



Scalby School

Scalby School SEND Information Report 2022-23

INTRODUCTION

The Governors must publish at least annually a SEN Information report.

Code of Practice 6.79 -

The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN.

The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible.

The report must contain as a minimum the 14 bullet points listed in section 6.79 of the SEND CoP and will include arrangements for supporting CYP who are looked after by the local authority and have SEN.

Therefore, we will produce this annually and it will be uploaded onto our school website in the SEND section

<https://www.scalby.coastandvale.academy/our-school/send/>

Scalby School governing bodies and proprietors must also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.

Role of the SEN Governor

Our SEN Governor will:

- be familiar with the SEND Code of Practice 2015



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Date Published November 2022

Clause 1: The kinds of special educational needs for which provision is made at the school

Scalby School is a mainstream school setting. We are fully committed to the provision of equal opportunity for all students, regardless of their ability or individual needs to enable them to achieve their full potential. We support students with each of the four broad areas of need: Cognition & learning, Communication & Interaction, Social, Emotional and Mental Health, Physical and/or sensory.

Clause 2: Information, in relation school's policies for the identification and assessment of pupils with special educational needs

We identify the needs of students as early as possible by gathering information from parents, education, health and care services and any previous schools attended prior to the child's entry into Scalby School.

The academy fully supports the SEND Code of Practice (2015), The Equality Act 2010 and the definition of special educational needs taken from section 20 of the Children and Families Act (2014). This report complies with:

- Section 69(2) of the Children and Families Act 2014;
 - Regulation 51 and schedule 1 to the Special Educational Needs and Disability Regulations 2014;
 - Section 6 of the 'Special Educational Needs and Disability Code of Practice: 0 to 25 Years' 2015
- Throughout this Report, the reference to parents also applies to carers and those with guardianship rights. If you think your child may have special educational needs, you should contact SENDCo Mrs Nicola Davey or SEN Manager Mrs Jackie Haythorne.

Clause 3: Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC plans, including:

The SEND register is reviewed, and parents' feedback is gathered at the start of each academic year. The SEND register is updated continuously as new information regarding a CYP is updated. This information is shared with all staff for a 4-week period (in line with the SEN Policy) Student observation takes place termly and are followed by a My Plan meeting with parents. Students with an Education Health and Care Plan (EHCP) will have a formal annual review which is a statutory requirement, and this will involve parents and students.

Students with an EHCP have weekly communication with a member of the SEN team, usually an Assistant teacher.

Where a student would benefit from intervention the SEND Team liaise with families.

If a higher level of provision is needed SENDCo/SEN Manager liaise with outside agencies.



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Clause 4. The name and contact details of the SEN(D) Co-ordinator

SENDCo – Mrs Nicola Davey / SEND Manager Mrs Jackie Haythorne

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Scarborough,

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Clause 5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured

Details of NASENCo qualifications re published on the SEND Policy. Staff at Scalby School undertake Continuous Professional Development (CPD) weekly. The schedule includes training provided by internal and external providers and covers a broad area of focus. This is recorded on an Incremental Coaching Tracker for each member of staff.

Clause 6. Arrangements for supporting children and young people (CYP) in moving between phases of education.

“The Importance of Transitions in Children’s Lives” Nurture Uk

There is a transition package from KS2- KS3.

Internal transitions from one academic year to the next are supported with individuals. This includes meeting key staff.

KS4 – Post 16 Transitions are supported.

Clause 7. The approach to teaching children and young people with SEN.

Scalby School believes that a close working relationship with parents is vital in order to ensure:

A) early and accurate identification and assessment of SEND leading to the correct intervention and provision



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B) continuing social and academic progress of children with SEND

C) personal and academic targets are set and met effectively

Parents are kept up to date with their child's progress through Assessment for learning ATL, Parents' Evenings and Review meetings. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual student's needs. Parents of students with SEND may be signposted to the local Authority Parent Partnership Service where specific advice, guidance and support may be required. If an assessment or referral indicates that a student has additional learning needs, parents are invited to attend any meetings with external agencies, are kept up to date and consulted on any points of action drawn up in regard to the provision for their child.

Clause 8. The adaptations made to the curriculum or learning environment of a child and young person with SEN.

Scalby School believes that provision for students with special educational needs is a whole school responsibility requiring a whole school response, involving all staff. We believe that all teachers are teachers of children with SEND. Teaching staff have access to the SEND register and Provision Map which gives teaching staff access to supporting documentation, such as EHCP, My Plan and Pupil Passport.

Teaching staff are informed by the SEND Team of any adaptations for individuals.

Some individuals have Risk Assessment written for them. Health Care Plans are provided by medical professional if needed.

Clause 9. Arrangements relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school

Scalby School values the partnership with parents but should a problem arise, the parents are asked to contact the SENDCo or SEND Manager in the first instance to discuss the issue. If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SEND Team, who will be able to advise on formal procedures for complaint. Any complaints will be treated in accordance with the school complaints procedure, refer to the school website.

Clause 10. How the governing body involves other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils



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Scalby School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for SEND. Scalby School continues to build strong working relationships with external support services and shares information and links in order to fully support our SEND students. Sharing knowledge and information with our support services is essential to the effective and successful SEND provision within our academy. If a concern is raised it will be brought to the attention of the SEND Team who will then ensure that the student's parents are informed in line with our safeguarding policy. The following services will be involved as and when is necessary:

- Better Pathways Autism Assessment
- CAMHS
- Child and Family Services
- Community Counselling
- Early Help Support Services
- Educational Psychology Service
- Healthy Child team
- Medical Education Service
- Occupational Therapy Service
- Speech and Language Services
- SENDIASS Parent Partnership
- Sidewalk Mentoring
- The SEN Hub
- Health Care Services Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation. In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues. How will equipment and facilities to support students with special educational needs be.

Clause 11. The arrangements to consult with a child young person with SEN to involve them in their education.

Students with an EHCP have a Pupil Passport document which they contribute to, this is shared with teaching staff and assistant teachers.

Student views are gathered in line with statutory guidelines for Annual Reviews. Student views are gathered termly to support the My Plan.



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Clause 12. Support for Children and Young People with SEN to improve their social, emotion and mental health development.

All students with an EHCP have a key worker who makes regular contact with home. Intervention in emotional literacy takes place weekly for identified students. Targeted work on the Zones of Regulation for identified students. Referral to Sidewalk Mentoring programme and Community Counselling.

Clause 13. The arrangements for assessing and reviewing child and young people's progress towards outcomes.

Access to Learning reports are based on teacher assessment. These are sent home to parents 4 times per year. ATL data is reviewed in the Annual Review.

Clause 14. Information on where the local authority's local offer is published There is information about the SEND Local Offer including:

More details about the reforms and the SEN Code of Practice 2015 can be found on the Department for Education's website:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

NYCC Local Offer

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

Scalby School SEND Policy

<https://www.scalby.coastandvale.academy/our-school/school-policies/>