



- Statutory Policy:** Yes No
- School Level Appendix attached:** Yes No
- Policy to be published on the YCAT website:** Yes No
- Policy to be published on school website** Yes No

This Policy was adopted by

**Yorkshire Collaborative Academy Trust
on 10/10/2017**

Chair of Trustees: Mr Ian Moore	
Signature:	
Frequency of review:	1 year
To be reviewed by:	SILG
Date of next review:	Feb 2020

REVIEW RECORD

Date of review	Reason for review	Date of next review
Oct 18	As part of review cycle	Oct 19

Name :	Jan Linsley	Signature:	<i>J Linsley</i>
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on behalf of YCAT Full Board

Date of review	Reason for review	Date of next review
September 19	As part of review cycle	Sept 20

Name :	Jan Linsley	Signature:	<i>J Linsley</i>
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on behalf of YCAT Full Board

The government is reforming the system for supporting children and young people with special educational needs or disability (SEND) in England. Changes have been made to SEND Code of Practice (2001) and as of September 2014 the new Code of Practice came into force.

Further details about these reforms and about the SEND Code of Practice can be found on the Department of Education's website: www.education.gov.uk/schools/pupilsupport/sen

One significant change arising from the reforms is that Statements of Special Educational Needs or Disability, for those children with the most complex needs have now been replaced with a new Educational, Health and Care plan (EHCP).

Abbreviations used

CoP	Code of Practice
EP	Educational Psychologist
EMS	Enhanced Mainstream School?
PS	Prevention service
SEND	Special Educational Needs and/or Disabilities
SENCo	Special Educational Needs Coordinator
TA	Teaching Assistant
IES	Inclusive Education Service
HS	Health Service
IEP's	Individual Education Plans

YCAT's aims and vision statement

Our multi-academy trust is a partnership of primary schools that believe that through working and learning together we will make even more difference to our children's lives.

Striving to better meet our children's needs is our fundamental goal.

Our strong working partnership will help us to more consistently meet all of our pupils' learning needs.

Collaborative learning is at the heart of our practice as this is the most effective way to raise achievement and foster life-long learning for children and staff.

We believe in evidence based learning that focuses on ensuring teaching has impact on raising pupils' outcomes.

The partnership is built on professional integrity and honesty with all staff continually striving to improve their practice to achieve the best for all children.

We are committed to the following values:

1. To care for children, adults and fully promote the safeguarding and welfare of children. It is vital that all who work with YCAT follow the guidance
2. "Keeping Children Safe in Education." [Click here to read](#).
3. To ensure equality of access for pupils and staff across our schools.
4. To encourage self-improving and reflective staff who share best practice to improve provision for all of our children.
5. To challenge and support each other to continue to improve our provision.

We work together striving for the following outcomes:

Children will:

- Be enthusiastic learners who are willing to make mistakes and know how to improve and are confident to take risks in their learning.
- Feel happy, confident, safe and secure.
- Be independent, respectful, showing tolerance and consideration to others and have an appreciation and understanding of British values.
- Have high expectations and aspirations to achieve well.
- Have robust and resilient attitudes to learning both independently and collaboratively with a commitment to life-long learning.
- Be proud of and support their local school and community

Objectives of the policy

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 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
- Local governors should have access to information which will allow them to monitor and evaluate the effectiveness of the SEND policy

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)

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

Procedures

The Headteacher has the overall responsibility for the provision and progress of learners with SEND. Responsibility for coordination of Inclusion and SEN provision is as follows:

The **Head Teacher** has responsibility for the day to day management of all aspects of the school's work, including provision for the children with SEND. The Head Teacher will oversee provision and discuss current issues. In the Head Teacher's report to Local governors, SEND issues will be raised, providing opportunities for discussion.

The school **SENCo** is responsible for the day to day coordination and implementation of the SEND policy. The SENCo will be supported by:

- All teaching staff who carry the SENCo role in their own class
- TAs who work with pupils either 1:1 or in small groups
- Outside Agencies and Professionals

The Local **Governing Body and the SEN Governor** in co-operation with the Head Teacher determines the school's general policy and approach to provision for all the children and maintains a general overview of the school's work. The SEN governor has a remit to be a critical friend to the school.

Responsible staff in each YCAT School are as follows:

School	Headteacher	SENCO	SEN Governor
Askwith	Elaine Nayler	Lisa Longford	Helen Barker
Bilton Grange	Judith Ratcliffe	Jack Guyan	Ian Moore
Hawes	Hanna Vasey	Jo Robinson	Jan Linsley
Leyburn	Sarah Beveridge	Corie Dales	Matt Dilworth
Lothersdale	Jo Robinson	Jo Robinson	Eddie Cullen

Whole school approaches:

- All staff will contribute to the completion of whole school provision maps, IEP's and inclusion passports to ensure that strategies are implemented to ensure quality first teaching for all
- Regular communication takes place between class teachers, TAs, 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 and teacher-in-charge to 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 students have individualised targets and provision
- Provision maps will be 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 reflected throughout school self-evaluation
- 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 to inform the school offer. This is published on the school website as part of the governors' SEND information report.

Individualised approaches:

- Additional interventions will be implemented as necessary and these interventions will be monitored and evaluated by the SENCo in liaison with the class teacher and TAs
- Additional help will be sought appropriately from EPs, EMS, Inclusion Education Service etc.
- Some pupils will have Individual Education Plans (IEPs), Inclusion passports, individualised provision maps, behaviour plans, communication passports, risk assessments or health care plans, some pupils may be allocated a key worker.
- Person-centred reviews will be held regularly with families, considering acceptable meeting times. The parents and pupil will be respectfully listened to and their views will inform personalised learning pathways.
- TAs 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 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

SEND Support

Where it is determined that a pupil does have a Special Educational Need or Disability, parents will be formally advised of this and the decision will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided can be described as a 4 part process:

- a) Assess
- b) Plan
- c) Do
- d) Review

This is an ongoing cycle to enable provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services, will also be considered. Any parental concerns will be noted, taken seriously and compared with the school's information and assessment data on how the pupil is progressing.

This process will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developed and appropriate. Where external staff are already involved with a pupil, their work will provide a supplementary view. Where they are not involved they may be contacted by school, if this is deemed appropriate, following discussion and agreement with parents.

Plan

Planning will involve consultation between the teacher, the SENCo and parents to agree the adjustments, interventions and support that are required. Parental involvement may be sought, to reinforce or assist with progress at home.

All those working with the pupil, including support staff will be informed of their individual needs and the support that is being provided. This will include teaching strategies and approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the pupil on a day-to-day basis. They will retain responsibility even when the interventions may involve group or one to one teaching away from the main class environment. They will work closely with the teaching assistants and plan and assess the impact of support and interventions held away from the classroom setting.

The class teacher continues to further assess the pupil's strengths and weaknesses and the SENCo will be on hand to provide effective support and advice on an ongoing basis.

Review

Reviews of the child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments in consultation with the parents and the pupil.

Monitoring and evaluating performance

Monitoring and evaluating the progress of pupils with SEN is an integral part of our whole school system to monitor and evaluate achievement, teaching, behaviour and leadership and management. However, to ensure good life outcomes for this vulnerable group, additional, focused monitoring takes place. This includes:

- Monitoring and evaluating of interventions, including their value for money
- Analysis of data examining the progress of different vulnerable groups
- Learning walks and pupil interviews to evaluate the effectiveness of the strategies listed on provision maps, the communication environment and how this is accessed by pupils.
- Annual financial returns
- Completion of statutory functions by the SENCo related to referral for statement/ education health care plans, termly meetings and annual reviews.
- Work scrutiny with selected pupil groups
- Focused monitoring by the SENCo, LA adviser, SEN governor
- Detailed discussions with families and pupils
- Progress through a variety of transitions
- Attendance and exclusions analysis
- Feedback from support agencies and Ofsted
- Local authority analysis of information and data about the school

The local governing body evaluate the work of the school by:

- Appointing an SEN governor who is a champion for pupils with SEND
- Monitoring data with respect to vulnerable groups
- Challenging the school leadership through informed questioning
- Undertaking learning walks in school with a focus on SEND
- Meeting with parents 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

Specialist SEN provision

Access to the Curriculum, information and associated services

All pupils in YCAT have access to a broad and balanced inclusive curriculum to ensure best progress for all our pupils. The Head Teacher and Senior Leadership Team ensure that the curriculum allows for inclusivity, including learning outside the classroom.

SEND Policy

Every effort is made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible the SENCo will consult with the child's parents for other flexible arrangements to be made.

Regular training and learning opportunities for all staff on the subject of SEND and SEND teaching are provided in and out of school. .

The School SENCo, attends regular SENCo Network meetings to ensure up to date awareness across all areas of SEND.