provision that is additional to or different from that made generally available for other children or young people of the same age by mainstream schools, maintained nursery schools, and mainstream post 16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

National figures continue to suggest that as many as 1 in 5 children and young people are, at some stage, considered to have special educational needs. Mainstream schools will therefore, in particular, always be employing a range of strategies to stimulate the learning of individual or groups of children.

Although the needs of children and young people often cross more than one 'area of need', the CoP uses four main categories of need:

- communication and interaction;
- cognition and learning;
- social, emotional and mental health difficulties;
- sensory and/or physical needs.



At The Emmbrook School we will ensure that we meet the needs of **all** our students through the resources we have available, and the advice and support of other specialist professionals and practitioners.

Behavioural difficulties do not automatically lead to identification of a special educational need.

3.2 How do we identify students who are having difficulties with learning and/or special educational needs?

It is the responsibility of The Emmbrook School to provide good teaching and holistic support for **all** our students. We believe that it is particularly important that those who have most difficulty with their learning are taught by good quality teachers and in our School we believe that all teachers are teachers of students who have special educational 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, whether into employment, further or higher education or training.

In deciding whether to make special educational provision, the teacher and SENCO should consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, schools should have arrangements in place to draw on more specialised assessments from external agencies and professionals

Code of Practice 6.38

For all students, we gather information on entry via the following means:

- Year 6 to 7 Transition through information provided by Primary Schools and parents.
- On entry, every parent is asked to complete forms to ensure we know about any SEND that has been previously identified.
- We provide all teachers with an overview of future Year 7 students in the summer term to enable forward planning for those with SEND.
- Year 7 entry assessments are used to identify areas of difficulty. If appropriate further assessment is conducted to investigate the results of initial screening.
- Where our assessment has identified that a student is experiencing difficulties, we follow a cycle of 'assess, plan, do, review' which leads to an ever-increasing understanding of needs and how to address them. This is known as the 'graduated response'. We ensure that:
 - the class teacher carries out a clear analysis of the student's needs, supported by the School's SENCO;



- the analysis of needs includes data on progress, attainment and approaches to learning and the views of the student and their parent/s or carer/s, and advice from any other support professionals;
- where behaviour is an area of concern, we use a behaviour support plan which draws on an analysis of Antecedents, Behaviour and Consequences;
- we plan for provision which can remove the barriers to learning for the student using evidence based and effective teaching approaches, appropriate equipment, strategies and interventions;
- we provide support which may include differentiation, additional programmes, small group and/or individual support;
- the class teacher retains the responsibility for the learning of the student even if the student is receiving support away from the rest of the class, for example, in a small group;
- we review the student's progress and development and decide on any changes to be made in consultation with the student and their parent/carer;
- where progress is limited, we take advice from external specialists /practitioners and discuss their input, advice and support with parent/s or carer/s, and all staff involved;
- where assessment indicates that specialist services are required, we make referrals promptly and discuss at termly School planning meetings;
- we draw up a Pupil Action Plan (PAP).

An example of an PAP can be found in **Appendix 1**.

Details of our current SENCO and how to contact them can be found in **Appendix 2**.

3.3 Involving parents in their child's education

Parents and carers are key partners in their children's education. Evidence shows that children make the most progress when their key adults work together. At The Emmbrook School, we demonstrate this by:

- **always** discussing any concerns that we have with the student's parents and/or carers at the earliest point;
- listening to and hearing what parents and carers say;
- identifying outcomes to be achieved with parents and carers;
- planning interventions with parents and carers;
- meeting with parents/carers to review their child's progress;
- being honest, open and transparent about what we can deliver;
- making sure parents know who to contact if they have any concerns.



Where it is decided to provide a pupil with SEN support, the parents **must** be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCO should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

Code of Practice 6.48

Where children and young people are 'looked after' by the Local Authority, we have an additional role to ensure the safeguarding of these children and young people, working with the Local Authority who is the corporate parent. National figures show that children who are looked after are significantly over represented at SEN Support and with EHC Plans. In order to ensure that we are responding appropriately, we:

- do not make assumptions based on a student's care status;
- monitor the progress of all our looked after children termly;
- have an up-to-date Personal Education Plan which is easily understood by everyone involved;
- ensure close working with the specialist services who support looked after children (LAC) including the child or young person's social worker, the Virtual School Head teacher, and the LAC nurse;
- ensure our looked after children, especially those with SEND are fully included in the activities available, accepting that sometimes this will mean additional arrangements to allow them to take part in activities;
- normalise life experience wherever possible;
- ensure our looked after children, especially those with SEND are fully included in activities available, accepting that sometimes this will mean additional arrangements to allow them to take part in activities.

Details of our LAC Champion can be found in **Appendix 3**.

3.4 Arrangements for consulting children and young people with SEND and involving them in their education

The Children and Families Act is clear that:

- **all** children and young people should be supported to develop aspirations for their future lives as active members of their community;
- **all** children and young people have the right to have their voice heard;
- children and young people should be involved in discussions about their learning, progress and how provision is made for them.

At The Emmbrook School, we involve all students and actively seek their views by ensuring:



- students are encouraged and supported to make their views known. Strategies we use may include written comments, talking to a preferred adult, friend or mentor, completing surveys about School life;
- any interventions or strategies are explained and discussed with students;
- all students are encouraged to monitor and judge their own progress in a positive and supportive way;
- reviews are 'person-centred' i.e. they will have the student, their aspirations and needs at the centre of the review and are outcome-focused.

3.5 How we assess and review progress

At The Emmbrook School, we provide information, assess and review students' progress in the following ways:

- our online portal allows parents/carers to monitor attendance, rewards and behaviour concerns;
- The Show My Homework link allows parents/carers to view homework set;
- termly via an individual monitoring report from each subject teacher. The reports give specific information for students in Years 7 to 11. Each report shows: progress against end of year target grade, information about CLA (Current Level of Achievement) and ATL (Attitude to Learning) with regard to classwork and homework;
- termly via an individual monitoring report from each subject teacher. The reports give specific information for students in Years 12 and 13. Each report shows: progress against end of year target grade;
- each year the SENCO is available at our Open Evening for Year 6 parents/carers and individual meetings with prospective parents/carers can be arranged on request;
- each year there is a formal review for students with EHC plans.

3.6 Preparing for transition

Transition is ever present in our planning for students as we are constantly aware of the skills students will need in order to access the next part of their learning. When that learning is to take place in a new setting or phase, transition planning for this is a key task. Preparing for adulthood and the outcomes which will support independence and choice making involves the graded development of skills. These skills begin at the earliest ages with opportunities to practice those skills at age and stage appropriate levels. For all students, we make opportunities to practice developmental and transferable skills which will prepare them for life as members of their community. In Year 8, Year 11 and Year 13 we help to prepare all students for the next stage in their learning by providing an information evening for parents/carers, careers' advice, assemblies and an option booklet for students as well as participation in an annual careers' fair.



3.7 The approach to teaching children and young people with SEND and how adaptations are made to the curriculum and learning environment

To support children, young people and their families the Children and Families Act requires all local authorities to set out a local offer. The Local Offer is a description of support and services which are available to children and young people who have SEND, and their families, how services can be accessed and any criteria for accessing them. It is the opportunity to bring together in one place, information about provision, including how this can be accessed from a wide range of statutory and non-statutory providers including voluntary organisations. Wokingham's Local Offer can be accessed via: <http://www.wokingham.gov.uk/our-local-offer/>

Wokingham Local Authority has set out what it expects should be available in all mainstream settings to meet the needs of children and young people without recourse to a statutory EHC needs assessment. This document, '*SEN Support*', can be found on the Local Offer page.

The Emmbrook School's Local Offer is available to view via our website or Wokingham Borough Council's website.

3.8 The expertise and training of staff to support children and young people with SEND, including how specialist support will be secured

Staff at The Emmbrook School have access to training through the Wokingham Schools Hub and can access training provided in groups or bespoke training from Wokingham's Educational Psychology (EP) Service. We meet with our EP to plan our training needs on a termly basis. Through our School cluster group, we can identify training needs and plan training in a cost-effective way as well as using our cluster meetings as a professional forum to share expertise across schools.

Our SENCO

Miss Kate Andrews

The role of our SENCO

The legislation requires that:

- the SENCO must be a qualified teacher working at the school;
- any newly appointed SENCO must be a qualified teacher and, where they have not previously been a SENCO at their current or any other school for a total period of more than twelve months, they must achieve a National Award in Special Educational Needs Co-ordination **within three years of appointment**;
- a National Award must be a postgraduate course accredited by a recognised higher education provider;
- schools should satisfy themselves that the chosen course will meet these requirements and equip the SENCO to fulfil the duties outlined in the CoP. Any selected course should be at least equivalent to 60 credits at postgraduate study.

Our SENCO has responsibility in School for:

- determining the strategic development of SEND policy and provision in the School with the head teacher and Governing Body;



- day-to-day operation of the SEND policy and co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans;
- providing professional guidance to colleagues and working closely with staff, parents/carers and other agencies;
- being aware of the provision in the Local Offer and working with professionals to provide a supporting role to families to ensure that students with SEND receive appropriate support and high-quality teaching;
- liaising with the relevant Designated Teacher where a looked after student has SEND;
- advising on the graduated approach to providing SEN support;
- advising on the deployment of the School's delegated budget and other resources to meet students' needs effectively;
- liaising with early years-providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- being a key point of contact for SEND with external agencies, especially the Local Authority and its support services;
- liaising with potential education settings to ensure a student and their parents/carers experience a smooth transition;
- working with the head teacher and School governors to ensure that the School meets its responsibilities under the Equality Act (2010) with regards to reasonable adjustments and access arrangements;
- ensuring that the School keeps the records of all students with SEND up-to-date.

As a School, we ensure that the SENCO has sufficient time and resources to carry out these functions. This includes providing the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within the School.

3.9 Evaluating the effectiveness of our provision

Most children and young people who have SEND respond to quality first teaching. Where individual or different interventions are used, these will be evidence based and our progress tracking allows us to verify that the interventions are effective. Sometimes individual students respond to different interventions and approaches. Where we try a different approach or intervention, we will review its efficacy by measuring the outcomes achieved by the student and take into account the cost of the intervention.

3.10 Inclusive practice

We ensure that **all** our students, and those with SEND, are fully included in the activities available. We accept that sometimes this will mean additional arrangements may need to be made to allow them to take part.



3.11 The social and emotional development of our students

We provide mentoring and pastoral support for students with SEND and measures to prevent bullying including restorative justice practice. Please refer to The Emmbrook School's Anti Bullying Policy.

3.12 Working with other professionals and practitioners

In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCO should contact them if the parents agree.

Code of Practise 6.47

At The Emmbrook School, we are committed to working with other professionals and practitioners to ensure that we maximise the impact of our interventions whilst minimising duplication and disruption for students, families and practitioners. In order to do this, we:

- listen to parents/carers to ensure we know which services they use and are valued by them;
- ensure that we contact all practitioners working with our students to invite them to relevant meetings and reviews to ensure that interventions are co-ordinated;
- use person-centred approaches with all our students who have SEND to work towards the student's aspirations;
- value the contribution of all;
- liaise with all services in a timely and professional way.

3.13 Arrangements for handling complaints about SEND provision

We know that all parents and carers want the best for their child and we seek to resolve these concerns quickly. Where parents/carers have a concern about the provision being made for their child, they should initially contact the SENCO. If this does not resolve the situation, they should contact the head teacher and thereafter, if necessary, the Chair of Governors.

4 Additional Policy Information

4.1 How funding is made available to schools to meet the needs of pupils who have special educational needs at SEN Support

Our School receives funding through a formula basis using indicators agreed by the Schools Forum. This funding, which is known as elements 1 and 2, allows us to meet the needs of a wide range of students who have special educational needs. Further



information on funding for SEN can be found in the document '*Funding to Support Learners who have Special Educational Needs*'.

Whilst elements 1 and 2 will meet the needs of most children and young people with special educational needs in our School, those with the most exceptional needs may require additional funding. This funding stream is called element 3 or 'top up' and comes from a funding stream which is part of The High Needs Block held by the Local Authority on behalf of pupils and students in Wokingham aged 0-25. This funding, which provides resources to an Education Health and Care plan, can also be accessed through the exceptional needs funding process.

4.2 Exceptional Needs Funding Process

Wokingham has developed an Exceptional Needs Funding model which can provide the additional resources needed to meet special educational needs in mainstream settings. The Emmbrook School is part of a cluster of schools who discuss individual cases where schools agree that the support needs for that student are exceptional. We also use our cluster meetings as a professional support forum to share ideas and expertise about how different approaches, provisions and interventions could be used effectively.

We apply for this funding stream where the learning needs of the child/young person are exceptional but do not require their needs to be met within a specialist resource/school or significant levels of intervention from health or social care impacting on their education. Further information about exceptional needs funding can be found in the document '*Exceptional needs funding: Procedures and guidance*'.

4.3 When would School 'refer' to the Local Authority'?

The School refers a child to the Local Authority when they believe that the child's needs are so complex that they cannot be met from the resources which are normally available to a school. Historically, any child who underwent a statutory assessment may have received a Statement of SEN which set out their needs, the objectives they needed to achieve and the resources which would be provided to help them achieve these. Since September 2014, schools instead request the Local Authority to consider carrying out an Education, Health and Care needs assessments. An EHC needs assessment could result in an Education Health and Care Plan.

Education, Health and Care plans are required for those students:

- where the resources required to meet their special educational needs **cannot** reasonably be provided from the resources **normally available** to mainstream settings; and
- who have a significantly greater difficulty in learning than the majority of others of the same age.

Low attainment does not automatically indicate a need for an EHC needs assessment as the progress being made may still represent adequate progress relative to the child/young person's ability.

When they receive a request for an assessment, all Local Authorities are expected to consider:



‘whether there is evidence that, despite the early years, school or post-16 institution has taken relevant and purposeful action to identify and meet the special educational needs of the child or young person, the child or young person has not made expected progress.’

Code of Practice 9.14

In all circumstances, The Emmbrook School will ensure that prior to submitting a request for an EHC assessment to the Local Authority, it has:

- utilised all appropriate resources available for at least the last 12 months;
- made any appropriate health and social care referrals;
- created and implemented PAPs/provision plans which are relevant to the presenting need. Targets are SMART, reviewed and show progression;
- made provision, which is appropriate to the child/young person and specific to them and their needs;
- made provision which is both evidence based and cost effective;
- fully and appropriately involved parents/carers;
- involved relevant professionals/practitioners over the last 12 months and evidenced that their advice/strategies have been followed and evaluated.



Appendix 1 – Pupil Action Plan

Name:		PHOTO OF PUPIL
Date of Birth:		
Tutor Group:		
SEN Status:		
Pupil Premium:		
Overview of SEN difficulties:		

How to meet student's needs	
<i>Need description</i>	
Exam Access Arrangements	

SMART Targets (Specific, Measurable, Achievable, Realistic, Timed)	Intervention	Review
1		
2		
3		
4		



Appendix 2 - SENCO

Our current SENCO and how to contact them:

Miss Kate Andrews SENCO

The Emmbrook School

Emmbrook Road

Wokingham

Berkshire

RG41 1JP

Tel: 0118 9784406

Email: kandrews@emmbrook.wokingham.sch.uk



Appendix 3 – LAC Champion

Details of our LAC Champion and how to contact them:

Mr Taj Bhambra

Assistant Head Teacher

The Emmbrook School

Emmbrook Road

Wokingham

Berkshire

RG41 1JP

Tel: 0118 9784406

Email: tbhambra@emmbrook.wokingham.sch.uk



Document control

Date:	22 January 2019
Version:	5
Classification:	Student (Mandatory)
Author:	Gail Oliver
SLT Link:	Assistant Headteacher with responsibility for inclusion
GB Link:	Chair of Student Committee
Last review:	December 2018
Next review:	By March 2020
Governing Body approval:	Approved by the Student Committee at its meeting on 22 January 2019

Document history

Version	Date	Description
1	December 2016	Revised issue based on WBC model policy.
2	September 2017	Updated to reflect changes in School personnel.
3	December 2017	Updated to reflect the introduction of Pupil Action Plans.
4	January 2018	Policy updated.
5	December 2018	Policy updated.