



Special Educational Needs and Disability Policy (September 2024)

		Comment
Date adopted by School Governing Body	16 October 2024	
Date reviewed	12 September 2024	Adapted from NYC model policy Reviewed by TH
Next review	September 2025	

School	SENDCO	Date of NASENDCO Award
Brompton-on-Swale CE Primary School	Ms. Tamara Hayman	September 2012
Crakehall CE Primary School		
Leeming and Londonderry CP School		
Pickhill CE Primary School		
Aiskew Leeming Bar CE Primary School	Miss Hannah Clark	In progress, due to be completed January 2025.
Hutton Rudby Primary School		

Both SENDCOs are members of the senior leadership team.

SEND Governor: Emily McAdam



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
- Federation Safeguarding Policy
- Current teachers’ standards
- Current teaching assistant standards
- School Accessibility Plans

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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.

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 SEND 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 has specific oversight of the Federation'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 each school's performance management arrangements and its approach to professional development for all teaching and support staff. In addition, this also contributes to the school self-evaluation.

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.

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 Insight using the 'notes' tab, or on CPOMS. This is referred to as a '**short note**' in the SEND CoP. (If there is a child protection issue then our school's safeguarding procedures **MUST** be followed).

If a parent or pupil also raises a concern, this must be taken seriously, and we must listen to these concerns. These will also be noted and dated on the child's records, as above. If there is a child protection issue then our school's safeguarding procedures **MUST** be followed.

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.

The class teacher will discuss the concerns informally with the parent and gather information about what the possible barrier to learning is. Our SENDCO will support you, if required. You will make any reasonable adjustments to your teaching that are required 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.

If appropriate, the SENDCO may approach others such as Early Help as per the guidance in North Yorkshire Council's (NYC) [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.

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.

The SENDCO will maintain a list of pupils who have been identified as having SEN. This list can be accessed by all staff on Scholarpack. 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 CYP's documents can be accessed via the 'support' tab on Scholarpack or via Sharepoint.

There are 4 broad areas of need:

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

If you would like further clarification of these areas of need, then consult the SEND CoP 6.28- 6.35 or discuss with the SENDCO. To assist us, NYC has banding descriptors for each area of need. [Banding descriptors can be found here.](#)

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 SEN, and that additional and different provision is being provided for their child. Parents will be signposted to NYC 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:

Assess.

Assess CYPs needs – this happens at the start of each termly cycle to ensure we obtain a clear analysis of the CYP's needs. The SENDCO will support if required. We will ensure that the assessment informs any adjustments, approaches, resources, intervention and/or support required.

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 class teacher supported by the SENDCO if required. Teachers are advised to refer to our whole school provision maps on Teams/Sharepoint 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 class teacher is responsible for monitoring the impact, supported by the SENDCO. The additional adult support is someone who must be suitably trained to undertake the intervention.

Autumn term plans will be written by October half term with termly reviews taking place during January and May. Support plans are updated directly onto Scholarpack/Sharepoint and a copy is sent home to the parents after being shared at the termly review meeting. The SENDCO will monitor the quality of the plans.

Do.

The class teacher remains responsible for the child. Where provision is provided by teaching assistants (TAs) or specialist teachers, the responsibility remains with the class teacher. TAs must supplement and not replace teachers. Teachers are still required to work with the child to plan and assess the impact of any adjustments support or interventions.

The SENDCO will support the class 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.

Review.

The class teacher 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.

Involving Specialists

If at any point the class 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 teacher will be asked to support the completion of the application. Class 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

SEN support will include a plan for effective transition between phases of education. The SENDCO makes contact with new/prior SENDCOs to discuss any support plans/IEPs in place to ensure support and provision remains as consistent as possible during transition periods.

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. For further details about this process and who is invited, please discuss this with the SENDCO.

Confidentiality

Staff may have access to personal data about pupils and their families which must be always kept confidential 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.

Safeguarding Children with SEND

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

The additional barriers that can exist when recognising abuse and neglect in this group, include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- Pupils being more prone to peer group isolation than other pupils.
- The potential for pupils with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in overcoming these barriers.

Children with disabilities may have regular contact with a wide network of carers and other adults for practical assistance in daily living including personal intimate care, hence being mindful that such situations can increase risk.

Roles and Responsibilities

Our school leaders and teaching staff, including the SENDCO, will analyse data to identify any patterns in the identification of SEN, within each 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 schools with local and national data annually and report to our senior leadership team. (The January census is used, and the data is supplied by NYC 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/Head of School to ensure that our schools meet their 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). If our SENDCO does not have this award on the day they are appointed then our Governing Body **must** ensure it is achieved within 3 years of their appointment. This also applies to the Headteacher if they take on the role of SENDCO.

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.

*The Governors **must** publish at least annually a **SEND 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 SEND. Therefore, we will produce this annually and it will be uploaded onto our school website in the SEND section.

*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.*

Role of the SEND 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.

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.

Role of the Executive Headteacher, Headteacher and Head of Schools

The Executive Headteacher is ultimately responsible for the strategic development, policy, and provision in each school. The implementation of this policy is delegated to the headteacher or head of school who lead their school on a day-to-day basis.

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

The Executive Headteacher will ensure that each school publishes a clear picture of the resources (e.g., a whole school provision map) that are available to the school.

Our Headteacher or Head of School will ensure that any member of staff working with any child who has SEND is aware of their needs and there are 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 SEND 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 SEND policy and co-ordination of specific provision made to support individual pupils with SEND, 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 SEND 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 SEND policy*
- *co-ordinating provision for children with SEND*
- *liaising with the relevant Designated Teacher 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 SEND up to date*

Our schools will ensure that the SENDCOs have sufficient time and resources to carry out these functions.

We will provide our SENDCOs 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.

The monitoring of SEND provision in our schools is an essential role of our SENDCOs, 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.
- attendance at pupil progress meetings.
- CYP questionnaires/discussions: after interventions, about support/provision in class and homework.
- Staff voice.
- 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 SEND Governor and report to our senior leadership team.

Role of class teachers

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 teacher 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 with SEND on a daily basis.
- keep abreast of SEND initiatives and CPD.
- ensure QFT meets the needs of all learners and their starting points.

Role of all support staff (including all TAs, MSAs, administrators etc)

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 teachers to overcome any barriers to learning.
- report any observations about the CYP they are supporting to the class teacher.
- Feed back to class teachers about progress following interventions.
- contribute to reports for reviews of CYP with SEND.
- attend CPD and keep abreast of initiatives.
- follow the TA Standards (if appropriate).