



# **Ryedale Learning Trust**

## **SEND Policy**

<b>Policy Review Timescales:</b>	<b>Yearly</b>
<b>Responsible:</b>	<b>SIL</b>
<b>Approved by:</b>	<b>Trust Board</b>
<b>Last updated:</b>	<b>July 2021</b>
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# Special Educational Needs and Disability Policy

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Date of NASENCo Award (or expected date of completion): 2013 (CW), 2016. (YS)

Both SENCos are a member of the senior leadership team.

SEN Trustee: Ruth Smith

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
- School's Accessibility Plan

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## **Ryedale Learning Trust Vision**

Every learner in our Trust is inspired to succeed and enabled to fulfil their potential.

## **Philosophy**

### **The Trust believes that:**

- All pupils are equally valued and the school has high aspirations for all;
- All pupils are the shared responsibility of all staff;
- All pupils are entitled to a broad and balanced curriculum which is personalised and focused on outcomes;
- Teaching and learning will be adapted to suit the needs of learners and recognise different routes to achievement;
- Early and accurate identification is essential;
- There will be a flexible continuum of provision for pupils with SEND;
- SEND and high needs funding will be used efficiently to ensure good progress of pupils with additional needs;
- Staff will be given appropriate training to allow them to meet a wide range of needs;
- Parents will be fully involved as partners in their child's education;
- Pupils will be encouraged to give their views on what learning is like for them;
- Governors should have access to information which will allow them to monitor and evaluate the effectiveness of the SEND policy.

## **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 SENCo;
- 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 Trust Board 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.

## **How Do Teachers Identify Pupils with SEND**

### **See Flowchart for teachers**

*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 outline 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 discussed during a pupil progress meeting or in a meeting with the SENCo or Phase leader and a note will be placed on the child’s Bromcom record. They may also be placed at ‘aware’

on the register, depending on the nature of the concerns. This is referred to as a '**short note**' in the SEND CoP. It is imperative that your initial concern is logged and dated. If there is a child protection issue, then our school's safeguarding procedures **MUST** be followed.

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 and the information will be shared with the SENCo. 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. Following on from the initial concern the class teacher or a member of the SEND support team will discuss the concerns informally with the parent and gather information about what the possible barrier to learning is. The SENCo will support, if required. Targeted assessments may also be carried out to establish an unmet need or barrier to learning if there is a specific concern. 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). The SENCo can support you with suggested adjustments, if required.

*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 SENCo, 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 SENCo may approach others such as Early Help 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 SENCo. The child or young person (CYP) is now described as being at 'SEN Aware or SEN Support'. At this point we will carry out a range of assessments to establish baselines and to identify unmet needs or a barrier to learning, the SENCo may also observe the child. We can seek advice from the local SEND Hub manager to clarify our decision, if required. The difference between SEN Aware and SEN Support relates to the level of additional and different provision a child requires to make progress. A child with identified needs may make progress with targeted and specific adjustments within the quality first teaching and thus not require a higher level of support.
6. Our SENCo will maintain a list of pupils who have been identified as having SEN on our SEN list. This list is referred to as the SEN register and is held securely on the school system. All teachers can access this list in order to see the records for the pupils they teach. 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 also be accessed via Bromcom. It is the responsibility of the class/subject teacher to look regularly at the content for their pupils for any updates. Updates will also be shared via email and inclusion briefings.
7. 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 our SENCo. To assist us, NYCC has banding descriptors for each area of need.

### Special Educational Provision

Once the CYP has been identified as having SEN and requiring additional support above and beyond adjustments to quality first teaching (SEN Support) 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 NYCC special educational needs and disabilities advisory and support service ([SENDIASS](#)) and the [local offer](#) . At this point we will start using the **SEN Chronology of Support and Involvement**.

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. This is done by the class teacher (primary) and SENCo (secondary). 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 class teacher in collaboration with the SENCo (primary) and the Senco (secondary). 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, this may be a separate meeting or form part of the scheduled Parent Forums. If additional adult support is to be provided whether in-class or outside of class, it will be made clear how, what and when this will be undertaken. The class teacher (primary) supported by the SENCo and SENCo/SEN team (secondary) is responsible for monitoring the impact. The additional adult support is someone who must be suitably trained to undertake the intervention or in-class support.

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 the system and discussed with the parent. Any potential interventions must be discussed with the SENCo/Phase lead to ensure a co-ordinated approach. If new adjustments are suggested as part of the plan, these will be shared with all subject teachers (Secondary). The SENCo will monitor the quality and appropriateness of the plans.

3. **Do.** The class and subject 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 in order to plan and assess the impact of any adjustments support or interventions. The SENCo 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 SENCo will monitor this provision.
4. **Review** The class teacher (primary) or SENCo/SEN team (Secondary) will review the plan with the parents and CYP at the end of each term. 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 or subject teacher in consultation with the SENCo 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 SENCo, 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, where appropriate. 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

SEN 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 teacher 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 SENCo will support the class teacher, if required.

### 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 SENCo or a senior member of the SEN team will chair the meeting and complete the required paperwork. For further details about this process and who is invited, please discuss this with the SENCo.

### 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 school leaders and teaching staff, including the SENCo, will analyse data to identify any patterns in the identification of SEN, 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 SENCo 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 Trust Board 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 Trustees **must** have regard to the SEND Code of Practice.

Our Trustees **must** ensure that a Special Educational Needs Coordinator (SENCo) 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 (NASENCo). If our SENCo does not have this award on the day they are appointed then our Trust Board **must** ensure it is achieved within 3 years of their appointment. This also applies to the Headteacher if they take on the role of SENCo.

- *6.3 There should be a member of the Trust Board 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 SEN Trustee is appointed to work directly with the SENCo and other members of the senior leadership team and report to the Trust Board about matters related to SEND.

*The Trust Board **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.

*xxi 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 SEN Trustee

Our SEN Trustee will:

- be familiar with the SEND Code of Practice 2015 particularly Chapter 6
- be a critical friend to our SENCo 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 Headteacher

The Headteacher or Head of School is responsible for the strategic development, policy and provision in our school.

They are responsible along with the Trust Board 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 SENCo 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 SENCo

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

*6.88 The SENCo 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 SENCo provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENCo 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 SENCo will include:*

- *overseeing the day-to-day operation of the school's SEN policy*
- *co-ordinating provision for children with SEN*
- *liaising with the relevant Designated Teacher where a looked after pupil has SEN*
- *advising on the graduated approach to providing SEN 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 SEN*
- *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 Trustees 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 schools will ensure that the SENCo has sufficient time and resources to carry out these functions. We will provide our SENCo 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 school is an essential role of our SENCo, 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 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
- 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 class teachers/subject teachers/form tutors](#)

*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.*

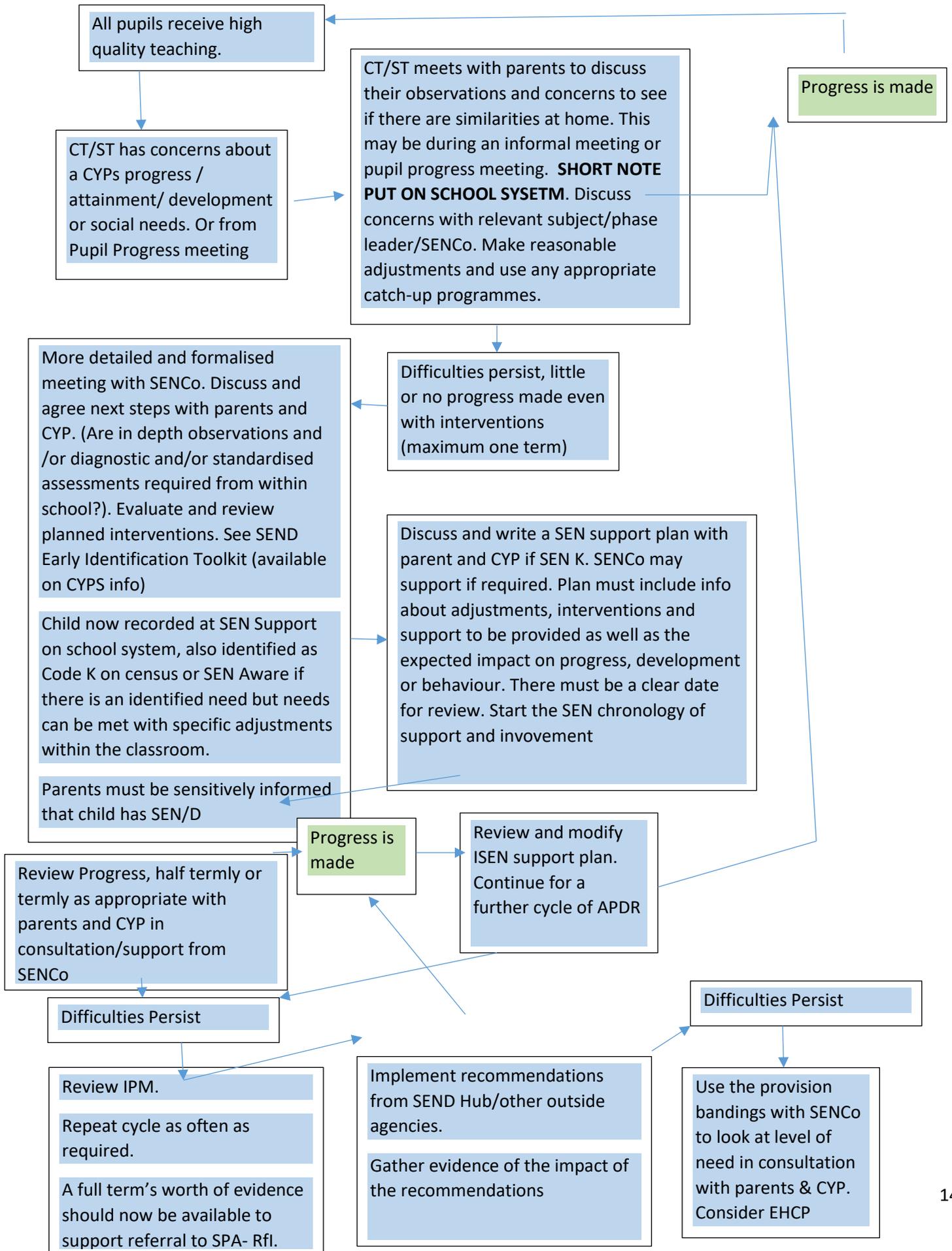
The role of the class teachers, subject teachers and form tutors is to:

- support the SENCo and our senior leadership team to implement this policy and have due regard to the SEND CoP
- support and engage with the SENCo in regard to the SEND monitoring role
- identify pupils with SEND
- write effective SEN support plans (class teachers), 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

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 and subject teachers to overcome any barriers to learning
- report any observations about the CYP they are supporting to the class and subject teacher
- contribute to reports for reviews of CYP with SEND
- attend CPD and keep abreast of initiatives
- complete assessments, with guidance
- lead interventions, with guidance
- liaise with parents/carers and other professionals, with guidance
- carry out personal care, where needed
- carry out duties during social time, where needed
- carry out reviews, with guidance (ATA & HLTA)
- follow the TA Standards (if appropriate)

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

<b>Date of 'short note'</b>	
<b>Date SEN identified</b>	

<b>Strengths and Interests</b>	
<b>Achievements</b>	
<b>Educational history</b> (including previous settings)	
<b>Educational attainment/ developmental milestones</b> (summary at end of each academic year)	

<b>Overview of Needs / Barriers to Learning</b>	
<b>Cognition and Learning</b>	
<b>Communication and Interaction</b>	
<b>Social and Emotional Mental Health Needs</b>	

<b>Sensory and Physical Needs</b>	

History of previous targeted and specialist interventions/provision Build chronology of interventions / provision with each new SEN Support Plan			
NC Year	Provision etc.	Details frequency, duration, group size etc.	Impact (with ratio gains if possible)

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.

