



THE STAR MAT SPECIAL EDUCATION NEEDS AND DISABILITIES (SEND) POLICY

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STAR MAT Special Educational Needs and Disabilities (SEND) Policy

‘Fairness is not giving everyone the same thing. Fairness is giving each person what they need to succeed.’

COMPLIANCE - This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.65 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 – Updated 2015. (CoP) - Schools SEND Information Report Regulations (2014) - Statutory Guidance on Supporting pupils/students at school with medical conditions (April 2014) - The National Curriculum in England: framework for Key Stage 1 and 2 (July 2014) - STAR MAT Safeguarding Policy - Accessibility Plan 2018 - Teachers Standards 2012 - Children and Families Act 2014

PHILOSOPHY

All children and young people are entitled to an education that enables them to make progress so that they achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training. The STAR MAT aims to provide a stimulating and caring environment, respecting and celebrating each other’s individuality and contributions. Our approach is to create a happy and welcoming ethos and to make learning purposeful and challenging. We work in partnership with parents/carers, develop links with the community and encourage everyone to achieve their full potential. We have high expectations for all our pupils/students, including those with additional needs, and our role is to support everyone to succeed. Some of our pupils/students may need a little extra help and this is where our Special Educational Needs and Disability (SEND) policy comes in.

AIMS AND OBJECTIVES

The aims of this policy are:

- To identify a child who has additional needs as soon as possible.
- To create an environment that meets the special educational needs of each child.
- To ensure that our children have a voice in this process.
- To ensure that parents are able to play their part in supporting their child’s education.
- To ensure that the special educational needs of children are identified, assessed and provided

for.

- To make clear the expectations of all partners in the process.
- To identify the roles and responsibilities of staff in providing for children's special educational needs.
- To enable all children to have full access to all elements of the school curriculum.
- To have regard to the DfES SEND Code of Practice 2014 (Updated 2015); The Special Educational Needs and Disability Act 2001; Disability Equality Duty (the Duty) 2005.

IDENTIFICATION OF SPECIAL EDUCATIONAL NEEDS

What is SEND? A child is defined as having Special Educational Needs (SEND) if they have a learning difficulty (or difference) which calls for special educational provision to be made or if they find it much harder to learn than children of the same age.

A learning difficulty means that the child either:

- a) Has significantly greater difficulty in learning than the majority of children of the same age.
- b) Has a disability, which either prevents or hinders the child from making use of the educational facilities which are provided for children of the same age in a mainstream school.
- c) 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 CoP 2014).

As an inclusive MAT, we provide support for children whose needs fall into any of the four broad areas of SEND need:

- **Communication and interaction:** speech, language and communication needs, Autism spectrum.
- **Cognition and learning:** Moderate Learning Difficulties, Severe Learning Difficulties, Profound and Multiple Learning Difficulties, Specific Learning Difficulties including dyslexia, dyscalculia and developmental co-ordination disorder.
- **Social, emotional and mental health difficulties:** Attention deficit hyperactivity disorder; Attachment needs and Early Developmental Trauma; stress, depression and anxiety.
- **Sensory and/or physical needs:** visual impairment, hearing impairment, multi-Sensory impairment, physical disability.

Making decisions In order to make decisions about a child's level of need, both the SENDCO and class teacher in our schools use the appropriate Local Authority Banding Thresholds. These documents describe good practice and entitlement across all areas of need. They aim to ensure clarity, consistency and transparency for schools, parents, practitioners, the Education, Health and Care Plan Panel, and the equitable use of finite resources.

- 1) Any pupils/students who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- 2) Once a pupil/student has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties. Their progress will be discussed during pupil/student progress meetings.
- 3) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- 4) The SENDCO will be consulted as needed for support and advice and may wish to observe the pupil/student in class.
- 5) If a pupil/student has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
- 6) Parents will be informed of their child's progress at least three times a year. They are encouraged to share information and knowledge with the school.

During the identification process we will:

- Listen to any concerns parents may have.
 - Plan any additional support a child may need.
 - Discuss with parents any referrals to outside professionals to support a child.
- Once SEND have been identified the child will be placed on our SEND register and provision will be detailed on an individual plan and whole school provision map/s.

PROVISION WHOLE SCHOOL AND INDIVIDUAL

The STAR MAT follow the 'Assess - Plan - Do- Review' cycle; individual schools' information can be found on the schools' website. This may include for our schools:

- Tracking progress through pupil/student progress meetings and sharing concerns with parents to facilitate early identification of pupils with SEND, considering what is expected for a child at that stage of development.
- Ensuring the needs of all pupils/students are being met effectively through personalised learning
- Listening to the viewpoints of pupils/students (where appropriate) and parents and involving them in decision making at all levels.
- Providing Continuing Professional Development (CPD) opportunities for all staff to enable an improvement in provision for pupils/students with SEND.
- Working closely with the Local Authority and other Outside Agencies.

Teachers will:

- Regularly assess children using school procedures to identify gaps in learning and track progress.
- Ensure Quality First Teaching - Plan differentiated lessons taking account of needs and areas of development, including those of pupils/students working below National Curriculum standards.

- Assessment will feed into the class action plan. This plan will detail the area of need/concern, specific targets as well as outlining how these targets will be met.
- Provide guidance for and resource intervention groups, taking responsibility for outcomes.
- Be fully accountable for pupil/student progress through pupil/students Progress Meetings and Teacher Appraisal.
- Keep records of additional and different provision and intervention.
- Information regarding the level of support should be provided to inform the teachers' assessment of work completed during intervention sessions.
- Work closely with support staff including teaching assistants in order to link support and interventions to class teaching.
- Consider advice provided by the SENDCo or other outside agencies in developing resources, teaching strategies or approaches.
- Review and update each child's targets on the class action plan at least once a term, meeting with parents and pupils/students where appropriate to decide outcomes.
- Provide information for Educational Health Care Plan (EHCP) or My Support Plan (MSP) Review meetings.

Teaching Assistants (TAs)

TAs are part of the whole school approach to SEND, working in partnership with the classroom/subject teacher and the SENDCo to deliver pupil/student progress and narrow gaps in performance.

It is for schools to decide how they deploy teaching assistants, depending on their level of experience. To be most effective, the support they give should be focused on the achievement of specific outcomes within the graduated approach to SEND support, agreed with parents in the context of high quality teaching overall.

TAs can be part of a package of support for the individual child but should never be a substitute for the teacher's involvement with the child.

Teaching Assistants will:

- Support the delivery of high quality, differentiated teaching in the classroom, working in partnership and under the leadership of the class teacher.
- Actively promote the development of independent learning skills and resilience.
- Deliver interventions under the guidance of the class teacher or SENDCo.
- Provide feedback and reports on pupils'/students' responses and progress, suggesting and adapting work plans as appropriate.
- Provide specialist support for pupils/students as appropriate.
- Have access to Continuing Professional Development.

School SENDCo's will:

- Be a qualified teacher.
- Have (or be working towards) the national qualification of NASENCo Award.
- Collaborate and meet regularly with the Headteacher and the designated SEND Governor to

determine the strategic development of SEND provision within the school.

- Work with teachers to ensure early identification of specific needs.
- Have day-to-day responsibility for the operation of the SEND policy and co-ordinate provision.
- Organise, plan and liaise regular meetings to review EHCPs or MSPs as needed.
- Liaise with and advise Class Teachers, Pastoral Staff and Teaching Assistants.
- Liaise with outside agencies to ensure that pupils/students with SEND receive support and high quality teaching.
- Co-ordinate provision for pupils/students with SEND.
- Support staff in liaising with parents/carers of pupils/students with SEND.
- Liaise with Early Years providers, other schools, EP's, health or social care professionals and independent or voluntary groups.
- Be a key point of contact with external agencies, including the Local Authority and its support services.
- Liaise with potential next providers of education to ensure smooth transition procedures are in place for pupils/students and their families.
- Work with the Headteacher and Governors to ensure that the school meets its responsibility under the Equality Act (2010).
- Ensure all documentation and records relating to pupils/students with SEND are kept up-to-date.
- Monitor the effectiveness of the provision and evaluate the effectiveness of the policy.
- Maintain an up to date report to parents.

Our Local Governing Boards will:

- Ensure all procedures are carried out in accordance with the 2015 Code of Practice and the 2010 Equality Act.
- Work with the Headteacher and SENDCo to develop and monitor the school's SEND policy and provision for children with special educational needs.
- Identify a Governor to have specific oversight of the school's provision for SEND.
- Be fully aware of the school's SEND Provision, including the deployment of funding, equipment and personnel.
- Understand and support the principles and practices outlined in the SEND Code of Practice 0-25 years (2015).
- Ensure that parents are notified of a decision by the school that SEN provision is being made for their child.
- Ensure that SEND is an integral part of the school improvement plan.

The Headteacher will:

- Ensure that planning, teaching and learning are monitored to ensure the different needs of the pupils/students are being met.
- Discuss the progress of pupils/students with SEND at pupil/student progress meetings which take place with teachers.
- Discuss the progress and levels of need of pupils/students with SEND at planning meetings with the SENDCo, Educational Psychologist and other relevant external agencies on a termly

basis.

- Oversee the allocation of human and financial resources to ensure the needs of pupils/students with SEND are being met.
- Ensure that SEND is an integral part of the school improvement plan.

Pupils/students will:

- Be encouraged to give their views whenever it is appropriate e.g. When reviewing EHCPs or MSPs.
- Be encouraged to say what they are good at and what helps them to learn.
- Be given opportunities to say what they want for the future.
- Participate in their learning by understanding their own targets created by the class teacher.

Parents will:

- Be consulted and given opportunities to share their views and be an integral part of the ongoing Assess, Plan, Do and Review process.
- Use available guidance from staff to support their child at home.
- Work in partnership with the school and other agencies to ensure that the voice of their child is represented.

ASSESSMENT

The SENDCO monitors the movement of children within the SEND system in school.

The SENDCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school, at least every term within the Headteacher's written report.

The SENDCO is involved in supporting teachers involved in drawing up action plans for children. A team of key professionals meet via pupil/student progress meetings to review the impact of the SEND strategies in place.

The SENDCO and the named governor with responsibility for special needs will meet regularly. The Local Governing Body reviews a local SEND policy annually and considers any amendments in the light of advice from the STAR MAT before the policy is then ratified. Any local policy must follow the principles outlined in this Trustee approved policy.

RESPONSIBILITIES OF LOCAL GOVERNING BODIES

Local Governing Bodies will have due regard to the Code of Practice when carrying out its duties toward all pupils/students with special educational needs.

Local Governing Bodies work hard to secure the necessary provision for any pupil/student identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the MAT and other schools, when appropriate, and report annually to parents on the success of the school's policy for

children with special educational needs.

Local Governing Bodies ensure that parents are notified of a decision by the school that SEND provision is being made for their child.

Local Governing Bodies identify a governor to have specific oversight of the school's provision for pupils/students with special educational needs.

The SEND Governor, on behalf of all governors, looks at the school's SEND provision, including the deployment of funding, equipment and personnel.

COMPLAINTS

Complaints would be handled in accordance with the STAR MAT complaints policy which can be accessed via the Trust's website.

SAFEGUARDING CHILDREN WITH SEND

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

The additional barriers that can exist when recognising abuse and neglect in this group, include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- Pupils/students being more prone to peer group isolation than other pupils/students;
- The potential for pupils/students with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs;
- Communication barriers and difficulties in overcoming these barriers.

Children with disabilities may have regular contact with a wide network of carers and other adults for practical assistance in daily living including; personal intimate care, hence being mindful that such situations can increase the opportunity for an abusive adult to be alone with a child.

BULLYING

All schools in the STAR MAT believe all forms of bullying are unacceptable and will not be tolerated. Every pupil/student has the right to be safe and happy in school and be protected when feeling vulnerable. For more information please see your school's anti-bullying policy.

ADMISSION ARRANGEMENTS

All children with special educational needs have the right to be educated in a mainstream school. All schools in the STAR MAT strive to be inclusive schools; all pupils/students are welcome, in accordance with the MATs Admissions policy.

WHAT DO I DO IF I AM WORRIED ABOUT MY CHILD'S PROGRESS OR CONCERNED ABOUT THE PROVISION BEEN MADE?

If you have concerns about your child's progress you should speak to your child's class/form teacher initially. If you continue to be concerned that your child is not making progress, you can speak to the Special Education Needs Co-ordinator (SENDCO). The Headteacher is also available to discuss any concerns that you may have.

Appendix A

NYCC SEND Hubs - Additional Guidance

Introduction/Context

As of 1st September 2020, most of the services previously offered through Inclusive Education Services (IES) plus the Statutory SEN Team as well as some additional services will be provided through 4 Locality based hubs.

Where are they?

Hambleton/Richmondshire

Harrogate/Knaresborough/Ripon/Craven

Scarborough/Ryedale/Whitby & Filey

Selby

What do they aim to do?

- Staff in schools/settings will be confident to meet the needs of children and young people with SEND
- Schools/settings will increase in confidence so that children and young people with SEND are included and can achieve to their highest potential
- Parents/carers will gain a better understanding of the needs of their child and will have confidence that their needs are being met
- There will be increased participation and achievement for children and young people with SEND
- Schools and settings will build their own expertise through wider workforce development leading to better outcomes for all.

Who do they work with?

- The child or young person is resident in North Yorkshire, or receiving education in a North Yorkshire educational establishment
- The child or young person is in the age range 0-25 years
- The request has been discussed with parents/carers and signed consent has been obtained from those with parental responsibility or from a young person themselves, where they are considered to be competent and are over sixteen years of age

- The child or young person has complex and significant SEND. This means needs cannot be met without additional expertise, over and above what is typically expected in their school or setting
- Children/young people attending schools/settings will already have had two cycles of assess, plan, do, review, and their needs are persistent.

Hub staff will work into schools and settings across the 0-25 age range and also with parents / carers and in the home where appropriate. Each child will have a key worker who will be their main contact from the Hub team.

Please see the Hub Handbook for Schools for further details – link below. For referrals – please use the Hub Referral form – link below.

School responsibilities

- To be curious about potential SEND and to identify this early through High Quality Teaching using appropriate assessment / screening tools
- To intervene early to reduce the gap following Chapter 6 of the SEND Code of Practice and using High Quality Teaching interventions / differentiation / modifications
- To document the impact of these interventions in order to evidence why further support is required
- To gain consent from parent / carer / young person before referral
- To complete the Hub Referral form demonstrating that the school has used all reasonably expected attempts to support the child
- To work with the Hub team once the child / young person is allocated to ensure that any skills / knowledge / strategies are embedded around the child / young person

LA responsibilities

- To make the decision to accept or reject the referral within 1 week (in term time) of the referral
- To make contact with the referrer within 2 weeks (in term time) to explain the decision and either to signpost and advise if rejected or to make arrangements to take forward if accepted
- To provide high quality advice and support in line with the specialist pathways
- To give clear feedback to the school / setting and to families
- To have clearly defined outcomes of their input and share these with the school / setting and to families

References/Links to Associated Information

[SEND hubs | CYPInfo \(northyorks.gov.uk\)](#)

Statutory Guidance

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

Contact for more information

NYSENDhubs@northyorks.gov.uk