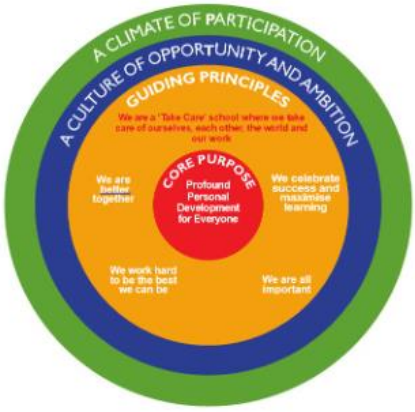
EDALE RISE
Primary & Nursery School

Special Educational Needs Policy 2026-27

Policy Statement

Take Care Model for Excellence



At Edale Rise we take every opportunity to make a positive impact on children's personal development and enable them to 'be the best they can be'.

Underpinning everything we strive to achieve at Edale is a firm foundation of values-driven learning. As a 'Take Care' school we:

- Take care of ourselves
- Take care of each other
- Take care of our school and our world
- Take care with our work

Our Take Care principles ensure children are intrinsically learning about values such as integrity, respect, teamwork, compassion, responsibility and resilience. The principles are also in line with our Trust values of kindness, respect, creativity and equality.

Edale Rise takes seriously its duty to ensure that all children receive their entitlement to a high quality education, one that is appropriate to and meets their individual needs, promotes high standards - and enables children to fulfil their potential.

Each child's provision should enable them to achieve their best and become confident individuals living rewarding lives. All children, including those with special educational needs and disabilities, are supported to enjoy and achieve throughout their time in our school and make successful transitions between phases in preparation for adulthood. This Special Educational Needs and Disabilities (SEND) Policy aims to make clear our commitment to high quality education for all children, sets out how our school will support and make provision for children with special educational needs and disabilities and explain staff roles and responsibilities in relation to SEND.

Scope and purpose of this policy

1. To 'promote children's self-esteem and emotional wellbeing and help them to form and maintain worthwhile relationships based on respect for themselves and others'. (National Curriculum, 2014).
2. To ensure all staff understand their role and responsibilities in relation to SEND and inclusion.
3. To demonstrate our school's commitment to procedures relating to SEND and inclusion.
4. To facilitate our school's commitment to ensuring all children receive their entitlement to a high-quality education, appropriate to their individual need and are able to achieve their full potential.
5. The SEND policy covers all children who fall within the definition outlined by the Code of Practice 2015 (see below), whether or not they have been issued an EHCP or placed on the SEN Register.

Edale Rise publishes a SEND Information Report that signposts and makes reference to their Local Authority's Local Offer and an Accessibility Plan. These resources work alongside this SEND Policy in order to ensure that our SEND provision is responsive, dynamic and flexible in relation to the current cohort of children's needs as well as compliant with the Local Authority's guidance and processes.

This policy also links to other Transform Trust and school policies, such as:

- Anti-Bullying
- Assessment
- Attendance
- Behaviour
- EAL
- E-safety
- Equality Objectives
- Equalities
- Exclusions
- Health and Safety
- Intimate Care
- Curriculum
- Positive Handling guidance
- Safeguarding
- SEND Code of Conduct
- Supporting children with medical needs.

Legislation

This policy is based on the statutory Special Educational Needs and Disabilities (SEND) Code of Practice 2015 and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for children with SEN and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for Education, Health and Care Plans (EHCPs), Special Educational Needs Co-ordinators (SENDCOs) and the SEND Information Report.
- The Equality Act 2010, which sets out the laws against discrimination, harassment and victimisation of nine protected characteristics, including disability.

Definition of SEND

The following definitions are taken from the SEND Code of Practice 2015.

A child or young person has SEND 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:

- 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 or mainstream post-16 institutions.

The SEND Code of Practice 2015 identifies 4 broad areas of need as:

- Social, Emotional and Mental Health
- Communication and Interaction
- Cognition and Learning
- Sensory and Physical Need

Special Education Provision at Edale Rise

We successfully provide for a wide range of the 4 broad areas of need plus health and medical needs, as budget, resources and availability of expertise allows.

Edale Rise's Commitment

Edale Rise recognises that, in order to meet its commitment to ensuring that all children receive their entitlement to a high-quality education, children with SEND need both whole school systems and approaches that have inclusion built in from the outset and high quality, timely and regularly reviewed individualised provision.

Edale Rise will therefore:

1. Establish and maintain our 'Take Care' ethos of equality, diversity and inclusiveness that allows children's needs to be met as part of the main offer of the school, wherever possible. Individual needs will be met whilst ensuring children maintain dignity and have wealth of opportunity.
2. Establish and maintain an ethos where children, families and other agencies work collaboratively and cooperatively in order to ensure the best offer for each child.
3. Ensure that the curriculum and wider experience of children is inclusive by design for all pupils, including those with SEND.
4. Ensure that the approach for managing behaviour is inclusive by design for all pupils, including those with SEND.
5. Ensure that all staff are aware of the different types of SEND need that are currently present in their school and the processes in place to support them.
6. Ensure that all staff understand that SEND is recognised as a potentially exacerbating vulnerability to forms of abuse in Keeping Children Safe in Education and that children with SEND could benefit from early help in relation to child protection and safeguarding before their non-SEND peers.

The graduated approach at Edale Rise

Universal Provision:

All learners will have access to quality first teaching.

Where appropriate, access will be enhanced through carefully differentiated activities or approaches directly related to the school curriculum, which are part of our graduated approach.

Pupil Progress discussions include interventions accessed across the school and are reviewed every half term through the plan-do-review cycle.

Identification and assessment of pupils with SEND

Children's needs should be identified as early as possible through:

- information from previous schools
- information from other services.
- following up parental concern
- Pupil Progress meetings
- Class Conferences
- as need arises
- following the Flow Chart of Concern Pathway (Appendix to this Policy) to support the information-gathering process using, for example, the Routes to Inclusion toolkit
- referral to external agencies
- using the assess-plan-do-review cycle to create and review individual provision maps that include interventions accessed across the school

Children identified with SEND, either with or without a diagnosis are added to the school's SEND register, in accordance with the Code of Practice requirement for keeping records (6.49). The register outlines and monitors the primary area of need and any other relevant factors.

Curriculum Access and SEND Provision

Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils:

- teachers differentiate work and resources as part of quality first teaching
- class support
- pre/ post teaching
- targeted interventions based on the need
- targeted adaptations using the Transform Trust Adaptation Document
- strategies/ interventions from external agencies targeting an area of need
- children may access teaching and learning in the school's Inclusion Base, known as 'The Base'.

Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our SEND provision is carried out in the following ways:

- informal feedback from all staff
- SEND Team meetings
- review of provision maps
- classroom drop-ins by the SENDCO and senior leaders.
- book looks and planning reviews
- pupil voice
- pupil progress meetings
- attendance records
- external agency reviews

Additional SEND Provision:
Pupils will be offered additional SEND support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer for all pupils in the school i.e. they have a special educational need as defined by the SEN Code of Practice 2015.

Where a pupil has a significant, severe and sustained need that remains undiagnosed, it may be necessary to refer to an appropriate service for a diagnosis.
The school setting may wish to apply for Element 3 (Higher Level Need) funding to support the additional provision required. This funding is in addition to the notional budget.

For children with a high level of SEND, support through an Education Health and Care Plan may be necessary.

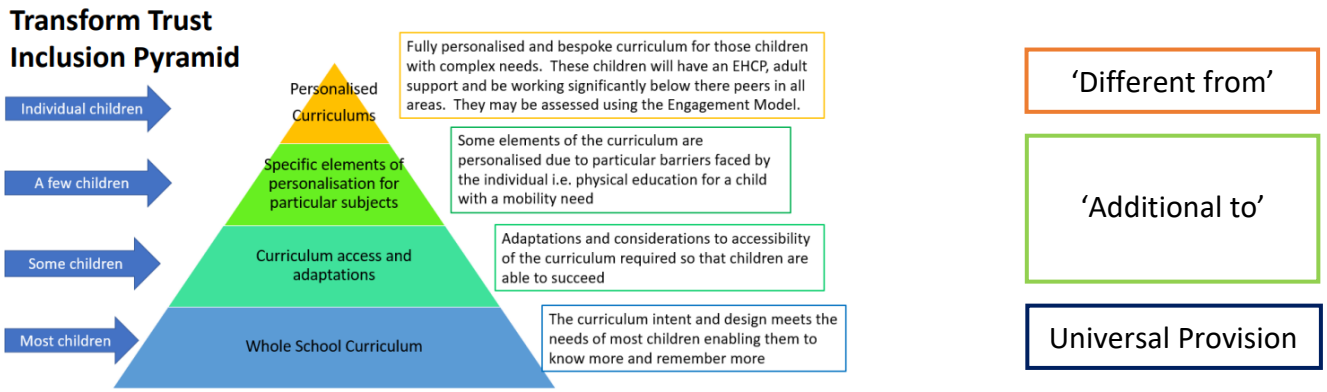
Education Health and Care Plan
An Education Health and Care Plan is an accountable document detailing provision necessary to support a child across all areas of their life and is subject to Annual Review.

Review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with Local Authority policy and guidance - particularly with regard to the timescales set out within the process.

Procedures and Training
Edale's arrangements for SEND and inclusion are made explicit through our SEND Information Report, this policy, our Accessibility Plan and all associated school policies. We are guided by these key principles:

1. A qualified teacher, employed by the school will be designated as SENDCo.
2. The SENDCo will achieve the post-graduate, accredited professional qualification for SEND Co-ordination.
3. The SENDCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies in order to ensure that children with SEND receive appropriate support, high quality teaching and adaptations.
4. The SENDCO and class teacher, together with any specialists and involving the child and their parent/carers, should consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. Edale Rise liaises closely with Local Authority and health specialists who offer face-to-face support, consultation and training in an environment of sharing good practice.
5. The identification of SEND is built into the overall approach to monitoring the progress and development of all children, through termly Pupil Progress meetings and Class Conferences.
6. Edale meets its statutory duty to follow the graduated approach to meeting the needs of children with SEND as set out in the SEND Code of Practice 2015.

We follow the Trust model of provision:



7. Edale Rise has a named member of the Governing Body who has specific oversight of our arrangements for SEND.
8. Edale Rise's leadership team regularly reviews how expertise and resources used to address SEND can be used to build the quality of whole-school provision as part of their overall commitment to school improvement.
9. The quality of teaching for children with SEND and the progress made is a core part of Edale Rise's approach to professional development for all teaching and support staff. Training and professional development is accessed through staff meetings, INSET days, Trust and Local Authority network meetings, specialist courses, links to online development, sharing of good practice internally, Trust-wide and with local schools, dissemination of literature.
10. Edale Rise's leadership team identifies any patterns in the identification of SEND and compares to local and national data to inform and reinforce the quality of teaching.
11. Edale Rise meets its statutory duty to make arrangements to support children with medical conditions, usually through appropriate training and the implementation of an Individual Healthcare Plan specifying the type and level of support the child needs. This complies with the statutory guidance: Supporting Children at School with Medical Conditions, December 2015 and the Trust's policy: Supporting Pupils with Medical Conditions.
12. In some cases, a child with SEND may also require a level of personal or intimate care to be provided in order for them to access their entitlement to a full and quality education. In these circumstances, school with work closely with parents/carers to generate an appropriate Intimate Care Plan (ICP).
13. In some cases, a child with SEND may require a level of physical support in order to fully access their entitlement to a quality education. In these circumstances, an Individual Handling Policy (IHP) may be considered – please refer to the Trust's and Edale's Positive Handling Guidance.
14. In some cases, a child with SEND may require special consideration and support in order to be able to evacuate the building in an emergency such as a fire. In these circumstances, a Personal Emergency Evacuation Plan (PEEP) is in place for them. This includes details of why the PEEP is required and how they will be supported and is written collaboratively between the SENDCO, families, any involved healthcare professionals and, where possible, the child. These are reviewed at least annually and following any change, incident or at the request of any stakeholder.

15. Whenever there is known risk associated with a child, including any arising from a special educational need or disability (for example, use of specialist equipment), an individualised risk assessment is considered. Risk assessments should be written collaboratively between the most appropriate staff member (in the case of a child with SEND this is likely to be the SENDCO), families, any involved professionals and, where possible, the child. These should be reviewed at least annually and following any change, incident or at the request of any stakeholder.
16. All children will have access to a broad and balanced curriculum and a commitment from leadership teams, teachers and support staff that they will set high expectations for every child, regardless of their prior attainment.
17. Edale Rise works cooperatively and supportively with other agencies in order to ensure that the needs of children with SEND are fully understood and met. Other agencies include Local Authority Teams:

- Autism Team
- Learning Support Team
- Include Service
- Educational Psychology Service
- Mental Health Support Team
- Neurodevelopmental Pathway Support Team

and Health Services:

- Physiotherapy
- Speech and Language Therapy
- Occupational Therapy
- Paediatric Consultant Teams
- Continence Advisory team
- Community Nursing Team

18. Edale Rise will ensure the views, wishes and feelings of the child and their parent, including supporting them to participate fully in decisions, are kept front and centre at all times.

Roles and Responsibilities

The Director of Inclusion will:

- Support Edale Rise to achieve their school improvement priorities relating to SEND
- Identify and share best practice in order to further improve the inclusive practice of Edale Rise.

The SEND Governor will:

- Help to raise awareness of SEND issues at Governing Body meetings.
- Monitor the quality and effectiveness of SEND provision within their school and update the Governing Body.
- Work with the leadership team and SENDCO to determine the strategic development of SEND provision in their school.
- Attend the Trust's SEND Link Governor Training.

The School Leadership Team will:

- Create a culture of inclusion that takes into account children with SEND when considering school development and improvement.
- Work with the SENDCO and SEND Governor to determine the strategic development of SEND provision in their school.

- Have overall responsibility for the provision and progress of children with SEND.
- Regularly gather and collate parent, child and staff voice and take into account their views when decision making in relation to SEND.

The SENDCO will:

- liaise with parents to share and make known information about provision for their child through a collaborative process.
- work with the leadership team and SEND Governor to determine the strategic development of SEND provision in their school.
- have day-to-day responsibility for the operational aspects of SEND and the co-ordination of specific provision made to support individual children with SEND, including those who have EHCPs.
- provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that children with SEND receive appropriate support and high-quality teaching.
- advise on the graduated approach to providing SEND support.
- advise on the deployment of their school's delegated budget and other resources to meet children's needs effectively.
- be the point of contact for external agencies, especially the Local Authority and its support services.
- liaise with previous and potential next providers of education to ensure children and their parents are informed about options and a smooth transition is planned.
- work with the leadership team and SEND Governor to ensure that their school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- ensure that their school keeps the records for all children with SEND up-to-date.
- maintain own awareness of current developments in SEND and contribute to the professional development of staff.

Class Teachers will be responsible for:

- progress and development of every child in their class.
- robust Universal Provision.
- implementing appropriate and tailored adaptations to support children's access to the curriculum and to meet their individual needs.
- writing and reviewing individual provision maps.
- working closely with any Teaching Assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- working with the Assessment Lead through Pupil Progress meetings to identify any causes for concern and decide on any changes to provision.
- working with the SENDCO through Class Conferences and as need arises to identify any causes for concern and decide on any changes to provision.
- working with the SENDCO to follow the Flow Chart of Concern Pathway (Appendix to this Policy) and contribute to the information-gathering process using, for example, the Routes to Inclusion toolkit.
- working in partnership with parents and participating in the review process with parents, children, SENDCO, support staff and external agencies.
- annual paperwork relevant to children's needs.

Teaching Assistants, support staff and specialist staff employed by the school will be responsible for:

- Working closely with the class teacher(s) to plan, deliver and assess the impact of support and interventions and how they can be linked to classroom teaching.

- Working with the SENDCO to ensure effective deployment in order to meet the needs of all children requiring support.
- Ensuring at all times that they are promoting the development, independence, and personal wellbeing of the child(s) they are supporting.
- Working with the SENDCO to ensure inclusion is at the heart of provision across all aspects of the school day, including breakfast club, lunchtimes and after-school activities.

SEND Information Report

1. Edale Rise makes their provision for SEND and inclusion explicit in the publication of their statutory SEND Information Report, in line with guidance set out in the SEND Code of Practice 2015 and the SEND Regulations 2014.
2. The SEND Information Report is published on the school website and updated annually, with any changes made during the year updated as soon as possible.
3. The contents of the SEND Information Report are prescribed by law in the documents mentioned in this policy.
4. The SEND Information Report includes relevant named contacts who are available at the school.
5. The SEND Information Report includes information on Edale's contribution to the Local Offer (see section below) and information on where the Local Offer is published.

Local Offer

1. The Local Authority produces a 'Local Offer' detailing information about provision they expect to be available across education, health and social care for children and young people who have SEN or are disabled, including those who do not have an EHCP, in their area.
2. Edale Rise cooperates with the Local Authority in the development and review of the Local Offer.
3. Edale Rise complies with their Local Authority's guidance on how schools should contribute to the Local Offer in their area, including ensuring that it is published appropriately - within or alongside the SEND Information Report.

Accessibility Plan

1. Edale publishes an Accessibility Plan detailing the reasonable adjustments that improve the accessibility of readily available school information, the curriculum and the physical environment, facilities and services of the school for children with a disability.
2. The Accessibility Plan is in writing, takes the views of children and their parents/carers into account and is regularly reviewed.
3. Edale's budget considers allocation of adequate resources to ensure the furtherment of the Accessibility Plan.
4. Edale publishes an Accessibility Plan in the form of a rolling development plan detailing strategies, timeframes, financial requirements and persons responsible over a three-year period.
5. The SENDCO, along with the leadership team and SEND Governor, will take overall responsibility for producing and maintaining the Accessibility Plan, including at least annual review of progress made.

Admission Arrangements:

The Admissions process for children with SEND is the same as that followed for all children. The exception is for children who require a phased admission into school.

Allocation of Resources:

The Headteacher, in liaison with the Inclusion Lead, has responsibility for the management of resources for SEND. They will determine the use of resources, staffing levels and staff development. Funding for special

needs may be used to provide staffing or resources. Higher Level Need (HLN) Funding is used to support individually named children by Teaching Assistants and for specialist equipment and training.

Complaints about SEND provision:
The school has a Complaints Policy and all complaints about SEND provision and procedures will be carried out in line with this policy. A copy of the policy may be found on the school website, or obtained from the school office.

Arrangements for reviewing, monitoring and evaluating this policy:
The effectiveness of this policy will be reviewed annually by staff, the Senior Leadership Team and by relevant members of the Governing Body. Interim amendments may be made to reflect current practice and local or national developments.

Our SENDCO: Elizabeth Fisher
SEND Link Governor: Ian Forbes

Plan reviewed by: DM Crosby: Head Teacher

Date: September 2026

Date of next review: September 2027

Appendices attached: -

- Flow chart of Concerns

Flowchart of Concern 2026-27

Concern from teacher/parent/carer/Class conference discussion

Concerns Form

R2i Assessments (Teaching staff)

R2i assessments (SENDCo/HLTA)

Observation

Quality First Teaching

Classroom intervention

School intervention

External Referral

Knowledge-rich curriculum supporting needs of all children/*PSHE*
High ceiling, low threshold approach
'Take Care' ethos and values embedded.
Adaptations documents
Differentiated and challenging pedagogy, tasks and outcomes appropriate to need
Engaging lessons taking interest into account where possible
Clear communication strategies
Classroom resources supported with signs and symbols visuals
Concrete – pictorial – abstract approach to teaching
In class focus support
Language rich environment
Accessible environment
Reasonable adjustment on the behaviour policy understood by staff and child
Positive behaviour reinforcement
Personalised rewards/movement breaks/mindfulness

Meet & greet
Seating
Personalised visuals
Dyslexia resources
Class-based intervention groups
1:1 reading support
Precision teaching
Alternative recording methods
Positive jar
Timers
Work-reward incentive
Early Talk boost
Specialised resources (talking tins/whiteboards; keyboards; speech to text)
Physiotherapy

Individualised communication strategies, including Makaton supported language
1:1 support
High cost resources (chairs; changing table; toilet support; radio aids)
Personalised curriculum
Personalised timetable
Personalised resources
Intensive interaction
Sensory circuits/proprioception
Attention autism
Musical interaction
Life skills, communication & interaction nurture group
Active literacy (dyslexia support)
SALT
DCD
Proprioception
ELSA
Special Play
Circle of Friends
Learning mentor
Chatterbox
'Time out' intervention – e.g. EYFS, ICT time
TAC meetings

Referral to nursing service
GP referral - via family
NPST referral - paediatrician
MHST/CAMHs
SALT referral
Autism Team
Learning Support Team
Complex Needs Team
Educational Psychologist
Trust Enhanced Provision Panel

Pupil progress/Intervention Analysis – plan-do-review cycle

Class and individual Provision Maps detail interventions and progress

Report guidance