

Special Education Needs and Disability (SEND) Policy

PRINCIPLES

St Aidan's CE High School is part of the Yorkshire Causeway School Trust. "Where everyone is valued and respected, where we share commitment to education that is ambitious, setting the highest expectations and where integrity is the foundation."

The values within the school are grounded in the Christian faith based on love, compassion and respect for each other as well as the world we live in.

At St Aidan's we are committed to ensuring all children have access to the full life of our school. We aim to remove barriers to learning and participation; fostering and nurturing a positive approach to meeting the diverse needs of each individual.

"The purpose of education for all children is the same – the goals are the same but the help that individual children need in progressing towards them will be different." (The Warnock Report 1978) This forms the basis of our Special Educational Need and Disability Policy.

OBJECTIVES

- To ensure every child
 - has an equal chance to learn and develop
 - participates equally in activities
 - is given the opportunity to communicate in their preferred format
 - has their individual needs known and met
 - feels safe and knows they belong
 - is valued as a unique individual
 - feels strong and confident about their identity
 - To ensure all staff
 - are aware of roles and their responsibilities
 - are equipped and supported in meeting the needs of all children
 - To ensure parents
 - are informed of and about their children's needs
 - are involved in supporting their children's needs
 - To ensure governors
 - have access to information that allows them to monitor and evaluate the effectiveness of the policy
 - To fulfil all statutory obligations (DFE: SEND Code of Practice: 0 to 25 years. 2014, The Equality Act 2010)
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THE ROLES AND RESPONSIBILITIES

Role	Named Person	Description of Role
Governing Body	Jo Wicks Contactable via the school office	Has overall responsibility for ensuring the appropriate provision is in place for SEND pupils. The nominated governor has a specific role to liaise with the SENCO and report to the full governing body regarding provision.
Headteacher	Chris Burt	Has the responsibility for the day-to-day management of all aspects of the school's work including provision for pupils with special educational needs and disabilities.
SENCO (Special Educational Needs Co-ordinator)	Jane Rowland Contactable via the school office	<p>Has responsibility for the day to day operation of the school's SEND Policy:</p> <ul style="list-style-type: none"> • liaising with, and advising school staff, giving clear guidelines for procedure when needs are identified; • liaising with parents of pupils with SEND; • co-ordinating provision for pupils with SEND; • maintaining the school's SEND documentation and overseeing records of all pupils with SEND; • contributing to in-service training of staff; • liaising with external agencies including the County Psychological Service and other SEND support services, medical and social services and voluntary bodies; • consulting with SENCOs from other schools to ensure effective use of resources and the dissemination of good practice; • working closely with the SENCOs within the Yorkshire Causeway Multi-Academy Trust to share good practice and form shared practices; • managing a range of resources, human and material, linked to children with special educational needs and disabilities; • giving support and advice to colleagues; • monitoring and evaluating the inclusive provision and reporting to the governing body through the named governor.
Teaching Staff		Are responsible for the progress and development of the pupils in their class, including those with Special Educational Needs and Disabilities. Teachers actively liaise with and are supported by the SENCO (along with specialist services and engagement in staff training) to be able to meet the needs of pupils with SEND.
Support Staff		Teaching assistants work within a team to provide support for children with SEND across the school, liaising with class teachers, contributing to the records of the children they work with, and attending reviews and meetings as requested.
Parents of Pupils with SEND		<p>Are supported and enabled to:</p> <ul style="list-style-type: none"> • recognise and fulfil their responsibilities as parents, and play an active and valued role in their child's education; • have knowledge of their child's entitlement within the SEND framework; • make their views known about how their child is educated; • have access to information, advice and support during assessments and any related decision-making processes about special educational provision.
Pupils with SEND		Most pupils with SEND have a unique knowledge of their own needs and circumstances, and their own views about what sort of support they would like to help them make the most of their education. They will be encouraged to participate in the decision-making processes, including the setting of learning targets where possible. Pupil voice materials will be used to collect information about their feelings, learning and difficulties as appropriate to the age of the child. The results of these will be used, in addition to informal interviews and target reviews, to inform provision.



DEFINITION OF SPECIAL EDUCATIONAL & DISABILITY NEED

Children with special educational needs and / or disabilities have difficulties that call for special provision to be made. This provision may be required through their schooling or may be temporary.

Children with SEND may:

- have significantly greater difficulty in learning than the majority of children of the same age;
- have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age.

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 Code of Practice Jan 2015)

The broad areas of need identified in the Code of Practice are:

Communication and Interaction	Children with speech, language and communication needs and may have difficulty in communicating with others.
Cognition and Learning	Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation.
Social, Emotional and Mental Health	Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways.
Sensory and/or Physical	Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided.

PROCEDURE

In order for a child to be classed as having a special educational need, a specific process must first be followed.

- When a child is first identified as making slow or inadequate progress, quality first teaching must be used to respond to the child. This includes adaptations made by their normal classroom teacher.
- If quality first teaching has not enabled the child to make adequate progress, the child may be given extra support from an adult or specialised resources could be introduced, based on individual circumstances. At this point, this student will be monitored closely by staff members involved in supporting the child, to assess whether the child is now making progress and whether further support measures need to be taken. Parents/carers will also be involved in these discussions.
- If the child still continues to make inadequate progress, they may be classed as having a significant learning need, depending on their personal circumstances. If this was decided, this would be discussed with the parent/carer. Outside agencies may then be involved to advise on next steps.
- The support and intervention of a child identified as having special educational need will be recorded on an Individual Provision Map (IPM)
- Once a child is identified as having a special educational need a 'graduated approach' must be followed to ensure that regular, effective assessment is carried out:

Assess: This will provide the SENCO with a clear understanding of the area of need. Views of parents/carers and pupils can also be sought at this stage. Trends in learning needs should be noted and quality first teaching should be adjusted to try to support progress. At this point specialist assessments from agencies such as the Inclusive Education Service or Educational Psychologists could be sought, if deemed necessary.

Plan: At this point parents/carers MUST be notified and consulted. This will include the support being given, targets to be set and a date for review.

Do: Class teachers remain responsible for working with the child on a daily basis and should be planning and assessing support being given. The SENCO will provide the class teacher with support in assessing and advising on the impact of support being provided.

Review: Effectiveness of support and impact should be evaluated by an agreed date. Parent and pupil views must be sought when analysing the impact of support. The class teacher should then work alongside the SENCO to revise support in light of progress/development made by child. These revised outcomes will then be agreed with parents/carers and pupils.

Education, Health and Care Assessment Request (EHCARs)

<https://www.northyorks.gov.uk/education-health-and-care-plans>

Once a child is identified as having special educational needs, regular meetings between the class teacher and SENCO will progress. If after evidence-based intervention and support from external agencies, the child continues to make little or no progress, statutory assessment may be sought. This will require the class teacher and / or the SENCO, to meet with the parent(s) to complete an EHCAR form. This form combines information from school, health and care and other professionals where necessary and focuses on where we want the child to be, and what their difficulties are. This will be submitted to the Local Authority and a decision will be made about the support required and additional funding to be allocated based on the information provided. If the Local Authority decides that the child does require additional funding to support their learning an Education, Health and Care Plan (EHCP) will be issued and reviewed on a yearly basis. Regular assessment and review of progress will continue to be carried out in school by the class teacher and SENCO.

The Local Offer – North Yorkshire County Council

Local authorities publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have special educational needs or disabilities, including those who do not have Education, Health and Care (EHC) Plans. North Yorkshire County Council publish their local offer on: <https://www.northyorks.gov.uk/send-local-offer>

The SEN Information Report

The SEN Information Report is updated annually and is available via the school office or our school website.

ADMISSIONS, COMPLAINTS and RELATED POLICIES

Admissions:

We welcome those children eligible for admission whose parents are seeking an inclusive education for their child with a special educational need or disability, if it is decided by all concerned that St Aidan's School is most compatible with the child's needs. We strongly urge parents of children with special

educational needs, seeking admission to contact the headteacher and SENCO to discuss your child's needs prior to making your application. Please also see the school's admissions policy.

Complaints Procedure:

Should there be a complaint; every effort will be made to resolve the situation satisfactorily within the school following the school's complaint procedure. A copy of the school's Complaints Procedure is available from the school office or the school website.

Parents of children with SEND can seek independent advice from the Parent Partnership service on 0845 034 9469. <https://www.northyorks.gov.uk/send-information-advice-and-support-service>

Other Relevant Policies:

For some issues relating to SEND, reference should be made to other school policies within our school. Please contact school for support to find the relevant policy.



Evaluation of the effectiveness of the Learning Support (SEND) Policy is overseen by the Governing Body of St Aidan's.

The SEND Policy is reviewed every three years.

Last Date Reviewed: October 2021