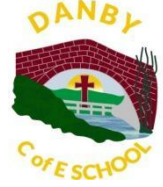




St Hilda's Moorland Federation
Egton CE (VA) School and Danby CE (VA)
School



SEND Policy and Information Report

Effective Date:	February 2023
Date Due for Review:	September 2024 (to enable an annual review at the start of the academic year)
Approved By:	Governing Body
Approval Date:	February 2023

**Our vision as Church of England primary schools, deeply rooted in a strong Christian tradition, is to:
'inspire learning and develop children's potential as individuals in a caring, happy and distinctively Christian family.'**

The Bible verse that underpins our vision statement, aspirations and ethos is taken from the Bible verse:

" I have come that they may have life, and have it to the full." John 10:10.

We wish to enable our children to flourish in their spiritual, physical, emotional, social, cultural and academic development enabling them to live their lives to the full.

Egton and Danby Schools are small, distinctively Christian, family based learning communities. We learn and grow together. Our key values underpin everything we strive for in our schools:

TRUST

Trust in the Lord and do good. *Psalm 37.3*

FRIENDSHIP

How good and pleasant it is when God's people live together in unity *Psalm 135.1*

RESPECT

In everything, do to others what you would have them do you. *Matthew 7.12*

We live these core values out through our excellent relationships with our children, parents, governors, staff, communities and churches.

Our SEND Policy is underpinned by our Vision Statement and Core Values.

The SENCO is headteacher -Mrs Liz Orland

SEN Governor: Mrs Polly Wright

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1. Aims

Our SEN policy and information report aims to:

- Set out how the schools in our federation will support and make provision for pupils with special educational needs and disabilities(SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- This policy is in line with the SEND Code of Practice, 2015.

“Professionals who work with children and young people who have a special educational need should strive to enable them to achieve at school and college, and make a successful transition to adulthood, including finding paid work, living independently and participating in their community.” (Vision Statement, Code of Practice 2015)

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 forms part of this policy and 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.

Federation and School Ethos

The aims to provide a caring and supportive environment in which all pupils are valued equally and are given the opportunity to develop to their full potential. We operate a policy of total INCLUSION in our federation schools, where all children have opportunities to learn and take part in all our activities. St Hilda's Moorland Federation promotes a positive attitude to lifelong learning. We value progress in all areas of learning and support our children to achieve their personal best.

Our Federation believes that:

- All pupils are equally valued and schools have 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 good progress of pupils with additional needs
- Staff will be given appropriate training to allow them to meet a wide range of needs
- Parents 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 should have access to information which will allow them to monitor and evaluate the effectiveness of the SEND policy.

Our aims:

- To promote high standards of academic achievement for all learners
- To develop and instil key life skills and values in our pupils
- To encourage positive relationships and communications between home, our community and the wider world.

The quality of education and the progress made by pupils with SEN is a core part of our performance and professional management arrangements and its approach to professional development for all teaching and support staff. In addition, this also contributes to our school self-evaluation.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
- Equality Act 2010: advice for schools DfE Feb 2013
- Special Educational Needs and Disability Regulations 2014

- Schools SEN Information Report Regulations 2015
- Current Statutory Guidance on Supporting pupils at school with medical conditions
- School's Safeguarding Policy
- Current teacher's standards
- Current teaching assistant standards
- School's Accessibility Plan

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENDCO is headteacher - Mrs Liz Orland

Our school leaders and teaching staff, including the SENCo, will analyse data to identify any patterns in the identification of SEN, within the schools and in comparison with local and national data. We will then use this information to reflect on and improve the quality of education. The SENCo will use the data dashboards to compare our schools with local and national data annually and report to our Governing Body. (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).

COP: 6.87 The SENCo has an important role to play with the Headteacher and governing body, in determining the strategic development of SEN policy and provision in the school. They will be most effective in that role if they are part of the school leadership team.

COP: 6.88 The SENCo has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.

COP: 6.89 The SENCo provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENCo should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching.

COP: 6.90 The key responsibilities of the SENCo will include:

- *overseeing the day-to-day operation of the school's SEN policy*
- *co-ordinating provision for children with SEN*

- *liaising with the relevant Designated Teacher where a looked after pupil has SEN*
- *advising on the graduated approach to providing SEN support*
- *advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively*
- *liaising with parents of pupils with SEN*
- *liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies*
- *being a key point of contact with external agencies, especially the local authority and its support services*
- *liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned*
- *working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements*
- *ensuring that the school keeps the records of all pupils with SEN up to date*

Our Federation will ensure that the SENCo has sufficient time and resources to carry out these functions. We will provide our SENCo 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 SENCo has a strategic and operational aspect to their role.

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
Teaching assistants deployment	Review processes and systems
Transitions	Line management of TAs
	Report to SLT/Governors

The monitoring of SEND provision in our school is an essential role of our SENCo, 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 TAs including teaching assistant 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
- whole school provision map
- 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 Governing Body

4.2 The SEN governor

Our Governing Body will work with our Headteacher to ensure that our school meets its responsibilities under the [Children & Families Act 2014 particularly section 66](#) regarding using their best endeavours and Equality Act 2010.

Our Governors **must** have regard to the SEND Code of Practice.

Our Governors **must** ensure that a Special Educational Needs Coordinator (SENCo) is appointed and that they are qualified, i.e. they are a qualified teacher and have the national award for special educational needs and disabilities (NASENCo). If our SENCo does not have this award on the day they are appointed then our Governing Body **must** ensure it is achieved within 3 years of their appointment. This also applies to the Headteacher if they take on the role of SENCo unless the headteacher was appointed prior to this requirement.

- *COP: 6.3 There should be a member of the governing body or a sub-committee with specific oversight of the school's arrangements for SEN and disability. School leaders should regularly review how expertise and resources used to address SEN can be used to build the quality of whole-school provision as part of their approach to school improvement.*
- *COP: 6.97 They should consider their strategic approach to meeting SEN in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium.*

In our school, this means that a SEN Governor is appointed to work directly with the SENCo and report to the governing body about matters related to SEND.

*The Governors **must** publish at least annually a [SEN Information report](#).*

- *COP: 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 should be updated annually and any changes to the information occurring during the year should be updated as soon as possible.*

The report **must** contain as a minimum the 14 bullet points listed in section 6.79 of the SEND CoP and will include arrangements for supporting CYP who are looked after by the local authority and have SEN. Therefore, we will produce this annually and it will be uploaded onto our school website in the SEND section.

*School governing bodies and proprietors **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.*

Role of the SEN Governor

Our SEN Governor will:

- be familiar with the SEND Code of Practice 2015 particularly Chapter 6
- be a critical friend to our SENCo by visiting at least once a term
- be aware of the numbers of CYP at our school with SEN and disabilities
- be aware of our SEND action plan

Monitor:

- the progress and attainment of our CYP with SEND
- attendance rates of our CYP with SEND
- fixed term and permanent exclusion rates of our CYP with SEND
- any internal exclusions including the frequency and length of time our CYP with SEND are sent out of lessons as a behaviour management strategy
- that our CYP are not being unfairly treated due to their SEND, for example being disproportionately being sent out of lessons, or excluded from taking part in wider educational experiences
- that our CYP receive a broad curriculum and social experiences, including that they don't disproportionately miss out on curriculum content, creative activities and break times in order to access additional support
- that all policies are non-discriminatory regarding pupils with SEND

Investigate:

- the gaps or differences in our performance, attendance or exclusion (including internal exclusions) levels between our CYP with and without SEND
- our strengths and areas for development regarding SEND provision
- how SEND is represented in our school development plan, and whether progress is being made towards targets
- obtain the views of our parents of CYP with SEND, about their experience of the school's SEN provision
- obtain the views of our CYP with SEND including their enjoyment and experience of learning
- obtain the views of our teachers, about their ability to implement the SEND plan

Report:

- each term to our full governing board on their findings

4.3 The headteacher

The Headteacher is responsible for the strategic development, policy and provision in our schools.

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/SENCO 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.

4.4 Class teachers & support staff

COP: 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 role of the class teacher is to:

- support the SENCo and our senior leadership team to implement this policy and have due regard to the SEND CoP
- support and engage with the SENCo in regard to the SEND monitoring role
- identify pupils with SEND
- write effective SEN support plans, and implement and review them, as set out in this policy
- 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
- keep abreast of SEND initiatives and CPD

Role of all support staff (including MSAs, front line 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 teacher
- contribute to reports for reviews of CYP with SEND
- attend CPD and keep abreast of initiatives
- follow the TA Standards (if appropriate)

5. SEN information report (updated annually)

5.1 The kinds of SEN that are provided for

Our schools currently provide additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, ADHD, Asperger's Syndrome, speech and language difficulties
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

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. [They can be found by clicking here.](#)

5.2 Identifying pupils with SEN and assessing their needs

See [Flowchart for teachers Appendix 1](#)

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

COP: 6.3 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 SEN 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 SEN.

1. Any child who gives you a concern whether it is due to a lack of academic progress, development or social need will be discussed with Mrs Orland and noted and dated on the child's records. This is referred to as a '**short note**' in the SEND CoP. It is imperative that your initial concern is logged and dated. We use a '[chronology of support and involvement](#)' log (A master copy is kept in the Google Drive-SEN) Inform Mrs Orland of your concern within 2 working days (If there is a child protection issue then our school's safeguarding procedures **MUST** be followed)
2. 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 Mrs Orland 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)
3. 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.

4. Class teachers will discuss the concerns informally with the parent and gather information about what the possible barrier to learning is. Our SENCo will support you, if required. You will make any reasonable adjustments to your teaching that are required and report at the next pupil progress meeting on the impact of your adjustments (or at the next agreed time – this will be a maximum period of one term).

COP: 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.

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

COP:6.17 Class and subject teachers, supported by the senior leadership team, should 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. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

COP: 6.18 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.

COP: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.

5. At this point, a decision as to whether the child has SEN will be made in conjunction with the SENCo. The child or young person (CYP) is now described as being at 'SEN Support'. They will appear as Code K on our school census. If required, we can seek advice from the local SEND Hub manager to clarify our decision. This will be undertaken by the SENCo.

6. Our SENCo will maintain a list of pupils who have been identified as having SEN on our SEN register. All teachers can access this register in order to see the records for the pupils they teach. This is password protected. Anyone accessing this register must treat the content in confidence and in line with General Data Protection Act 2018 and Protection Regulations 2017 (GDPR). Each CYPs documents can be accessed within google drive or scholarpack. It is the responsibility of the class/subject teacher to look regularly at the content for their pupils for any updates. Any new information will be indicated in the weekly staff meeting. All information such as SEN support plans, communications, reports, EHCPs, annual reviews etc. are available viaGoogle Drive SEND Staffroom. This must be kept up to date in line with our policy.

7. 5.3&5.4 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents. We will formally notify parents when it is decided that a pupil will receive SEN support. Pupils and parents are then invited to termly meetings.

5.5 Assessing and reviewing pupils' progress towards outcomes

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. 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 SENCo 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 . The views of parents and pupils are of paramount importance. This will be recorded on the plan.
 - The plan is written by the class teacher, supported by the SENCo if required. We use the [SEN Support 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. Teachers are advised to refer to our

whole school intervention map and SEND register to help plan any adjustments, approaches, resources or interventions required. 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 teacher is responsible for monitoring the impact, supported by the SENCo. The additional adult support is someone who must be suitably trained to undertake the intervention.

- Time will be allocated throughout the year to write the plans. Three staff meetings will be allocated to support with this, one in autumn, spring and summer. The autumn plans will be written by the previous teacher at the end of the summer term, the spring and summer plans will be written within the first two weeks of each term. The plans will be uploaded onto our Google SEN folder within 2 working days of writing them and a copy given to the parent within the meeting. The date of the next meeting will be put into the school diary. Do not agree to any evidence based interventions being put into the plan without first consulting the SENCo to ensure availability of the person delivering it. The SENCo will monitor the quality and appropriateness of the plans.
- 3. **Do.** The class teacher remains responsible for the child. Where provision is provided by teaching assistants (TAs) or specialist teachers, the responsibility remains with the class teacher. TAs 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 SENCo will support the class 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 SENCo will monitor this provision.
- 4. **Review** The class teacher 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. SENCO will also be in the meeting to monitor provision.

If at any point the class teacher 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.

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 SENCo or member of our senior leadership team will chair the meeting and complete the required paperwork. For further details about this process and who is invited, please discuss this with your SENCo.

5.6 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. We work closely with secondary school settings, other settings and between classes to ensure a smooth transition for all children. The SENCo arranges extra meetings with secondary staff to prepare for the needs of those children with SEND who are transferring to secondary schools. Extra transition visits can be arranged with well-known members of staff to acclimatize the children and to help them to get to know new members of staff. Parents are involved in this process and can ask for extra transition if they feel it is appropriate. When children move up to the next class, staff discuss the SEND needs to ensure a smooth transition and to support the next teacher in meeting the specific needs.

SEN support will include a plan for effective transition between phases of education. The [chronology of support and involvement](#) includes a section for completion by the class teacher 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 support the class teacher within the transition meeting.

5.7 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils. A rigorous programme of staff training ensures that pupils with SEND will have access to appropriate support. Approaches used may include adapting teaching styles to facilitate (for example) 1:1 support sessions or small group work or a different balance of visual, auditory and kinaesthetic teaching which suit the pupil best. The use of partition screens can be used to reduce visual and/or auditory overload and fiddle toys may be used to aide concentration. Specific software and/or computer accessibility options can be used to meet the needs of individual pupils.

Where interventions are used, these are effective evidence-based interventions, e.g. Fresh Start, Success in arithmetic, 1st Class @ Number. The impact they have on an individual child's progress is closely monitored.

Our SENCo works closely with all our staff to ensure that provision is relevant and appropriate and the class teacher will explain to parents how this support will be organised on a regular basis.

5.8 Adaptations to the curriculum and learning environment

Our school buildings are accessible for all children. We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing

- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Planning is made well in advance for any children with SEN who may be joining the school. Home visits are offered for children with more severe needs which include mobility difficulties. A gradual transition period is arranged. The SENCO meets the child within the home setting and then they are invited to attend some introductory sessions within school. The SENCO ensures a relationship is established with any Portage workers to ensure a smooth transition when entering school. Equipment is sought and is readily available for the child's use within the school setting. We ensure the environment is safe and risk assessments are completed where necessary.

5.9 Expertise and training of staff

We are committed to continued professional development for all staff. The SENCo attends termly network meetings, along with any additional local meetings which are identified as being relevant to our children's needs. The information is then shared with all staff at regular meetings. Staff have received autism awareness training to help best support our children with an autism diagnosis. Identified Children receive regular speech and language and Occupational Therapy Support.

We currently work with the following agencies to provide support for pupils with SEN:

- Early Help
- Speech & Language
- Occupational Therapy
- Learning Disability Team

5.10 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions every term
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- All pupils should make expected progress in line with their peers, using the current progress measure as determined by the school.
- Progress is tracked on the school's tracking system and this is used to monitor progress towards individual and school targets.
- A termly progress report is given to governors.
- Children are informed of progress made and next steps at the start of every term.
- Parents are informed of progress and next steps at IPM (Individual Provision Map) meetings.

5.11 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All children are encouraged to take an active role within the school. All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. Pupils are encouraged to go on our residential trips. All pupils are encouraged to take part in sports day/school plays/special workshops, etc. No pupil is ever excluded from taking part in these activities because of their SEN or disability. Please see our school's accessibility plan for information on the facilities we provide to help disabled pupils access our school.

5.12 Support for improving emotional and social development

Children are encouraged to talk to any member of staff if they have any worries or concerns. Regular opportunities for pastoral support are provided to meet individual pupils' needs; this may be the provision of extra time for a child to talk about things which are worrying them or for which they need some support. All children and parents are asked to sign a Home-School Agreement. Classroom rules are agreed and displayed in each class. We have a zero-tolerance approach to bullying.

5.13 Working with other agencies

We ensure that parents are informed at all stages of assessment, planning, provision, monitoring and review of children's progress. The Class Teacher is always available for advice and support in the first instance. Our SENCo is also available to offer advice. We can signpost parents to other professionals that may be able to help such as the health visitor, speech and language therapist, children's centre and others. Parents' permission is always acquired before referring for support from outside agencies. If a child's need has been referred to a specific team, we will be able to support parents in accessing their services. We have regular contact with the following professionals to help support children and their families:

- Early Years Advisory Teacher
- Speech and Language Therapist

Advice from professionals in other areas maybe sought as a need arises, such as:

- Educational Psychologist
- Physiotherapist
- Occupational Therapist
- Enhanced Mainstream Service Cognition and Learning
- Enhanced Mainstream Service Communication & Interaction
- Enhanced Mainstream Service Sensory, Physical and Medical
- CAMHS/SEMH

5.14 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher or SENCO in the first instance. If you are still not happy, you will need to follow the school's complaints procedure which can be found on the school website: www.egtonceprimary.org

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

6.Contact details of support services for parents of pupils with SEN

We have a school EP who is available to support children within school where the SENCO has made a referral. The EP will provide feedback and advice to parents when a referral has been actioned.

SENDIASS – Special Educational Needs and/or Disabilities Information, Advice and Support Service. A confidential and impartial service.

Email: info@sendiassnorthyorks.org

Contact number: 01609 536923

The local authority local offer:

Our contribution to the local offer is: NYCC

Our local authority's local offer is published here: www.northyorks.gov.uk/send

7. Monitoring arrangements

This policy and information report will be reviewed **annually**. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

8. Confidentiality

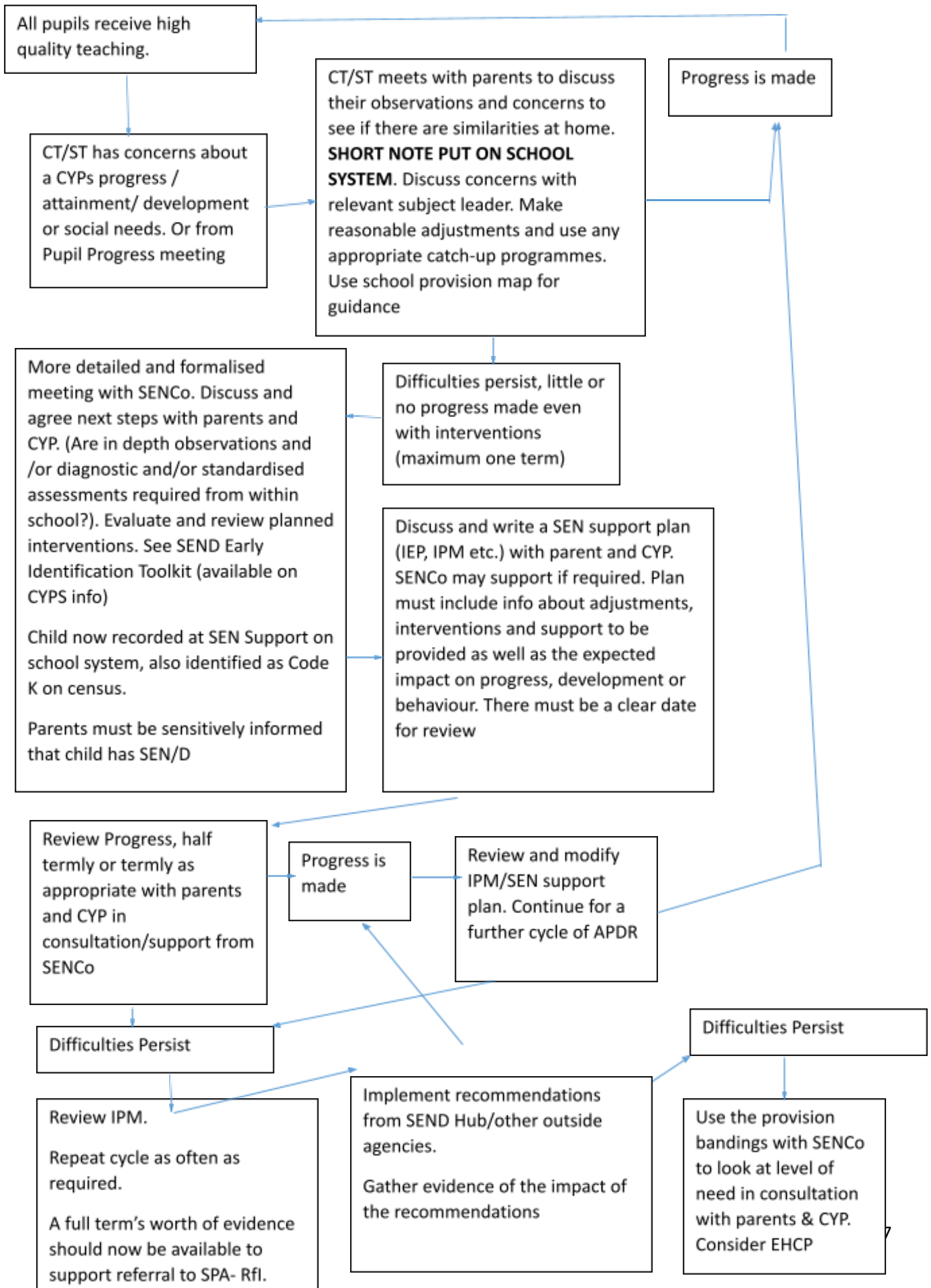
Staff may have access to personal data about pupils and their families which must be kept confidential at all times and only shared when legally permissible to do so and in the interest of the CYP. Records should only be shared with those who have a legitimate professional need to see them. Staff should 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.

9. Links with other policies and documents

This policy links to our policies on: Accessibility plan, Behaviour, Equality information and objectives, Supporting pupils with medical conditions

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



SEN Chronology of Support and Involvement



Personal Details		Photo
Full name		
Known as		
Date of Birth		
UPN or NHS number		
Address		
Main contact phone number		
Parent/carer's details (with PR)	Name: Address: Telephone: Email:	
Preferred method of contact	Telephone/email/letter	
Preferred time for calls/meetings		
Language		
GP name and address		

Child Looked After by the Local Authority (CLA)	Yes/No
Other Social Care Involvement	Yes/No
Social Worker Name	
Social Worker Contact Number	
Social Worker Address	
Local Authority & Team	
Who has parental responsibility?	

Forces Family	Yes/No
Details	

Eligible for Pupil Premium	Yes/No
Details	

Young Carer	Yes/No
Details	

Current Setting	
Date of joining Setting	

Attendance History			
This academic year		Last year	Previous year
Have there been any significant periods or patterns of absence in the last year?			Yes / No
If yes please give brief details			
Dates of exclusion	Details of Exclusion		

Date of 'short note'	
Date SEN identified	

Strengths and Interests	
Achievements	
Educational history (including previous settings)	
Educational attainment/ developmental milestones (summary at end of each academic year)	

Overview of Needs / Barriers to Learning	
Cognition and Learning	
Communication and Interaction	
Social and Emotional Mental Health Needs	
Sensory and Physical Needs	

History of previous targeted and specialist interventions/provision			
Build chronology of interventions / provision with each new SEN Support Plan			
NC Year	Provision etc.	Details frequency, duration, group size etc.	Impact (with ratio gains if possible)

Agencies involved with the child/young person over time (if any)					
Agency	Contact Name	Contact Details	Date from	Date to	Report Available

School's summary for transition and recommendations for receiving school

List of attachments: e.g. last two SEN support plans etc.

SEN Support Plan



Name	Class/Form	Area of need(s)	Plan Number	Plan Date	Review Date
Strengths		Challenges/needs/ what is the barrier to their learning/ outcomes sought/?			
<ul style="list-style-type: none"> • • • • 		<ul style="list-style-type: none"> • • • 			
Targets (linked with challenges/needs /outcomes sought)					
1					
2					
3					
Provision			Expected Impact		
(State how the target will be implemented: strategies to be used/adjustments/approaches/resources/ support/interventions/when/how often/who will deliver etc.)					
1					
2					

3		
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Review

Review of Targets

	Pre assessment (Where was the CYP at start of plan)	Post assessment (Where is s/he now)	Impact/actual outcome	Comments
1				
2				
3				

Child / Young Person View

Parents Views

My child has SEND, and this school gives them the support they need to succeed: (Please circle)

Strongly Disagree

Disagree

Agree

Strongly Agree