

Context

This policy outlines the framework for Yarborough Academy to meet its duties and obligations to provide a high quality education to all of its pupils, including pupils with special educational needs and / or disabilities (SEND). We value the abilities and achievements of all our pupils and are committed to offering everyone the same entitlement to the whole school curriculum by ensuring its accessibility and an inclusive ethos. At Yarborough Academy we believe that every teacher is a teacher of SEND and all adults will work together as a team to make sure all pupils feel welcome and valued.

We therefore intend to work within the following principles, which underpin this policy:

- The involvement of pupils, parents, carers and young people in decision-making.
- The early identification of pupils and young people's special educational needs.
- Collaboration between education, health and social care services to provide personalised support.
- High quality provision to meet the needs of pupils and young people with SEND.
- Greater choice for pupils and families over their support.
- Successful preparation for transitions.

This policy has been written with regard to the Special Educational Needs and Disabilities Code of Practice: 0-25 years (September 2014) and the Equalities Act (2010). In addition to this the specific following legislation has also been considered:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors' responsibilities for pupils with SEND

This policy will be implemented by all school staff and the implementation will be overseen by the Headteacher and SENDCo whom will also oversee the management and strategic development of provision for SEND.

Head Teacher:	Mrs H Albery
SENDCo:	Mrs L Walton
Assistant SENDCo:	Mrs E Harries
SEN/D Governor:	Mrs C Bantock
Local Authority	North East Lincolnshire

Aims / Objectives

Teaching, learning, personal development and well-being should be enhanced through:

- Identifying pupils at the earliest stage with Special Educational Needs and disabilities and ensuring that their individual needs are met,
- Ensuring all pupils regardless of their learning difficulties or other disabilities, will have access to a broad, balanced, coherent and relevant curriculum, including the National Curriculum & EYFS,
- Ensuring that all pupils make the best possible progress,
- The partnership between school and families and the involvement in their child's Special Educational Needs and the provision provided for them,
- Ensuring that there is effective communication between families, school and outside agencies,
- Ensuring that learners are given the opportunity to express their views and are fully involved in decisions which affect their education,
- Promoting effective partnership and involvement with outside agencies when appropriate,
- The understanding that all teachers are teachers of SEND

Definitions

The law states that a child has a special educational need if he/she has a:

- Significantly greater difficulty in learning than the majority of others of the same age (Code of Practice, 2014)
- Disability or health condition, 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 (Code of Practice, 2014).
- Disability as defined by the Equality Act 2010 is '...a physical or mental impairment which has a long term (a year or more) and substantial (more than minor or trivial) adverse effect on their ability to carry out normal day-to-day activities'.

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

Areas of special educational need

Yarborough Academy will make provision for pupils with the following 4 broad areas of need as outlined in the 2014 Code of Practice:

- Communication and interaction.
- Cognition and learning.
- Social, mental and emotional health.
- Sensory and / or physical

Pupils can have needs that cut across more than one area, and their needs may change over time. Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

The purpose of identification is to work out what action the school needs to take rather than to fit a pupil into any specific category. At Yarborough Academy we aim to identify the needs of our pupils by considering the whole child and taking into consideration a variety of factors which may also act as barriers to learning, such as:

- Attendance and Punctuality
- Adverse childhood experiences (ACES)
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a care experienced child

Some pupils with disabilities or medical concerns may have learning difficulties that call for special educational provision however, not all children deemed to be disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Equality Act 2010. We will assess each child as required, and make the appropriate provision, based on their identified needs.

Roles and Responsibilities

Governing Body

There is a named “responsible person” within the governing body. The governing body has a responsibility to:

- Establish the appropriate staffing and funding arrangements,
- Make reasonable adjustments for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability,
- Discuss and determine the schools general policy and approach to provision for children with SEND, and
- Maintain a general overview of the school’s work for SEND, which includes CPD.

Headteacher

The Headteacher has responsibility to:

- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress.
- Ensure that those teaching or working with the pupil are aware of their needs, and have arrangements in place to meet them.
- Ensure that teachers monitor and review the pupil’s progress during the course of the academic year.
- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have responsibility for monitoring the school’s notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Cooperate with local authorities during annual EHC plan reviews.
- Ensure that the SENDCO has sufficient time and resources to carry out their functions.
- Provide the SENDCO 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 the school.
- Regularly and carefully review the quality of teaching for pupils at risk of underachievement, as a core part of the school’s performance management arrangements.

- Ensuring that teachers understand the strategies to identify and support vulnerable pupils and possess knowledge of the SEN most frequently encountered.

SENDCO (Special Educational Needs and Disabilities Coordinator)

There is a named SENDCO within the school and they must:

- Be a qualified teacher and attain the National Award in Special Educational Needs Coordination within three years of appointment.
- Collaborate with the governing body and headteacher, as part of the school leadership team, to determine the strategic development of SEND policy and provision in the school.
- Undertake day-to-day responsibility for the operation of SEND policy.
- Coordinate the specific provision made to support individual children with SEND, including those who have EHC plans.
- Advise on a graduated approach to providing SEND support.
- Liaise with the parents and carers of pupils with SEND in conjunction with the class teacher
- Liaise with early year's providers, other schools, educational psychologists, health and social care professionals.
- Be a key point of contact with external agencies, especially the LA and LA support services.
- Liaise with the potential future providers of education to ensure that the pupil and their parents/carers are informed about options and a smooth transition is planned.
- Ensure that the school keeps the records of all pupils with SEND up-to-date.
- Be familiar with the provision in the Local Offer and be able to work with professionals providing a support role to the family.
- Manage the school based assessment and completing the documentation required by outside agencies and the LA.
- Manage a range of resources, human and material, to enable appropriate provision for child with Special Educational Needs.
- Contribute to the continuing professional development of staff.

Class Teacher

The class teachers' responsibilities are:

- Gathering information following initial identification of barriers to learning.
- Planning lessons to address a child's strengths and potential areas of difficulty and to ensure that there are no barriers to every pupil achieving.
- To plan adaptations and to make responsive adaptations whilst teaching.
- Plan and review support for their pupils with SEND, on a graduated basis, in collaboration with parents/carers, the SENDCO and, where appropriate, the pupil themselves.
- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.

- To complete provision mapping and personalised learning plans when necessary.
- Organising support and interventions that will be delivered to identified pupils.
- To regularly review and monitor pupil progress which includes providing data for the school assessment procedures.
- Sharing any possible concerns with parents/carers.
- To take into account provision for children with Special Educational Needs when planning extra- curricular activities, including educational visits outside school and external visitors/workshops coming into school.

Involving pupils and families

Effective planning should help families, children and young people with SEND to express their needs, wishes and goals, and should:

- Focus on the child or young person as an individual, not their SEND label.
- Be easy for children, young people and their families to understand and use clear ordinary language and images, rather than professional jargon.
- Highlight the child or young person's strengths and capabilities.
- Enable the child or young person, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in future.
- Tailor support to the needs of the individual.
- Organise assessments to minimise demands on families.
- Bring together relevant professionals to discuss and agree together the overall approach.

Procedures

Initial Concerns

The SENDCO must be consulted about any pupil for whom the class teacher has concerns or any pupil that a parent/carer has raised a concern about using the schools internal referral system. Parents and carers should be involved with, and consulted on, any possible action which the school proposes to take.

Identification

To identify pupils with SEND, Yarborough Academy will:

- Assess each pupil's current skills and levels of attainment on entry.
- Use assessments consisting of both standardised testing and on-going teacher assessment to inform us of a pupil's progress.
- Use professional discussions between the class teacher, parents/carers, SENDCO and if appropriate other professionals from outside agencies.
- Make regular assessments of all pupils to ensure that an intervention:
 - Ensures that the child's progress is similar to that of their peers starting from the same baseline.
 - Matches or betters the child's previous rate of progress.
 - Closes the attainment gap between the child and their peers.

➤ Prevents the attainment gap growing wider.

- The school will provide extra support to pupils falling behind or making inadequate progress given their age and starting point.
- Assess whether a pupil has a significant learning difficulty where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness.
- The SENDCo and/or SENDCo assistant will carry out classroom observations.
- Consider the appropriateness of using a Neurodiversity profiler.

Graduated Approach

Yarborough Academy will, once a potential SEND has been identified, employ the graduated approach to meeting the pupil's needs, including:

- Establishing a clear **assessment** of the pupil's needs.
- **Planning** the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review.
- **Implementing** the interventions, with support of the SENDCO.
- **Reviewing** the effectiveness of the interventions and making any necessary revisions.

SEN Support

The class teacher has responsibility for SEND provision with the support of the SENDCO if necessary. The class teacher will already be providing high-quality teaching which targets the child's strengths and identified areas of weakness and will be providing adaptive teaching with additional support.

Through carefully planned provision mapping the class teacher in conjunction with the SENDCO will map out additional intervention, provision or resources for a pupil making little or no progress despite high-quality teaching. From the provision mapping termly SEN updates will be created to share with families and pupils. Intervention will also be implemented where a pupil has social, emotional or behavioural difficulties, which act as a barrier to the pupil's own learning and that of the class. In some instances the pupil will be discussed with the CARE team to consider the appropriateness of the CARE pathways and intervention.

The class teacher or SENDCO, in consultation with families, will talk with the parents/carers about seeking advice from external support services, if a pupil:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has social, emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having individualised support.
- Has sensory or physical needs, and requires specialist equipment or regular

advice or visits by a specialist service.

- Has an on-going communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.

At this stage a personalised learning plan (PLP) may be drawn up with the class teacher, SENDCO, outside agency, family and pupil in order to plan, implement and review specific SMART targets and recommendations.

Statutory Assessment Process

- Yarborough Academy will, in consultation with the pupil's family, request a statutory assessment of SEND where the pupil's needs cannot be met through the resources normally available within the school.
- The school will meet its duty to respond to any request for information relating to a statutory assessment, to the local authority, within 6 weeks of receipt.
- If the decision is taken not to issue an EHC plan, the school will consider and implement the recommendations of feedback from the local authority, regarding how the pupil's outcomes can be met through the schools existing provision.

Education, Health and Care (EHC) plans

- Yarborough Academy will meet its duty to respond to the local authority within 15 days, if it is named on a pupil's EHC plan.
- The school will consult with the governing body for any child that names the school in an EHC plan.
- The school will ensure that all those teaching or working with a child named in an EHC plan, are aware of the pupil's needs and that arrangements are in place in to meet them.
- The school will request a re-assessment of an EHC plan at least 6 months following an initial assessment, if a pupil's need significantly change.

Reviewing an Education and Health Care Plan (EHCP)

Yarborough Academy will:

- Cooperate to ensure an annual review meeting takes place, including convening the meeting on behalf of the local authority if requested.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited.
- Send any advice and information gathered to all those invited at least two weeks prior to the annual review meeting.
- Cooperate with the local authority during annual reviews.
- Prepare and send a report of the meeting to everyone invited within 2 weeks of the meeting.

- Ensure that a review of a pupil's EHC plan is undertaken at least 7 months before transfer to another phase of education.

Data and record keeping

A school register of pupils with Special Educational Needs/Disabilities is maintained and updated termly by the SENDCO and is shared with colleagues. Pupils who have disabilities and medical issues but no special needs will be recorded on the school's medical register. Provision mapping is used to record details of additional SEND provision along with personalised learning plans, which include interventions, outcomes, teaching strategies, and the involvement of specialists.

Admission arrangements

Admission arrangements for pupils with SEND will not differ from the arrangements for other pupils. To enable us to have a full picture of a pupil's needs we would, in addition to our usual arrangements, talk to families about their child's SEND, gather background information from them and if appropriate visit the child within their current setting. The admissions policy is based on the agreed NE Lincs policy. We strive to be a fully inclusive school.

In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENDCO attends relevant SEND courses, SEND Network meetings and signposts relevant SEND focused external training opportunities for all staff as required. The SENDCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities.

Complaints

If parents/carers have a complaint concerning provision for their child the first port of call is the class teacher. If the problem cannot be resolved at this stage then the matter should be referred to the SENDCO who would then consult with the head teacher. Further details regarding complaints can be found in the 'School Complaints Policy'.

Parents are encouraged to contact the Parent Partnership Service/SENDIASS for support and advice.

North East Lincolnshire SENDIASS

Phone: 01472 326 363

Email: ask@nelsendiass.org.uk

Policy written:	
Policy review:	
Policy written by SENDCO	
Signed:	Date:



Special Educational Needs and Disabilities Policy