

Barwic Parade Community Primary School Special Education Educational Needs & Disabilities (SEND) Policy

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Special Education Educational Needs & Disabilities (SEND) Policy

Headteacher	Miss Sarah Dixon
Assistant Headteacher	Miss Emily Parkhill
Assistant Headteacher	Mrs Hollie Smith

Date	Changes Made	By Whom
November 2014	Creation	Miss Becky Kirkland
December 2014	Reviewed	Mr Doug Calvert & Mrs Dawn Hardy
October 2015	Reviewed	Miss Becky Kirkland
September 2016	Reviewed	Miss Becky Kirkland
September 2016	Reviewed	Mr Doug Calvert, Mrs Dawn Hardy & Mrs V Olliman
10 th October 2016	Ratified	FGB
August 2018	Reviewed	Miss Becky Kirkland
November 2019	Reviewed	Miss Becky Kirkland
January 2020	Reviewed	Mrs Hardy, Mrs Putman, Mrs Waring & Mrs Fergus
February 2020	Ratified	FGB
September 2022	Reviewed	Miss Becky Kirkland
September 2023	Reviewed	Miss Becky Kirkland
September 2024	Reviewed	Miss Becky Kirkland
March 2026	Reviewed	Miss Becky Kirkland

Next Review Date: Spring 2027

SENCo: Miss Becky Kirkland

Date of NASENCo Award: October 2014

The SENCo is a member of the senior leadership team.

SEN Governor: Judith Wardell

Our school is committed to being highly inclusive and ambitious, with high aspirations for every child and young person. Through our inclusive provision, we strive to ensure that all learners are safe, happy, and achieving their full potential. This SEND policy outlines how we comply fully with the SEN Code of Practice and should be read alongside our wider inclusion policies. We are dedicated to identifying needs early, providing timely and effective support, and maintaining ambitious expectations so that children and young people with SEND can achieve better outcomes and be prepared for a happy, healthy, and fulfilling adult life. Strong partnerships and positive relationships are central to this approach, ensuring that needs are identified promptly, and support is impactful.

This Policy has been written to reflect current legislation and other school policies:

- The Children and Families Act 2014 superseded by The Children's Wellbeing and Schools Act 2026 (May 2026)
- Equality Act 2010: advice for schools DfE Feb 2013
- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs and Disabilities Code of Practice 0 – 25 (January 2015) (SEND CoP)
- Schools SEN Information Report Regulations 2015
- Current Statutory Guidance on Supporting pupils at school with medical conditions
- Barwic Parade Safeguarding Policy
- Current teacher standards
- Current teaching assistant standards
- School's Accessibility Plan

This document runs in conjunction with the schools SEND Information Report

Barwic Parade Community Primary School is an inclusive school; we pride ourselves on being able to meet the needs of all learners irrespective of their learning styles. We ensure that our classrooms meet the needs of pupils with SEND in order for them to engage in all activities and so that they are fully included with children and young people in the school who do not have SEND.

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.

This policy is written to ensure everyone working in our school is clear about the ethos, principles, procedures and practice for pupils with Special Educational Needs and Disabilities (SEND). Every adult within our school must follow this policy.

All items in italics are taken directly from the [SEN Code of Practice 2015](#)

6.1 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 SEND 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. This includes making reasonable adjustments, providing auxiliary aids, and fulfilling the Public Sector Equality Duty (PSED).

A member of our governing body or a sub-committee has specific oversight of the school's arrangements for SEND. This person is identified on the front page. All school leaders will regularly review how expertise and resources to address SEND 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 SEND 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.

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School Ethos

At Barwic Parade we see each child as a whole child and value them for who they are irrespective of disability or difficulty. We ensure all children have a voice and that their voice is heard within the school family. All of our children offer something unique which makes Barwic Parade the diverse yet inclusive school that it is.

We believe all children have a right to a fulfilling and exciting curriculum; lessons are vibrant and lively and will include visual, audio and kinaesthetic approaches to teaching and to learning. Children with Special Educational Needs are always integrated into ordinary classes and groups.

The school aims to help all children, including those with Special Educational Needs, to achieve the best that they possibly can. We ensure children make progress by instilling a love of learning and broadening their knowledge of the whole world. We are passionate about shaping the lives and futures of our SEND pupils and we ignite enthusiasm to promote this.

Aims

Roles and procedures relating to SEND and accelerating progress for SEND pupils are clarified in this policy in order to enable us to provide the highest quality provision for all children. This policy aims to establish an inclusive approach to meeting the needs of all children and ensuring that appropriate provision is made to ensure that all children can achieve their full potential.

- To create an ethos where all adults treat all children with respect, warmth and nurture
- To ensure all children reach their full potential
- To promote equal opportunities for all children irrespective of ability
- To listen to the views of children
- To work closely with parents or carers and the local community
- To provide an all-encompassing learning environment
- To ensure that every child is given the opportunity to work to their full potential
- To identify, assess and monitor special educational needs
- To ensure that special educational needs are met through appropriate provision
- To ensure accurate record keeping, progress and monitoring
- To ensure smooth transition for pupils with SEND

Objectives

- To identify and assess children with SEND as early as possible
- To ensure all staff are aware of the procedures for identifying children with SEND
- To involve parents and pupils as soon as there is a concern and keep them informed and included
- To provide bespoke additional and different group work sessions and/or intervention programmes that meet individual needs and provide pupils with opportunities to experience challenge and success
- To ensure all children experience a broad, balanced, relevant and differentiated curriculum

- To allocate resources so that all pupils gain optimum benefit
- To monitor and assess progress effectively and adapt programmes to meet changing needs
- To provide appropriate staff training and support
- To liaise closely with appropriate external services
- To empower children to become advocates for themselves
- To listen to the views of children
- To work closely with their parents or carers and the local community
- SEND, high needs funding will be used efficiently to ensure good progress of pupils with additional needs

Philosophy

The school community believes that:

- All pupils are equally valued and the school has high aspirations for all.
- All pupils are the shared responsibility of all staff.
- All pupils are entitled to a broad and balanced curriculum which is personalised and focused on outcomes.
- Teaching and learning will be adapted to suit the needs of learners and recognise different routes to achievement.
- Early and accurate identification is essential.
- There will be a flexible continuum of provision for pupils with SEND.
- SEND and high needs funding will be used efficiently to ensure excellent progress of pupils with additional needs.
- Staff will be given appropriate training to allow them to meet a wide range of needs.
- Parents/carers will be fully involved as partners in their child's education.
- Pupils will be encouraged to give their views on what learning is like for them.
- Governors will have access to information which will allow them to monitor and evaluate the effectiveness of the SEND policy.

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 SENDCo
- 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 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.

Principles

A child is defined as having Special Educational Needs (SEN) if they have a learning difficulty which calls for special educational provision to be made or if he or she finds 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. 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)

6.21 Persistent disruptive or withdrawn behaviours do not necessarily mean that the child has SEN. Where there are concerns this needs to be logged and an assessment made by the class teacher, supported by the SENCo, if required. This is to determine whether there are any causal factors such as unidentified learning difficulties, difficulties with communication or mental health issues.

6.23 Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

The four broad areas of need are:

- Cognition and Learning
- Social, emotional and mental health
- Communication and Interaction
- Sensory and/or physical

If you would like further clarification of these areas of need, then consult the SEND CoP 6.28-6.35 or discuss with our SENCo. To assist us, NYCC has banding descriptors for each area of need. See Appendix 1.

Mainstream educational settings must use their best endeavours to secure the special educational provision called for by the child's needs.

Procedures

Roles & Responsibilities

The Headteacher has the overall responsibility for the provision and progress of learners with SEND.

The Headteacher: Miss Sarah Dixon

- Will take overall responsibility for implementing the SEND reforms.
- Ensure that the SENCo is able to influence strategic decisions about SEND.
- Ensure the wider school community understands the implications of the reforms for whole school improvement (from governors to classroom teachers and teaching assistants).
- Put in place arrangements to ensure parents are regularly engaged in discussions about the progress of their child (at least three times a year).
- Ensure a process is in place for involving parents and young people in reviewing provision and planning for pupils with SEND and any newly identified pupils with SEND.

Responsibility for coordination of Inclusion and SEND provision is as follows:

The SEND Governor: must ensure that there is a qualified teacher designated as SENCo for the school. The SEND Governor is a champion for SEND on the Governing Body. They will challenge the SENCo in relation to provision and data within school.

The SEND Governor:

- Must have regard to the SEND Code of Practice and will monitor SEND provisions and provide strategic support to the head teacher.
- Must publish information on the school's websites about the implementation of the governing body's or the proprietor's policy for pupils with SEND.
- Must ensure that there is a qualified teacher designated as SENCo.
- Must cooperate generally with the local authority including developing the local offer and when the school is named in an Education Health and Care plan (EHCP).
- Must ensure that arrangements are in place in schools to support pupils at school with medical conditions.
- 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.

The Inclusion Leader/SENCo Miss Becky Kirkland holds an accredited qualification recognised by a Higher Education Provider. The SENCo determines the strategic development of SEND policy and provision in the school. They have day-to-day responsibility for the operation of SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have or may require an Education Health and Care plan (EHCP). This will involve close liaison with parents/carers.

The SENCo role is a strategic one working with the senior leadership to review and refresh the SEND policy and then with the classroom teacher to review its practice ensuring every child with SEND gets the personalised support that they need. The role involves:

- Overseeing day-to-day operation of school's SEND policy;
- Coordinating provision for children with SEND;
- Liaising with designated teacher where a Looked after Child has SEND;
- Advising on graduated approach to SEND Support;
- Advising on use of delegated budget/ other resources;
- Liaising with parents of children with SEND;
- Links with other education settings and outside agencies;
- Liaising with potential next providers of education;
- Working with head and governors on Equality Act; and
- Ensuring that SEND records and SEND Support lists are up to date.

Teachers have responsibility to ensure all children within their classes can access provision and make progress on a daily basis. Classroom teachers are at the heart of the SEND support system (the graduated approach), driving the movement around the four stages (assess, plan, do, review) of action with the support guidance of the SENCo and specialist staff.

How Do Teachers Identify Pupils with SEND?

6.2 Every school is required to identify and address the SEND of the pupils that they support.

6.36 Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

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

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

- 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 school monitor list. This is referred to as a '**short note**' in the SEN CoP. Initial concerns are logged and dated on the school CPOMs system.
- 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 school CPOMs system.

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

- Becky Kirkland, Inclusion Leader, will discuss the concerns informally with the parent and gather information about what the possible barrier to learning is. We will make any reasonable adjustments to teaching in support of the child.
- Persistent disruptive or withdrawn behaviours do not necessarily mean that the child has SEND. Where there are concerns this needs to be logged and an assessment made by the class teacher, supported by the SENCO, if required. This is to determine whether there are any causal factors such as unidentified learning difficulties, difficulties with communication or mental health issues.

If appropriate, the SENCO may approach others such as Early Help as per the guidance in North Yorkshire Council's (NYC) [Ladder of Intervention](#). Any child in our school with SEND will not be discriminated against, sanctioned, or disciplined due to their special educational need.

- Class and subject teachers, supported by the Senior leadership team, make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life. Lower rates of progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.
- At this point, a decision as to whether the child has SEND will be made in conjunction with the SENCO. The child or young person (CYP) is now described as being at 'SEND Support'. They will appear as Code K on our school census. If required, we can seek advice from the local SEN Hub manager to clarify our decision. This will be undertaken by the SENCO.
- Our SENCO will maintain a list of pupils who have been identified as having SEND on our SEND list. State here your school arrangements regarding this list, e.g. All teachers can access documents and updates regarding the SEND children in the class securely using the school CPOMs system. All digital records are stored securely with access restricted to authorised personnel only. Staff must follow the school's data protection policy when handling pupil information.

The classroom teacher will:

Focus on outcomes for the child: Be clear about the outcome wanted from any SEND support.

Be responsible for meeting special educational needs: Use the SENCo strategically to support the quality of teaching, evaluate the quality of support and contribute to school improvement.

Have high aspirations for every pupil: Set clear progress targets for pupils and be clear about how the full range of resources are going to help reach them.

Involve parents, carers and pupils in planning and reviewing progress: Seek their views and provide regular updates on progress.

Teaching Assistants have a responsibility to support the teacher to ensure all children can access provision and make progress on a daily basis.

Teaching Assistants are part of the whole school approach to SEND working in partnership with the classroom teacher and the SENCo to deliver pupil progress and narrow gaps in performance.

Teaching assistants are deployed depending on their level of experience and skillset. To be most effective the support they give will be focused on the achievement of specific outcomes within the graduated approach to SEND support agreed with parents/carers in the context of high quality teaching overall.

Teaching Assistants can be part of a package of support for the individual child but will never be a substitute for the teacher's involvement with that child.

Role of all support staff (including MSAs, frontline staff...)

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 teachers to overcome any barriers to learning
- report any observations about the CYP they are supporting to the class teachers
- contribute to reports for reviews of CYP with SEND
- attend CPD and keep abreast of initiatives
- follow the TA Standards

The Graduated Response:

Assess/Plan/Do/Review

Assess

Identifying a child as needing SEND support:

The Class Teacher and SENCo carry out a clear analysis of the pupil's needs taking account of the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as the rate in which the pupil is making progress. Attainment and behaviour of the pupil is considered as is the individual's development in comparison to their peers and those nationally. The views and experience of parents and the pupil's own views alongside advice from external support services are included fully. Any concerns raised by a parent are taken seriously and are compared to our own assessment and information on how the pupil is developing. If a parent or pupil also raises a concern, this will be taken seriously and we will listen to the concerns raised. The school SENCo has a list of children that are being monitored in order to ensure that they are receiving support through QFT. If these children require further support they will be added to the SEN register, an initial meeting with the pupil's parents will take place.

6.23 Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

Assessment is reviewed regularly ensuring that support and intervention are matched to need and barriers to learning are identified and overcome.

Plan

Providing a pupil with SEND support:

Parents and pupils are involved in forming the assessment of needs and are formally notified of the agreed provision. They will also work with the teacher and the SENCo to agree 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.

All teachers and support staff who work with the pupil are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This is also recorded on the school's information system.

The support and intervention provided is selected to meet the outcomes identified for a pupil, based on reliable evidence of effectiveness, and is delivered by staff with sufficient skills and knowledge.

Parents are continually encouraged to reinforce or contribute to progress at home.

Do

The Class Teacher remains responsible for working with the child on a daily basis. Where interventions involve group or one-to-one teaching away from the main class, they still retain responsibility for the pupil. They work closely with teaching assistants 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 supports the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress is reviewed in line with an agreed date.

The impact and quality of the support and interventions is evaluated, along with the views of the pupil and their parents. This feeds back into the analysis of the pupil's needs. The class teacher, working with the SENCo then revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Parents are provided with clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Requests for Statutory Assessment / Educational, Health and Care Plan

If a child has lifelong or significant difficulties the school may request Statutory Assessment, it is usually requested by the school, but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a request for an Education, Health and Care Plan will be made in discussion with parents. The application for an Education, Health and Care Plan will combine information from a variety of sources including:

Parents
Teachers / specialist teachers
SENCo
Social Care
Health professionals

Information will be gathered relating to the current provision provided and support packages to ensure the young person is well supported in the future. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Statutory Assessment Process for EHC Assessments and EHCPs

Overview of SEND Statutory process, how to make an EHC Assessment Request and what is involved once a child has an EHCP.

From September 2014, Statements of SEN were replaced by Education Health and Care Plans (EHCPs) and a new SEND Code of Practice alongside a new Children and Families Act came into place. This is a brief summary of how NYC discharges its Statutory SEND duties, the processes to follow and the forms and tools we use.

Key Points:

All schools and settings are required to follow the SEND Code of Practice in terms of identification of SEND, delivering the graduated response to emerging SEND and using their delegated SEND budget (for statutory school age) to support children and young people as per Chapter 6 in the SEND Code of Practice

Where required, the NYC SEND Hubs may be able to provide support where a school / setting needs additional advice / guidance / input over and above what could reasonably be expected as part of High Quality Teaching in their graduated response. Please refer to the SEND Hubs page for further information.

Evidence should be gathered in line with Chapter 6 of the SEND Code of Practice to demonstrate what has been tried, what impact it has had and what resources have been used. Please see the SEN Support pages for further information and for example SEN Support plans and chronologies that could be used.

In most cases there will be *at least* two cycles of the graduated response before a request for EHC Assessment is made.

With full involvement and consent from the parent / carer and young person if appropriate, a request for assessment can then be made using the Education Health and Care Assessment Request (EHCAR) form (see below)

Once an EHCAR is received with the required consents the LA has SIX weeks to make a decision as to whether to progress the assessment

An EHCAR decision meeting will be held within 2-4 weeks of receipt of the EHCAR and will involve the school / setting (often the SENCO), parents / carers / young person, Educational Psychologist and SEN Officer. Together they will make the decision to assess. If they decide not to progress the assessment at this time, next steps will be agreed. If they decide to progress the assessment at this time, they will agree the broad outcomes to be achieved through the EHC Assessment and potentially an EHCP.

Advice will be sought from Education, Health and Care agencies and they have 6 weeks from that request for advice to respond.

By 16 weeks, the LA will make a decision whether to issue an EHCP and if so, will issue a draft EHCP giving parents / carers 15 days to make amendments and also to consult with schools.

By 20 weeks the LA will issue a final EHCP for those that they agree to issue.

There MUST be a statutory review of the EHCP *at least* every 12 months which the school / setting must conduct and submit information to the LA for any amendments to the EHCP to be made – should amendments be required, a new draft EHCP will be issued and finalised alongside the 15 days for amendments as described above.

School Responsibilities:

To adhere to the guidance and statutory duties outlined in chapter 6 of the SEND Code of Practice to ensure that children and young people are appropriately supported at SEN Support levels with a SEN Support plan that is reviewed termly alongside parents / carers / young people

To submit the EHCAR with all required information including parent / carer / young person consent

To provide advice and information when requested for the EHC Assessment

To deliver the provision identified in the EHCP, work towards agreed outcomes in the EHCP and make efficient use of the allocated Element 3 resource.

To ensure that all reasonable adjustments under the Equality Act are in place for any child with a disability; regardless of whether they have an EHCP or not

To conduct an annual review within 12 months and to submit the required documentation back to the LA within 2 weeks of the annual review taking place.

Local Authority Responsibilities

To conduct statutory assessments within statutory timescales

To work in partnership with parents / carers / young people in developing any EHCP

To allocate funding to meet assessed need over and above the nationally agreed threshold in line with the NYC Banding system (see documentation below)

To process annual reviews within 6 weeks of receipt of the annual review with the aim of parents / carers / young people having an amended finalised EHCP within 10 weeks of the annual review meeting

Where needs have significantly changed and an interim review is held, the LA will process with urgency and prioritise any amendments

To provide schools / settings with the documentation they need and the support and training to use the documentation

Education Health Care Plan (EHCP)

The Local Authority is responsible for the determination of an Education Health and Care Plan, which is subject to annual review. This plan focuses on outcomes and the achievement of these outcomes as a collaboration between Education and Health services.

Whole school approaches:

- All staff contribute to strategies implemented to ensure quality first teaching for all
- Regular communication takes place between class teachers, Teaching Assistants, SENCo, parents and pupils to ensure good progress
- All staff have appropriate access to up to date information about pupils with additional needs
- The SENCo offer advice on differentiation to all staff
- Pupils are supported alongside their peers whenever possible
- All pupils are encouraged to join in extra-curricular activities
- All pupils have individualised targets
- Provision maps are on display so that staff, pupils and parents know what reasonable adjustments are available
- The training budget for staff is transparent
- Provision for pupils with SEND is reviewed regularly
- The complaints procedure is transparent and easily available to parents
- Good access arrangements are made so that all pupils can demonstrate their full potential in tests and exams

School uses the local authority's local offer to inform the school offer. This is published on the school website as part of the SEND information report.

Individualised approaches:

- Additional interventions, both evidenced based and bespoke will be implemented as necessary and these interventions will be monitored and evaluated
- Additional help will be sought appropriately from EPs, Hubs etc.
- Some pupils will have SEN support plans, behaviour plans, risk assessments or health care plans, some pupils may be allocated teaching assistant support
- Person-centred reviews will be held regularly with families, considering acceptable meeting times. The parents/carers and pupil will be respectfully listened to and their views will inform personalised learning pathways
- Teaching Assistants will be trained so that they can encourage and support pupils, regardless of communication needs, to make their views known
- Transition arrangements will be personalised to support additional need
- The SENCo will be appropriately qualified and have the skills required to meet statutory duties
- Designated finances will be used appropriately to meet needs without reducing independence
- Staff training will reflect the needs of the current school community

- Parents/carers will be given clear routes to access support, and be encouraged to bring a supporter to meetings if desired
- The school will follow the latest statutory guidance, currently the CoP 2014 (September 2024)

Monitoring and evaluating performance

The SENCO maintains a rigorous system for tracking the progress and attainment of all pupils with SEND, ensuring that each child's development is measured from their individual starting points. This includes regular analysis of assessment data, review of SEND Support Plans, and collaboration with teaching staff to evaluate the effectiveness of interventions. Progress is monitored not only in academic outcomes but also in broader areas such as social, emotional, and communication development. Attainment is reviewed in line with age-related expectations and personalised targets, with findings used to inform planning, provision, and strategic decision-making.

Use of the North Yorkshire Inclusive Mainstream Toolkit

Our school actively uses the *North Yorkshire Inclusive Mainstream Toolkit* to guide and enhance provision for children and young people with SEND. This framework outlines the expectations for inclusive practice and reasonable adjustments that should be available in all mainstream settings. It supports staff in delivering high-quality teaching and targeted support through clear descriptors across the four broad areas of need. The SENCO ensures that the framework is embedded in classroom practice by supporting staff to use it when planning interventions, adapting teaching strategies, and reviewing SEND Support Plans. To evaluate its impact, we monitor pupil progress through the graduated response cycle, gather pupil and parent voice, and conduct regular audits of provision against the framework's standards. Findings are reported to the Senior leadership team and SEND Governor and inform ongoing staff CPD and school improvement planning.

Access to Cultural Capital and Enrichment Opportunities

Pupils with SEND are actively supported to access a wide range of cultural capital experiences, including educational visits, enrichment activities, and extracurricular clubs. These opportunities are planned inclusively, with reasonable adjustments made to ensure full participation. The school closely monitors engagement and access through pupil voice, attendance records, and staff feedback, ensuring that pupils with

SEND benefit equitably from experiences that enhance their personal development and broaden their horizons.

Involving Specialists

If at any point class teachers in consultation with the SENCO feel they need additional advice and support from an outside agency, then the consent of the parent **must** be obtained first.

This would be undertaken by the SENCO, in consultation with parents and teachers when a pupil continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based interventions/adjustments. These interventions/support will be delivered by appropriately trained staff.

The class teacher will be asked to support the completion of the application. Class teachers are expected to engage with the outside agency the school has approached, incorporate their recommendations into their plans, and facilitate information sharing between the parents/carers and the outside agency.

Transition

SEND support will include a plan for effective transition between phases of education. This will be completed in a timely way so that the receiving establishment has all the relevant information they require. The SENCO will work directly with the next school.

Confidentiality

Staff may have access to personal data about pupils and their families which is always kept confidential and only shared when legally permissible to do so and in the interest of the CYP. Records are only shared with those who have a legitimate professional need to see them. Staff never use confidential or personal information about a CYP or her/his family for their own, or others advantage (including that of partners, friends, relatives, or other organisations). Information must never be used to intimidate, humiliate, or embarrass the child. Confidential information should never be used casually in conversation or shared with any person other than on a need-to-know basis. In circumstances where the CYP's identity does not need to be disclosed the information should be used anonymously. There are some circumstances in which a member of staff may be expected to share information about a CYP, for example when abuse is

alleged or suspected. In such cases, individuals have a responsibility to pass information on without delay, but only to those with designated safeguarding responsibilities or to statutory services. If a CYP, or their parent / carer makes a disclosure regarding abuse or neglect, the member of staff should follow our school safeguarding procedures.

Safeguarding Children and Young People 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 being more prone to peer group isolation than other pupils.
- The potential for pupils with SEND 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 risk.

Accessibility Statutory Responsibilities

The SEN and Disability Act 2001 placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce accessibility plans for their individual school and LAs are under a duty to prepare accessibility strategies covering the maintained schools in their area.

Our school's accessibility plans are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum.
- Improving the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities, and services provided, and

- Improving the availability of accessible information to disabled pupils and their families.

The governing body evaluate the work of the school by:

- Appointing an SEND governor who is a champion for pupils with SEND
- Monitoring data with respect to vulnerable groups
- Challenging the leadership through informed questioning
- Undertaking learning walks in school with a focus on SEND
- Meeting with parents/carers and pupils
- Ensuring there is appropriate continuing professional development taking place for all staff with regard to SEND
- Holding the school to account for its use of SEND funding

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 being more prone to peer group isolation than other pupils;
- The potential for pupils 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.

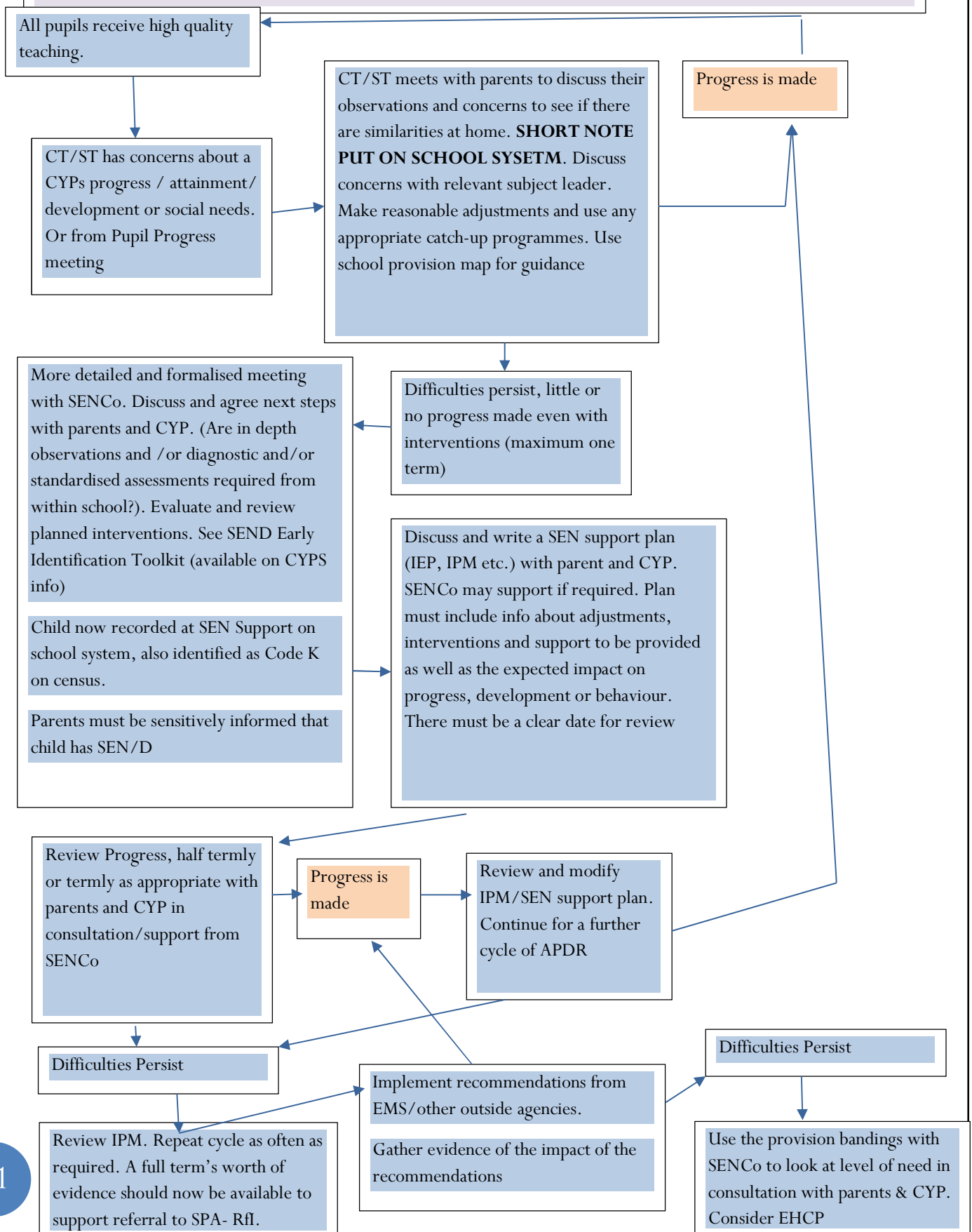
Transition

SEN support will include a plan for effective transition between phases of education. The children's SEN files will transfer with them at points of transition. This will be completed in a timely way so that the receiving establishment has all the relevant information they require. The SENCo will organise efficient and safe delivery.

Confidentiality

Staff may have access to personal data about pupils and their families which must be kept confidential at all times and only shared when legally permissible to do so and in the interest of the CYP. Records should only be shared with those who have a legitimate professional need to see them. Staff should never use confidential or personal information about a CYP or her/his family for their own, or others advantage (including that of partners, friends, relatives or other organisations). Information must never be used to intimidate, humiliate, or embarrass the child. Confidential information should never be used casually in conversation or shared with any person other than on a need-to-know basis. In circumstances where the CYP's identity does not need to be disclosed the information should be used anonymously. There are some circumstances in which a member of staff may be expected to share information about a CYP, for example when abuse is alleged or suspected. In such cases, individuals have a responsibility to pass information on without delay, but only to those with designated safeguarding responsibilities or to statutory services. If a CYP, or their parent / carer makes a disclosure regarding abuse or neglect, the member of staff should follow our school safeguarding procedures.

Flowchart for **Teachers** to ensure initial concerns are addressed using the 'Assess, Plan, Do and Review' graduated response.



Abbreviations used

CoP	Code of Practice
EP	Educational Psychologist
SEND	Special Educational Needs and/or Disabilities
SENCo	Special Educational Needs Coordinator
TA	Teaching Assistant
EHCP	Education Health and Care Plan

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 will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014 and **must** include information about: the kinds of SEN that are provided for, policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCo (mainstream schools), arrangements for consulting parents of children with SEN and involving them in their child's education, arrangements for consulting young people with SEN and involving them in their education, arrangements for assessing and reviewing children and young people's progress towards outcomes. This will include the opportunities available to work with parents and young people as part of this assessment and review, arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society, the approach to teaching children and young people with SEN, how adaptations are made to the curriculum and the learning environment of children and young people with SEN, the expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured, evaluating the effectiveness of the provision made for children and young people with SEN, how children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN, support for improving emotional and social development. This will include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying, how the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families, arrangements for handling complaints from parents of children with SEN about the provision made at the school.