

Special Educational Needs and Disability (SEND) Policy

History of document: To be reviewed annually and re-approved by the Local Governing Body every three years, or sooner if deemed necessary.

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1. Introduction

Our School Vision

Living and learning according to our Church Foundation and the example of St Aidan, we strive to be a centre of academic excellence where each and everyone knows the gift of life in all its fullness.

This vision is expressed in how we live and learn together:

- **Wisdom** – learning all that we can about the world and how to live well in it
- **Aspiration** – exploring our calling and achieving the best for others and ourselves
- **Learning well together** – putting good relationships at the heart of our community
- **Kindness** – as God’s children, upholding dignity and respect, justice, and charity

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.

“Children get one childhood. They deserve to get the support they need to thrive and prepare for happy, healthy and productive adulthoods. For children and young people with SEND, or in alternative provision, this is especially vital”

(HM Government Special Educational Needs and Disabilities and Alternative Provision Improvement Plan, March 2023)

This aim forms the basis of our Special Educational Need and Disability Policy.

2. Aims

Our aim is to make sure our school fully implements national legislation and guidance regarding pupils with special educational needs and disability (SEND),

Set out as:

- Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Support and make provision for pupils with special educational needs and disabilities
- Provide pupils with SEND access to all aspects of school life, so they can engage in the activities of the school alongside pupils who do not have SEND
- Help pupils with SEND fulfil their aspirations and achieve their best
- Help pupils with SEND become confident individuals living fulfilling lives
- Help pupils with SEND make a successful transition into adulthood

We will:

- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

3. Legislation and Guidance

This 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 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 specifies the school's duty to make reasonable adjustments for pupils with disabilities and other protected characteristics
- 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
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- The Academy Trust Governance Guide, the Yorkshire Causeway Schools Trust Funding Agreement, Articles of Association and Scheme of Delegation which together set out the responsibilities of the Trust board and the local governing body in respect of pupils with SEND
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

This policy also complies with our funding agreement and articles of association.

4. Definitions

- 4.1. 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.

4.2. 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 January 2014)

Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to normal daily activities.

4.3. A Special Educational Needs Coordinator (SENCO) is a member of teaching staff who is responsible for special educational needs within a school. Every school in the UK is required to have a SENCO to ensure that every child with SEND are supported as well as to help them reach their full educational potential.

4.4. Areas of Need

- The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 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.

Area of Need	
Communication and Interaction	Children with speech, language and communication needs and may have difficulty in communicating with others. Pupils who are on the autism spectrum often have needs that fall in this category and other areas.
Cognition and Learning	<p>Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, Emotional and Mental Health	<p>Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways.</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactivity disorder or attachment disorder • Suffered adverse childhood experiences

	These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or Physical	<p>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.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

5. Roles and Responsibilities

SEND Link Governor	Kerry Kidd	<p>The SEND link governor will:</p> <p>Help to raise awareness of SEND issues at governing board meetings.</p> <p>Work with the SLT Link, 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</p> <p>Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this.</p> <p>Work with the Headteacher, SLT and SENCO to determine the strategic development of the SEND policy and provision in the school.</p>
Headteacher	Siân Dover	<p>The Headteacher will:</p> <p>Work with the SLT Link, 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</p> <p>Have overall responsibility for, and awareness of, the provision for students with SEND, and their progress</p> <p>Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual students</p> <p>Make sure that the SENCO has enough time to carry out their duties</p>

		<p>With the SLT Link and the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer</p> <p>With the SLT Link, the SENCO and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.</p>
<p>Senior Leadership Team (SLT) Link =</p> <p><i>Assistant Headteacher Inclusion and Wellbeing</i></p>	Kate Douglas	<p>Overall responsibility for Inclusion and line manager of SEND Department</p> <p>Work with the the SENCO and the SEND link governor to determine the strategic development of the SEND policy and provision within the school</p> <p>Have an overview of the needs of the current cohort of students on the SEND register</p> <p>With the SENCO, advise the Local Authority when a student needs an Educational Healthcare Assessment, or when an Educational Healthcare Plan needs an early review.</p> <p>With the SENCO, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development</p> <p>With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer</p> <p>With the SENCO and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.</p> <p>Work with the SENCO, Headteacher and school Governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements</p>
SENCO	Jane Rowland	<p>The SENCO will:</p> <p>Inform any parents that their child may have SEND and then liaise with them about the student's needs and any provision made</p> <p>Work with the SLT Link, the Headteacher and SEND Link Governor to determine the strategic development of the SEND policy and provision in the school</p>

		<p>Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual students with SEND, including those who have EHC plans</p> <p>Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that students with SEND receive appropriate support and high-quality teaching</p> <p>Advise on the graduated approach to providing SEND support and adaptive teaching methods that meet the needs of individual students</p> <p>Advise on the deployment of the school’s delegated budget and other resources to meet students’ needs effectively</p> <p>Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided</p> <p>Liaise with potential next providers of education to make sure that the student and their parents are informed about options and that a smooth transition is planned</p> <p>When a student moves to a different school or institution, ensure that all relevant information about a student’s SEND and the provision for them are sent to the appropriate authority, school or institution in a timely manner</p> <p>Work with the SLT Link, the Headteacher and school Governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements</p> <p>Make sure the school keeps its records of all students with SEND up to date and accurate</p> <p>With the SLT Link, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school’s plan for continuous professional development</p> <p>With the SLT Link, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer</p> <p>Prepare and review information for inclusion in the school’s SEND information report and any updates to this policy</p> <p>With the Headteacher, SLT Link and teaching staff, identify any patterns in the school’s identification of SEND, both within the school and In</p>
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		comparison with national data, and use these to reflect on and reinforce the quality of teaching.
Class Teachers		<p>Each class teacher is responsible for:</p> <p>Planning and providing adaptive teaching methods that meet the needs of individual students</p> <p>The progress and development of every student in their class</p> <p>Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching</p> <p>Working with the SENCO to review each student’s progress and development, and decide on any changes to provision</p> <p>Ensuring they follow this SEND policy.</p> <p>Communicating with parents regularly to:</p> <p>(a) Set clear outcomes and review progress towards them</p> <p>(b) Discuss the activities and support that will help achieve the set outcomes</p> <p>(c) Listen to the parents’ concerns and agree aspirations for the student</p>
Support Staff and 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>Parents or carers should inform the HOY or SENCO if they have any concerns about their child’s progress or development.</p> <p>Parents or carers of a student on the SEND register will always be given the opportunity to provide information and express their views about the student’s SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:</p> <ul style="list-style-type: none"> • Asked to provide information about the impact of SEND support outside school and any changes in the student’s needs • Given the opportunity to share their concerns and, with school staff, agree their aspirations for the student • Given feedback on the student’s progress <p>The school will take into account the views of the parent or carer in any decisions made about the student.</p>

<p>Pupils with SEND</p>		<p>Students will always be given the opportunity to provide information and express their views about their SEND and the support provided.</p> <p>They will be encouraged to participate in the decision-making processes, including the setting of learning targets where possible.</p> <p>Pupil voice materials will be used to collect information about their feelings, learning, and any difficulties as appropriate to the age of the pupil. The results of these will be used, in addition to informal interviews and target reviews, to inform provision.</p>
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6. Support for Students with SEND

Our school supports a range of needs, including but not limited to:

- Communication and interaction, for example, autistic spectrum disorder, Asperger’s Syndrome, speech and language difficulties.
- Cognition and learning.
- Social, emotional and mental health difficulties.
- Sensory and/or physical needs, for example, visual impairments, deaf and hearing impairments, processing difficulties, epilepsy and cerebral palsy.
- Moderate / severe learning difficulties.

6.1. Identifying pupils with SEND and assessing their needs

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEND
- They are identified from our CATs (Cognitive Ability Tests) and NGRT (reading comprehension) assessments
- They are known to external agencies
- They have an education, health and care plan (EHCP)

The school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

We will assess each pupil’s current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

If an area is identified where a pupil is making slow progress, adaptive teaching (adaptations made by the classroom teacher) is used to accommodate their individual needs. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

6.2. 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 pupil
- Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a pupil will receive SEND support, or when there is any proposed change to your pupil's SEND status or provision.

The SENCO, alongside the Year 7 team, will contact all primary schools in Year 6 and will gather information on all students on the SEND register who will be attending St Aidan's School. If a pupil has an EHCP and has named St Aidan's as their school of choice the SENCO will attend the Year 6 review(s) where possible.

A member of the SEND team is available to meet with parents at a mutually convenient time to discuss individual students and discuss provision.

Any parent / carer of SEND students joining us at Post 16 is welcome to contact the SEND team to discuss transition and provision for the Sixth Form.

6.3. The graduated approach to SEND

Once a pupil 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 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 pupil 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 pupil. These revised outcomes will then be agreed with parents/carers and pupils.

6.4. Levels of Support

School-based SEND K (SEND Support)

Pupils will be placed on the SEND-K register if they require some adaptations to their learning. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget. On the census (statutory data collection for all maintained schools in England) these pupils will be marked with the code K. The school receives additional funding for these students.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEND provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought. The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

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><https://www.northyorks.gov.uk/send-local-offer>

6.5. The SEND Information Report

The SEND Information Report is mandatory key information about support and adjustments available in school for SEND students. This is updated annually and is available via the school office or our school website.

7. Monitoring and Evaluating Performance

‘All teachers are teachers of children with SEND’ (SEND Code of Practice 2014)

Monitoring and evaluating the progress of students with SEND is an integral part of our whole school system to monitor and evaluate achievement, teaching and learning, behaviour and welfare, leadership and management. However, to ensure good life outcomes for this vulnerable group, additional, focused monitoring takes place. This includes:

- Monitoring and evaluating of interventions, including their value for money
- Analysis of data examining the progress of different vulnerable groups
- Learning walks and student voice interviews to evaluate the effectiveness of the strategies listed on provision maps
- Annual financial returns
- Completion of statutory functions by the SENCO related to referral for Education Health Care plans, termly meetings and Annual Reviews.
- Work scrutiny with selected student groups
- Focused monitoring by the SENCO, Deputy Headteacher with responsibility for SEND, SEND link Governor
- Detailed discussions with families and students
- Progress through a variety of transitions
- Attendance and exclusions analysis
- Feedback from support agencies and Ofsted
- Analysis of information and data about the school using IDSR (Analysing School Performance)
- Peer reviews

The governing body evaluate the work of the school by:

- Appointing a SEND link Governor who is a champion for students with SEND
- Monitoring data with respect to vulnerable groups
- Challenging the leadership through informed questioning
- Undertaking learning walks in school with a focus on SEND
- Holding the school to account for its use of SEND funding

8. Admissions

We welcome those children eligible for admission whose parents are seeking an inclusive education for their pupil with a special educational need or disability, if it is decided by all concerned that St

Aidan's School is most compatible with the pupil'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.

9. Complaints

Complaints about SEND provision in our school should be made to the SENCO or Assistant Headteacher Inclusion and Wellbeing in the first instance. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally. They will then be referred to the school's complaints policy.

ASSOCIATED POLICIES

This policy links to our policies on:

- SEND information report
- Safeguarding Policy
- Accessibility plan
- Behaviour Policy
- Equality policy
- Complaints policy