



Special Educational Needs and Disability (SEND) Policy

Last Updated – October 2019

The Learning Challenge Partnership of Follifoot, Goldsborough, Sicklinghall and Spofforth Schools are inclusive schools which believe that all children have an equal right to a full and rounded education which will enable them to reach their full potential. Children with SEN are educated alongside their peers in a mainstream inclusive setting where teachers make adjustments to their teaching in order to remove any barriers to learning and maximise the learning of all.

All children are encouraged to develop independent learning skills in a supportive environment and teachers recognise all children's learning differences and needs. We aim to provide every child with access to a broad and balanced education based on the National Curriculum and in line with the standards specified by the SEND Code of Practice (2014).

The person responsible for the coordination of SEN provision and the day to day implementation of the SEN policy for the Learning Challenge Partnership of Follifoot, Goldsborough, Sicklinghall and Spofforth Schools is Mrs Zara Chantler.

1. Aims

Our SEND policy and information report aims to:

- Set out how each school in our Learning Partnership will support and make provision for pupils with special educational needs (SEN).
- Explain the roles and responsibilities of everyone involved in providing for children with SEN.

2. Legislation and guidance

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

- a) Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities.
- b) The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report.

3. Definition of Special Educational Needs (SEN) taken from Section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

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 in which they will be taught.

Across all subjects, we ensure that our schools meet the needs of every child, taking account of gender, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that we meet the diverse needs of children to ensure inclusion for all learners and that all children are prepared for full participation in a multi- ethnic society.

Our Objectives

- a. Identify the learning needs of children as early as possible using information gathered from parent/carers, teachers, early years settings and external agencies.
- b. Remove barriers to learning and ensure that all children have access to the National Curriculum, by creating a learning environment where all children can achieve their full potential.
- c. Make appropriate provision using the graduated approach to SEN, which incorporates the expectations of the SEND Code of Practice 2014. This includes ensuring that the inclusive strategies and additional provision made is effective. This is achieved through close monitoring to ensure that all children's needs are being met and making adjustments as necessary.
- d. Carry out additional assessment where necessary to enable the development of effective strategies for support.
- e. Ensure that all staff understand how the responsibilities for SEN are shared in the school.
- f. Work with parents to gain a better understanding of a child's needs, to involve them in their child's education and to enable them to understand the procedures and practices that exist in relation to SEN.
- g. Provide parents of children with SEN with regular feedback on their child's progress and include them in the process of developing appropriate provision.
- h. Work with outside agencies when the children's needs cannot be met by the school alone.
 - i. Share with the community the outcomes of the SEN policy.
 - j. Ensure that all staff have relevant training and information about SEN.
 - k. Ensure that SEN policy is linked to the School Development Plan and budget setting process.
 - l. Ensure that all school policies are consistent with the aims of the SEN policy.
- m. Create a school environment where all children feel valued, safe and are able to take the risks needed for effective learning. This includes encouraging relationships with adults in school where children feel safe to voice their opinions of their own needs to members of staff. Progress of all children are carefully monitored.



4. Roles and Responsibilities

4.1 The Special Educational Needs Coordinator (SENCO)

The person responsible for the co-ordination of SEN Provision and the day to day implementation of the SEN policy is Mrs Zara Chantler

(z.chantler@spofforth.n-yorks.sch.uk / zchantler@goldsborough.n-yorks.sch.uk)

The SENCO:

- Works with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school.
- Has day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual children with SEN, including those who have EHC Plans.
- Provides professional guidance to colleagues and work with staff, parents, and other agencies to ensure that children with SEN receive appropriate support and high-quality teaching.
- Provides advice on the graduated approach to providing SEN support.
- Provides advice on the deployment of resources to meet children's needs effectively.
- Is the point of contact for external agencies, especially the local authority and its support services.
- Liaises with potential next providers of education to ensure children and their parents are informed about options and a smooth transition is planned.
- Works with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensures the school keeps the records of all children with SEN up to date.

4.2 Class Teachers

All teachers at the Learning Challenge Partnership of Follifoot, Goldsborough, Sicklinghall and Spofforth Schools are teachers of children with special educational needs and they are responsible for the progress and provision of all children in their class.

Each class teacher is responsible for:

- The progress and development of every child in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENCO to review each child's progress and development and decide on any changes to provision.
- Ensuring they follow this SEN policy.



Teacher's Standards' (Relevant Sections)

- Set goals that stretch and challenge pupils of **all** backgrounds, **abilities** and dispositions
- **Adapt teaching to respond to the strengths and needs of all pupils**, know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- Have a **clear understanding of the needs of all pupils**, including those with **special educational needs**; those of high ability; those with English as an additional language; those with disabilities; and be able to **use and evaluate distinctive teaching approaches to engage and support** them.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

4.3 The Governing Body

The governing body oversees special educational needs within its work and has specific oversight of the school's arrangements and provision for meeting special educational needs.

The governing body:

- Ensures the school fulfil their legal duties relating to the SEND COP
- Ensures that the school has suitable arrangements for consulting with parents.
- Ensures that the school is co-operating with the Local Authority in developing the Local Offer, and when the school is being named in an EHC plan.
- Ensures that arrangements are in place to support children with medical conditions.
- Ensures that the school publishes information about the arrangements for the admission of disabled children, the steps taken to ensure equal opportunities for disabled children, the facilities provided to assist access of disabled children, and their accessibility plans.

The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this.
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in school.



4.4 The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

5. SEN information

5.1 The examples of SEN that are provided for across our schools

- Our schools currently provide additional and/or different provision for a range of needs, including:
- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties,
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties,
- Moderate learning difficulties.

5.2 Identifying and providing for children with SEN- The Graduated Approach

The graduated approach recognises that there is a wide variation in terms of the needs of children with SEN and the range of provision available reflects this. It also ensures that children with SEN have been correctly identified.

The use of a graduated approach is underpinned by the SEN Code of Practice and uses a process known as Assess, Plan, Do, Review to respond to the needs of children experiencing difficulties at school. It is completed on a half termly basis where appropriate and parents are closely involved in the process.

Initial Concerns about children who are not currently identified as SEN may arise from different sources including but not limited to:

- Teacher and staff observations,
- Pupil progress meetings and progress tracking,
- Parental concerns.

When initial concerns are identified class teachers will:

- Begin to collate information obtained through observation, class assessments and checklists about how the child is learning to inform actions to address the concerns.
- Where a child appears behind expected levels, or where their progress gives cause for concern, teachers will observe and monitor the child's learning and talk to parents/carers and the child (as appropriate) to gather information.
- Discuss any concerns with parents and obtain their perspective on their child and discuss with them the approaches that can be adopted to address the difficulties through working together.
- Initially children will receive 'quality first teaching', targeting their learning needs and differentiated to meet their needs. Children will be monitored and the impact of strategies in place will be evaluated.
- The child is formally recorded by the school as being under observation due to concern by parent or teacher, but this does not place the child on the school's SEN register. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.

All teachers and support staff who work with the child will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the child's progress.

If after the above, progress is at a satisfactory level, the current provision may continue, or the child may no longer be a cause for concern. When, despite high quality provision to address concerns, a child has failed to make progress after a term, the teacher may begin to involve the SENCO in developing support and provision for the pupil.

The SENCO will:

- Review the actions taken and the information gathered by the teacher in order to ensure the process has been robust.
- Discuss with the teacher additional approaches that may be helpful.
- Decide if additional diagnostic assessment would add to the information available.
- Use the additional information to inform a school decision about whether the child has Special Educational Needs.

The aim of formally identifying a child with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning.



The class teacher will:

- Complete an individual plan for the child, including the child's view, overview of needs and barriers to learning, what good progress will look like and desired learning outcomes. The Individual plans will show the provision in place for the child and be shared with the parents/carers. These plans will be reviewed every 6-8 weeks as appropriate and be shared with parents/carers.
- Take action by employing alternative or additional teaching strategies and resources, including on some occasions short term evidence-based interventions, in order to support the child, and closely monitor the outcomes of this, usually over a period of 6 – 8 weeks.
- Review the action taken and the child's progress, through pupil progress meetings, their teacher assessments and a discussion with parents, identifying next steps and updating the child's individual plan.

Additional Support

- If additional support beyond that available in school is required, children may work with professionals from a range of agencies: a specialist teacher, the Educational Psychologist, Speech and Language Therapist etc. These specialists may work with individuals or groups; carry out assessments; meet with parents; or offer specialist advice to home and school.
- Where a child's needs are profound, we will, in consultation with the local authority complete an EHCAR in which the child, parents, school and other professionals working with the child will contribute. Following submission of an EHCAR, the LA undertake a statutory assessment to ascertain if an EHCP is required.
- Where a child has medical needs, the school will put in place a care plan to identify any addition provision that will be needed and who will be responsible for ensuring that the child's medical needs are adequately met.

5.3 SEN Support for children with Special Educational Needs

Teachers continue to have responsibility for ensuring that provision and classroom support are delivered in accordance with the agreed plan, and for maintaining dialogue with parents. They do this with the advice and support of the SENCO as necessary.

The SENCO is likely to:

- Meet with class teacher and parent/carers to assist with the assess/plan/do/review process.
- Carry out additional diagnostic assessments or observations.
- Research additional information to support teachers.
- Suggest additional or different provision to secure progress.
- Monitor the impact of additional and different provision, and jointly review the pupil with the class teacher and parents.

- Plan the next stage of provision, remaining involved in the assess/plan/do/review process for as long as necessary, with increasing amounts of involvement for children with the highest levels of need.
- Refer the child to an appropriate external professional for further advice (in the event of a child continuing to have difficulties).
- Consider recommendations made by external professionals and ensure that class teachers are aware of these, overseeing their implementation.
- To consider each pupil's progress and provision; the level of SENCO involvement would generally increase for pupils with the most complex needs.

5.4 Education Health and Care Plans

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process, which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources is required. It would usually be expected that the graduated approach had been fully utilised before an application is made.

The decision to make a referral for an Education, Health and Care Plan (EHCP) will be taken at a progress review. The application for an EHCP will combine information from a variety of sources including parents/carers, teachers, SENCO, North Yorkshire Support Services professionals, Social Care and Health professionals.

Information will be gathered relating to the actions taken over time using the graduated response, the current level of provision and the outcomes of targets that were set, and the advice received from external professionals.

A decision about whether statutory assessment will proceed is made by the Local Authority, based on this information. Following Statutory Assessment, a decision is made by the Local Authority about whether to issue an EHC Plan. Parents/carers have the right to appeal against a decision not to initiate a Statutory Assessment or an EHCP, or against aspects of an issued EHCP that do not reflect their wishes.

Once the EHCP has been completed and agreed, it becomes part of the child's formal record and is reviewed at least annually by staff, parents/carers and the pupil. The annual review enables provision for the child to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

5.5 Partnerships with Parents

We believe that parents are 'experts' on their own children and we aim to work in partnership with them. When a child has Special Educational Needs (SEN), the views and wishes of parents are fully taken into account, and we will involve them and keep them informed through half termly to termly consultations with them. We will often seek additional dialogue with parents and may also use home/school books for some pupils.

5.6 Child's View

We encourage children to talk to us about their experiences at school, and we actively seek the views of children with SEN using child centered approaches, in order to help us plan best how to help them at school.

Children contribute to their individual plans and learning outcomes are discussed with them, using child friendly language and visual support where appropriate.

5.7 Partnerships with other agencies

Other agencies that support us include, but are not confined to:

North Yorkshire Support Services (Education)

- Senior Educational Psychologist Alison McCoy- advice on complex needs across the SEND range;
- Inclusive Education Service (IES), which includes:
 - Cognition and Learning
 - Communication and Interaction
 - Autism
 - Early Years Advisory for SEND
 - Social, Emotional and Mental Health
 - Hearing and Physical Impairment
 - Dyslexia

Integrated Therapy Service (NHS)

- Paediatric Physiotherapists;
- Paediatric Occupational Therapists;
- Paediatric Speech and Language Therapists.

NHS Paediatricians

Child and Mental Health Services (CAMHS)

Where support is for an identified, individual pupil, parental consent will be gained before any support is undertaken.

5.8 How Special Educational Needs is funded in our schools

Funding for SEN follows the nationally directed process, based on:

- The amount allocated for each individual child attending a school (Element 1)
- An amount allocated to the school, based on a nationally applied formula, which is available to support all additional SEN provision at school (Element 2)
- Higher Needs Funding is 'top up' funding (Element 3). This is available for



children who meet specific criteria in terms of need and provision requirements. This money is available from a fund held centrally by schools and managed on their behalf through an Annual Audit process arranged by the local Authority.

Our funding for SEN is allocated to maximise the support for pupils with SEN through closely monitored additional and extra provision and support.

It is the responsibility of the Head Teacher, Governors and SENCO to agree how resources are allocated within school.

5.9 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their learning outcomes each half term/term,
- Reviewing the impact of interventions after 6-8 weeks,
- Using pupil questionnaires,
- Monitoring by the SENCO,
- Holding annual reviews for pupils with EHC plans.

5.10 Monitoring Arrangements

- Our schools use a combination of lesson observations and learning walks, work scrutiny, pre and post intervention assessments and pupil progress to monitor the effectiveness of the implementation of the SEN Policy.
- As part of the overall monitoring process different cohorts are reviewed in terms of the progress they are making, including SEN pupils, and those with disabilities.

5.11 Admission Arrangements

All pupils are welcomed at Follifoot, Goldsborough, Sicklinghall and Spofforth Schools and we do not discriminate against pupils on grounds of disability.

The admission arrangement for all pupils is in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with EHC plans, those with disabilities and those without. Our Accessibility Plan is reviewed regularly to ensure it is in line with the SEN and Disability Act 2001.

5.12 Transition Arrangements

Children entering school with Special Educational Needs are discussed with their previous school or setting and a school entry plan is arranged, attended by the team of professionals involved, if that is appropriate.



Pupils with SEN leaving our school are discussed with the SENCO of the receiving school in advance, and where needed, an additional programme of transition activities are arranged, tailored to individual needs.

5.13 Training

CPD requirements in relation to SEN are reviewed through an audit of training received. This is linked to identified needs in relation to the School Improvement Plan and informs the SEN Action Plan.

5.14 Complaints about SEN provision

Through consultation with everyone involved, we hope that reasons for complaint will seldom occur. However, should anyone have cause for complaint, it should be brought to the attention of the SENCO as soon as possible. In instances where the SENCO is not available, it should be brought to the attention of the head teacher.

Complaints will be dealt with according to the school's complaint procedures.

Associated documents

1. Meeting the needs of vulnerable learners in our classrooms- guide for school staff.
2. Special Educational Needs and Disability (SEND) support in school- Guide for Teachers
3. Provision Maps for Categories of Need
4. Special Educational Needs and Disability (SEND) Information Report
5. Guide for parent/carers on Special Educational Needs and Disability (SEND) support in school
6. Our Graduated Approach to Special Educational Needs 2018
7. Our Graduated Response to Social, Emotional and Mental Health 2019/2020



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