

SEND AND INCLUSION POLICY

Review Date	November 2022
Reviewed By	Danielle Clowes & Diane Laing
Next Review	June 2023
Reviewed by	Diane Laing
Next Review	August 2023
Reviewed by	Diane Laing
Summary of Changes	First Edition Up-dated August 2023 Keeping children safe in Education 2023 Amendment- added Brigitta Beckett as FSW Filtering and monitoring of ICT
Next Review	September 2024

Approved by:

Head Teacher..... Date

Deputy Head Teacher.....Date

Responsible Individual.....Date.....



Links to the Independent School Standards

Part 1- Quality of Education

Part 2 -Spiritual, moral and the cultural development of pupils

Part 3- Welfare, Health and Safety of our pupils

Part 6- Provision of information

To be read in conjunction with:

- Equal Opportunity policy
- PSHE, including SRE and Drug policy
- Positive Behaviour, including Anti-bullying policy
- Child protection and KCSIE policy
- SMSC policy
- Teaching and Learning policy
- Curriculum policy
- Equality Act 2010: advice for schools DfE 2014
- SEND Code of Practice 0-25 (June 2014) revised 2015

This policy details on how the school promotes Inclusion for ALL pupils with Special Education Needs, especially those who present with Social, Emotional and Mental Health needs (SEMH). Not with holding those pupils with a disability or English as an additional language (EAL)

Specialist provision for pupils who present with SEMH age 5 to 13 (year 1-year 8)



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1. Introduction

The named SENco Lead for Emerge School is Diane Laing. Diane is also the Deputy Head and a member of the Senior Leadership Team. Diane has been in the education sector since 2007, she specialises in SEMH/SLCN and Cognition & Learning. Diane is supported by Dr Elaine Shone (Educational Psychologist) and Yvonne Sheldon (Senior TA specialised in SEN) and Family Support Worker (Brigitta Beckett)

The school supports Local authority admissions criteria which does not discriminate against pupils with special education needs or disabilities, and its admissions policy has due regard for the SEN and Disability Act 2001 and the special educational needs and disability code of practice: 0 to 25 years (2014, updated May 2015). Parents/carers are encouraged to contact the school office in the first instance to arrange a visit or for any queries. Information can also be obtained via the Local Offer on the website:

<http://localoffer.stoke.gov.uk>

2. Intent

The majority, if not all, of our pupils will come into our school already in receipt of an 'Educational Health Care Plan' (EHCP). Our aim is to tailor the curriculum around the child's needs set out in the EHCP, as well as any therapeutic input identified and any standardised testing to create a whole holistic view of the child's needs. At Emerge School, we aim to capture both pupils and parental/carers views as part of the educational package offered as part of the process in developing educational support. This will then inform us of a specific tailored package of education needed to enable children to be successful and reach their full potential.

As leaders, our aim is to develop Emerge Education so that it enables pupils to access a creative curriculum that does not follow the prescriptive model, but that focuses on independence and offers a personalised educational approach to learning, concentrating on pupils who present with social, emotional and Mental health needs(SEMH) primarily, to ensure that our children are ready to:

'Learn Today for a Better tomorrow.'

In doing so, this will encourage the very best achievement for our pupils, both personally and academically. At Emerge, we believe that children should have the opportunity to reach their personalised potential, no matter of race, culture, or background. In addition to offering tailored, individual pupil support to a much greater degree than can be offered in a traditional school, we want to create a community in which every aspect is built around a therapeutic, nurturing ethos and centred around the needs of each individual child, enabling them to feel successful, valued, and have a sense of belonging within the wider world.

Our intention is to provide all pupils with access to a safe and nurturing learning environment, providing a supportive and structured curriculum and a diverse range of high-quality learning experiences, relevant to the pupil and which prepares them for the next stage in their life. All pupils should have access to a bespoke blend of learning which aims to support both academic and personal progression.

It is our aim that pupils leave our school with the knowledge, skills, confidence, resilience and independence to care for themselves both mentally and physically: pupils who are able to perform confidently with their peers; pupils who become capable future citizens; who are able to take advantage of the opportunities, responsibilities and experiences that adult life will offer.

3. THERAPEUTIC OFFER INPUT

We believe that the young people at our school should be offered the same choices, chances and opportunities as all other children, and that we should work together with them, and others involved in their care and welfare to diminish as far as possible the impact of their past experiences of abuse, neglect, exploitation and exclusion. To enable us to achieve this we will deliver coherent and reassuring experiences for the children and young people, creating opportunities for positive interactions. All staff understand their part in constructing and maintaining a caring environment conducive to learning, progress, and positive development.

At Emerge School, the physical and emotional well-being of our children and young people is at the core of what we provide in supporting them to grow, develop, and lead their best lives. When a young person arrives at the school, often with several emotional and behavioural difficulties, we offer the best care and therapeutic support. It is these values and core beliefs that are encapsulated in our Therapeutic Model that support our vision of enabling each young person to develop and maintain healthy relationships, building upon the skills to manage their emotions whilst processing any previous trauma, and access learning in an appropriate and consistent way.

Where clinically appropriate, Emerge School offers psychological / cognitive assessments, direct and indirect individual therapy to each young person. Through a referral process, each young person will have access to support from a Psychotherapist and/or Educational Psychologist. If direct individual therapy is identified there are a range of therapies that can be accessed internally by our clinical team, including specific trauma focusing interventions in line with current National Institute for Clinical Excellence (NICE) guidelines for working with trauma in children and young people.

Indirect therapy for all our young people at Emerge School is embedded in all of our work across the service as all staff access regular group clinical consultations facilitated by a member of our clinical team. Alongside this the clinical team are always accessible for any additional support as appropriate.

Assessments will be individualised depending on each young person's needs. This will be discussed and agreed across a multi-disciplinary team (following referral) to

ensure each young person can access learning in a way that supports their academic, attentional, and emotional social needs.

Clinical Team Referral Form

Name:		Date of Birth:	
Year Group:		Age:	
Reason for your referral (in order of importance)			
1			
2			
3			
How do you think our team could help you with these?			
Has agreement been obtained from the child that you are referring? (Please provide brief details)			
Name of referrer and position:			
Signed:		Date of referral:	

4. Definition of Special Educational Needs (SEN)

This policy takes into account the Code of Practice issued in July 2014 (revised 2015)

Special Educational Needs (SEN) refers to pupils who have learning or behavioural difficulty in accordance with the SEN Code of Practice (July 2014) and revised January 2015 beyond classroom provision. Reasonable adjustments and specific interventions are needed to best support and allow pupils to reach their full potential.

‘A child or young person has Special Educational Needs if they have a learning difficulty or disability which calls for special educational provisions to be made for him or her. ‘SEN Code of Practice’

Social, Emotional and Mental Health (SEMH) is a broad term used to define a range different needs children may have at any given time. SEMH needs are a type of special educational need where a child communicates through behaviour in response to unmet social, emotional or mental health needs. Children with SEMH needs often have difficulties in managing their emotions or their behaviour.

The use of the term 'disability' is applied in line with the current terminology within the Equality Act 2010 that is:

'...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'.

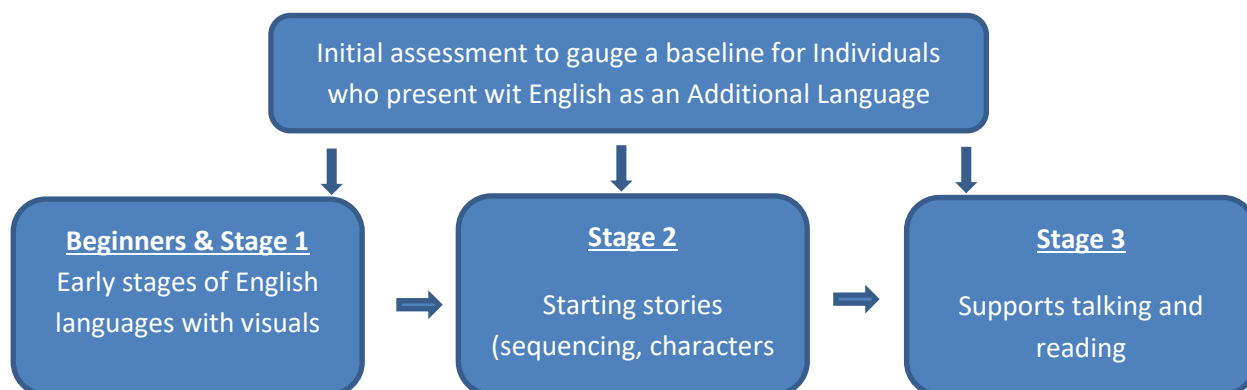
- 'Long-term' is defined as 'a year or more'
- 'substantial' is defined as 'more than minor or trivial' Children have a learning difficulty if they:
- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age

Communication and interaction – *Speech, language and communication needs (SLCN) is the term given to describe the extensive range of needs related to all aspects of communication – from understanding others to forming sounds, words and sentences to expressing ideas and emotions and using language socially.*

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language which they will be taught. In addition, a clear distinction is made between English as an Additional Language and Special Educational Needs. Most pupils who have English as an additional language, who require additional support, do not have Special Educational Needs.

Racing to English

Racing To English (Gordan Ward) is a intervention programme, which is used at Emerge school to enhance pupils English speaking , understanding and communication skills, alongside a language enriched environment. Racing to English has three stages as well as an assessment for all stages:



5. OUR AIMS AND OBJECTIVES

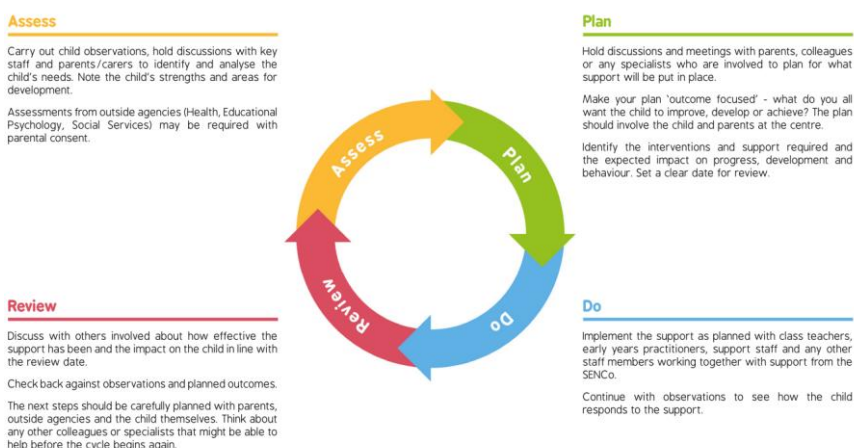
Emerge school aims to be an inclusive, nurturing school, valuing the equality of opportunity for all our children and raising the aspirations and expectations of all pupils. Having a clear focus on well-being, successes, feeling valued, identifying and being able to regulate emotions positively, learning opportunities, positive outcomes, high expectations, understanding others and being understood and by giving pupils the chance to reach their full potential academically, socially and personally.

We make this a reality through the attention we pay to ALL children at Emerge school regardless of their:

- Gender
- Minority ethnic and faith groups
- EAL needs
- Special Educational needs or disabilities
- Gifted or Talented ability
- Vulnerabilities
- Behaviours
- Trauma and life experiences

We achieve educational inclusion by knowing our children and taking a holistic approach to creating a personalised curriculum for each individual pupil as a child-centred approach. Continually reviewing what we do, using the ASSESS-PLAN-DO-REVIEW model.

Assess, Plan, Do, Review Cycle



Graduated Approach

Where a pupil is identified as having SEN, the support adopts the form of a four-part cycle- assess, plan, do and review. This is known as the graduated approach and supports the pupil in making good progress.

Assess- use of standardised tests, teacher assessments, pupil interviews and observations to find out where the child is and what difficulties they may have.

Plan- the teacher, SENCo and school's therapeutic team agree what interventions/support should be put in place, in consultation with parents.

Do- teachers, with the support of the SENCo and the therapeutic team, work with support staff to plan and assess the impact of support/interventions.

Review- the effectiveness of the support/interventions and the impact on the pupil's progress is reviewed on an agreed date, alongside the pupil and parents/carers are given clear information about this, where next steps are agreed.

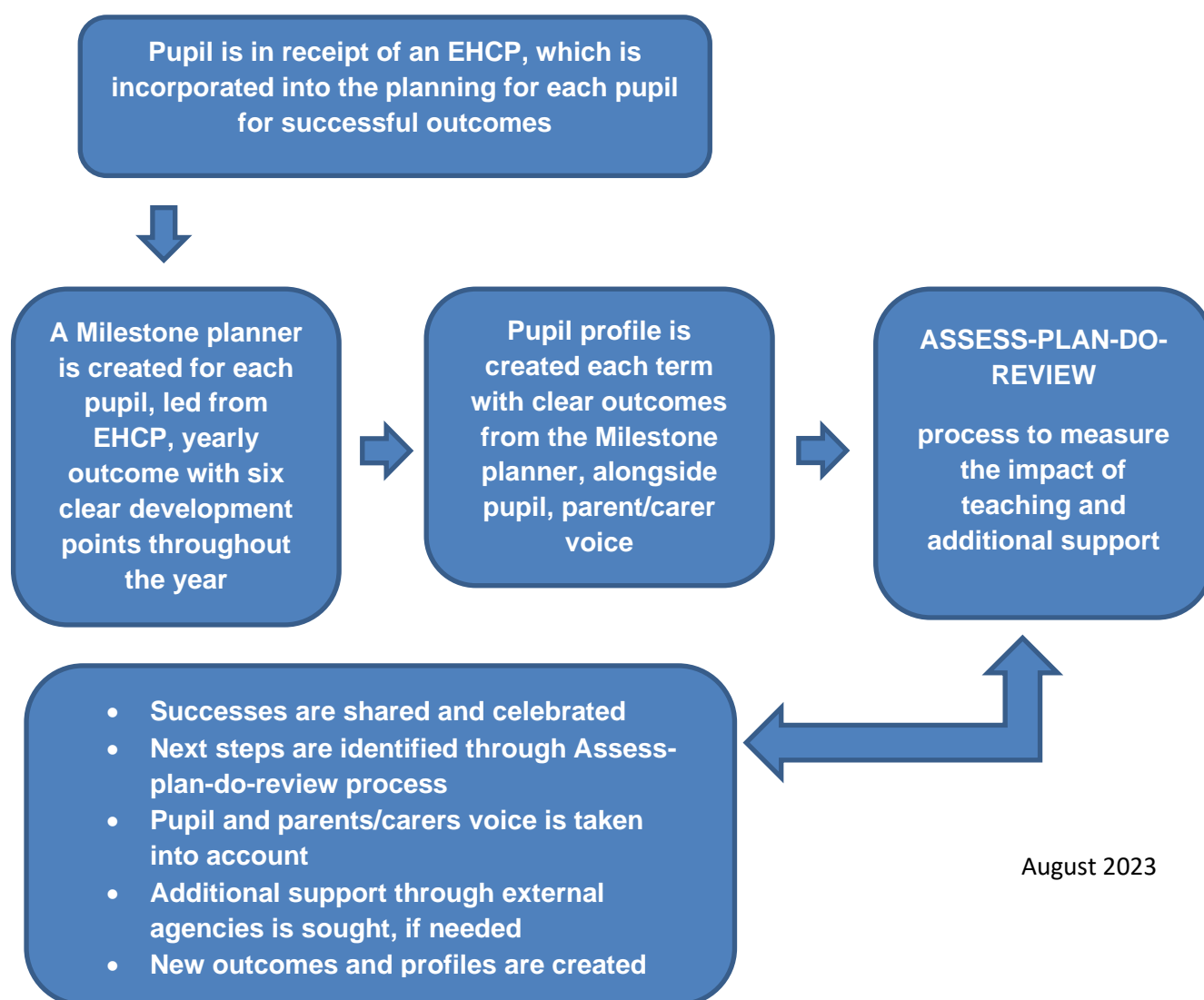
The aims of this policy is to ensure that:


- We create an environment that meets the educational needs of each child and foster a pupil centred approach;
- We identify and provide for pupils who have SEN and support the SEMH needs of all pupils
- Each child has a milestone planner, led from a range of assessments (EHCP, Boxall profile, Therapeutic assessment and relevant standardised testing)
- A robust register, linked to each pupils, pupil profile and case study is readily accessible for staff to contribute to.
- Positive Behaviour policy is adhered to by ALL staff, with consistent use to promote successes, restorative practice and positive well-being
- Clear consistent use of systems in place by Emerge staff
- Give each child the opportunity to a Therapeutic assessment-if needed
- All children are given equal access to a broad, balanced, personalised curriculum, including the National Curriculum as appropriate, to maximise their achievement.
- We provide a differentiated curriculum appropriate to the individual's needs and ability
- We foster an educational environment in which high expectations are set for all pupils, including those with SEN.
- We ensure the needs of pupils with SEN are identified early, assessed, planned for, provided for and regularly reviewed. (*Assess, Plan, Do, Review*)
- All procedures for identifying children with SEN are known to everyone as part of the induction process.
- All records follow the child through the school; they are **SMART**- **S**pecific, **M**easurable, **A**chievable, **R**elevant and within a **T**ime Scale, to meet the

individual learning needs, where pupil and parental/carer voice is listened to.

- We work in partnership with the Local Authorities 'Graduated Approach' to support guidance and advice for staff and a clear pathway of provision for the LA.
- We work in partnership with carers and parents to enable them to make an active contribution to the education of their child
- We accommodate full participation for ALL pupils by making reasonable adjustments, whether through resources or additional bodies.
- We take the views and wishes of the child into account.
- We offer termly SEN Forums to parents/carer as a supportive group with each term having a focus, led from parents request for up-dates or training as part of home/school links.
- We work closely with the Local Authority, in relation to the 'Tender' and consultation period for pupils in receipt of an EHCP (SEN COP 2014 0-25 year old, up-dated 2015)
- We maintain close links with support services and other agencies.
- We work within the guidance provided in the SEND Code of Practice, 2014-up date 2015.
- We ensure that pupils with SEN make good or better progress from their personalised starting point.
- We provide a structured CPD programme for all staff upon appointment, where all targets are set within 'Perspective' our school's platform

A clear structure of support for each pupil at Emerge School



<div> <div>Start Date:</div> <div>Review Date:</div> </div> <div>  <div> <div>Embrace</div> <div>Mindful</div> <div>Recovery</div> </div> <div> <div>Empathic</div> <div>Growth</div> </div> </div>																			
<div> <div>Page Header:</div> <div>Name of student</div> </div>				Assessment															
Primary Area of need		Secondary area of need		Year Gr.		D.O.B		Baseline					Review						
<div> <div>Area of concern</div> <div> <div>(Any visual observations, behavior, character, mood, background of the child):</div> </div> </div>								Student Voice											
								What's going well at school?											
								What's not going well at school?											
								I'm doing well at:											
								I need more help with:											
								Out of school I like doing:											
								When I leave I would like to be:											
								Who is helping me with this?											
								Is there anything stopping me from doing better at school?											

School is committed to prompt identification of additional Special Educational Needs in line with the SEN Code Of Practice 2014 (up-dated 2015).

6. EDUCATIONAL INCLUSION

- Creative a bespoke, personalised curriculum to promote opportunities giving pupils a thirst for learning
- Consistent staffing
- Daily Meet & Greet to capture initial mood (Teaching tool-to be used throughout the day to support identification and regulation of emotions)
- Alternative seating arrangements-wobble stool, z-frame, beanbags, chairs etc...
- Therapy input
- Reasonable adjustments and personalised learning support
- Being listened to
- Family lunch to support social skills and interaction
- Positive Behaviour Policy which promotes the well-being of pupils
- Recognition to support being READY-RESPECTFUL-SAFE
- Restorative and reflective conversations to empower pupils to build a bank of positive strategies
- Positive growth mindset
- High expectations of all pupils
- High aspirations
- Sensory understanding -sensory room (feel, touch, sight, sound, etc..)

Teachers respond to children's needs by:

- Creating a curriculum that is creative and empowering, that builds on prior knowledge and promoting success
- Creating a curriculum that is bespoke to each individual, by incorporating pupils individual needs into the daily planning to promote successful learning and deepen knowledge or skills
- Promoting our school's ethos and positive behaviour policy consistently
- Understanding the needs of ALL pupils, by taking an holistic approach in planning and delivery of lessons
- Giving pupils the tools and strategies to become successful in their learning
- A nurturing environment
- Building on pupils

Teachers are aware of the legal obligation and understanding the needs of pupils relating to Safeguarding KCSIE September 2023, Equality Act 2010, Relationship and Sex Education (RSE) and British Values.

Teachers are also aware of the SEND Code of Practice 2014 (revised 2015) and ensure pupils:

- Feel secure and know that their contributions and voice is valued
- Happy and safe
- Treated fairly and access a full and enriched curriculum
- Appreciate and value the differences they see in others
- Respect is mutual
- Take responsibility for their own actions
- Are emerged in their learning and feel successful
- Socially accepted and accept other
- Understood as individuals
- Understand and adhere to the ethos of Emerge
- Challenged in their learning that enables them to succeed
- Encouraged to participate in all aspects of schooling, regardless of their disability, ability or medical needs-with reasonable adjustments

7. IMPLEMENTATION

At Emerge school we take into account the needs of individual pupils and follow The SEN Code of Practice 2014, revised 2015 in our teaching practise. The SEN COP makes it clear that teachers are responsible for the progress of pupils make within their class.

Most pupils at our school will come in, in receipt of an EHCP and will already have outcomes set out in their plan, which we will adhere to. However, as a school all pupils upon admission, will be baselined using a range of assessment tools to ensure that our approach gathers an holistic view of each individual to enable a bespoke package of education and well-being, as this underpins everything we do.

Assessments used are:

Boxall Profile	This unique online tool assesses the social, emotional and mental development of pupils aged 4-18. It provides you with a precise picture of a pupil's strengths, as well as any difficulties which could affect their learning.
British Picture Vocabulary Scale (BPVS)	A test of receptive (hearing) vocabulary - single words that a child can understand. Gives you an age equivalent, standardised score and percentile ranking
Renfrew Action Picture Test	Gives scores for the amount of information given and the level of grammar used Age equivalent
Salford reading and comprehension Sentence level	Gives you a sense of a pupils reading ability as well as their literal or inference comprehension skills at sentence level Age equivalent, standardised score and percentile ranking
Puma for maths	Age related maths assessment, taken each term, gives standardised score, percentile ranking and gap analysis

Pira for reading	Age related reading assessment, gives a reading and comprehension age, standardised score, percentile ranking and identified gap analysis
Good Enough to Draw	Measures the intelligent of pupils up to 10 years old
Specific learning development checklist (SPLD)	4-6 years 6-11 years Gives you an idea of any specific learning development e.g Working memory, processing, spelling, phonological awareness etc...
Dyslexia screening (GL assessments)	To identify if a pupil is low/moderate/severe needs around Dyslexia, it will give guidance on if to refer to a specialist, what area/s are identified or strategies of support
York Assessment Reading Comprehension (YARC)	Gives you a sense of a pupils reading ability as well as their literal or inference comprehension skills at paragraph level Age equivalent, standardised score and percentile ranking
Rising stars phonic assessment	Baseline assessment in order to identify gaps in spelling patterns and reading ability to inform planning
Tapestry	On-line platform to monitor children's learning journey

We also offer a therapeutic assessment to pupils that are identified as experiencing prior trauma or negative life experiences. Once identified, pupils will access a 12 week therapy programme, specifically tailored to need, which techniques and strategies will be used throughout schooling and transfer to home-life.

Therapy assessments	Becks Youth Inventory SDQ Sensory Profile2
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The school may also ask for more specialised assessments from external agencies and professionals. If a child continues to show significant cause for concern, the Educational Psychology service and other specialists will be involved and asked for advice.

Agencies of support:

- the Hearing Impairment Service
- specialists in cognitive and learning disorders
- the Speech and Language Service
- the Visual Impairment Service
- the Physical Impairment services
- specialists in autistic spectrum disorders
- Specialists in social, emotional, and mental health difficulties.
- NHS hub (school nursing)
- Behaviour Support
- Educational Psychology services

- Dyslexia
- SENDs Inclusive services
- Social workers
- CAMHS

Nature of intervention.

The SENCO in collaboration with the class teacher will decide the action required to help the pupil progress from starting point. Based on the results of baseline and on-going assessments, the actions might be:

- Deployment of extra staff to work with the pupils.
- Senior Teaching Assistants, specialise in SEN
- Bespoke teaching, personalised to each pupil
- Reasonable adjustments throughout the school
- Provision of alternative learning materials/ special equipment group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Identification of staff CPD needs
- Staff development/training to undertake more effective strategies
- Access to support services for advice on strategies, equipment, or staff training
- Therapeutic assessment and input from trained specialists
- Educational Psychologist input

8. Provision mapping

Provision Mapping details how a student is supported during their school day, providing information on how a student's Statement/ EHCP is supported in the school setting. Provision Maps are used as a monitoring document and a reference document for school staff when planning for student needs.




Embrace Mindful Empathic Recovery Growt
Empower

'Learning Today for a Better Tomorrow'

First name	Last name	Year	Reason for intervention	Intervention	Staff	Ratio	Frequency per week	Length per session	Total minutes per	Start date	End date	Entry Assessment	Exit Assessment
			Pre-teach/over-teach	To support positive interaction alongside peers (language, daily tasks, methods etc...)									

			Life-skills opportunities	How to manage money Interact appropriately with the wider community Tolerance of others around etc...									
			Therapy	Specialist sessions timetabled	Specialist								
			Careers mentor	For + 14 years old and pathway									
			Sports Coach	Behaviour strategies/Forestry/PE									
Specialist package tailored around each individuals need Total hours of support: more than***** hours as he/she would be fully supported and teaching would be tailored specifically around need throughout each day													

Individual pupil plans and Provision Mapping are an integral part of our school's delivery of the Code of Practice. Individual plans are reviewed formally, three times yearly- each school term- usually as part of the Personal Education Plan (PEP) where a student is 'looked after', as part of the Annual Review of a Statement/EHCP and/or as part of the designated teacher/ key worker/ parent meeting which takes place on a regular basis, for all students. Additionally, informal reviews take place through internal case conferences and teacher assessment. Daily communication about students' progress through whole staff meetings, tutorials, teacher parent/ carer meetings also contributes to the ongoing review of the pupil plan, which is a working document and subject to update at any time.

		<h2 style="text-align: center;">Support Profile Form</h2>		<small>Embrace Mindful Empathic Recovery Growth Empower</small> <i>'Learning Today for a Better Tomorrow'</i>	
My Name:		My Class:		My D.O.B:	
				My class teacher:	
About Me					
I would like you to know					
What I want to be					
What I do well					
What people like about me and things I enjoy:					
I need more help with:					
These are my targets:		1.			
		2.			
		3.			
How will I achieve this:					
Who is helping me with this?					
Profile created by:				Date:	Review date
Teacher's Name:				Signature:	Date:
Pupil's Name				Signature	Date:
Parents/carers Name				Signature:	Date:

Individual pupil planning documents have the following information:

- NO more than three SMART targets, which are linked to the objectives of the Statement of SEND or EHCP, where applicable
- Strategies for the Pupil
- Strategies for the teacher
- Provision made
- Date for review
- Success and/or exit criteria
- Individual pupil profiles will be discussed with the pupil (Pupil voice) and the carer/parent. The school will involve pupils in the review process.
- Milestone planners supported by six development points

All linked to termly MYOL report as part of Parent /carer evening

My Year of Learning School Report September 2022 – July 2023

Name	Year Group	School Year	Teacher
Learning Needs		Behaviour Needs	Personal Development Needs
		EAL	YES NO
		Pupil Premium	YES NO
		Summer Born	YES NO
		Safeguarding	YES NO
Support in Place			

Absence Overview	Authorised Absence	Unauthorised Absence	Total Attendance	Improved or declined
Baseline				
Autumn 2021				
Spring 2022				
Summer 2022				

Each young person at our school will have an Individual Education Plan (Pupil profile) of support as well as a personalised behaviour plan (PBP).

SEN Support Pupils - Individual Education Plan

The class teacher, in conjunction with input from the relevant support staff and SENco Lead, plans a detailed pupil profile/passport, for all pupils on SEN Support with three or four specific targets. The Inclusion Lead reads all the Pupil passports/profiles and a draft is sent home to parents/carers. Review meetings with parents/carers are held termly for pupils that are on SEN in the form of a PEP, with the class teacher, member of the clinical team and Senco Lead. At this meeting the Pupil Passport is discussed and appropriate changes are agreed. Pupils are involved in their learning and are asked to attend the meeting where their views and targets are discussed with them. The Holistic multi-agency approach sets targets for the pupil and will detail:

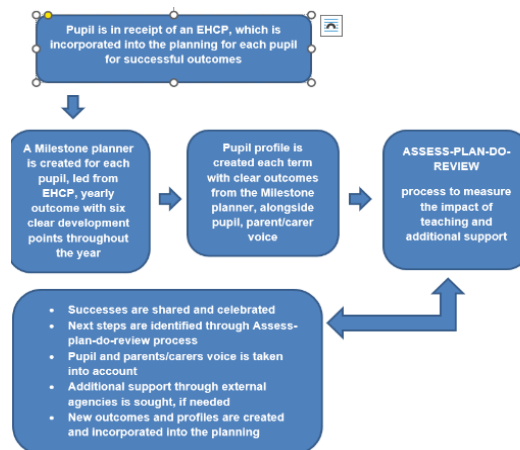
- the short-term targets set for or by the pupil
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- successes and/or exit criteria for next steps

Following the: ASSESS-PLAN-DO-REVIW approach

SEN Pupils with an Education Health Care Plan (EHCP)

If a pupil is in receipt of an EHCP, the SEN Lead will oversee the provision provided, although support and guidance will be sought by pupil voice, parent voice, therapist clinical team, class teacher and having a multi-agency approach to gain a holistic view.

Process of supporting provision



Annual Reviews

All pupils with have an EHCP review at least annually, although an interim review can be placed at any point if needs change etc...

- Date set and invites to be sent out six weeks prior to the review
- Request for any external reports to be sent
- Pupil voice
- Parent views
- Annotation of provision since the previous review
- Evidence of pupils work
- SEN Lead to collate all information and send pre-paperwork out two weeks prior to the review
- Review to take place led by education setting, share successes, struggles, views and support next steps
- Post- paperwork to be sent out no later than 10 days after the review
- Any amended recommendations to be written in the amended EHCP

Individual Behaviour Support Plans

Every pupil at the school has a detailed Behaviour Support Plan, which is incorporated into the holistic package of support for each pupil. This document is created through collaboration with the pupil, parent/carers and class teacher and the Boxall profile and contains information regarding typical behaviours, triggers, management strategies and risks. The BSP also outlines the support in place to help the pupil achieve key behaviour targets

Gifted or Talented

We use a range of strategies to identify most able children. The identification process is ongoing, and begins when the child joins our school. Upon admission, each child's previous school record gives details of achievements and interests in particular areas. Information from baseline assessments carried out by class teachers within the child's first half-term gives information about their developing skills across several areas of learning. Therefore, we can identify children who are

likely to be most able. Across the school, discussions also take place with parents and carers to enable us to gain further information about a child's ability.

Throughout all key stages, class teachers use prior attainment and current performance to identify children that may be most able and use on-going tracking assessment to monitor progress and to ensure challenge is provided through quality first teaching in the classroom.

Characteristics

Most able pupils are a diverse group and their range of attainment will be varied. They are more likely than most pupils to:

- think quickly and accurately
- work systematically
- generate creative working solutions
- work flexibly, processing unfamiliar information and applying knowledge, experience and insight to unfamiliar situations
- communicate their thoughts and ideas well
- be determined, diligent and interested in uncovering patterns
- achieve, or show potential, in a wide range of contexts
- be particularly creative
- show great sensitivity or empathy
- demonstrate particular physical dexterity or skill
- make sound judgements
- be outstanding leaders or team members
- be fascinated by, or passionate about, a particular subject or aspect of the curriculum
- demonstrate high levels of attainment across a range of subjects or within a particular subject or aspect(s) of work
- Are able to use a high level of mastery in order to work with the curriculum objectives taught

It is important to recognise that not all most able pupils are obvious achievers. Many actually under achieve – their potential is masked by factors such as frustration, low self-esteem, Special Educational Needs, SEMH needs, lack of challenge, and low teacher/parent expectations. At Emerge, we are committed to ensuring that the provision for most able children is catered for and will follow the same ASSESS-PLAN-DO-REVIEW process as all children on the SEN register.



Vulnerable Children

We keep a record of all our children classed as vulnerable, We use CPOMS platform to report any incident/disclosure of any individual pupils (keeping a chronological view). This enables SLT/Staff to run individual reports to support any multi-agency meeting or to gain support for next steps. This includes SEN, LAC, EAL and traveller children, but also includes PP, bereaved children,

children of divorced parents, children new to our school, and any other home situation which affects a child's wellbeing.

Emerge school is committed to supporting ALL pupils and families, offering support through a range of pathways (Early Helps, TAC, Social workers etc...)

Transition

Transition is a key element to trigger behaviours of pupils at Emerge school, due to them having needs around SEMH. We endeavour to put transition plans in place for identified pupils, this is personalised to each pupil. Transition is led purely from pupils needs as this may depend upon relationships, anxieties and attachment needs. This can take place in many forms such as: social stories, meet & greet, school/class visits and may be delivered through short period of time or a long period of time, depending on need.

9.IMPACT

MONITORING PUPIL'S PROGRESS AND RECORD KEEPING

We measure pupils' progress through

- The use of tracking data to track pupil progress
- The use of school agreed assessments (puma, Pira, Phonics, teacher assessed)
- The use of standardised assessments (Boxall, YARC, Salford reading/comprehension etc...)
- Boxall profiles
- Pupil profiles
- Pupil voice
- Parent voice
- Discussions among staff in departmental and pupil progress meetings
- Discussions between the class teacher and SENCo
- Liaison and consultation with outside agencies
- Assessments carried out by outside agencies
- 1-1 observations

Records are kept on all pupils by the SEN Lead and are kept confidential, unless shared for the best outcomes for the pupil.

10.LINKS WITH OTHER AGENCIES, ORGANISATIONS AND SUPPORT SERVICES

The school recognises the important contribution that our internal and external support services make in assisting to the ASSESS-PLAN-DO-REVIEW process we provide for our pupils. Emerge school has access to a number of agencies and professionals who support the school in promoting achievement and support for

children and young people with SEN. Emerge school receives consultation, advice and guidance from the LA's Inclusion Services and SEND services.

When it is considered necessary, colleagues from the following support services will be involved with pupils:

- Hearing Impairment Service
- Specialists in cognitive and learning disorders
- Speech and Language Service
- Visual Impairment Service
- Physical Impairment services
- Specialists in autistic spectrum disorders
- Specialists in social, emotional, and mental health difficulties.
- NHS hub
- Behaviour Support
- Educational Psychology services
- Inclusive Learning Services

Additionally, to external support, Emerge school has a clinical Therapeutic team on site and an Educational Psychologist.



11.Partnership with Parents and Carers

Emerge school values its good relations with parents and carers as this enables a successful triangulation of support for pupils. The SEN Lead will deliver SEN forums each term to support families and create a supportive platform for all parents/carers, sharing strategies, ideas, share concerns and solution circle. At Emerge, we offer an open door policy for parents/carers and pupils.

Details of external support is located on the parent communication board located at the front of the school and via the website.



We provide confidential, impartial information from education law on disability, health and social care to help parents/carers, children and young people in making informed choices enabling them to play an active role in relation to educational decisions. We can offer support if you have concerns with or without an Education, Health and Care Plan in place for the child or young person. The service works with Nursery, Primary and Secondary schools, Academies and Post 16 settings, to promote positive engagement with parents/carers, children and young people. The service also work with alternative provisions as well as special schools and mainstream.

Contact Us...**SENDIASS**

The Crescent Children's Centre
Pinewood Crescent
Meir
Stoke-on-Trent
ST3 6HZ
Tel: 01782 234701
E-mail: iass@stoke.gov.uk

**12. ROLES AND RESPONSIBILITIES****Headteacher**

The head teacher has responsibility for:

- Allocating roles and responsibilities to staff and ensuring that needs of all children are met within the school.
- Keeping the directors informed about SEN issues.
- Liaising with staff, SENCo, support services, parents/carers and pupils.
- Ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to the directors

Deputy Head/ SENCO

The Special Educational Needs Coordinating team has responsibility for:

- Liaising with the Head Teacher and the directors to develop the SEN policy and provision for pupils with SEN.
- Overseeing the day-to-day operation of the SEN policy.
- Carrying out detailed assessments and observations of pupils with specific learning needs.
- Coordinating provision for pupils with SEN, including those who have EHC plans
- Assisting in the monitoring and evaluation of progress of pupils with SEN through the use of school assessment information.
- Identifying strategies and evidence-based interventions to be used to accelerate progress.
- Supporting and advising colleagues in devising strategies, drawing up Pupil Profiles, setting targets appropriate to the needs of the pupils and advising on appropriate resources and materials for use with pupils with SEN and on the effective use of materials and personnel in the classroom.
- Create a personalised plan for each pupil

- Organising and monitoring the delivery of support and interventions by learning support staff/teaching assistants.
- Analysing the impact of interventions on progress
- Advising on the graduated approach to providing SEN support.
- Liaising with parents/carers of pupils with SEN.
- Liaising with educational psychologists, health, and social care professionals and independent or voluntary bodies.
- Being a key point of contact with external agencies, especially the local authority and its support services.
- Liaising with the Designated Teacher for looked after pupils has SEN.
- Liaising with next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned.
- Working with the head teacher and school directors to ensure that the school meets its responsibilities under the Equality Act (2010) regarding reasonable adjustments and access arrangements.
- Contributing to the professional development of staff.
- Ensuring that the school keeps the records of all pupils with SEN up to date.
- Attending Local Authority SENCo network meetings in order to keep up to date with local and national updates in SEND.

Class teachers

Class teachers, supported by the SENCo Lead and Senior leadership team, are responsible for:

- Making regular assessments and gathering evidence of progress of all pupils in their class.
- Identify pupils and need
- Identifying pupils making less than expected progress.
- Providing high first quality teaching targeted at a pupil's needs, making reasonable adjustments.
- Providing a personalised approach to meeting the needs of individuals
- Consulting with the SENCo and therapeutic team for advice on assessment and strategies/interventions for pupils.
- Making themselves aware of this policy and procedures for identifying, assessing, monitoring, and providing for pupils with SEN.
- Listening to parents/carers when they express concerns about their child's development.
- Meeting with parents/carers of pupils with SEN to develop a good understanding of the child's areas of strength and difficulty.
- Meeting with parents/carers to discuss appropriate provision and agreed outcomes for their child.
- Listen to the young person and gain their views

Teaching Support Assistants (TSA) will:

Under the guidance of the class teacher, SENCo or Therapeutic Team to:

- Carry out interventions and learning programmes planned by the class teacher, SENCo or Therapeutic team, after receiving training on how to deliver the intervention effectively.
- Carry out assessments of pupils, as requested by the class teacher, SENCo or Therapeutic team, after receiving training on how to carry out the assessment.
- Keep records of support/interventions that are being delivered.
- Liaise with the class teacher, SENCo or Therapeutic team to ensure that they know what progress is being made.
- Support pupils in class or by withdrawing individuals and small groups.
- Attend INSET, training, and courses where appropriate.
- Be fully aware of the school's SEN policy.

Resources

The Directors and Senior Management Team at the school have identified a budget for SEN which:

- provides time for the SENCo Lead to carry out duties in according to the role
- Provide provision for specialist Therapeutic support
- Provides a team of Learning Support Practitioners who provide support and interventions for pupils at SEN Support and for all pupils with Education, Health, and Care plans.
- Is used to purchase additional equipment and resources and make reasonable adjustments for pupils with Special Educational Needs (Equality Act 2010)
- Is used to provide training for staff where a need has been identified as part of CPD.
- Is used to provide access to external support services for advice, assessment, or staff training

13.STAFF TRAINING AND CPD

Training needs are identified by the school's Senior Management team. Training is provided for the whole staffing team in relation to SEN as part of the school's INSET training programme. Additionally to this, there will be a training and a supportive package in place for all staff on a monthly basis with the clinical Therapeutic Director. Weekly meetings with the Head Teacher, Deputy Head/SENCO will take place to ensure early identification of any issues, problems or support are quickly addressed. Some training may be provided by LEA advisory staff, the SENCO, the Therapeutic team, other members of the teaching staff or outside training providers.

The SENCO will also attend courses to ensure that information in relation to SEN is regularly updated and shared with staff.

14.EVALUATING SUCCESS

Pupil progress is monitored, evaluated, and reviewed on a regular basis by class teachers, the SENCO and by Senior Management, including the Head Teacher, Deputy Head Teacher, and the clinical Therapeutic team. Progress and any concerns are discussed with parents or carers and with pupils themselves. Outcomes of interventions are monitored and evaluated by the SENCO and Senior Management each half term. The school's evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils, by adopting the assess, plan, do, review model. This in turn will support the next steps for the young person and where the young person can celebrate the success and achievement.

The success of the school's SEND Policy and provision is evaluated through:

- Monitoring of classroom practice by SENCO and subject teachers
- Analysis of student tracking data and test results
- Consideration of each pupil's success in meeting individual targets
- School self-evaluation and self-review
- Progress from starting point-reaching their personalised best

In evaluating the success of this policy, the school will consider the views of:

- Teachers
- Parents/ Carers
- Students
- External professionals

Policy Review and Evaluation:

Emerge school monitors and reviews this policy annually, through regular meetings between the SENCo, Head Teacher, Deputy Head and Directors.

The SENCO is Diane Laing; she can be contacted via email:

dianelaing@excelgrouppltd.co.uk

By phone on 01782 890121/07847935156, or meeting in person. The SENCO is also a member the Senior Management team (Deputy Head)