

**Alder Bridge School:**

*'Where learning is a journey and not a race.'*

*'Where children can find joy in learning and experience the full richness of childhood',*

## **Special Educational Needs and Disability Policy**

At Alder Bridge we are committed to promoting and supporting the successful inclusion of pupils with Special Educational Needs and/or Disabilities (SEND). We acknowledge that some children who have SEND are also gifted and talented in certain areas. Other children are in need of differentiation, High Quality Teaching or Special Educational Needs in regards to them being, 'Gifted and Talented'. We endeavour to identify and provide support for the wide spectrum of needs that makes up an individual and includes communication and interaction, cognitive and learning, social and emotional, sensory or physical. Pupils with SEND are taught inclusively with their peers through targeted and rigorous differentiation and resources (High Quality Teaching). They access short and precise individual interventions from the SEN Team or 1:1 learning support assistants, where appropriate.

We believe in, *'...the desire to see all children and young people with special educational needs and disabilities do well in education, find employment, lead happy and fulfilled lives,...'*

Children's minister Edward Timpson MP (2014 - 11) DFE speech

This policy applies to all members of Alder Bridge School

This policy has been written taking into account:

- The SEND Code of Practice 0-25 July 2014 DfE
- Equality Act 2010 & Equal Opportunities Policy
- Admissions Policy
- Accessibility Plan
- EAL Procedure

Not all pupils with disabilities have special educational needs and not all pupils with special educational needs meet the definition of disability within the Equality Act but this policy covers all of these pupils.

### **Definition of Special Educational Needs** (SEND Code of Practice: 0-25 years, 2014, P15-16)

*'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.*

*A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*

- *have a significantly greater difficulty in learning than the majority of children their age or*
- *have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local educational authority;'*

### **Definition of Special Educational Provision** (SEND Code of Practice: 0-25 years, 2014, p16)

*'For children aged two or more, special educational provision is educational or training provision that is additional or different from that made generally for other children or young people of the same age...'*

### **Aims**

Alder Bridge School will identify and address the SEND of its pupils and will:

- Ensure that all pupils have appropriate access to the curriculum and are included in all activities of the school (through High Quality Teaching) with scaffold support for planning and assessment and differentiation as needed.
- Recognise, nurture and celebrate pupils achievements and talents
- Ensure that the learning needs of pupils with SEND are identified and assessed as early as possible, and their progress is closely monitored
- Provide appropriate teaching and intervention
- Engage and work in partnership with parents/carers to provide, inform and report with regards to supporting pupils with SEND
- Ensure that pupils with SEND are perceived positively by all members of the school community and that SEND and inclusion provision is positively valued and access by staff and parents/carers.

- Guide, support and provide relevant training for all school staff, trustees and parents where appropriate
- To know and understand Government and LEA legislation and guidance and to follow them, where appropriate
- Promote effective partnership with outside agencies when appropriate.

### Responsibility for SEND

#### Trustees

The Trustees have identified a trustee to have oversight of Special Educational Needs and Disability Provision in the school and to ensure that all the trustees and College are informed of how the school is meeting all statutory and advisory requirements.

At Alder Bridge this role is undertaken by Paul Jenkins (Acting)

#### SENCOs

Additionally, there are two Special Educational Needs Coordinators:

Ann Morgan for Kindergarten, who is specifically trained for Early Years & Kindergarten SENCO

Eleanor Hase for Lower School - the SENCO of Lower School is a qualified teacher with, or working towards, the National accredited Award For Special Educational Needs (SEN qualification)

Each SENCO will be responsible for: (see Role of the SENCO, attached)

- Overseeing the day-to-day operation of the school's SEND policy.
- Coordinating provision for children with SEND regularly reviewing the impact of these and advising on budget
- Advising on the Graduated Approach to providing SEND support
- Liaison with parents of children with SEND (please refer to "Specific Procedures for Kindergarten and Lower School")
- Maintaining a SEND register and overseeing records on children with SEND. Ensuring that the records of all pupils with SEND are up to date.
- Liaising with, and advising, all members of staff
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Contributing to training and keeping all members of staff informed of new developments and issues
- Working with the Education and Business Managers, Trustees and College to determine the School's strategic development of SEND policy and provision in school.

#### Teachers

***"Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from Learning Support Assistants or Specialist Staff. High Quality Teaching, differentiated for all pupils, is the first step in responding to pupils who have or may have SEND."*** SEN Code of Practise, 2014, pg 99

- Providing **High Quality Teaching** for all pupils
- Matching work to the needs of the children
- Setting high expectations for every child
- Celebrating all talents and progress
- Identifying possible areas of difficulty and barriers
- Assessing children's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the the SENCO and parents)
- Regularly reviewing the impact of these adjustments, interventions and support in the classroom
- Write Support and Achievement Plans where appropriate and review them termly

### Admissions and Attendance

All children will meet with one of the SENCOs prior to being offered a place. This meeting may include some formal observations and assessments.

Pupils with Special Educational Needs will be admitted to Alder Bridge School in line with the school's Admissions policy.

***'Parents must inform the school when submitting the Application Form of any special circumstances relating to their child which may affect their child's performance in the admissions process and ability to fully participate in the education provided by the school.'***

**Parents of disabled children may be invited to discuss, during the interview, ways in which any disadvantages could be lessened or eliminated from the admissions process and to ensure that the applicant can be adequately catered for should an offer of a place be made.'**

**'The school welcomes all applicants irrespective of any Special Educational Needs and/or disabilities. However, its facilities (physical and otherwise) for pupils with Special Educational Needs and/or disabilities are currently limited. The school will do all that is reasonable to comply with the Equality Act 2010 so that the school may accommodate the needs of disabled applicants for which, with reasonable adjustments, the school can cater adequately.'**

**If, after reasonable adjustments have been considered, the school is unable to adequately cater for the needs of those children with Special Educational Needs and/or disabilities, parents will be informed why an offer will not be made.'**

### Links with outside agencies

The SENCo is responsible for liaising with outside agencies in order to provide the best educational possibilities for pupils with SEND. Pupil reports received from outside agencies will be disseminated to professionals working with the child and recommendations are added to Support and Achievement Plans or classroom practise.

Where the school determines that a pupil requires specialist support beyond what the school is reasonably able to provide, the school may recommend that parents source independent specialist support. The SENCo will endeavour to help parents find suitable independent support and will signpost or/and refer parents to external professionals and/or agencies. It is for individual parents to satisfy themselves of the suitability of external providers. The effectiveness of such outside agencies is not the responsibility of the SENCo.

### Procedures

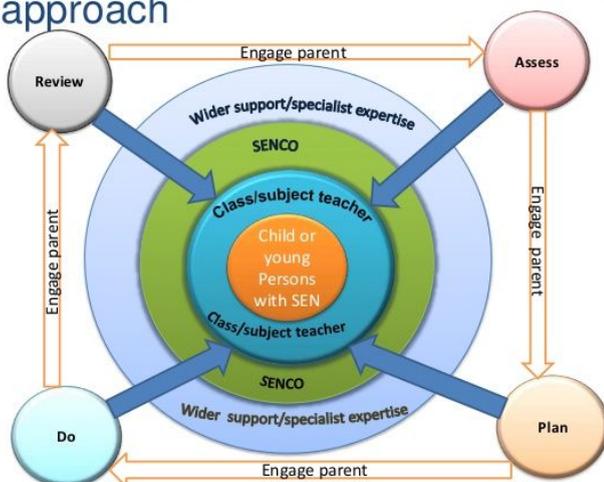
Pupils are identified with SEND if they meet the definitions given above.

If a child has a diagnosis or a disability but working within the class they will have a SEND alert form (Appendix 1) and a SEND register form B (Appendix 2) but they will have no Support and Achievement Plans and the parents will sign a form to acknowledge they are on the register but requiring no other specific support.

Children who have other Special Needs will be identified through class screening, observations and teacher concerns. Teachers who have concerns about pupils will complete a SEN Alert form which will then be discussed by the teacher and SENCo and intervention provided, where appropriate, using the graduated approach plan. Pupils are put on the SEN register in consultation with parents/carers and SEND Register form A will be completed and signed. Sometimes these children will require a Support and Achievement Plan and sometimes no Support and Achievement Plans but will require additional interventions.

Pupils who require any additional support will be part of the Graduated Approach Plan process.

### 3. The reform vision: A whole school approach



### ASSESS - PLAN - DO - REVIEW

### Graduated Approach

Children with EHC Plans will also follow this process; they just may need more adjustments. Children who are Gifted and Talented or who have EAL will also follow this process.

#### Assess:

- Needs analysis – what does the teacher think that the child needs?
- Look at assessments (if relevant and age appropriate) and tracking information.
- Parental concerns
- Observations by LSA, Teachers & SENCoS
- Assess interventions

#### Plan:

- Inform parents of any planned interventions
- Teachers and SENCo in consultation with parents agree adjustments
- Think about High Quality Teaching strategies
- Plan the targeted provision / interventions
- Support and Achievement plans are written, if appropriate
- Share with all relevant teaching staff

#### Do:

- Intervention and targets are worked on.
- Timetabling or specific time allocations are followed so that all support is given regularly
- Teachers and Learning Support Assistants/Kindergarten assistants need to work closely together to assess the impact of any interventions
- Teachers reflect on the children's progress
- LSAs/Kindergarten assistants meet with SENCoS regularly for coaching and mentoring

#### Review:

- Teachers identify, learn and develop what helps children develop and make progress
- Consult with parents
- Progress meetings for children with SAPs – 3 times a year
- Look at tracking information and progress where relevant
- Review the impact and quality of the support and interventions.

**High Quality Teaching** – Teachers plan for SEND pupils inclusively and provide resources and scaffolded activities, where necessary and with guidance from the SENCo. Differentiation is part of the planning and includes extension tasks and challenge tasks to meet our gifted and talented students..

**Interventions** – In Lower School Teachers will fill in a class update form termly and using this form in conjunction with the SENCo and their class assessments and personal knowledge of the children, will decide if pupils in their class need additional support. If appropriate a child will receive an intervention and the parents will be informed. The interventions will be planned and regularly reviewed.

**SEN Alert** – If a teacher, or parent, has more concerns a SEN Alert form is completed and discussed with the SENCo. A child may then go onto the SEND register and/or receive termly Support and Achievement Plans.

**Support and Achievement Plans (SAPs)** – Children on the SEND register will have SAPs unless they are working within the class and are on the register due to a diagnosis or disability. SAPs will have SMART targets related to specific areas of pupil need and, if appropriate, include recommendations from outside professionals' reports. All pupils with Support and Achievement Plans will receive specialised SEND intervention that is short, targeted, multi-sensory at appropriate times, directly related to their targets and delivered by the SENCo or Learning Support Assistant or Class Teacher with coaching and support from the SENCo. SAP targets are reviewed and new targets set 3 times a year during review meetings for each child collaboratively by the SENCo, teacher and parents. (Blank SAP form Appendix 3)

**Education Health and Care Plans (EHCP)** – Pupils who are in receipt of an EHC Plans are usually supported by a 1:1 Learning Support Assistant. The SENCo and Education Manager are responsible for managing the EHCPs, liaising with professionals and parents and organising Annual Review meetings. The SENCo collates reports (including a report written by the class teacher) to send to the local authority, parents and relevant professionals and is responsible for integrating objectives from the EHCP into termly SAP targets and weekly pupil provision.



**Provision and intervention plan and map** – The SENCo maps all provision which is updated termly to show how the school allocates resources to each individual.

**FOR “LEARNING SUPPORT REFERRAL AND PROCEDURES FOR KINDERGARTEN AND LOWER SCHOOL” SEE SEPARATE DOCUMENTS.**

#### **Gifted and Talented Children**

Children who have been assessed by their Class Teacher as ‘Gifted and Talented’ will be clearly identified in the class records and lessons will be planned to take into account of their skills.

#### **Looked After Children**

Should Alder Bridge School have any ‘Looked After Children’ on the school roll, the SENCOs will be the designated members of staff for them along with the Designated Person for Safeguarding.

#### **English as an Additional Language (EAL)**

Where a pupil is assessed as needing additional support in English language in school or Kindergarten, the SENCOs may recommend that the pupil has extra support in improving language skills. Discussion with parents will then take place.

Children will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Kindergarten procedures are outlined in the, ‘Supporting Kindergarten children with EAL’ document.

#### **Review**

The school will review this policy on an annual basis to ensure the school meets the needs of those pupils with learning difficulties and/or disabilities

Next review date: May 2018

Approved by: Trustees



**Highlight the appropriate level of support**

- Class/subject teacher support
- Class/subject teacher and SENCo support
- Class/subject teacher, SENCo and external agency support

Name of pupil		
Stage	Date	Actions/comments/next steps
<b>Assess</b> <b>Code of Practice p 94:</b> <b>Identifying need at the earliest point and then making effective provision improves long-term outcomes for the child</b>		List assessments used and results Highlight current focus
<b>Plan</b> <b>Code of Practice p101;</b> <b>Support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge</b>		Intervention/resources and staff Frequency/timing of delivery Expected learning/outcomes
<b>Do</b> <b>Code of practice p101</b> <b>The class /subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil.</b>		Arrangements for monitoring and feedback
<b>Review</b> <b>Code of practice p102</b> <b>The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed regularly in line with the agreed date.</b>		Outcomes of impact/monitoring(quantitative and qualitative)  Outcome of review: highlight as appropriate Continue with class/subject teacher support OR Move to class/subject teacher/SENCo support





## SEND register Form B

### Special Educational Needs and Disability Parent/teacher/SENCo Discussion Form

Name:

Concern:

What has happened so far:

**Parental Views:**

I have discussed my child's special educational and disability needs with the ClassTeacher/SENCo and have agreed that he/she should be put on the SEND register to ensure that their needs are met and tracked. They are working within the class as a whole and will not need individual support and achievement plans.

I acknowledge that \_\_\_\_\_ is on

STAGE	Date of Action	Signature of parent acknowledging agreement
SEND register		
SEN support /+		
Statement/EHC		



## SEND register Form A

## Special Educational Needs and Disability Parent/teacher/SENCo Discussion Form

Name:

Concern:

What has happened so far:

**Parental Views:**

I have discussed my child's special educational and disability needs with the Class Teacher/SENCo and have agreed that he/she should be put on the SEND register to ensure that their needs are met and tracked. They will have regular support and achievement plans.

I acknowledge that \_\_\_\_\_ is on

STAGE	Date of Action	Signature of parent acknowledging agreement
SEN Support		
SEN support +		
Statement/EHC		

**SCH0007**

**Reviewed: March 2017  
Review Group: College**



**Alder Bridge**  
Steiner-Waldorf School

Link to Support and Achievement Plan form:

<https://docs.google.com/document/d/1wsXdZAUWIMdRsP1zGpnrZ2Lob2jFEjcFpyQar68b0SI/edit>