



# Thirsk School

& Sixth Form College

## Special Educational Needs and Disabilities (SEND) Policy 2020

### visions

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## Special Educational Needs and Disabilities (SEND) Policy

### SENCO – Mrs Rachel Elliott

At Thirsk School & Sixth Form College, we value all of our students and ensure that they are seen as individuals with differing interests, knowledge, skills and needs. We have an inclusive ethos and strive to increase the learning and participation of all students, ensuring access to an appropriate curriculum. SEND is seen as a whole school issue, hence the responsibility of everyone. Every teacher is a teacher of every young person including those with SEND or any other additional need. We work closely with our children, families and a wide range of professionals to ensure the best possible educational outcomes.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Students at School with Medical Conditions April 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

#### **Definition of SEND (The SEND Code of Practice (DfE, 2014))**

In this policy, a student is considered to have SEND if he/she has difficulty accessing the curriculum and requires special provision that is additional to or different from the educational provision made generally for children of their age. A student may have difficulty accessing the curriculum if he/she:

- Has significant difficulties in learning, compared with the majority of children of the same age.
- Has a disability that prevents or hinders him/her from using the educational facilities generally provided for children of the same age.

#### **Aims and Objectives**

The aims and objectives of our SEND Policy relate directly to those of the school. We endeavour to be a fully inclusive school, raise the aspirations and expectations for all students, including those with SEND. We focus on the personal and educational outcomes and recognise that children learn and progress at varied rates. We ensure that:-

- All students with SEND are identified and assessed as early and thoroughly as possible and to fully involve students, parents/carers and staff in the identification, assessment and delivery of provision and education.
- The progress of all students with SEND is monitored in order to ensure that children with SEND are able to achieve their full potential.

- All students with SEND are able to fully access a high quality education, with a broad, balanced and relevant curriculum, enhance their self-esteem and develop their abilities to the full.
- The needs of SEND students are met by providing continual and appropriate forms of extra support or additional provision by the effective use of all available resources to remove their barriers to learning, calling for the support of specialist external expertise where needed.
- All students with SEND are educated, wherever possible, alongside their peers within the normal curriculum of the mainstream school, after giving due consideration to the appropriate wishes of their parents/carers and necessity to meet individual needs.
- All Governors, staff, students and parents/carers are aware of procedures and provision available in school.
- All staff have appropriate training to teach students with SEND and have a range of strategies and resources to meet the needs of students.

### **Identifying Special Educational Needs and Disabilities**

As a school, we identify the needs of students by considering the holistic needs of the child not just the Special Educational Needs.

The SEND Code of Practice (DfE 2014) describes four broad categories of need. These are:-

**Communication and Interaction** – this includes children with speech and language delay, hearing impairment, and those who demonstrate features within the autistic spectrum.

**Cognition and Learning** – this includes children who demonstrate features of moderate, severe, complex and profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.

**Social, Mental and Emotional Health** – this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.

**Sensory and/or Physical Needs** - this includes children with sensory, multisensory and physical difficulties.

Nasen Guidelines 2014: Many factors impact on a Child's progress and attainment, but do not necessarily mean they have SEND i.e.:-

- Behavioural difficulties, persistent disruptive or withdrawn behaviours
- Slow progress and low attainment
- EAL, though, identifying and assessing SEN in this area requires particular care
- Looked after Children
- Pupil Premium Grant

## Categories of SEND

- E Education, Health and Care Plan – This will represent a very small number of students with the highest level of need. (Nationally 2.6%, North Yorkshire 2.8%, school 1% of the population). These students will have needs that require support at a level beyond which a school might be expected to meet from within their delegated funding resources.
- K SEN support – This will represent a number of students with identified SEND who are receiving a significant amount of support that is additional and different to their peers. (Nationally 14.8%, North Yorkshire 14.6%, school 13.7% of the population).
- M Monitoring - At Thirsk School & Sixth Form College, we use this code to identify students for whom there are concerns or for whom we are aware have experienced some previous difficulties, but may not have a formal diagnosis of SEND and for whom it is helpful for staff to have an awareness of their needs. It may include student who have had previous involvement with external agencies such as CAMHS or Specialist teaching service. (19% of students)

### A Graduated Approach to SEND Support

At Thirsk School & Sixth Form College, we ensure all students have high quality, first class teaching. Class teachers are responsible and accountable for the progress and development of all the students in their class, including where students access support from GTAs (SEN) or specialist staff. The Senior Leadership Team regularly and carefully review the quality of teaching for all students, including those with SEND.

### Assess

If identifying a child as potentially needing SEN support, there will be a clear assessment of the student's needs. This will involve student, parents/carers, teachers, and specialist staff and could involve external agencies.

### Plan

All students identified as requiring additional SEND provision will be placed on the SEND register to highlight their needs to staff. Parents/carers will be formally notified. The SENCO or other identified lead person should agree, in consultation with parents/carers and the student, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. A plan will be drawn up and will be shared with parents/carers. This will also be recorded on the school's admin system BROMCOM and shared with all staff working with the student, and be available to parents via MCAS (My Child At School Portal). The student's progress will be closely monitored throughout and parents/carers will be informed and consulted.

### Do

The subject teacher will remain responsible for the progress of the student including when interventions involve group or one-to-one teaching away from the main class. They should work closely with any GTAs (SEN) or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom

teaching. The SENCO will continue to support the teachers of the child in the further assessment of the student's progress, where applicable.

### **Review**

The effectiveness of the support and interventions and their impact on the student's progress will be reviewed 3 times a year at the end of each term. The SENCO or other identified lead staff should revise the support in light of the student's progress and development, in consultation with parent/carers and the student and other relevant external agencies. This may involve referring to other professionals if additional assessment and advice is needed. Where a student has an Education and Health Care Plan, the Local Authority, in cooperation with the school, must review that plan as a minimum every twelve months.

### **Roles and Responsibilities**

At Thirsk School & Sixth Form College, the SENCO and the Governing Board are responsible for the monitoring and reviewing of provision for SEND in school. The key responsibilities of the SENCO are:-

- To ensure that the needs of SEND children are met within school.
- To oversee the day-to-day operation of the school's SEND Policy.
- To monitor, evaluate and review provision for SEND and apply for top-up funding, where necessary.
- To assist with and advise on, the teaching and assessment of children with SEND.
- To enable early identification of children with SEND, through meeting with subject teachers, monitoring data and observing and assessing students in the classroom.
- To provide a link between school and outside agencies, make contact with these agencies and attend meetings when necessary.
- To strive for close co-operation between all agencies concerned to ensure the child receives the most effective support.
- To ensure that the school's SEND register and provision map are updated regularly.
- To ensure individual programmes of provision are written and reviewed as appropriate.
- To meet with parents/carers and students to discuss concerns and support needs and progress.
- To provide information requested for the annual report to Governors.
- To organise annual review meetings.
- To lead staff development for teachers and GTAs (SEN), to enable them to develop skills for teaching and identifying children with SEND.
- To monitor, evaluate and review provision for SEND.
- To analyse data for groups of students and ensure provision is put in place.

### **The key responsibilities for the Governing Board are:-**

- To be fully involved in monitoring the SEND Policy.
- To have up to date knowledge about the school's SEND provision, including funding.
- To know how equipment and personnel resources are deployed.
- To ensure the quality of SEND provision is continually monitored.
- To ensure the SEND Policy is subject to a regular cycle of monitoring, evaluation and review.

### **The key responsibilities of Class Teachers are:**

- To know which students in their class are on the SEND register and their level of need after reading all relevant profiles.
- To provide learning experiences which are appropriate to the needs of each individual child.
- To monitor progress of their students and identify which children are not making adequate progress and refer concerns to the Head of Year or SENDCO, and if appropriate, be pro-active in carrying out initial assessments such as using the teacher questionnaires in the early assessment toolkit located in the SEN resources area of the staff network.
- To liaise with the Senior Leadership Team about children's progress, and raise concerns with the SENCO if a child still needs additional support after having tried additional support and intervention within the classroom.
- To contribute to the review process of students on SEN support stage.
- To ensure GTAs (SEN) are supporting students in their class, as directed and with effective impact.
- To attend appropriate CPD.

### **The key responsibilities of GTAs (SEN) are:**

- To carry out activities and provision, as directed and planned by the class teacher/SENCO or specialist teacher.
- To raise concerns about a child's progress or needs with the class teacher and the SENCO.
- To keep a record of any additional support work, stating frequency and with whom any interventions have been carried out.
- Discuss the progress and success of interventions regularly with the class teacher.
- To attend INSET and courses where appropriate.
- To liaise with external agencies to deliver appropriate provision/intervention.
- To be aware of the contents of the school SEND Policy.

### **Admission Arrangements**

The admission arrangements for all students are in accordance with national legislation and are outlined in the school Admissions Policy. This includes children with any level of SEND and those with an Education Health Care (EHC) Plan.

All SEND paperwork should be passed to the SENCO as soon as possible. If a child is making a transition from another school, a meeting will be arranged, where possible, to ensure a smooth and effective transition. Alternatively, contact will be made via telephone to make sure there is a good understanding of the type of provision required. Wherever possible, the school will ensure that necessary arrangements with regards to provision, intervention and support are made prior to the child starting at Thirsk School & Sixth Form College. These will be closely monitored to ensure that all the appropriate provisions are in place.

### **Supporting students at school with medical conditions**

Thirsk School & Sixth Form College recognises that students at school with medical conditions should be fully supported so that they have access to education, including school trips and physical education. Some children with medical conditions may also have a physical disability and where this is the case the school will comply with its duties under the Equality Act 2010.

### **Allocation of Resources for Students with SEND**

Resources for SEND are allocated from the school's annual budget. All students with SEND have their needs reviewed regularly to ensure that resources are being deployed effectively.

### **Referral for EHC Plan (Education, Health and Care Plan)**

If a child has lifelong or significant difficulties, they may undergo an EHC Plan process. This can be requested by the school or by the child's Parents/Carers. An application will be made to the Local Authority who will gather information about the child's needs and the provision that has already been put in place for them.

The application for an EHC Plan will combine information from a variety of sources including:-

- Parents/Carers
- School staff
- Health Professionals
- Other agencies involved with the child

Information will be gathered relating to the current provision, action points that have been taken, and the preliminary outcomes of targets set.

- a. Following the Assessment, an EHC Plan may be provided by North Yorkshire County Council if it is decided that the school cannot provide for the child's needs on its own. The school and the child's parents/carers will be consulted before the decision is made. Parents/carers have the right to appeal against the decision made.
- b. Once the EHC Plan is completed it will be kept as part of the student's formal record and reviewed annually by the SENCO, Parents/Carers and the student. The annual review enables provision for the student to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

### **Criteria for exiting the SEND Register**

If it is felt that a student is making progress which is sustainable then they may be taken off the SEND register. If this is the case then the views of the SENCO, student and parents/carers need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the student off the SEND register then all records will be kept until the student leaves the school (and passed on to the next setting). The student will continue to be monitored through the procedures outlined in this policy.

### **Complaints**

Should a parent/carer have a concern about the additional provision made for their child, they should, in the first instance, discuss this with the SENCO. If the concern cannot be satisfactorily dealt with at this stage, it should be brought to the notice of the Headteacher.

**Date of Policy: February 2020**

**Date of Review: February 2021**