



WHERE LEARNERS AND STAFF THRIVE

Trust Policy

Scalby School Appendix A for Trust SEND policy

Approver: Trustees
Review Cycle: Triennial

Revision History

Date	Version	Short Description of Changes	Approved by:
Mar 2023	1.0	Policy adopted	Trust Board
Nov 2023	2.0	Scalby Appendix A updated to reflect changes at school level	LGC

This Policy Applies To:

Secondary Schools
Primary Schools
Centralised Trust Employees
Trustees & Governors

Document Management Information

Applicable to:	All staff
Development and Consultation:	In line with best practice.
Dissemination:	Made available on the Staff Hub and Trust Website. Staff notified of changes via Latest News.
Implementation:	To be used in the provision of SEND
Training:	All staff will receive training relevant to their post.
Review Frequency:	Triennially
Based on:	Appendix 2 – NYES Template Medical Policy – HandsP03 v2
Policy Author:	Director of SEND
Executive Policy Owner:	Director of Learning
Approval by:	Trustees
Version	1.0
Approval Date:	15 March 2023
Next Review Due:	March 2026

If you require this policy in a more accessible format please contact the Trust Compliance Officer on compliance@coastandvale.academy

Executive summary text for current policy version:

Schools are asked to complete the template school SEN Policy at appendix 1 and a SEN Report in the September term and these should be approved by the LGC and on the School website by 31 December each year.

Schools are also asked to complete the template Medical Policy at appendix this should be reviewed in the Spring term and approved by the LGC and be published on the school website by 31 March each year.

Schools should review their accessibility plan every year in the Summer Term

Scalby School SEND Policy

11/10/23

Name of SENDCo: Mrs Nicola Davey

KEY Staff:

SEN Manager Mrs Jackie Haythorne

ALC Manager Mrs Jayne Orrells

Assistant Teachers x 13

Senior Advanced Teaching Assistant x2

Abbreviations Used:

SEND- Special Educational Needs and Disabilities

SENDCo- Special Educational Needs and Disabilities Co-ordinator

CoP- Code of Practice 2015

LA- Local Authority

EHCAR- Education, Health and Care Assessment Request

EHCP- Education, Health and Care Plan

This policy sets out the procedures for Special Educational Needs and Disabilities (SEND) at Scalby School.

To see it in practice - see the School's SEND information Report (available on the school website under policies)

Coast and Vale SEND vision

Coast and Vale Learning Trust's (the Trust's) vision is for our schools to be places 'where learners and staff thrive'. The Trust expects high outcomes and progress for all learners whether they have Special Educational Needs or not. The Trust's Strategic Objectives include providing a "broad range of educational experiences for all youngsters" and learners with SEND have equal entitlement to this.

We believe that every learner is an individual with unique needs who should all have the same opportunities as their peers. We also believe that every teacher is a teacher of SEND.

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Provision for learners with special educational needs is a matter for each school as a whole. In each school in addition to the Local Governing Committee, the Headteacher and the SENDCo, all other members of staff, both teaching and support staff, have very important day-to-day responsibilities to ensure inclusion for all.

Our aim is to raise aspirations, expectations and progress leading to achievement for all learners with SEND.

School visions & values/ethos

The vision for all students and staff at Scalby School is “being the best we can be”. Students and staff are encouraged to be the best they can be by embracing the four core school values, Learning, Leadership, Ambition and Preparation. Scalby School’s support disadvantaged or who have special educational need, to make the same progress as their peers nationally or exceed the progress expected of them and to prepare them to be responsible citizen’s in 21st Century Britain.

The vision for all our students and staff is, ‘**being the best we can be**’.

Students and staff are encouraged to be the best they can be by embracing the five core school values.

Learning/ Leadership/ Ambition/ Preparation/ Respect

Legislation

This policy complies with the statutory requirements laid out in the SEND Code of Practice (January 2015) and has been written with reference to the following guidance and documents:

- National SEND Code of Practice (which takes account of the SEND provisions of the Equality Act 2010) September 2014 (updated April 2020);
- Ofsted Education Inspection Framework July 2022.
- Early Years Foundation Stage (EYFS) statutory framework 2021
- Working Together to Safeguard Children 2020.
- KCSIE 2022
- Equality Act 2010;
- Education Bill 2011;
- Children and Families Act 2014;
- Supporting learners with medical conditions at school 2017.
- Education for children with health needs who cannot attend school 2013.
- North Yorkshire Local Offer

Education & learning settings own documents & policies e.g:

- Scalby School Accessibility Policy & Plan
- Behaviour Policy

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- CVLT Child Protection Policy
- Scalby School Protection Manual
- CVLT Admissions Policy
- Anti-bullying policy

Key Definitions

The Trust: All Schools within the Coast and Vale Learning Trust, as well as the Central Team.

SEND: A learner has special educational needs if:

They have a learning difficulty, or disability that require additional support, that is, different from or additional to learners of the same age. A learner has learning difficulties if:

They have significantly greater difficulty in learning than most others of the same age.

Disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream schools or mainstream post-16 institutions.

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

Many children and young people who have SEN may have a disability under the Equality Act 2010. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.

The SEND Code of Practice 2020 identifies four broad areas of need:

Communication and interaction (C&I): This includes children who have speech and language difficulties and also those identified as having an Autistic Spectrum Disorder (ASD).

Cognition and learning (C&L): This includes moderate and severe learning difficulties, when a child or young person learns at a slower pace than their peers in all areas of the curriculum. It also includes specific learning difficulties (SpLD) which may affect a more specific skill or area of the curriculum such as Dyslexia, Dyscalculia or Dyspraxia.

Social, emotional and mental health difficulties (SEMH): This can manifest themselves in many different ways, for example a child or young person may

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become withdrawn or they may display very challenging and disruptive behaviour.

Sensory and/or physical needs: This includes, among other things: Visual Impairment (VI); Hearing Impairment (HI) or a Multi-Sensory Impairment (MSI).

Education and Health Care Plan (EHCP) outlines any special education needs a learner has, and the provision a local authority must put in place to help them. These were introduced in 2014 and gradually replaced Statements of SEN. Most children and young people should have transitioned from a statement to an EHCP.

Reasonable adjustments: The duty to make reasonable adjustments for learners with SEND is anticipatory. It requires thought in advance to what disabled children and young people might require and what adjustments might need to be made to prevent disadvantage and include the provision of auxiliary aids and services.

The Local Offer: the directory published by the Local Authority which includes the education, health and social care services provided for children, young people and families who have SEN or disabilities accessible to learners at the school.
<https://www.northyorks.gov.uk/send-local-offer>

Learners will not be regarded as having learning difficulties solely because their language, or form of home language, is different from that in which they are taught.

Identification of need

All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential.

This should enable them to:

- achieve their best
- become confident individuals living fulfilled lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training Things we must do:
- use our best endeavours to make sure that a child with SEND gets the support they need – this means doing everything we can to meet the needs of children and young people with SEND
- ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND
- designate a teacher to be responsible for co-ordinating SEND provision – the Special Educational Needs co-ordinator, or SENCo

- inform parents when we are making special educational provision for their child
- prepare a SEN information report, which we publish on our school website
- state our arrangements for the admission of disabled children,
- state the steps being taken to prevent disabled children from being treated less favourably than others,
- provide facilities to enable access to our school for disabled children and publish our accessibility plan on our school website showing how we plan to improve access progressively over time
- have due regard to the general duties to promote disability equality. A member of our governing body or a sub-committee has specific oversight of the school's arrangements for SEN and disability. This person is identified on the front page. All school leaders will regularly review how expertise and resources to address SEN can be used to build the quality of whole-school provision as part of our approach to school improvement. The quality of education and the progress made by pupils with SEN is a core part of our school's performance management arrangements and its approach to professional development for all teaching and support staff. In addition, this also contributes to our school self-evaluation.

The identification of SEN is built into our overall approach to monitoring the progress and development of all our pupils.

The steps below outlines the process that you as a teacher will follow to identify pupils with SEN.

Any child who gives you a concern whether it is due to a lack of academic progress, development or social need will be noted and dated on the child's profile on CPOMS. This is referred to as a 'short note' in the SEND CoP. It is imperative that your initial concern is logged and dated. The SEN short note is recorded on CPOMS. This is flagged to SENDCo and SEN Manager (If there is a child protection issue then our school's safeguarding procedures MUST be followed)

If a parent or pupil also raises a concern, this must be taken seriously, and we must listen to these concerns. These will be noted and dated on the child's records, as above. Again, inform SENDCo/ SEN Manager of their concern within 2 working days and log as above. (If there is a child protection issue then our school's safeguarding procedures MUST be followed)

N.B. At this point the child is not regarded as having SEN. How well the child responds or otherwise to the adjustments will determine if s/he has SEN.

SENDCo/ SEN Manager will discuss the concerns informally with the parent and gather information about what the possible barrier to learning is. Our SENDCo will support you, if required. You will make any reasonable adjustments to your teaching that are required and report at the next ATL cycle on the impact of your

adjustments (or at the next agreed time – this will be a maximum period of one term).

Special Educational Provision

Once the CYP has been identified as having SEN then the formal process begins. We must take action to remove barriers to learning and put effective special educational provision in place. This is called the Graduated Response. It is a 4-part cycle: Assess, Plan, Do and Review. Parents must be informed that their child has SEN and that additional and different provision is being provided for their child. SENDCo / SEN Manager will write to parents to inform them of SEN status. Parents will be signposted to NYCC special educational needs and disabilities advisory and support service (SENDIASS) and the local offer. A link to this can also be found on our school website. The graduated response is outlined below:

1. Assess. Assess CYPs needs – this happens at the start of each termly cycle to ensure we obtain a clear analysis of the CYP's need. The SENDCo will support if required. We will ensure that the assessment informs any adjustments, approaches, resources, intervention and/or support required.

2. Plan. This will be undertaken at least termly with the parents and CYP with an EHCP (My Plan). The views of parents and pupils are of paramount importance. This will be recorded on the plan. The plan is written by the SENDCo/ SEN Manager. We use the My Plan template. The focus will be on how to overcome the barriers to learning identified in the assessment. An agreed date to review the plan with the parents will be made at this meeting. If additional adult support is to be provided whether in-class or outside of class, it must be clear how, what and when this will be undertaken. The class or subject teacher works in conjunction with SENDCo /SEN Manager to monitor the impact. The additional adult support is someone who is suitably trained to undertake the intervention.

The Autumn, Spring and Summer My Plan's for those pupils with an EHCP plans will be written each term. The SEN Team will review all other My Plan's once per term. The plans will be uploaded onto our server and a copy given to the parent. The date of the next meeting will be put into the diary. The SENDCo will monitor the quality and appropriateness of the plans. Key information is written into a Pupil Passport and shared on Bromcom for all staff to read.

3. Do. The class or subject teacher remains responsible for the child. Where provision is provided by assistant teacher (AT's) or specialist teachers, the responsibility remains with the class or subject teacher. AT's must supplement and not replace teachers. Teachers are still required to work with the child in order to plan and assess the impact of any adjustments support or interventions. The SENDCo will support the class or subject teacher in the further assessment of the child's particular strengths and needs, by problem solving and advising on the effective implementation of support. The SENDCo will monitor this provision.

4. Review. The SENDCo/ SEND Manager will review the plan with the parents and CYP on the agreed date. The impact and quality of the support and interventions will be evaluated. This will feed back into the analysis of the pupil's needs. Parents will be given clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps. Where a child is in receipt of an EHCP, the provision in Section F of the EHCP must be provided. Our teachers remain responsible for the CYP's progress. There will still be termly reviews and the graduated response will remain in place. In addition, there will be an 'Annual Review' held each year. This must be before the date of the anniversary of the plan being issued. The SENDCo/SEN Manager will chair the meeting and complete the required paperwork. For further details about this process and who is invited, please discuss this with the SENDCo.

Roles & Responsibilities

Our school leaders and teaching staff, including the SENDCo, will analyse data to identify any patterns in the identification of SEN, within the school and in comparison, with local and national data. We will then use this information to reflect on and improve the quality of education. The SENDCo will use the data dashboards to compare our school with local and national data annually and report to our senior leadership team. (The January census is used, and the data is supplied by NYCC at the end of the summer term or early autumn term each year).

Class teacher/ keyworker

The role of the class teachers/subject teachers/form tutors is to:

support the SENDCo and our senior leadership team to implement this policy and have due regard to the SEND CoP

- support and engage with the SENDCo in regard to the SEND monitoring role
- identify pupils with SEND
- set high expectations for every CYP including those with SEND
- liaise effectively with parents and listen and act upon their concerns.
- use appropriate assessments to identify barriers to learning and set targets that are ambitious for all CYP.
- plan lessons that will address potential areas of difficulty and remove barriers to achievement.
- use their best endeavours to meet the needs of CYP with SEND

- make reasonable adjustments to overcome barriers to learning
- remain responsible for working with the CYP on a daily basis.
- report to SLT/Governors.
- keep abreast of SEND initiatives and CPD
- to implement support strategies as detailed in the Pupil Passport.

The role of the support staff is to:

- ensure CYP become independent, resilient learners
- promote self-esteem and social inclusion
- develop their knowledge of the curriculum
- work collaboratively with class/subject teachers to overcome any barriers to learning
- report any observations about the CYP they are supporting to the class/subject teacher
- contribute to reports for reviews of CYP with SEND
- attend CPD and keep abreast of initiatives
- follow the TA Standards (if appropriate)
- Use Assistant Teachers Subject Guidance to support in different subject areas.
- Use Scalby Standards to promote subject expectations.

Assistant teachers (AT's)

AT to make regular communication with parents/ carers of CYP with an EHCP. Confidentiality maintained at all times.

- Daily SEND Team meeting to share information regarding CYP.

Concerns raised and recorded on CPOMS.

- Delivery of interventions with specialist support.
- Weekly CPD for the SEND Team.

- ensure CYP become independent, resilient learners
- promote self-esteem and social inclusion
- develop their knowledge of the curriculum
- work collaboratively with class/subject teachers to overcome any barriers to learning
- report any observations about the CYP they are supporting to the class/subject teacher
- contribute to reports for reviews of CYP with SEND
- attend CPD and keep abreast of initiatives
- follow the TA Standards (if appropriate)
- Use Assistant Teachers Subject Guidance to support in different subject areas.
- Use Scalby Standards to promote subject expectations.

SENDCo

Our school will ensure that the SENDCo has sufficient time and resources to carry out these functions. We will provide our 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 a school. Our SENDCo has a strategic and operational aspect to their role. The monitoring of SEND provision in our school is an essential role of our SENDCo, as it will inform any areas for development. This will be undertaken in a variety of ways such as, but not limited to:

- classroom observation with a focus on: SEND provision, resources and environment
- scrutiny of all SEND support plans content, implementation and impact
- quality assure the delivery of any interventions
- ongoing assessment of progress and impact made by intervention groups
- work sampling of pupils with SEND at least termly via book scrutinies
- attendance at pupil progress meetings

- CYP questionnaires/discussions: after interventions, about support/provision in class and homework
- teacher/TA questionnaires/discussions
- effective deployment, preparedness and practice of ATs including assistant teacher interactions and questioning skills
- informal/formal feedback from staff, parents and CYP
- CYP progress tracking, using assessment data (whole-school processes)
- attendance records of pupils with SEND
- pupil premium scrutiny and impact (similarly for Covid catch-up funding if appropriate)
- supporting CYP and staff with effective transition
- consider examination/test access arrangements
- support CPD with a focus on SEND in school
- termly meeting with our SEN Governor and report to our senior leadership team.Co-ordinate the day to day running of the SEND policy and provision in school.

Consult and liaise with staff, parents and carers, the Trust, external agencies and appropriate professionals.

Ensure that support is co-ordinated and targeted appropriately, and that all are informed and updated about children on the SEN register.

Produce an annual SEND report to the Local Governing Committee which is published on the school website and is available to parents/carers following guidance from the 2014 SEN Code of Practice. This is typically done at the beginning of the academic year and should be on the school website by 31 December.

The Headteacher

Work with the SENDCo and the SEND Governor to determine the strategic development of the SEN policy and provision in the school.

Have overall responsibility for the provision and progress of learners with SEN and/or disability.

The Headteacher is responsible for the strategic development, policy and provision in our school. They are responsible along with the governing body to ensure our school meets its responsibilities under Children and Families Act 2014 and the Equality Act 2010. The Headteacher along with other members of our senior leadership team and SENDCo will publish a clear picture of the resources (e.g. a whole school provision map) that are available to the school. Our

Headteacher will ensure that any member of staff working with any CYP who has SEND is aware of their needs and have arrangements in place to meet them.

Operational Strategic Day to day systems Knowing our school data and types of SEND and respond according with CPD for staff Paperwork Write and implement an action plan Liaise with agencies Monitor and review provision and impact Liaise with parents and teachers Budget – Value for money Assistant teacher deployment Review processes and systems Transitions Line management of SEND Manager/ ALC Manager and Assistant Teachers

SEND Governor

Help to raise awareness of SEND issues at Governing Board meetings

Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing body on this

Work with the SENDCo and the Headteacher to determine the strategic development of the SEND policy and provision in the school and to evaluate the effectiveness of procedures and impact of the interventions

Monitoring & Evaluating

Through regular review meetings the school will monitor the outcomes using the person-centred principles, involving the young person, parents, class teacher, teaching assistant and other professionals as appropriate. The graduated response model of assess, plan, do, review should be used (Code of Practice 6.45-6.56).

Exam Access Arrangements

The Trust has an Exams Policy, which can be found on our website.

Transition

See Transition Protocol

Confidentiality & GDPR

GDPR is covered within the following policies:

- Information Policy
- Records Retention
- Biometric Data
- Information Security Incident Reporting, surveillance policy

Complaints

The Trust has a concerns and complaints policy, which can be found on our website.

Contact details of support services for parents of pupils with SEND:

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If parents/ carers would like impartial advice and support SENDIASS is available to all parents/ carers:

<https://www.northyorks.gov.uk/send-information-advice-and-support-service>

info@sendiassnorthyorks.org

Tel:01609536923

Policy submitted to Governors for ratification 13/11/23

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