

# SCALBY LEARNING TRUST

## SEND POLICY

### HISTORY OF DOCUMENT

Issue No.	Author	Date Written	Approved by Trustees	Comments
1	L. McKenzie	June 2016	31 <sup>st</sup> August 2016	
2	L Reed		20 <sup>th</sup> Sept 2017	Approved

### Section A: School Arrangements

1. Definition and aims
2. Roles and Responsibilities
3. Co-ordinating and managing provision
4. Admission arrangements

### Section B: Identification, Assessment and Provision

1. Allocation of resources
2. Identification, assessment and review
3. Curriculum access and inclusion
4. Evaluating success
5. Complaints procedures

### Section C: Partnership Within and Beyond the school

1. Staff development and appraisal
2. Links with other agencies, organisations and support services
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4. The voice of the child
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## **Section A: School Arrangements**

### **1. DEFINITION**

The term 'special educational needs and disability' (SEND) refers to children who have additional difficulties or disabilities that make it harder for them to learn or access education than most children of the same age. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are taught.

Special educational provision means:

**For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools in the area.**

### **PRINCIPLES**

- Wherever possible, children have the right to education in their local mainstream school.
- All students who attend our academy are valued equally.
- All teachers within Scalby Learning Trust are teachers of students with special educational needs.
- All students should have access to a broad, balanced and relevant curriculum, including the National Curriculum that is differentiated to meet their needs.
- The views of the child should be sought and taken into account.
- Partnership with parents plays a key role in promoting a culture of co-operation between parents, schools, LAs and other interested parties.

### **2. ROLES AND RESPONSIBILITIES**

#### **Governors**

The Governing Body at Scalby Learning Trust have important statutory duties towards students with special educational needs. The Governing Body, with the Head Teacher decide the Academy's general policy and approach to meeting students' special educational needs for those with and without Education, Health and Care Plans (EHC). They will set up appropriate staffing and funding arrangements and oversee the school's work within financial constraints.

The Governing Body endeavour to ensure that the necessary provision is made for any student who has a special educational need and that those needs are made known to all who are likely to teach them.

The Governing Body will ensure that a student with special educational needs joins in the activities of the school together with students who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the students with whom they are educated and the efficient use of resources.

The SENDCo will report annually to the Governing Body on the implementation of the school's policy for students with SEND each September. The report will be available for parents/carers via the school website after it has been seen and approved by the Governing Body.

The Governor Representative with responsibility for SEND is Mike Goode.

## **Special Educational Needs & Disability Coordinator (SENDCo)**

The Special Educational Needs and Disability Co-ordinator, in collaboration with the Head Teacher, AHT Behaviour and Safety and SEN Manager plays a key role in helping to determine the strategic development of the SEND policy and provision in the school to raise the achievement of students with SEND.

The SENDCo takes day-to-day responsibility for the operation of the SEND Policy and co-ordination of the provision made for students with SEND, working closely with the SEN Manager, staff, parent/carers and external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies.

Other areas which come within the SENDCo's remit as line manager is medical outreach undertaken off the school site and the Impact Base , where students are located temporarily for a variety of reasons e.g. medical and anxiety issues, with the overriding aim being their successful reintegration into mainstream schooling.

The SENDCo and SEN Manager also provide related professional guidance to colleagues with the aim of securing high quality teaching for students with SEND. In addition the SENDCo and SEN Manager manages the Learning Support teachers (outreach tuition) and Teaching Assistants (TAs) in providing support to these students.

The SENDCo is responsible for monitoring and evaluating the progress of students identified as the cohort of students with special educational needs.

The Special Educational Needs and Disability Co-ordinator is Mrs Lyndsey Reed and the SEN Manager is Mrs Jackie Haythorne

Provision for students with special educational needs and disability is a whole school responsibility.

In addition to the Governing Body, Head Teacher and AHT Behaviour and Safety, SENDco, SEN Manger, learning support team and all other members of staff have important operational responsibilities.

All teachers at Scalby School are teachers of students with special educational needs and disability

### **3. CO-ORDINATING AND MANAGING PROVISION**

**See Special Educational Needs & Disability Coordinator (SENDCo)**

### **4. ADMISSION ARRANGEMENTS**

Scalby Learning Trust strives to be fully inclusive. It acknowledges the range of issues to be taken into account in the process of development. All students are welcome, including those with special educational needs and disability, in accordance with the LA Admissions Policy.

According to the Education Act 1996, (Section 316), if a parent/s wishes to have their child with an EHC Plan educated in the mainstream the LA must provide a place unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

## **Section B: Identification, Assessment and Provision**

### **1. ALLOCATION OF RESOURCES –**

All schools and academies receives funding for students with SEND in three main ways:

- the base budget covers teaching and curriculum expenses as well as the cost of TA support (AWPU)
- the delegated SEND budget covers the additional support required (EFA)
- specific funds are allocated to students who require further additional support.

The Trust follows national guidance given in the new SEND code of practice, to try to ensure that all students' needs are appropriately met within these financial constraints

### **2. IDENTIFICATION AND ASSESSMENT**

Categories of Special Educational Need

#### **1. Communication and interaction**

Language  
Autistic Spectrum Disorder

#### **2. Cognition and Learning**

Learning – students below Level 3 at KS2  
Specific Learning Difficulties e.g. dyslexia,

#### **3. Social Mental and Emotional Health**

Some students may require additional and different provision.

#### **4. Sensory and/or physical**

Hearing  
Visual  
Physical

Prior to transfer the Head of year 7, SENDCo and SEN Manager visit and contact all feeder primary schools in order to identify students with special educational needs through discussion with the primary school staff. The Head of year7, SENDCo, AHT Behaviour and Safety and SEN Manager review all the written transfer information to identify all students who will require specific support.

For students identified as vulnerable or anxious during the transfer process, a comprehensive transition programme is put in place involving the creation of a child-centred transition plan and additional visits to the school during the summer term and as part of the summer school programme.

For students with Education Health and Care plans the SENDCo and SEN Manager will have been invited to attend the Phase Transfer Review at the primary school in the autumn or spring term of year 6 or in year 5 for students with more complex needs.

Details of the SEND information, medical information, objectives and targets for progression are collated by the SENDCo /Head of Year 7 and will be circulated to all staff, this information is checked 6 times a year for

accuracy. The SENDCo /SEN Manager will highlight the needs of particular students to all staff for Introduction day and at the start of term.

During Year 7 all students are assessed using a range of assessment methods, all students have their reading, spelling and mathematical age tested. This enables the SENDCo and SEN Manager to prioritise those students who require further intervention, in discussion with core subject leaders.

## **Provision**

Scalby Learning Trust acknowledges that there is a continuum of SEND and will try, wherever possible to meet those needs through a range of classroom and school resources, before bringing increasing specialist expertise to bear on the difficulties that a student may be experiencing.

Scalby Learning Trust follows the graduated Wave response as outlined in the SEND Code of Practice. (See Provision Map)

### **Wave One:**

The effective inclusion of all children in high-quality lessons (quality first teaching), with a focus on reading, writing, communication and mathematics. Children may be at any point on the graduated response - that is, the usual differentiated curriculum.

### **Wave Two:**

Small-group intervention (Literacy Support, Additional Literacy Support, Option classes, Literacy and Numeracy classes) for children who can be expected to 'catch up' with their peers as a result of the intervention - that is, who do not have a special educational need related specifically to learning difficulties in literacy or mathematics. Wave 2 interventions are not primarily SEND interventions. This may also be where they have additional needs such as special educational needs, for example emotional and behavioural difficulties for which they are receiving other forms of support.

### **Wave Three:**

Specific targeted intervention for individual children identified as requiring SEND support. Children at Wave Three may have particular needs related specifically to mathematics or literacy, or needs associated with other barriers to learning. Provision at Wave Three is likely to draw on specialist advice. It may involve the adjustment of learning objectives and teaching styles and/or individual support. It aims to reduce gaps in attainment and facilitate greater access to Waves One or Two. Children receiving Wave Three support will always be placed on SEN register.

## **Triggers for Intervention**

The triggers for intervention for Wave 2 could be concern, underpinned by evidence, about a student who, despite receiving differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in a student's identified area of weakness
- shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas
- presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the school.
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment

- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum

After assessment and consultation with parent/carers the action needed to help the student to progress is something that is additional to and different from action provided as part of the school's usual differentiated curriculum. (See Provision Map)

Triggers for Intervention Wave 3, this is characterised by the involvement of external services such as special needs advisory teachers, educational psychologists etc. The triggers for Wave 3 could be that the student, despite receiving an individualised programme and/or concentrated support:

- 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 students of a similar age
- continues to have difficulty in developing literacy and mathematics skills
- has emotional or behavioural difficulties which substantially and regularly interfere with their own learning and that of the class group, despite having an individualised behaviour management programme
- has sensory or physical needs and requires specialist equipment or regular advice or visits, providing direct intervention to the student or advice to the staff, by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

The external specialist may act in an advisory capacity, provide additional specialist assessment.

Scalby Learning Trust has regular involvement with:

- Educational Psychology Service
- Enhanced Mainstream Service
- Health and Medical Services
- CAMHS
- Community police officer assigned to Scalby School
- Prevention and Social Care Service

### **Education Health and Care Plans**

Statutory assessment involves consideration by the LA, working co-operatively with the parent/carers, the child's school, and health care professionals and, as appropriate, other agencies, as to whether a statutory assessment of the child's special educational needs is necessary. If it is, then an EHCP is drawn up which indicates the degree of learning difficulty and the nature of the provision necessary to meet the child's special educational needs. This could include:

- Varying levels of in-class support from a Teaching Assistant
- Specific programmes, both individual and group.
- Educational aids – portable word processor, spellcheckers
- Adaptations – enlarged papers, sloping desks

The EHCP is reviewed at least annually at the Academy by all agencies/people involved. The review focuses on what the child has achieved as well as on difficulties that need to be resolved.

From Year 9 onwards, a Transition Plan for post-16 provision is also reviewed annually and requires input from the schools Careers Advisor. Opportunities to discuss plans are also offered during Attitude to Learning Parents Evenings.

Scalby Learning Trust seeks to actively involve parent/carers in the education of their children. The school will inform parents as soon as any concerns are raised about a student and will seek their permission before any intervention is embarked upon. Likewise the school will try to respond promptly to any concerns expressed by parents.

### **Education Health and Care Plans, Objectives and Target setting**

Scalby School has a strong target setting ethos for all its students. All students have academic targets based on RaiseOnline data and National Transition Matrices (NTM) and progress towards meeting them is regularly monitored using the Attitude to Learning© system by key members of the teaching and learning management team.

Learning needs for students with EHC plans are identified on the SEN register, which is shared with staff and available in the SUPPORT folder in order to facilitate the planning of appropriate differentiated activities to ensure Wave One quality first teaching.

Staff will review progress of students as part of the monitoring in Attitude to Learning. The feedback to inform the annual review from staff, students and parent/carers is considered alongside the Attitude to Learning data and departmental summative assessments to make judgments and review objectives.

### **3. CURRICULUM ACCESS AND INCLUSION**

Scalby School strives to be an inclusive school, engendering a sense of community and belonging through its:

- inclusive ethos
- broad and balanced curriculum for all students
- systems for early identification of barriers to learning and participation
- high expectations and suitable targets for all children

### **4. EVALUATING SUCCESS**

The success of the SEND policy and provision is evaluated through:

- monitoring of classroom practice by the SENDCo, SEN Manager, Heads of Department, Heads Of Year and SLT
- analysis of student key data and test results and feedback to departments
  - for individual students
  - for cohorts
- value added data for students on the SEND register using RaiseOnline and 4Matrix
- Annual Report to Governors
- Scalby Learning Trust Development Plan
- SEN Department Annual Review and Development Plan

### **5. ARRANGEMENTS FOR COMPLAINTS**

Complaints Procedure is in line with the policy of Scalby Learning Trust

Parent/carers should be made aware of SENDIASS (Special Educational Needs Disability Information Advisory Support Service) team which can provide additional support for parents and is run through the LA. (See website in the Local Offer)

### **Section C: Partnership Within and Beyond the school**

#### **1. STAFF DEVELOPMENT**

Scalby Learning Trust has a Staff CPD Policy which is approved annually by the Governing Body.

Specific training for teaching assistants is given on areas linked to SEND at regular intervals during the year and whole school training provided when a need is identified. Extra resources can be found on the school intranet, in the SEND Toolkit. In-Service Training for specialist Learning Support Staff and for all staff will be addressed annually through these existing procedures.

The teacher responsible for the induction of NQTs, new staff and ITT students includes at least two training sessions on Inclusion, SEND Code of Practice, SEND Policy, Social Inclusion, Learning Support in the classroom, working with TAs.

#### **2. LINKS WITH OTHER AGENCIES, ORGANISATIONS AND SUPPORT SERVICES**

Scalby School has regular contact with:

- Educational Psychology Service
- Health and Medical Services
- Prevention Service and Social Care
- CAMHS

#### **3. PARTNERSHIP WITH PARENT/CARERS**

Partnership with parent/carers plays a key role in enabling children and young people with SEND to achieve their potential. Scalby Learning Trust recognises that parent/carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best way of supporting them. All parent/carers of children with special educational needs and disabilities will be treated as partners and supported to play an active and valued role in their children's education. Further to this, Scalby Learning Trust operates an open school policy, where parents are encouraged to request the opportunity for an informal discussion or a meeting at any time.

The LA offers SENDIASS for the parent/carers of any child with SEND that provides advice and information about matters relating to those special educational needs and disabilities. Further information can be found in the Local Offer on the school and North Yorkshire Education Authority website.

For parent/carers who find themselves in disagreement with the school or the LA and whose difficulties cannot be resolved through the SENDIASS, they can now access an independent local disagreement resolution service. Further details of this service can be found on the Local Authority website.



#### 4. 'BEING THE BEST WE CAN BE' - THE VOICE OF THE CHILD

All children should be involved in making decisions where possible right from the start of their education. The ways in which children are encouraged to participate should reflect the child's evolving maturity. Participation in education is a process that will necessitate all children being given the opportunity to make choices and to understand that their views matter. Confident young people, who know that their opinions will be valued and who can practice making choices, will be more secure and effective students during the school years.

At Scalby School, we encourage students to participate in learning by:

- regular target setting in line with school policy
- participation in Annual Review of EHC plans
- participation in Transition Planning
- being involved in decision making about attendance on specific courses
- encouragement to come and discuss any difficulties they might be experiencing
- Student voice activities

*This Policy was reviewed by the Trustees on a 1 yearly cycle and must be signed by the Chair of Trustees and Headteacher.*

Policy Reviewed:	31 <sup>st</sup> August 2016
Next Review:	31 <sup>st</sup> August 2017
Signature of Chair of Trustees:	Signature of CEO/ Head Teacher:

***Please ensure you complete the Equality Impact Assessment below***

## Equality Impact Assessment Form

1. Title of policy, project or practice being reviewed or planned

SEND Policy

2. Outline the aims, objective and purpose of the change including any positive impacts on equalities groups.

The policy is being updated to reflect the change from Scalby School to Scalby being the founder member of the Scalby Learning Trust.

3. Which groups of people (if any) are most likely to be affected by the planned changes, positively or negatively?

No groups are affected by the policy changes as they are changes to names only. In fact the very nature of our SEND policy is to remove any negative impact on all groups of learners.

4. Does, or could these changes have an adverse effect on members of an equalities group? Identifying a negative impact is not a problem, as it gives you an opportunity to remove the barrier, find a way around it, or offer an alternative.

Protected Characteristics / Group	Yes (brief explanation)	No
Age (staff only)		*
Disability		*
Gender		*
Gender reassignment		*
Marriage / civil partnership		*
Pregnancy / maternity		*
Race / ethnicity		*
Religion / belief		*

Sexual orientation		*
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5 Is there a way to modify the decision to remove or mitigate the negative impact on protected groups while still achieving this aim? How can you maximise positive outcomes and foster good relationships?

N/A

6 Outline the decision made and actions planned.

N/A

The SEN Policy is currently under review, the updated version will be available on the website from 24th July 2021.