



## Special Educational Needs and Disabilities Policy and Information Report

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<b>Date of policy</b>	November 2022	
<b>Member of staff responsible</b>	Federation SENDCO Federation SEND Governor	Tamara Hayman Victoria Eardley
<b>Review date</b>	November 2023	

### 1. Aims

Our SEND policy and Information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

As part of the Synergy Schools Federation, all schools aim to:

- Ensure that each and every school provides a safe and secure environment, therefore enabling each child to flourish
- Ensure all schools promote equality and diversity for all
- Provide a platform for schools with similar visions and ethos to collaborate and improve outcomes for all pupils
- Provide a comprehensive range of professional development opportunities for all staff

### 2. Legislation and guidance

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

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report



### 3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

### 4. Roles and responsibilities

#### 4.1 The SENDCO

**The SENDCO is Ms. Tamara Hayman.**

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.

#### 4.2 The SEND governor

The SEND governor will:

Help to raise awareness of SEND 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 Executive headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school.

### 4.3 The Executive Headteacher and Heads of Schools

The Executive Headteacher and Heads of Schools will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision within the school.
- Have overall responsibility for the provision and progress of learners with SEND.

### 4.4 Class teachers

Each class teacher is responsible for:

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

## 5. SEND information report

### 5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, Specific Learning Difficulties such as Dyslexia and Dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, Cerebral Palsy
- Moderate/severe/profound and multiple learning difficulties

### 5.2 Identifying pupils with SEND and assessing their needs

- We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:
  - 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 This may include progress in areas other than attainment, for example, social needs.
- Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.
- When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is

needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### **5.3 Consulting and involving pupils and parents**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- Notes of these early discussions will be added to the pupil's record.

### **5.4 Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

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

### **5.5 Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

SEND support and provision will be reviewed prior to making a transition and discussed with new teachers and/or SENDCOs. Additional transition visits to new classrooms/schools will be arranged as required for individual pupils.

### **5.6 Our approach to teaching pupils with SEND**

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will also provide interventions such as:

- Attention Autism
- Lego Therapy
- Little Wandle Rapid Catch-Up Programme

- Nessy
- Shine Interventions for reading and maths
- Talk Boost
- Teoderescue
- Toe by Toe
- 1<sup>st</sup> Class at Number
- 1:1 speech and language therapy programmes
- Emotional First Aid interventions

### 5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, iPads, coloured overlays, visual timetables, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

### 5.8 Additional support for learning

We have many teaching assistants who are trained to deliver a range of interventions. These may take place as 1:1 or small group sessions depending on the needs of the child and the requirements of the intervention.

### 5.9 Expertise and training of staff

Our SENDCO has 14 years experience in this role and has completed the National Award for Special Educational Needs Coordination. They are allocated three days a week to manage SEND provision across the federation.

We currently have a team of 26 teaching assistants across the federation, who are trained to deliver SEND provision. These are arranged as followed, although there are times when teaching assistants may work across different schools for example, if covering an absence or their expertise is needed to support in a different location.

School	General/Advanced Teaching Assistants (GTA/ATAs)	Higher Level Teaching Assistants (HLTAs)
Brompton-on-Swale	8	5
Crakehall	5	2
Leeming and Londonderry	2	1
Pickhill	3	1

In the last academic year, staff have been trained in Little Wandle Phonics, Attention Autism, ADHD, Sensory Processing Difficulties, Use of Assistive technology, ASIST, Talk Boost, Makaton, Lego Therapy and Behaviour De-escalation.

### **5.10 Securing equipment and facilities**

We ensure equipment and facilities meet the needs of all our SEND pupils. All pupils have access to laptops and/or iPads, streamer microphones are used to support children with hearing impairments, equipment such as specialist pens and pencils, writing slopes, ear defenders, wobble cushions etc. are available and additional working/calming spaces are created for individual use where possible.

### **5.11 Evaluating the effectiveness of SEND provision**

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

- Reviewing pupils' individual progress towards their targets each term
- Reviewing the impact of interventions
- Reviewing wellbeing and involvement of pupils
- Using pupil questionnaires
- Monitoring by the SENDCO, subject leads and SLT members
- Holding annual reviews for pupils with EHC plans

### **5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after school clubs.

All pupils are encouraged to go on our residential trips.

All pupils are encouraged to take part in sports day/school plays/special workshops etc.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

A copy of each school's Accessibility plan can be found on their website.

### **5.13 Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are encouraged to apply for House Captain
- Pupils' wellbeing and involvement levels are monitored a termly
- Pupil voice questionnaires are completed termly
- We have a zero tolerance approach to bullying.

### **5.14 Working with other agencies**

External agencies work alongside our school to enhance our provision. These include: Speech and Language Therapists, Early Help, Social Care, Compass Phoenix, CAMHS, Medical Specialists, Occupational Therapists, Educational Psychologists, Child Protection Officers, Pediatricians, Vision and Hearing Support Services, SEND Hub specialist teachers and TAs. Team around the Child meetings are held whenever possible to include all agencies working with a family.

### 5.15 Complaints about SEND provision

Any concerns should be raised with the child's class teacher in the first instance.

Complaints about SEND provision in our school should be made to SENDCO. They will then be referred to our complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### 5.16 Contact details of support services for parents of pupils with SEND

The SENDCO can be contacted via the school office or using the contact form on each school's website.

Compass Phoenix are available to support pupils struggling with emotional wellbeing and mental health. Further information and support request forms can be found at [North Yorkshire \(Compass Phoenix\) compass-uk.org](http://North Yorkshire (Compass Phoenix) compass-uk.org)

NYCC special educational needs and disabilities advisory and support service can be accessed at [SENDIASS North Yorkshire](http://SENDIASS North Yorkshire)

### 5.17 The local authority local offer

Our local authority's local offer is published here: <https://www.northyorks.gov.uk/send-local-offer>

## 6. Monitoring arrangements

This policy and information report will be reviewed by the SENDCO **every year**. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

## 7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Safeguarding
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions
- Current teacher and teaching assistant standards