



THE WENSLEYDALE SCHOOL
& SIXTH FORM
LEYBURN

The Wensleydale School and Sixth Form Special Educational Needs and Disability Policy

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Next Review date: 05/09/2024

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SENDCo: Alexandria Wallis

Assistant SENDC: Alex Foster

Date of NASENCo Award: September 2017

SEND Link Governor: Julie Cooper

This Policy has been written to reflect current legislation and other school policies:

- The Children and Families Act 2014
- Equality Act 2010: advice for schools DfE Feb 2013
- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs and Disabilities Code of Practice 0 – 25 (January 2015) (SEND CoP)
- Schools SEN Information Report Regulations 2015
- Current Statutory Guidance on Supporting pupils at school with medical conditions
- School's Safeguarding Policy
- Current teachers standards
- Current teaching assistant standards

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School Ethos

We believe that the purpose of our school is to help all of our students achieve their dreams.

The school is a gateway to the world, preparing our young people to be highly successful citizens, and all of us who work in the school are committed to making this happen. We are part of a team that supports this process for each and every student.

We are ambitious and have the highest expectations of and for everyone who belongs to the school community. We want our students to have outstanding exam results and excellent communication and inter-personal skills. Not just one, but all three. If we achieve this, students have choice. And choice is liberating.

Our understanding of how this can be achieved is simple and the following principles guide our work:

- We believe that all aspects of teaching and learning need to be outstanding.
- We believe that strong, positive relationships founded on mutual respect between all stakeholders are essential. We need to get along!
- We believe that students need to be enthused and engaged by an interesting and stimulating curriculum that prepares them for the future.
- We believe that all assessments need to be accurate and informative. We need to know what to improve and how to improve.

All members of the school community, staff, students, parents and visitors alike are expected to adhere to the school's 3 Key Behaviours. These reflect traditional British values and are universally important in forming and maintaining successful societies and organisations world-wide:

We are therefore:

- Respectful
- Positive
- Hard-working

Objectives and aims

This policy is written to ensure everyone working in our school is clear about the ethos, principles, procedures and practice for pupils with Special Educational Needs and Disabilities (SEND). Every adult within our school must follow this policy. We use **'must'** when referring to a statutory requirement. This policy supersedes any previous policies for SEND within The Wensleydale School and Sixth Form.

All items in italics are taken directly from the [SEND Code of Practice 2015](#)

6.1 All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- *achieve their best*
- *become confident individuals living fulfilled lives, and*
- *make a successful transition into adulthood, whether into employment, further or higher education or training*

Things we **must** do:

- use our best endeavours to make sure that a child with SEND gets the support they need – this means doing everything we can to meet the needs of children and young people with SEND
- ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND
- designate a teacher to be responsible for co-ordinating SEND provision – the Special Educational Needs co-ordinator, or SENDCo
- inform parents when we are making special educational provision for their child
- prepare a SEN information report, which we publish on our school website
- state our arrangements for the admission of disabled children
- state the steps being taken to prevent disabled children from being treated less favourably than others
- provide facilities to enable access to our school for disabled children and publish our accessibility plan on our school website showing how we plan to improve access progressively over time
- have due regard to the general duties to promote disability equality.

A member of our governing body or a sub-committee has specific oversight of the school's arrangements for SEN and disability. This person is identified on the front page. All school leaders will regularly review how expertise and resources to address SEN can be used to build the quality of whole-school provision as part of our approach to school improvement.

The quality of education and the progress made by pupils with SEN is a core part of our school's performance management arrangements and its approach to professional development for all teaching and support staff. In addition, this also contributes to our school self-evaluation.

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How Do Teachers Identify Pupils with SEND

6.2 Every school is required to identify and address the SEN of the pupils that they support.

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

The identification of SEN is built into our overall approach to monitoring the progress and development of all our pupils.

The steps below outlines the process that you as a teacher will follow to identify pupils with SEN.

1. Any child who gives you a concern whether it is due to a lack of academic progress, development or social need will be noted and dated on the child's records. This is referred to as a '**SEND note**' with Go4Schools. It is imperative that your initial concern is logged and dated. We use a '[chronology of support and involvement](#)' log. (This is held securely within the SEND drive and accessible by Miss Wallis and her team). As a staff member inform both the SENDCo of your concern within 2 working days if there is a SEND concern. Additional child protection issues must also follow our school's safeguarding procedures- the DSL must also be informed.
2. If a parent or pupil also raises a concern, this must be taken seriously and we must listen to these concerns. These will be noted and dated on the child's records, as above. Again, if emails are received inform Miss Wallis of their concern within 2 working days and log as above. (If there is a child protection issue then our school's safeguarding procedures **MUST** be followed).
3. N.B. At this point the child is not regarded as having SEN. How well the child responds or otherwise to the adjustments will determine if s/he has SEN.
4. The form tutor, with support from Progress Leader may discuss the concerns informally with the parent and gather information about what the possible barrier to learning is. Our SENDCo will support on request and when required. Staff will make any reasonable adjustments to teaching that are required following the advice of any IEP written and report at the next pupil progress meeting on the impact of your adjustments (or at the next agreed time – this will be a maximum period of one term).

6.21 Persistent disruptive or withdrawn behaviours do not necessarily mean that the child has SEN. Where there are concerns this needs to be logged and an assessment made by the class teacher, supported by the SENDCo, if required. This is to determine whether there are any causal factors such as unidentified learning difficulties, difficulties with communication or mental health issues. This work will be completed in tandem with the relevant Progress Lead and/or Assistant Headteacher (Culture and Ethos.)

If appropriate, the SENDCo may approach others agencies such as Early Help or CAMH's as per the guidance in North Yorkshire County Council's (NYCC) [Ladder of Intervention](#). Any child in our school with SEND will not be discriminated against, sanctioned or disciplined due to their special educational need.

6.17 Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress

- fails to close the attainment gap between the child and their peers
- widens the attainment gap

6.18 It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

6.23 Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

5. At this point, a decision as to whether the child has SEN will be made in conjunction with the SENDCo. The child or young person (CYP) is now described as being at 'SEN Support'. They will appear as Code K on our school census. If required, we can seek advice from the local SEND Hub manager to clarify our decision. This will be undertaken by the SENDCo.
6. Our SENDCo will maintain a list of pupils who have been identified as having SEND on our SEND list.

All teachers can access this list in two ways in order to see the records for the pupils they teach. The first method is via Go4Schools which is account based and therefore password protected. The second is via our schools shared Google Drive- again password protected by organisation and accounts. Anyone accessing this list must treat the content in confidence and in line with General Data Protection Act 2018 and Protection Regulations 2017 (GDPR). Each CYPs documents can be accessed by the hyperlink from the CYP's name. It is the responsibility of the class/subject teacher to look regularly at the content for their pupils for any updates. Any new information will be indicated by the SENDCo 'in communication to all staff'. A date will be put against the CYP's name, which will show the age of all information shared. All information such as SEND support plans, communications, reports, EHCPs, annual reviews etc. are available via the hyperlink. This must be kept up to date in line with our policy. Teachers are required to upload any information and plans to the correct pupil file within 5 working days of them being received or written.

There are 4 broad areas of need

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties

- Sensory and/or physical needs

Currently at The Wensleydale School and Sixth Form we have the following numbers in each category:

- Communication and Interaction - 5
- Cognition and Learning - 15
- Social, emotional and mental health difficulties - 19
- Sensory and/or physical needs - 9

If you would like further clarification of these areas of need, then consult the SEND CoP 6.28- 6.35 or discuss with our SENDCo. To assist us, NYCC has banding descriptors for each area of need. Link to these descriptors or state where these can be found here: <https://www.northyorks.gov.uk/send-specialist-support-and-inclusion>

Special Educational Provision

Once the CYP has been identified as having SEN then the formal process begins. We **must** take action to remove barriers to learning and put effective special educational provision in place.

This is called the [Graduated Response](#). It is a 4-part cycle: Assess, Plan, Do and Review.

Parents **must** be informed that their child has SEND and that additional and different provision is being provided for their child. Parents will be signposted to NYCC special educational needs and disabilities advisory and support service ([SENDIASS](#)) and the [local offer](#) . A link to this can also be found on our school website.

The graduated response is outlined below:

1. **Assess.** Assess CYPs needs – this happens at the start of each termly cycle to ensure we obtain a clear analysis of the CYP's need. The SENDCo will support if required. We will ensure that the assessment informs any adjustments, approaches, resources, intervention and/or support required.
2. **Plan.** This will be undertaken at least termly with the parents and CYP . The views of parents and pupils are of paramount importance. This will be recorded on the plan. The plan is written by the SENDCo and shared with all staff for immediate use. We use the [SEN Support Plan](#) template. The focus will be on how to overcome the barriers to learning identified in the assessment. An agreed date to review the plan with the parents will be made at this meeting. Teachers are advised to refer to our whole school provision maps (which are held centrally on our Google Drive and overseen by the Assistant Headteacher- Curriculum) to help plan any adjustments, approaches, resources or interventions required. If additional adult support is to be provided whether in-class or outside of class, it must be clear how, what and when this will be undertaken. The individual classroom teachers are responsible for monitoring the impact, supported by the SENDCo. The additional adult support is someone who must be suitably trained to undertake the intervention- this is always a member of The Bridge/SEND team.

In a general year all plans will be conducted and meetings held in the following pattern e.g.: The autumn plans will be written before the October half term holiday, the spring and summer plans will be written within the first two weeks of each term. The plans will be uploaded onto our server within 5 working days of the meeting and a copy given to the parent. The date of the next meeting will be put into the school diary. Individual staff will not agree to any evidence based interventions being put

into the plan without first consulting the SENDCo to ensure availability of the person delivering it. The SENDCo will monitor the quality and appropriateness of the plans.

3. **Do.** The subject teacher remains responsible for the child in all areas of the curriculum. Where provision is provided by teaching assistants (TAs) or specialist teachers, the responsibility remains with the class or subject teacher. TAs must supplement and not replace teachers. Teachers are still required to work with the child in order to plan and assess the impact of any adjustments support or interventions. The SENDCo will support the class or subject teacher in the further assessment of the child's particular strengths and needs, by problem solving and advising on the effective implementation of support. The SENDCo will monitor this provision.
4. **Review** The SENDCo will review the plan with the parents and CYP on the agreed date. The impact and quality of the support and interventions will be evaluated. This will feed back into the analysis of the pupil's needs. Parents will be given clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

SEND provision may take a number of forms and a student may access one or more than one forms of provision, as appropriate.

A list of provisions typically undertaken at The Wensleydale School and Sixth Form is shown below: • in class support from a TA;

- additional one to one or small group teaching in literacy / numeracy or access to proven intervention programmes at school and / or at home;
- academic or general mentoring;
- targeted intervention sessions – academic or social;
- additional access to ICT;
- a personalised timetable
- a range of targeted assessments to explore the possible route of difficulties and inform the most effective approaches to address these difficulties;
- referral to external professionals / services e.g. Educational Psychologist, Children and Adolescents Mental Health Service, specialist teachers for vision / hearing impaired, Speech and Language services, specialist services for autism;
- additional support for students making transitions to or from other establishments / phases of education. Included in this, in agreement with parents and students, relevant information is shared with the school / college / other setting to which a students is moving;
- regular review meetings and a resulting individualised provision map;
- parents will be given clear routes to access support, and be encouraged to bring a supporter to meetings if desired;
- some students will have behaviour plans, risk assessments or health care plans,
- some students may be allocated a key worker;
- designated finances will be used appropriately to meet students' needs without reducing independence.

Medical Conditions

Supporting students at school with medical conditions, The Wensleydale School & Sixth Form recognises that students at school with medical conditions should be fully supported so that they have access to education, including school trips and physical education. Some students with medical conditions may also have a physical disability and where this is the case the school will comply with its duties under the Equality Act 2010. Where a student has both SEND and a diagnosed medical condition, provision will be planned and delivered in a coordinated way with the health care plan; Students with medical conditions are supported by all staff, with trained first-aid having the overview. Students with specific needs have a health care plan and training for all staff on particular conditions and treatment is provided on an annual basis. In case of emergency, all staff know to contact first aiders and or reception who will attend as a matter of urgency and seek further medical advice if necessary; In line with new recent guidance published by DfE, the School has a policy for supporting pupils with medical conditions, which can be viewed via the following link: *Management of Medicines Policy*.

Accessibility

The school endeavours to identify and remove barriers to learning whenever possible; The physical nature of the building aids accessibility – the design incorporates single lift, disabled toilet, and easy access fire doors; as well as specialist fire safety points. The school increases and promotes access for disabled pupils to the school curriculum by making appropriate adjustments as required, for example where classrooms are replicated on different levels classes are timetable on the ground floor to meet need. All staff are expected to differentiate work effectively to suit students with a wide range of different needs; Teaching and learning is adapted to recognise different routes to achievement; Students with SEND are encouraged to access the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits and adaptations are made to facilitate this as far as is possible; Equally, the school endeavours to ensure that written information is accessible to disabled students and their parents / carers. Examples include providing visual timetables for students who need them, producing copies on coloured paper or accessing extra size books for visually impaired students; Parents / carers are welcome to contact school via 'phone, email or letter to discuss any issues or concerns.

Concerns over bullying

Please see the school's Anti-bullying Policy. The school endeavours to safeguard the needs of students with SEND, promote independence and build resilience in their learning; The school is aware of the possibility that a student with SEND may be more vulnerable to bullying. Such students are monitored carefully by all staff – progress leaders, subject teachers, all SEND based support staff.

Mr R Lundie as listed above has overall responsibility for all student behaviour and is available by email if needed in any situation and can work alongside Miss Wallisto ensure all incidents are dealt with swiftly and appropriately.

Involving Specialists

If at any point the class teacher or subject teacher in consultation with the SENDCo feel they need additional advice and support from an outside agency then the consent of the parent **must** be obtained first.

This would be undertaken by the SENDCo, in consultation with parents and teachers when a pupil continues to make little or no progress or where they continue to work at levels substantially below those expected

of pupils of a similar age despite evidence-based interventions/adjustments. These interventions/support will be delivered by appropriately trained staff.

The class or subject teacher will be asked to support the completion of the application. Class/subject teachers are expected to engage with the outside agency the school has approached, incorporate their recommendations into their plans, and facilitate information sharing between the parents/carers and the outside agency.

Transition

SEND support will include a plan for effective transition between phases of education. The [chronology of support and involvement](#) includes a section for completion by the class or subject teacher and the SENDCo at points of transition. This will be completed in a timely way so that the receiving establishment has all the relevant information they require. The SENDCo will support the primary colleagues of passing on vital information in a timely fashion and plan any extended transition based on this advice.

The Wensleydale School and Sixth Form liaises closely with primary schools prior to transition into Year 7 to ensure that the school has a clear picture of students' backgrounds, their relative strengths and barriers to their learning.

We aim to use this information to provide a smooth transition into secondary school, ensuring that all staff are aware of students' specific needs and what strategies can be used to maximise their progress. This is particularly vital for students with SEND. For students who join the school after Year 7 ('mid-course transfers'), we liaise with the school they are transferring from and seek the same information. Mid-course transfer students are monitored particularly carefully during their first few months at the school. Their progress is discussed by SENDCo and progress leaders at bi-weekly meetings to ensure that the students are settled and progressing as expected.

Where appropriate, Year 6 students may be offered extra visits to the school to familiarise themselves with it before beginning Year 7, and meetings with some students and their parents/carers are attended by The Wensleydale School and Sixth Form SEND staff when students are in Year 6, or in some cases, Year 5. Similar familiarisation visits are sometimes arranged for older students.

As students with SEND progress through the School we discuss with them and their parents/carers any future hopes or aspirations they may have. We use this information, as well as our knowledge of students' specific areas of strength, to advise them on the most appropriate courses to follow at GCSE and, again, at post-16 level. Some students with SEND are offered additional careers support to help them make significant choices about their futures.

The School communicates information about students to other schools or colleges, if they move on to other establishments. Transition reviews are arranged to facilitate this process and visits can be arranged, often accompanied by a member of staff from The Wensleydale School and Sixth Form with whom the student is familiar.

Parents/carers are involved in transition processes throughout their child's school career and additional help and advice for students with SEND and their families is always available if requested. We welcome any communication about transition arrangements and endeavour to support this process to the best of our ability

Education, Health and Care Plans (EHCP)

Where a child is in receipt of an EHCP, the provision in Section F of the EHCP **must** be provided. Our teachers remain responsible for the CYP's progress. There will still be termly reviews and the graduated response will remain in place. In addition, there will be an 'Annual Review' held each year. This **must** be

before the date of the anniversary of the plan being issued. The SENDCo will chair the meeting and complete the required paperwork which will then be submitted within 5 working days to the local authority to ensure that all EHCP's are up to date and current. For further details about this process and who is invited, please discuss this with the SENDCo.

Referral for EHC Plan (Education, Health and Care Plan)

If a child has lifelong or significant difficulties, they may undergo an EHC Plan process. This can be requested by the school or by the child's Parents/Carers. An application will be made to the Local Authority who will gather information about the child's needs and the provision that has already been put in place for them.

The application for an EHC Plan will combine information from a variety of sources including: • Parents/Carers • School staff • Health Professionals • Other agencies involved with the child.

Information will be gathered relating to the current provision, action points that have been taken, and the preliminary outcomes of targets set. a. Following the Assessment, an EHC Plan may be provided by North Yorkshire County Council if it is decided that the school cannot provide for the child's needs on its own. The school and the child's Parents/Carers will be consulted before the decision is made.

Parents/Carers have the right to appeal against the decision made.

Once the EHC Plan is completed it will be kept as part of the student's formal record and reviewed annually by the SENDCo, Parents/Carers and the student.

The annual review enables provision for the student to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Individual transport arrangements

Students with an SEND specific transport need (who also have an EHCP) can apply separately for individual transport arrangements. This can range from taxi service, door to door or independent travel support. This need should, where possible be discussed with the SENDCo or can be applied for by parents/carers using the NYCC website. The timescales to apply for, take the necessary steps and gain an EHCP are set by North Yorkshire County Council and are in no way influenced by the SENDCo or The Wensleydale School and Sixth Form. Currently the process and necessary steps take upwards of 26 academic weeks.

Criteria for exiting the SEND Register

If it is felt that a student is making progress which is sustainable then they may be taken off of the SEND register. If this is the case then the views of the SENDCo, student and Parents/Carers need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off of the SEND register then all records will be kept until the student leaves the school (and passed on to the next setting). The student will continue to be monitored through the procedures outlined in this policy.

Access Arrangements

Some students require special arrangements for exams and assessments to enable them to show their true ability in spite of specific difficulties they might have. The most common forms of access arrangements are extra time, readers and scribes. A significant number of students also access ICT support when completing

exams and assessments. Access arrangements are organised by the SENDCo in conjunction with a specialist assessor. Access arrangements at Key Stage 3 (Year 7-9) are at the school's discretion, based on a student's profile of need. However for formal exams in Key Stages 4 and 5 (GCSEs and A levels), there is a formal process for requesting arrangements, based on a raft of approved tests which provide a clear picture of what access arrangements can be applied for. Students who may be eligible for possible access arrangements are usually tested in Year 9/10. The decision to test is based on prior knowledge of the student, for example students who have had access arrangement in Key Stage 3 or participated in interventions will be tested. Staff are also asked to monitor students carefully so as to identify those who may be eligible. As well as being eligible via such testing, exam boards stipulate that planned arrangements should be a student's 'normal way of working' and therefore any request for access arrangements has to be the result of a well-planned process. Consultation with parents and students is an important part of this process. Students who receive access arrangements may be included on the SEND register, but currently the majority at The Wensleydale School and Sixth Form are not. Emergency access arrangements will be put in place for those students as necessary and on demand for immediate reasons such as illness, bereavement and physical fractures or breaks etc. These are agreed and applied for by the school SENDCo and School Business Leader in partnership.

Supporting and involving Students and Families

We aim to work in close partnership with students and their parents /carers, keeping them informed about progress, assessing current and future needs and planning the most appropriate means of support. We also encourage all parties to discuss any issues and concerns with school staff so that we can address problems promptly and effectively. All students have the right to be involved in making decisions and exercising choice.

We endeavour to fully involve students with SEND by encouraging them to:

- state their views about their education and learning; ● identify their own needs and their feelings about the provision made for them;
- share in individual target setting across the curriculum so that they know what their targets are and why they have them;
- self-review their progress and set new targets;
- attend review meetings and actively participate in them. The school aims to support students and families by:
 - working effectively with all other agencies supporting young people and their parents / carers;
 - making parents/carers feel welcome;
 - encouraging parents/carers to inform school of any difficulties they perceive their child may be having or other needs they may have which need addressing;
 - instilling confidence that the school will listen and act appropriately; focusing on the student's strengths as well as areas of additional need;
 - allowing parents/carers opportunities to discuss ways in which they and the school can help their son/ daughter;
 - involving parents/carers in drawing up targets and monitoring progress;
 - keeping parents/carers informed and giving support during assessment and any related decision-making process;
 - making parents/carers aware of other support and services available locally;

- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

The dedicated SEND Administrator supports with ensuring that all contact is both timely and effectively.

Confidentiality

Staff may have access to personal data about pupils and their families which must be kept confidential at all times and only shared when legally permissible to do so and in the interest of the CYP. Records should only be shared with those who have a legitimate professional need to see them. Staff should never use confidential or personal information about a CYP or her/his family for their own, or others advantage (including that of partners, friends, relatives or other organisations). Information must never be used to intimidate, humiliate, or embarrass the child. Confidential information should never be used casually in conversation or shared with any person other than on a need-to-know basis. In circumstances where the CYP's identity does not need to be disclosed the information should be used anonymously. There are some circumstances in which a member of staff may be expected to share information about a CYP, for example when abuse is alleged or suspected. In such cases, individuals have a responsibility to pass information on without delay, but only to those with designated safeguarding responsibilities or to statutory services. If a CYP, or their parent / carer makes a disclosure regarding abuse or neglect, the member of staff should follow our school safeguarding procedures.

Roles and Responsibilities

Our SENDCo, will analyse data to identify any patterns in the identification of SEND, within the school and in comparison with local and national data. We will then use this information to reflect on and improve the quality of education. The SENDCo will use the data dashboards to compare our school with local and national data annually and report to our senior leadership team. (The January census is used and the data is supplied by NYCC at the end of the summer term or early autumn term each year).

Role of the Governors

Our Governing Body will work with our Headteacher to ensure that our school meets its responsibilities under the [Children & Families Act 2014 particularly section 66](#) regarding using their best endeavours and Equality Act 2010.

Our Governors **must** have regard to the SEND Code of Practice.

Our Governors **must** ensure that a Special Educational Needs Coordinator (SENDCo) is appointed and that they are qualified, i.e. they are a qualified teacher and have the national award for special educational needs and disabilities (NASENDCo). Our Governing panel are involved in an SENDCo appointments and currently support Miss Wallis in role.

- *6.3 There should be a member of the governing body or a sub-committee with specific oversight of the school's arrangements for SEN and disability. School leaders should regularly review how expertise and resources used to address SEN can be used to build the quality of whole-school provision as part of their approach to school improvement.*
- *6.97 They should consider their strategic approach to meeting SEN in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium.*

In our school, this means that a SEND Governor is appointed to work directly with the SENDCo and other members of the senior leadership team and report to the governing body about matters related to SEND. This governor is currently Rev S Hanscombe who meets with the SENDCo termly under normal circumstance and supports her work.

The Governors **must** publish at least annually a [SEN Information report](#).

- 6.79 The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible.

The report **must** contain as a minimum the 14 bullet points listed in section 6.79 of the SEND CoP and will include arrangements for supporting CYP who are looked after by the local authority and have SEN. Therefore, we will produce this annually and it will be uploaded onto our school website. The responsibility to upload and ensure this policy is up to date falls to the SENDCo and the SEND Link governor takes this information report to the full governing body in the summer term each year for approval.

School governing bodies and proprietors **must** also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.

Our school currently has plans to build an accessible lift within the main building spanning all three floors. This will allow equal and full access to the site to all children and young people who require this. The project has the full backing of NYCC and funding has been agreed.

Role of the SEN Governor

Our SEND Governor will:

- be familiar with the SEND Code of Practice 2015 particularly Chapter 6
- be a critical friend to our SENDCo by visiting at least once a term
- be aware of the numbers of CYP at our school with SEN and disabilities
- be aware of our SEND action plan and annual information report

Monitor:

- the progress and attainment of our CYP with SEND
- attendance rates of our CYP with SEND
- fixed term and permanent exclusion rates of our CYP with SEND
- any internal exclusions including the frequency and length of time our CYP with SEND are sent out of lessons as a behaviour management strategy
- that our CYP are not being unfairly treated due to their SEND, for example being disproportionately being sent out of lessons, or excluded from taking part in wider educational experiences
- that our CYP receive a broad curriculum and social experiences, including that they don't disproportionately miss out on curriculum content, creative activities and break times in order to access additional support
- that all policies are non-discriminatory regarding pupils with SEND

Investigate:

- the gaps or differences in our performance, attendance or exclusion (including internal exclusions) levels between our CYP with and without SEND
- our strengths and areas for development regarding SEND provision
- how SEND is represented in our school development plan, and whether progress is being made towards targets
- obtain the views of our parents of CYP with SEND, about their experience of the school's SEN provision
- obtain the views of our CYP with SEND including their enjoyment and experience of learning
- obtain the views of our teachers, about their ability to implement the SEND plan

Report:

- each term to our full governing board on their findings and take the full Information report to the governing body annually for approval

Role of the Headteacher

The Headteacher alongside her Assistant Headteachers is responsible for the strategic development, policy and provision in our school.

They are responsible along with the governing body to ensure our school meets its responsibilities under Children and Families Act 2014 and the Equality Act 2010.

The Headteacher along with other members of our senior leadership team and SENDCo will publish a clear picture of the resources (e.g. a whole school provision map) that are available to the school.

Our Headteacher will ensure that any member of staff working with any CYP who has SEND is aware of their needs and have arrangements in place to meet them.

Role of the SENDCo

6.87 The SENDCo has an important role to play with the Headteacher and governing body, in determining the strategic development of SEN policy and provision in the school. They will be most effective in that role if they are part of the school leadership team.

6.88 The SENDCo has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.

6.89 The SENDCo provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENDCo should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching.

6.90 The key responsibilities of the SENDCo will include:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEND
- liaising with the relevant agencies where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively

- liaising with parents of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

Our school will ensure that the SENDCo has sufficient time and resources to carry out these functions. We will provide our SENDCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within a school.

Our SENDCo has a strategic and operational aspect to their role. The list below is not exhaustive but gives a flavour of the role:

Operational	Strategic
Day to day systems	Knowing our school data and types of SEND and respond according with CPD for staff
Paperwork	Write and implement an action plan
Liaise with agencies	Monitor and review provision and impact
Liaise with parents and teachers	Budget – Value for money
Teaching assistants deployment	Review processes and systems
Transitions	Line management of TAs
	Report to SLT/Governors

The monitoring of SEND provision in our school is an essential role of our SENDCo, as it will inform any areas for development.

This will be undertaken in a variety of ways such as, but not limited to:

- classroom observation with a focus on: SEND provision, resources and environment
- scrutiny of all SEND support plans content, implementation and impact
- quality assure the delivery of any interventions
- ongoing assessment of progress and impact made by intervention groups
- work sampling of pupils with SEND at least termly via book scrutinies
- attendance at pupil progress meetings
- CYP questionnaires/discussions: after interventions, about support/provision in class and homework
- teacher/TA questionnaires/discussions
- effective deployment, preparedness and practice of TAs including teaching assistant interactions and questioning skills
- informal/formal feedback from staff, parents and CYP
- CYP progress tracking, using assessment data (whole-school processes)
- attendance records of pupils with SEND
- whole school provision map
- pupil premium scrutiny and impact (similarly for Covid catch-up funding if appropriate)
- supporting CYP and staff with effective transition
- consider examination/test access arrangements
- support CPD with a focus on SEND in school
- termly meeting with our SEN Governor and report to our senior leadership team

Role of Each Class/Subject Teacher

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

The role of the class/subject teachers is to:

- support the SENDCo and our senior leadership team to implement this policy and have due regard to the SEND CoP
- support and engage with the SENDCo in regard to the SEND monitoring role
- identify pupils with SEND
- write effective SEND support plans, and implement and review them, as set out in this policy
- set high expectations for every CYP including those with SEND
- liaise effectively with parents and listen and act upon their concerns
- use appropriate assessments to identify barriers to learning and set targets that are ambitious for all CYP
- plan lessons that will address potential areas of difficulty and remove barriers to achievement.
- use their best endeavours to meet the needs of CYP with SEND
- make reasonable adjustments to overcome barriers to learning
- remain responsible for working with the CYP on a daily basis
- keep abreast of SEND initiatives and CPD

Role of all support staff

The role of the support staff is to:

- ensure CYP become independent, resilient learners
- promote self-esteem and social inclusion
- develop their knowledge of the curriculum
- work collaboratively with class/subject teachers to overcome any barriers to learning
- report any observations about the CYP they are supporting to the class/subject teacher
- contribute to reports for reviews of CYP with SEND
- attend CPD and keep abreast of initiatives
- follow the TA Standards (where appropriate)

The Bridge is the main SEND area of the school and is run by the HLTS- Mrs J Jackson. All small group interventions run from this space and are on a timetable and need basis.

Current planned interventions include:

Reading Comprehension

IDL Literacy

Handwriting Glory

Spelling Enhancement

Lego Therapy

Social Skills for All

All interventions are planned between the SENDCo and her team. Interventions are assessed and impact is measured half termly with students being “roll on and roll off based on specific need.”

Parents are updated as to interventions planned and justifications for inclusion at the beginning of each term and updated as to progress made at the end of each half term.

Complaints

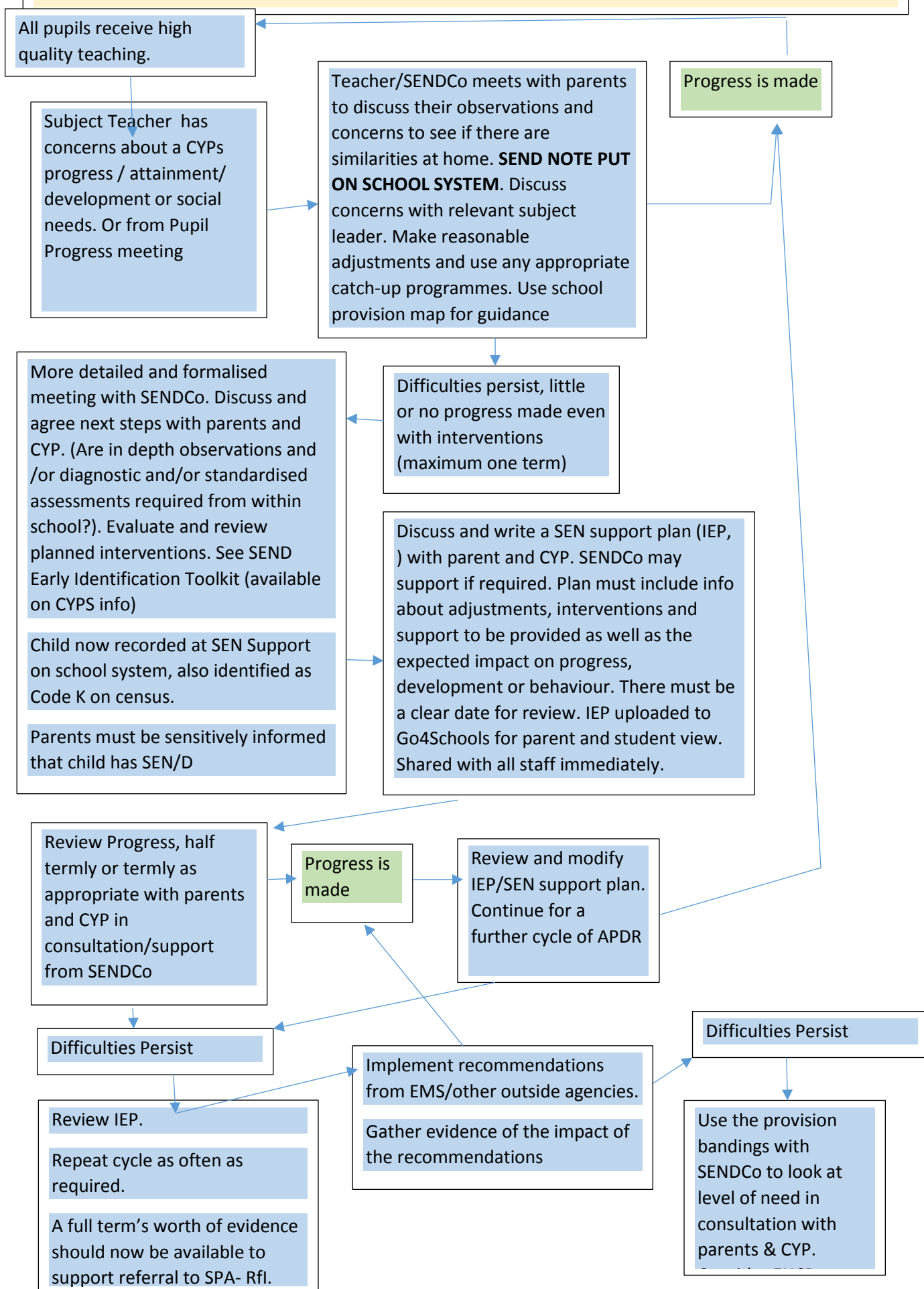
Should a Parent/Carer have a concern about SEND/inclusion or any provision made for their child, they should, in the first instance, discuss this with the SENDCo.

If the concern cannot be satisfactorily dealt with at this stage, it should be brought to the notice of the Inclusion Lead Mr R Lundie or the Headteacher Mrs Julia Polley.

Start Date: September 2023

Review: September 2024

Flowchart for **Teachers** to ensure initial concerns are addressed using the 'Assess, Plan, Do and Review' graduated response.





SEN Chronology of Support and Involvement

Personal Details		Photo
Full name		
Known as		
Date of Birth		
UPN or NHS number		
Address		
Main contact phone number		
Parent/carer's details (with PR)	Name: Address: Telephone: Email:	
Preferred method of contact	Telephone/email/letter	
Preferred time for calls/meetings		
Language		
GP name and address		

Child Looked After by the Local Authority (CLA)	Yes/No
Other Social Care Involvement	Yes/No
Social Worker Name	
Social Worker Contact Number	
Social Worker Address	
Local Authority & Team	
Who has parental responsibility?	

Forces Family	Yes/No
Details	

Eligible for Pupil Premium	Yes/No
Details	

Young Carer	Yes/No
Details	

Current Setting	
Date of joining Setting	

Attendance History			
This academic year	Last year	Previous year	
Have there been any significant periods or patterns of absence in the last year?			Yes / No
If yes please give brief details			
Dates of exclusion	Details of Exclusion		

Agencies involved with the child/young person over time (if any)

Agency	Contact Name	Contact Details	Date from	Date to	Report Available

School's summary for transition and recommendations for receiving school

List of attachments: e.g. last two SEN support plans etc.



Name	Class/Form	Area of need(s)	Plan Number	Plan Date	Review Date
Strengths			Challenges/needs/ what is the barrier to their learning/ outcomes sought/?		
<ul style="list-style-type: none"> • • • • 			<ul style="list-style-type: none"> • • • 		
Targets (linked with challenges/needs /outcomes sought)					
1					
2					
3					
Provision (State how the target will be implemented: strategies to be used/adjustments/approaches/resources/ support/interventions/when/how often/who will deliver etc.)			Expected Impact		
1					
2					
3					

Review

Review of Targets

	Pre assessment (Where was the CYP at start of plan)	Post assessment (Where is s/he now)	Impact/actual outcome	Comments
1				
2				
3				

Child / Young Person View

Parents Views

My child has SEND, and this school gives them the support they need to succeed: (Please circle)

Strongly Disagree	Disagree	Agree	Strongly Agree
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