



Heritage Coast Federation

SEND Policy

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Reviewed by	Approved by	Date of Approval	Version Approved	Next Review Date
Mrs Claire Barber	Full GB	27/11/21	Version 2	
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Policy for Special Educational Needs and Disabilities (SEND)

Review Date: December 2023

This policy is in line with the Code of Practice 2014

This policy outlines the framework for The Heritage Coast Federation to meet its duty and obligation to provide a high quality education to all of its pupils, including pupils with special educational needs and disabilities (SEND), and to do everything it can to meet the needs of pupils with SEND.

Through successful implementation of this policy, the Federation aims to:

- Eliminate discrimination
- Promote equal opportunities
- Foster good relationships between pupils with SEND and pupils without SEND

Our schools will work with the Local Authority (LA) within the following principles, which underpin this policy:

- The involvement of children, parents/carers and young people in decision-making
- The identification of children's and young people's needs
- Collaboration between education, health and social care services to provide support
- High quality provision to meet the needs of children and young people with SEND
- Greater choice and control for young people and parents / carers over their support
- Successful preparation for adulthood, including independent living and employment

Aims and Values Statement

Our vision for children with Special Educational Needs and Disabilities is the same as for all children and young people- that they achieve well in their early lives at school and in college, and lead happy and fulfilled lives. The aspirations for children and young people will be raised through an increased focus on life outcomes, including employment and greater independence. (Vision statement, Code of Practice 2014)

At 'The Heritage Coast Federation', we believe it is the right of every child to access an education in which the barriers to learning are minimised, so that all children are able to make good progress. We recognise that progress encompasses aspects of academic attainment, personal and social development and independence, and that all progress should be celebrated. We strive to support the needs of individuals in order to provide a broad, balanced and relevant curriculum for all of our children.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

All children and young people are entitled to an education that enables them to make progress so that they achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training (6.1 CoP)

Objectives of the policy:

At 'The Heritage Coast Federation', in line with our Mission statement, Inclusion Statement and School Objectives, we aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Needs Code of Practice.

- **Staff members seek to identify the needs of pupils with SEND as early as possible** this is most effectively done by gathering information from parents, education, health and care services and Early Years settings prior to the child's entry into the school.
- **We monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- **We make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.** this will be coordinated by the SENCO and Head Teacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **We aim to work with parents** to gain a better understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- **We work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone. Some of these services include Educational Psychology Service, Speech and Language Therapy, Children and Adolescent Mental Health Service CAMHS
- **We aim to create a school environment where pupils can contribute to their own learning.** This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs and carefully monitoring the progress of all pupils at regular intervals.

All staff can access:

- The Heritage Coast Federation SEND policy
- The whole school provision map including referrals
- Range guidance
- Guidance on identification of SEND in the Code of Practice
- Information on individual pupils' special educational needs, including pupil profiles, targets set and the child's graduated approach plan.
- Practical advice, teaching strategies and information about types of special educational needs and disabilities
- Information available through The Heritage Coast Federation local offer

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

Admission arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

The Federation will ensure it meets its duties under the North Yorkshire Admissions Code by:

- Not refusing admission for a child that has named the school in their education, health and care (EHC) plan without a valid reason
- Considering applications from parents of children who have SEND but do not have an EHC plan
- Not refusing admission for a child on the grounds that they do not have an EHC plan
- Adopting fair practices and arrangements in accordance with the North Yorkshire Admissions Code for the admission of children without an EHC plan

Arrangements for the fair admissions of pupils with SEND are outlined in the Admissions Policy

Specialist SEND provision

The Heritage Coast Federation has a clear approach to identifying and responding to SEND. We recognise the benefits of early identification: identifying need at the earliest point and then making effective provision improves long-term outcomes for the pupil.

Class teachers, supported by the senior leadership team, make regular assessments of progress for all pupils, which 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 pupil's previous rate of progress
- Fails to close the attainment gap between pupil and their peers
- Widens the attainment gap

We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We will seek specialist SEND provision and training from SEND services where necessary.

Facilities for pupils with SEND

The school complies with all relevant accessibility requirements, please see the school accessibility plan for more details.

Allocation of resources for pupils with SEND

Some pupils with SEND may access additional funding. For those with the most complex needs, additional funding may be applied for through a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding. It will then be the responsibility of the SENCO, leadership team, parents and governors to agree how the allocation of resources is used.

Disability

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is

‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

This definition provides a relatively low threshold and includes more children than many realise:

‘Long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as moderate to severe asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.

We ensure that we make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

Identification of pupils needs

significantly outside of the range of expected academic progress will be monitored. Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties and a concerns sheet will be given to the SENCO.

The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that

needs to be applied.

The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class or work 1-1 with them. They will then determine which level of provision the child will need going forward.

Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

The child is recorded by the school as being under observation within Cycle 1 due to concern by parent or teacher, but this does not automatically place the child on the school's SEND overview. Any concerns will be discussed with parents.

Roles and Responsibilities

Provision for pupils with SEND is a matter for the school as a whole. The board of governors, in consultation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs. It maintains a general overview and has an appointed representative who takes particular interest in this aspect of the school and makes regular visits to the SENCO.

Governors will ensure that:

- The necessary provision is made for any pupil with SEND
- All staff are aware of the need to identify and provide for pupils with SEND
- Pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- They have regard to the requirements of the Code of Practice for Special Educational Needs (2001)
- Parents are notified if the school decides to make SEND provision for their child
- They are fully informed about SEND issues, so that they can play a major part in school self-review
- They set up appropriate staffing and funding arrangements, and oversee the school's work for SEND

The Head Teacher is responsible for:

- The management of all aspects of the school's work, including provision for pupils with special educational needs
- Keeping the governing body informed about SEND issues
- Working closely with the SENCO
- The deployment of all special educational needs personnel within the school
- Monitoring and reporting to governors about the implementation of the school's SEND policy and the effects of inclusion policies on the school as a whole

The special educational needs co-ordinator (SENCO) is responsible for:

- Overseeing the day to day operation of the school's SEND policy
- Co-ordinating the provision for pupils with special educational needs
- Ensuring that an agreed, consistent graduated approach is adopted
- Liaising with and advising other school staff
- Helping staff to identify pupils with special educational needs
- Carrying out assessments and observations of pupils with specific learning problems

- Supporting class teachers in devising strategies, drawing up Pupil Profiles (PPs), creating Individual Graduated Approach Cycles, setting targets appropriate to the needs of the pupils, advising on appropriate resources and materials for use with pupils with special educational needs and advising on the effective use of personnel in the classroom
- Liaising closely with parents of pupils with SEND, alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process
- Liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents
- Maintaining the school's SEND overview and records
- Assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information, e.g. class-based assessments/records
- Contributing to the in-service training of staff
- Liaising with the SENCOs in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other

Class teachers are responsible for:

- Providing high quality teaching for all children
- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment
- Plan lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving and every pupil with SEND will be able to study the full national curriculum
- Assessing pupils' needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENCO, parents and pupil)
- Regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum.
- Reviewing a child's Graduated Approach Cycles regularly to ensure that it reflects the provision and resources being used to support a child.
- Retaining responsibility for the child, including working with the child on a daily basis
- Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND
- Directly liaising with parents of children with SEND

Parents/carers are responsible for:

- Working in collaboration with teachers and the SENCO
- Sharing external factors from home that may impact on a child's attainment.
- Jointly celebrating success however small
- Being involved in all stages of SEN according to the Code of Practice

Learning Support Assistants should:

- Be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND

SEND Support- A Graduated Approach

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the

decision will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and to remove barriers to learning. The support provided consists of a four – part process:



This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification

Assess Do Plan Review of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and, where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Parental involvement will be sought, to reinforce or contribute to progress at home. All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main

class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCO, will revise the support and outcomes based on the pupil's progress and development, making any necessary amendments going forward in consultation with parents and the pupil.

Funding

The individual schools will allocate the appropriate amount of core per-pupil funding and notional SEND budget outlined in the Local Offer for the SEND provision of its pupils.

Personal budgets are allocated from the LA's high needs funding block; the schools will continue to make SEND provision from its own budgets, even if a pupil has an EHC plan.

Local Offer

In the developing and reviewing the Local Offer, the Federation will adopt the following approach.

Collaborative: The schools will work with LAs, parents and pupils in developing and reviewing the Local Offer. The school must co-operate with those providing services.

Accessible: The published Local Offer will be easy to understand, factual and jargon free. It is structured in a way that relates to pupils and parents' needs (for example by broad age group or type of special educational provision). It will be well signposted and well publicised.

Comprehensive: Parents and pupils will know what support can be expected to be available across education, health and social care from age 0 to 25 and how to access it. The Local Offer will include eligibility criteria for services, where relevant, and make it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.

Up-to-date: When parents and pupils access the Local Offer, it is important that the information is up-to-date.

Education, Health and Care Plans

Following Statutory Assessment, an EHC Plan will be provided by North Yorkshire County Council. The school and the child's parents will be involved in developing and producing the plan. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal records and reviewed at least annually by staff, parents and the pupil.

Annual Review

All Educational, Health Care Plans are reviewed annually and these reviews should focus clearly on the progress made by the child in relation to statement objectives targets. Discussions about the appropriateness of resources and their allocation should form part of the review process.

The individual schools within the Federation will:

- Cooperate to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested
- Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents / carers involved at all times
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting ● Cooperate with the LA during annual reviews
- Lead the review of the EHC plan in order to create the greatest confidence amongst pupils and their family

- Seek advice and information about the pupil prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting
- Prepare and send a report of the meeting to everyone invited within four weeks of the meeting, which sets out any recommendations and amendments to the EHC plan
- Provide the LA and parents / carers with any evidence to support the proposed changes and giving those involved at least 15 days to comment and make representations
- Clarify to the parents that they have the right to appeal the decisions made in regards to the EHC plan

SEND TRIBUNAL

All disagreements about an EHC plan will be attempted to be resolved as quickly as possible, without the pupil's education suffering.

In all cases, the Federation's Complaints Procedure will be followed, allowing for complaint to be considered informally at first.

Following a parent's / carer's serious complaint or disagreement about the SEND provisions being supplied to a pupil, the school will contact the LA immediately in order to seek disagreement resolution advice, regardless of whether an EHC plan is in place.

Where necessary, the head teacher will make the relevant parties aware of the disagreement resolution service

Parent / carers are made aware that Ofsted can consider complaints relating to whole school SEND early years provision, if the problem has not been resolved informally

The school will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the SEND Code of Practice.

Following the use of informal resolutions, the case will be heard in front of three people, who are independent of the management and running of the school.

If disagreements are not resolved at a local level, the case will be referred to the ESFA. The school will fully cooperate with the LA by providing any evidence or information that is relevant. All staff involved in the care of the pupil will cooperate with parents / carers in order to provide the pupil with the highest standard of support and education

Philosophy

The school community believes that:

- All pupils are equally valued and the school has high aspirations for all
- All pupils are supported in order to flourish, succeed and reach their potential, recognising all their strengths
- 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

This is in line with our vision:

Our vision is to develop confident, independent individuals within an environment where all show integrity, aspirations and a love of the world and life. We do this through our core values of hope, truth, respect and community. These values enable every individual to flourish and succeed within our secure caring Christian family.

Principles

Definitions 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.

Special educational provision means educational provision, which is additional to, or different from, the provision made generally for children of the same age in a mainstream school. (xiii, xiv CoP 2014)

Evidence suggests that approximately 75% of disabled children also have a special educational need and these pupils are also protected by the Equalities Act 2010. Mainstream educational settings must use their best endeavours to secure the special educational provision called for by the child's or young person's needs.

Transition

Within school:

During the latter part of the Summer Term, class teachers will discuss the individual needs of their pupils and ensure that the transfer of class based documentation takes place, including information from outside agencies and Provision Maps.

Between schools:

Staff from receiving schools are invited to review meetings during a pupil's time in Y6. Extra visits and provision is planned carefully at this time.

Vulnerable Children

Children identified as vulnerable are recorded by the class teachers. This means that class teachers know their vulnerable children well and appropriate actions are taken to ensure that they make progress – for example Focused TA support in class, including them in intervention groups, regular communication with parents and individual reward charts for behaviour. These groups of children are regularly monitored by the SENCo and Headteacher.

Access to the curriculum

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual. Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Regular training and learning opportunities for staff on the subject of SEND and SEND Teaching are provided so staff members are kept up to date with teaching methods which will aid the progress of all pupils, including those with SEND.

In-class provision and support are deployed effectively to ensure the curriculum is differentiated where

necessary. The school will make sure that individual or group tuition is available where it is felt pupils would benefit from this provision. Appropriate individual targets are set that motivate pupils to do their best and celebrate achievements at all levels.

Inclusion of pupils with SEND

The Head teacher and SENCO oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils from external support services. Evaluating the success of provision Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice and school policy.

Safeguarding

We recognise that some of our children with SEN, and/or those identified as vulnerable, are subject to particular risk. These children are well known to class teachers, the leadership team and the SENCO.

Data And Record Keeping

The school will:

- Include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all pupils
- Maintain an accurate and up to date register of the provision made for pupils with SEND
- Show all the provision the school makes which is different or additional to that offered through the school curriculum on a provision map

The school keeps data on the levels and types of need within the school and makes this available to the LA.

Confidentiality

The school will not disclose any EHC plan without the consent of the pupil's parents / carers, with the exception of disclosure:

- To a SEND tribunal when parents / carers appeal, and to the Secretary of State under the Education Act 1996
- On the order of any court for the purpose of any criminal proceedings
- For the purposes of investigations of maladministration under the Local Government Act 1974
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children
- To Ofsted inspection teams as part of their inspections of schools and LAs
- To any person in connection with the pupil's application for pupil's with disabilities allowance in advance of taking up a place in higher education
- To the head teacher (or equivalent position) of the institution at which the pupil is intending to start their next phase of education

Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child/ren appointments can be made by them to speak to the Head teacher or SENCO, who will be able to offer advice on formal procedures for complaint.

Written by: Katrina Dixon (SENCO/Inclusion Lead/Assistant Headteacher)

Reviewed by Helen Thompson (Headteacher)

Review Date: December 2023

This policy is in line with the Code of Practice 2014