WILLIAM EDWARDS SCHOOL

Name of Policy:

SPECIAL EDUCATIONAL NEEDS & DISABILITY 2026

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SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2015) and has been written by the SENCo, according to the statutory guidelines, with reference to the following documents :

- Every Child Achieving and Thriving 2026 (White Paper)
- Putting Children and Young People First 2026 (SEND reform consultation document)
- Equality Act 2010 : advice for schools DfE February 2013 (updated 2018)
- SEND Code of Practice 0-25 (2015)
- Schools' SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils with Medical Conditions (December 2015)
- Safeguarding & Child Protection Policy 2026
- Accessibility Plan 2026
- Teachers' Standards 2012 & Early Career Framework 2022
- KCSiE 2026

SENCo Information :

- The SENCo is Amanda Wood (contact : 01375 486000);
- The SENCo has held the National Award for SENCo since November 2012;
- The SENCo is a member of SLT (Deputy Head).

Definition of Special Educational Needs

Pupils have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them.

Pupils have a ***learning difficulty*** if they:

- have a significantly greater difficulty in learning than the majority of pupils the same age;
- have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for pupils of the same age in schools within the area of the local authority;
- are under compulsory school age and fall within the definitions above or would do so if special educational provision was not made for them.

At William Edwards, in line with the Teachers' Standards 2012, every teacher is a teacher of every child, including those with SEN and / or disability. We firmly believe that pupils with SEN and/or disability should be well represented in all areas of school life, including Pupil Voice and leadership, extra curricular activities and ambassadorial roles.

Every effort will be made to adapt or alter provision to make reasonable adjustments in order that every pupil has the opportunity to reach his/her potential regardless of SEN or disability. Whilst the school always aims to communicate with parents to agree workable solutions, it retains the right to makes decisions based on professional judgement. This may include decisions related to the best use of funding and/or resources, and also decisions related to the delivery of high quality teaching & learning for all pupils. Teachers are expected to adhere to the standards relating to 'adaptive teaching' in the professional framework, and receive annual CPD to support this.

AIM

Our intention is always to be inclusive. The purpose of William Edwards' approach to SEND is to raise the aspirations of and expectations for all pupils with SEN and / or disability so that all pupils can enjoy school and achieve their full potential.
The long term goal of SEND provision is independent adulthood for all pupils. Whilst SEND provision does sometimes include additional adults in lessons facilitating independent learning behaviours, this is not the core focus of SEND provision.

SEND provision at WES is informed by a much wider approach that encompasses rigorous and thoughtful planning & delivery of lessons that are shaped by adaptive teaching and have a focus on making appropriate reasonable adjustments to ensure inclusivity.

SEND provision might also include personalised CEIAG or PSHE/RSE where appropriate to pupil needs; access arrangements; emotional and social skills support; an understanding for young people of any diagnoses they may have; personalised resources, additional course choices and pathways as appropriate; and close monitoring and supervision, with timely changes being made as a review of rigorous and robust review.

OBJECTIVES

- to identify and provide appropriate support for pupils who have special educational needs and additional needs with an inclusive school environment;
- to work within the guidance provided by the SEND Code of Practice 2015;
- to operate the graduated 'assess, plan, do, review' approach to the management and provision of support for special educational needs, within a 'whole pupil, whole school' ethos;
- to provide a SENCo who will manage and develop the provision for SEND pupils;
- to provide support and advice for all staff working with special educational needs pupils.

The key responsibilities of the SENCo :

- overseeing the day to day operation of the school's SEND policy;
- coordinating provision for pupils with SEND;
- liaising with, advising and contributing to the in-service training of fellow teachers and other staff;
- liaising with the relevant designated teacher where a looked after pupil has SEND;
- advising on a graduated approach (*assess, plan, do, review*) for providing additional SEND support;
- ensuring that the records of all pupils with SEND are kept up to date;
- liaising with the parents of pupils with SEND;
- liaising with schools and colleges, educational psychologists, health, social care and independent or voluntary bodies who may be providing SEN support and advice to a pupil and their family;
- being a key point of contact with external agencies, especially the LA and LA support services;
- liaising with potential next providers of education to ensure that a young person and their parents are informed about options and a smooth transfer is planned;
- collaborating with curriculum coordinators so that the learning for all pupils is given equal priority;
- ensuring that the school can track and record support plans (SEND Support Plans) and decisions for all pupils with SEND in the school;

- ensuring, with the Headteacher and Trust Board, that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

Identification, Assessment and Provision

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the Trust Board, the Headteacher, the SENCo and all other members of staff have important day to day responsibilities.

All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility – ***Code of Practice 2015.***

At the heart of every class is a continuous cycle of planning, adaptive teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of pupils. The majority of pupils will learn and progress within these arrangements. Those pupils whose overall attainments, or attainment in specific subjects, falls significantly outside the expected range may have special educational needs.

Four Primary Areas of Need

The school will ensure that it regularly reviews the appropriateness of its provision, including its behaviour policies, as whilst behavioural difficulties do not necessarily mean that a pupil has a special educational need, they may be an underlying response to a special educational need.

The four primary areas of need are :

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

These four broad areas give an overview of the range of needs that the school has a responsibility to plan for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. The school will identify the needs of pupils by considering the needs of the whole child, which will include not just the special educational needs of the pupil.

Other factors that may not be SEN but may impact on progress and attainment are :

- disability (the Code of Practice 2015 outlines the ‘reasonable adjustment’ duty for all schools provided under the current Disability Equality legislation – these alone do not constitute SEN);
- attendance and punctuality;
- health and welfare;
- EAL;
- being a Pupil Premium / disadvantaged learner.

A Graduated Approach to SEND Support

The process by which the school identifies and manages pupils with SEND: assess, plan, do, review.

SEND record keeping

The following documents will be maintained and shared as appropriate :

- a central register of SEND pupils – categorised into areas that reflect whether the pupil has received Pupil Premium support, whether the pupil has an EHC Plan, whether the pupil has a disability and/or diagnosis, whether the pupil has EAL needs;
- 'cause for concern' records are kept as a result of referrals from staff;
- individual 'SEN Support' plans that focus on pupil needs, outlining outcomes that need to be met for the pupil to be successful, effective strategies teachers and support staff might use, and reviews of progress as well as information regarding any interventions the pupil receives;
- a record of provision and the impact of that provision;
- case studies for a sample of pupils across SEND that can be used to review provision, track the impact of interventions, and drive development.

Graduated approach

Quality First Teaching

a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored by class teachers.
b) Once a pupil has been identified as *possibly* having SEN (cause for concern) they will be closely monitored by teaching staff in order to gauge their level of learning and possible difficulties.
c) The child's class teacher will take steps to provide adaptive learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. Interventions will be monitored, progress assessed and adjustments to adaptive approaches made where necessary.
d) The SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
f) If a pupil has recently been removed from the SEND register they will continue to be monitored for 3 cycles of assessment
g) Parents will be informed fully of the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
h) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

All teachers are responsible and accountable for the progress and development of the pupils in their classes, including where pupils access support from teaching assistants or specialist staff.

For higher levels of need, the school may access more specialised assessments from external agencies and professionals, such as the Educational Psychologist or a Speech and Language Service.

A decision to place a pupil on the SEND register, following the steps a-h above, is made using the ***ASSESS – PLAN – DO – REVIEW cycle***, and this is then reflected on the individual pupil's SEND Support Plan.

Parents and pupils are involved in the process through the review meetings. The SENCo is contactable by parents throughout the term, and the views of parents and pupils are sought when arranging personalised provision.

Managing the Needs of Pupils on the SEND Register

SEND Support Plans are living records, accessible to all teaching and SEND staff, that explain what needs have been identified for each individual pupil, strategies for removing the barriers to learning effectively, and what support is in place to ensure this happens. The Plan links back to the SEND Register which gives a summary of pupils' identified needs.

The SENCo is responsible for maintaining and updating the Plan, but teachers are responsible for evidencing progress towards the outcomes described in the Plan, and for planning teaching which supports pupils' outcomes being achieved .

EHCP plans are reviewed termly. For SEND K pupils the plans are issued at the start of the academic year (or at the time of entry to the school if an in year admission) and updated whenever a situation changes or further information is required.

The level of provision is decided according to assessment outcomes, discussion with teaching staff, any external reports and assessments, and communication with the pupil / parent where possible and appropriate.

If the school is unable to fully meet the needs of a pupil through its own provision arrangements, this will be identified through monitoring and review of the pupil's expected progress and impact evaluation of the available interventions put in place by the school.

Engaging specialist services has a cost implication. Consideration for engagement of external services will be costed by the SENCo and assessed for likely impact; final decisions will be made with the Headteacher. Some services of early help can be accessed through MASH referrals, outreach etc., and decisions to access these would be made on a pupil by pupil basis according to the pupil's circumstances and the services available at the time. Where appropriate a CAF will be completed.

Any application for statutory assessment will be done under the 2015 Code of Practice framework and according to the Thurrock LA ECHP documentation (or Essex if a pupil lives outside the borough of Thurrock). Parents and pupils are involved at all stages of this process.

Criteria for Exiting the SEN Register :

- a pupil has made expected progress in English and Maths, and is demonstrating steady progress in other areas of the curriculum, having reached broadly age appropriate skills in reading and numeracy which enable them to access the curriculum independently;
- a pupil has made progress with social and/or emotional issues in terms of self-managing and using appropriate taught strategies so that they can access learning effectively without the support;

- a pupil's medical / mental health circumstances have changed, meaning that they no longer need the support in place;
- a pupil's speech and language / communication skills have progressed to the extent that they no longer need the support in place.

Supporting Pupils and Families

- Parents can access the school's contribution to the LA Local Offer on the school website www.williamedwards.org.uk and www.askthurrock.org.uk ;
- the school's statutory SEND Information Report is available on the school website on the information drop down bar;
- the school's admissions information can be found on the school website. The local authority website education section also contains information regarding admissions;
- the access arrangements for SEND pupils taking public examinations are managed through the SEND Department;
- transition from primary to secondary school is supported through extra visits for SEND pupils, parent / SENCo meetings about individual pupils during June and July of the year of transfer, and SENCo meetings with primary SENCos during the summer term;
- transition from secondary to post 16 is supported through links with colleges and other schools, enhanced CEIAG packages for those SEND pupils who need it, and communication with parents;
- the school's policy on managing the medical conditions of pupils is compliant with statutory guidance and is reviewed annually.

Supporting Pupils at School with Medical Conditions

- The school recognises that pupils at school with medical conditions should 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 SEND and may have an ECHP which brings together health and social care needs, as well as their special educational needs provision and the SEND Code of Practice (2015) is followed.
- When medical information is passed to the school it will be recorded on a central log (MedicalTracker) and, where appropriate, adaptations will be made to arrangements for that pupil.

Monitoring and Evaluation of SEND

- The school has a rigorous monitoring and evaluation process that judges the quality of provision offered to all pupils, including specific SEND checking mechanisms by senior leaders.
- Views of all stakeholders are sought through the review process, and also through wider pupil and parent feedback opportunities;
- Monitoring and evaluation arrangements promote an active process of continual review and improvement of provision for all pupils.

Training and Resources

- The school is funded for SEND by the Education Funding Agency and local authorities (in this case Thurrock Council) if high needs are identified and top up funds are available;

- the training needs of staff are identified through work done by the T&L Team, by self referral and appraisal, and by observing specific pupils/cohorts;
- 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;
- all teachers and support staff undertake induction on taking up a post, for SEND this includes shadowing another member of the team;
- all SEND information is provided for teaching and support staff on the SEND Hub on the school network;
- the school has membership with NASEN to keep up to date with national updates in SEND, and the SENCo attends local authority meetings where appropriate to be familiar with more local issues.

Roles and Responsibilities

- The role of the Trust Board is to challenge the department to meet its targeted outcomes and to respond to information provided by SEND to the Trust Board, guiding their challenge of the department;
- the role of Teaching Assistants is to support pupils in demonstrating independent learning behaviours whilst receiving quality first teaching in the classroom, and may sometimes also include delivering targeted interventions for specific, time limited purposes. In addition, they provide access arrangement support during examinations, and carry out mentoring roles;
- the Designated Safeguarding Lead is Ms Wood and the deputy is Mrs Heighway;
- the member of staff responsible for PPG / CLA funding is Ms Wood;
- the member of staff responsible for managing the school's responsibility for meeting the medical needs of pupils is Ms Wood.

Storing and Managing Information

- Documentation will be stored according to the school's Data Protection Policy.

Reviewing the Policy

- The SEND policy will be reviewed annually.

Accessibility

- The school has an Accessibility Plan that is in written format and appears on the review schedule;
- adjustments have been made where possible to the fabric of the school to ensure increased accessibility to the school site and to learning. These adjustments include ramps, handrails and technology that allows changes to colour and size of projected text;
- the school promotes access for all learners through its inclusive approach. This includes access to a broad and balanced curriculum; quality first teaching with effective adaptive teaching; access to SEND provision where appropriate, access to other types of provision for vulnerable groups such as PP, EAL and pupils with social care needs; where possible and appropriate, the use of technology to enhance the learning environment; access arrangements for public examinations; access to school clubs, sporting opportunities and cultural activities across a range of interests, with risk assessment and adaptations in place where appropriate and possible; classrooms designed in collaboration with pupils specifically to enhance pedagogy; Pupil Voice &

leadership opportunities and a focus by staff (including training) on trauma based approaches to learning;
- written information for pupils is adapted where necessary and possible to support those with VI / learning difficulties (eg. increased font size, coloured backgrounds) and adaptations to parental communication have been made where necessary (eg. for a hearing impaired parent);
- parents and carers can contact the school office from 8am-4pm. The first port of call for a parent is generally the pupil's Tutor.

Dealing with Complaints

- In the first instance parents and carers should contact the SENCo to discuss any concerns regarding a pupil's SEND provision or needs. If the issue is not resolved at this stage they can write to the Headteacher outlining their concerns.

Bullying

- The school's Anti-Bullying Policy can be found on the school's website. Also on the website are policies which reference mobile phone use and online behaviour;
- the school has a robust approach to challenging bullying and mitigating the risk of bullying of vulnerable learners, including :
    1. a pupil voice group who are high profile around the school, and who provide nurture groups at breaktimes and feedback to staff on a half termly basis about safeguarding issues;
    2. a safeguarding team that is high profile;
    3. the SMSC programme that runs through the tutor system;
    4. PSHE lessons and focus days, assemblies and other cross curricular events addressing issues such as child on child abuse, homophobia, racism, bullying and use of disrespectful language;
- the school also safeguards the needs of pupils with SEND, and promotes independence and resilience in their learning, through building strong relationships with pupils and personalising their support, and through other services provided for pupils as needed – eg counselling, anger management & consequential thinking, self esteem sessions;
- specific, time limited and personalised programmes are run for pupils with specific diagnoses (such as ADHD and ASD) to help them to understand their diagnoses and manage them independently.