



## Federation of Beckwithshaw and Kettlesing Felliscliffe Schools and Ripley Endowed CE School

# Special Needs and Disabilities (SEND) Policy

The Federation of Beckwithshaw and Kettlesing Felliscliffe Schools and Ripley Endowed CE School are inclusive schools which believe that all children have an equal right to a full and rounded education. All our children should receive an education that enables them to make progress, achieve their best, become confident individuals and transition successfully on to the next stages of life.

Our children with SEND are educated alongside their peer, in an inclusive setting, where their teachers adapted teaching to maximize their learning.

This policy reflects the legislation and guidance:

- Special Educational Needs and Disability Code of Practice: 0 to 25 years guidance (Jan 2015), which set out schools' responsibilities for education, health and care plans, SEN coordinators (SENCOs) and the SEN information report.
- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities.
- Equalities Act 2010.

### **Definition of Special Educational Needs taken from Section 20 of the Children and Families Act 2014.**

(1) A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

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

(a) Has a significantly greater difficulty in learning than the majority of others of the same age, or

(b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

(3) A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection (2) when of compulsory school age (or would be likely to, if no special educational provision were made).

(4) A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.

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

### **SEND Aims of the Federation**

- To ensure that all pupils have access to a broad and balanced curriculum including extra-curricular activities such as clubs, sporting fixtures, visits and residential and,
- To ensure that SEND pupils take as full a part as possible in all school activities.
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career.
- To ensure that parents of SEND pupils are kept fully informed of their child(ren)'s progress and attainment.
- To create an environment where pupils can contribute to their own learning, where they feel safe and listened to.

Ripley Endowed's Christian vision underpins this policy ensuring that the Federation's commitment is to ensure equality of opportunity to all members of our communities. This means, not simply treating everybody the same but, understanding and tackling the different barriers which could lead to unequal outcomes for different groups of children. We celebrate and value the achievements and strengths of all our members.

### **Areas of SEND**

A child has special educational needs (SEN) where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to children of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer children will require such support. (Code of Practice 6.15)

Children will have needs and requirements which fall into at least one of the four areas, frequently more than one. The areas of need are:

- **Communication and Interaction:** E.g. speech and language difficulties, autistic spectrum disorder.
- **Cognition and Learning:** E.g. dyslexia, dyspraxia, dyscalculia or general learning difficulties.
- **Social, Emotional and Mental Health:** E.g. children who are withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration, where these are the main presenting needs.
- **Sensory and/or Physical Impairment:** E.g. visual impairment, deafness, milder hearing impairment, physical difficulties (Code of Practice 6.28-6.35)

It is important to note that not all behaviour issues are linked to social, emotional and mental health and may reflect other underlying difficulties.

Children with some health or disability conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Where a child with a disability requires special educational provision, they will also be covered by the SEN definition (Code of Practice Xviii).

Identifying and assessing SEN for children whose first language is not English requires particular care. [The Federation] should establish whether lack of progress is due to limitations in their

command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN. (Code of Practice 6.24)

## **Roles and Responsibilities**

### Class Teacher

Each class teacher is responsible for:

- The progress and development of every child in their class through quality first teaching.
- Working closely with teaching assistants or specialist staff to plan and assess the impact of the 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 any changes to provision.
- Provide information, reports or attend review meetings regarding that child.
- Follow the SEND Policy.

### Special Needs Co-Ordinator (SENCo)

The SENCO is responsible for:

- 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 Education and Health Care Plans (EHCP).
- 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 body 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.

### SEN Governor

The SEN Governor will:

- Help to raise awareness of SEN issues at Governing Body meetings.
- Monitor the quality and effectiveness of SEND provision within the school and update the governing body on this.
- Work with the Head Teacher and SENCo to determine the strategic development of the SEND policy and provision in the school and to evaluate the effectiveness of procedures and impact of the interventions.

### The Governing Body

The Governing Body will:

- Ensure the school fulfil their legal duties relating to the SEND Code of Practise.
- Ensure that the school has suitable arrangements for consulting with parents.

- Ensure that the school is co-operating with the Local Authority in developing the Local Offer and when the school is being named in an EHCP.
- Ensure that arrangements are in place to support children with medical conditions.
- Ensure 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 Head Teacher

The head teacher 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 SEND.

### **Identifying and providing for children with SEND- The Graduated Approach**

The graduated approach recognises that there is a wide variation in terms of the needs of children with SEND and the range of provision available reflects this. It also ensures that children with SEND 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. Each school 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 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 to identify the next steps and update 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, our SENCo will, in consultation with the local authority complete an Education Health and Care Assessment Request (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 additional provision that will be needed and who will be responsible for ensuring that the child's medical needs are adequately met.

### **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.

### **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 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 EHCP. 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.

### **Partnerships with Parents**

Across the Federation, we aim to work in close partnership with parents. When a child has special educational needs, the views and wishes of parents are fully taken into account and parents/carers are involved and kept informed through half termly to termly consultations.

Often additional dialogue with parents is sought, this could be via a home/school book, a face to face meeting or telephone call.

## **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 centred approaches, 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.

## **How Special Educational Needs is funded**

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.

## **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 EHCPs.

## **Monitoring Arrangements**

Our federation uses a combination of lesson visits 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.

## Admission Arrangements

All pupils are welcomed at Beckwithshaw, Kettlesing Felliscliffe and Ripley Endowed CE 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 EHCP 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.

## 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 schools are discussed with the SENCo of the receiving school in advance and where needed, an additional programme of transition activities is arranged, tailored to individual needs. All paperwork is passed on in a secure manner in line with the Federation's GDPR Policy.

When the SENCo is in the process of applying for an EHCP, they will share relevant information with outside agencies appropriately. Parents agreeing to this process are agreeing to the sharing of this information.

## Training

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

## Complaints about SEN Provision

Through consultation with everyone involved, we hope that reasons for complaint will seldom occur. However, should there be 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 Federation's complaint procedures.

Document Status			
<b>Date of Next Review</b>	Autumn 2021	<b>Responsibility</b>	<i>HT/SENCo/SEND Governor</i>
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