Inspire ● Enrich ● Enjoy ● Succeed

Special Educational Needs and Disability Policy

Approved by Governing Body: September 2026

Review date: September 2027

Compassion ● Forgiveness ● Hope ● Justice ● Respect ● Honesty ● Love

'Let your light shine before others, that they may see your good deeds and glorify your Father in Heaven.' Matthew 5:16

SENDCo:	Mrs Jane Wood
Date of SEND Qualification:	Working towards NPQSEN (Best Practice)
The SENDCo is a member of the Senior Leadership Team.	
SEND Governor:	Mrs Jennie Holt

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*
- *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*
- *School's Safeguarding Policy*
- *Current teachers' standards*
- *Current teaching assistant standards*
- *School's Accessibility Plan*

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School Ethos

At The Federation of Snape Community and Thornton Watlass CE Primary Schools, we believe that all children and young people are entitled to an education that enables them to make maximum progress, so they achieve their best. *Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives.* (Foreword of CoP)

Objectives and aims.

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. We use **'must'** when referring to a statutory requirement.

All items in italics are taken directly from the SEND 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 SENDCo
• 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 SEN and disability. 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.

The SEND policy promotes a graduated and inclusive approach through both universal and targeted provision. Universal provision ensures that all pupils benefit from high-quality teaching, adaptive practice, inclusive classroom environments, and access to a broad and balanced curriculum that meets diverse

learning needs. Where pupils require additional support, targeted provision is implemented through evidence-based interventions, personalised strategies, and specialist input designed to address identified barriers to learning and participation. This approach reflects the DfE's vision of providing the right support, in the right place, at the right time, enabling early identification, effective intervention, and improved outcomes while ensuring that children and young people with SEND are fully included in school life and supported to achieve their potential.

How Do Teachers Identify Pupils with SEND?
See Flowchart for teachers.

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.

1. Any child who gives concern whether it be due to a lack of academic progress, development or social need, this should be noted and dated on the child's records. This is referred to as a 'short note' in the SEND CoP. It is imperative that this initial concern is logged and dated by the class teacher. We use the Support Log section on Scholar Pack to keep a chronological log of support and involvement for our children, including related medical appointments and conversations with parents/carers. In addition, we use a 'chronology of support and involvement' log (blank copies are stored in the SEND section of Collaboration SharePoint). This document is stored securely in individual files in Collaboration SharePoint and, as it is a working document, an up-to-date copy is uploaded securely into individual records on Arbor annually. Inform Mrs Jane Wood, SENDCo, of your logged concern within 2 working days. (If there is a child protection issue then the school's safeguarding procedures MUST be followed.) The SENDCo will monitor the Support Log and Chronology of Support and Involvement documents monthly.

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

4. The class teacher will discuss the concerns <u>informally</u> with the parent and gather information about what the possible barrier to learning is. Our SENDCo 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).

5. 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 SENDCo, 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 SENDCo may approach others such as Early Help as per the guidance in North Yorkshire Council's (NYC) Inclusive Mainstream Toolkit. 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, 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. 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 SENDCo. 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 SEND Hub manager to clarify our decision. This will be undertaken by the SENDCo.

- Our SENDCo will maintain a list of pupils who have been identified as having SEND on our SEND list. All teachers can access this list to see the records for the pupils they teach. This is stored securely on SharePoint. Anyone accessing this list 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 via Arbor. It is the responsibility of the class teacher to look regularly at the content for their pupils for any updates. All information such as Individual Support Plans, communications, reports, EHCPs, annual reviews etc. are available via Arbor. This must be kept up to date in line with our policy. Teachers are required to upload any information and plans to the correct pupil file within 5 working days of them being received or written. All digital records must be stored securely with access restricted to authorised personnel only. Staff must follow the school's data protection policy when handling pupil information.

There are 4 broad areas of need:

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

If you would like further clarification of these areas of need, then consult the SEND CoP 6.28- 6.35 or discuss with our SENDCo. To assist us, NYC has banding descriptors for each area of need. Element 3 Banding Resource Allocation System

Special Educational Provision

High-quality inclusive teaching is the first response to meeting the needs of pupils with SEND. Universal provision, adaptive teaching, and reasonable adjustments form the foundation of our graduated approach. Targeted and specialist provision is implemented where additional support is required.

Once the CYP has been identified as having SEND 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 SEND, and that additional and different provision is being provided for their child. Parents will be signposted to NYC 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 SENDCo 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 SENDCo if required. We use the SEND Support Plan template. 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 provision 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 SENDCo. The additional adult support is someone who must be suitably trained to undertake the intervention.

The autumn plans will be written before the October half term holiday; the spring and summer plans will be written within the first two weeks of each term. The plans will be uploaded onto Arbor and into each individual pupils SEND file (SharePoint) within 5 working days of the meeting and a copy given to the parent. The date of the next meeting will be put into the school diary. The SENDCo will monitor the quality 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 to plan and assess the impact of any adjustments support or interventions. The SENDCo 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 SENDCo 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.

Monitoring Progress and Attainment of Pupils with SEND

The SENDCo 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's Inclusive Mainstream Toolkit

Our school actively uses the North Yorkshire's Inclusive Mainstream Toolkit (Inclusive Mainstream Toolkit | NYES Info) 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. A formal diagnosis is not required for reasonable adjustments to be implemented; support will be provided whenever a pupil's needs indicate that adjustments are necessary.

The Inclusive Mainstream Toolkit supports staff in delivering high-quality teaching and targeted support through clear descriptors across the four broad areas of need. The SENDCo ensures that the framework is embedded in classroom practice by supporting staff to use it when planning interventions, adapting teaching strategies, and reviewing individual 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 the class teacher in consultation with the SENDCo 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 SENDCo, 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. 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 SENDCo will support the class teacher.

Admissions (also see Admissions Policy)

Applications to the school are made through the local authority admissions. If you are thinking of sending your child to the Federation of STW and would like more information you can contact Mrs Jane Wood at the federation. Neither a child's ability, learning need or disability feature in the admission process unless the child has an Education Health and Care Plan, and the school has been named on the plan. If your child has special educational needs you may wish to contact Mrs Jane Wood, SENDCo to discuss how the school could meet your child's needs.

Education Health and Care Plans (EHCP)

Where a child is in 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 school progress reviews, and the graduated response will remain in place. In addition, there will be a statutory annual review held each year. This **must** be before the date of the anniversary of the first final EHCP being issued. A statutory review should also be called should there be any significant changes outside of this review period. The SENDCo or member of our senior leadership team will chair the meeting and complete the required paperwork with submission to the LA within 14 calendar days. For further details about this process and who is invited, please discuss this with the SENDCo.

Confidentiality

Staff may have access to personal data about pupils and their families which must be always kept confidential 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.

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 disproportionally 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.

Exclusion and suspension decisions will not be based on behaviours that are a direct consequence of a pupil's special educational needs or disability (SEND). The school is committed to identifying and addressing the underlying needs that may contribute to behaviour difficulties and will ensure that appropriate support, reasonable adjustments, and interventions are considered and implemented before exclusion is contemplated. Where behavioural concerns arise, the school will take account of its duties under the Equality Act 2010 and will carefully consider whether a pupil's SEND has contributed to the incident. Exclusion or suspension will only be considered as a last resort, following a thorough assessment of the circumstances and after all reasonable steps have been taken to support the pupil and remove barriers to their successful inclusion in school.

Accessibility Statutory Responsibilities

The SEND 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.

Funding and Resource Allocation

The school receives delegated funding to meet the needs of pupils with SEND. Resources are allocated in accordance with identified needs and provision required. The school publishes an annual SEND Strategy which outlines how Inclusion Mainstream Funding (IMF) and SEND resources are used to improve outcomes, remove barriers to learning and strengthen inclusive practice. The impact of expenditure is monitored through pupil progress data, attendance, engagement, SEND Support Plan reviews, quality assurance activities, and governor scrutiny.

Roles and Responsibilities

Our school leaders and teaching staff, including the SENDCo, will analyse data to identify any patterns in the identification of SEND, within the school and in comparison, with local and national data. We will then use this information to reflect on and improve the quality of education. The SENDCo will use the data dashboards to compare our school with local and national data annually and report to our senior leadership team. (The January census is used, and the data is supplied by NYC at the end of the summer term or early autumn term each year).

Role of the Governors

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 (SENDCo) 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. If our SENDCo 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 SENDCo.

- *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 SEND can be used to build the quality of whole-school provision as part of their approach to school improvement.*

- *6.97 They should consider their strategic approach to meeting SEND 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 SEND Governor is appointed to work directly with the SENDCo and other members of the senior leadership team and report to the governing body about matters related to SEND.

*The Governors **must** publish at least annually a **SEND Information report.***

*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 SEND. 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 SEND. 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 SEND Governor

Our SEND Governor will:

- be familiar with the SEND Code of Practice 2015 particularly Chapter 6
- be a critical friend to our SENDCo 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 disproportionally 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 SEND 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

Role of the Headteacher

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

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 along with other members of our senior leadership team and SENDCo will 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 SEND has is aware of their needs and have arrangements in place to meet them.

Role of the SENDCo

A qualified SENDCo is empowered, through their leadership status within the school to lead whole-school improvement for pupils with SEND.

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

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

6.89 The SENDCo provides professional guidance to colleagues and will work closely with staff, parents, and other agencies. The SENDCo 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 SEND receive appropriate support and high-quality teaching.

6.90 The key responsibilities of the SENDCo will *include:*

• overseeing the day-to-day operation of the school's SEND policy

• co-ordinating provision for children with SEND

• liaising with the relevant Designated Teacher where a looked after pupil has SEND

• advising on the graduated approach to providing SEND 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 SEND

• 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 SEND up to date

Our school will ensure that the SENDCo has sufficient time and resources to carry out these functions. We will provide our SENDCo 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.

The monitoring of SEND provision in our school is an essential role of our SENDCo, 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 scrutiny
- attendance at pupil progress meetings
- CYP questionnaires/discussions: after interventions, about support/provision in class and homework
- Staff voice
- 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
- SEND CPD is tracked and evaluated
- The SENDCo closely monitors engagement and access to cultural capital experiences, trips and extracurricular activities through pupil voice, attendance records, and staff feedback
- termly meeting with our SEND Governor

Role of class teachers

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 teachers is to:

- support the SENDCo and our senior leadership team to implement this policy and have due regard to the SEND CoP
- support and engage with the SENDCo in regard to the SEND monitoring role
- identify pupils with SEND
- write effective individual 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.
- Develop and implement an adapted curriculum that removes barriers to learning. 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 with SEND on a daily basis
- keep abreast of SEND initiatives and CPD
- ensure QFT meets the needs of all learners and their starting points

Role of all support staff (including MSAs and Admin Staff)

The role of the support staff is to:

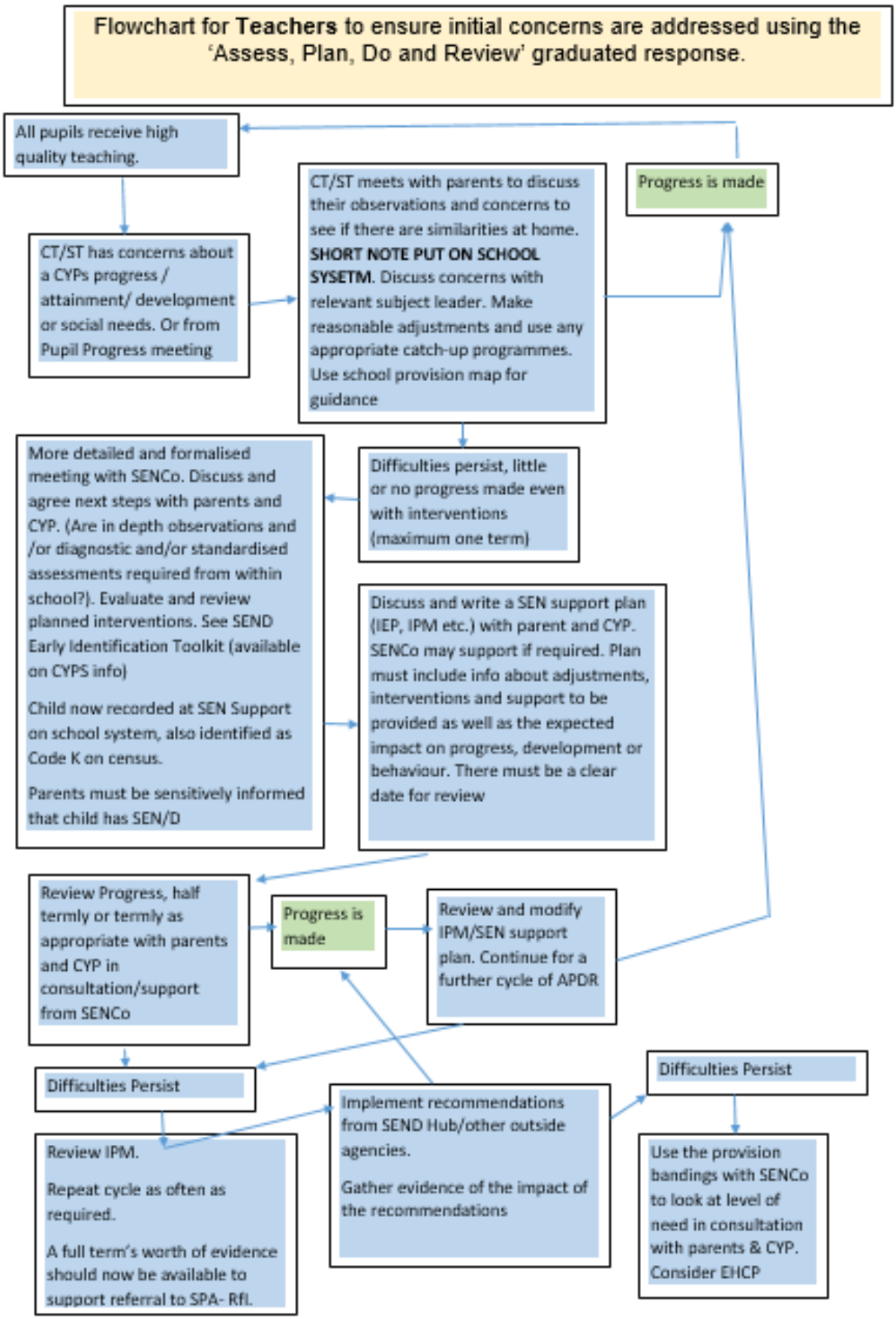
- ensure CYP become independent, resilient learners
- promote self-esteem and social inclusion
- develop their knowledge of the curriculum
- work collaboratively with class teachers to overcome any barriers to learning

- 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)

The level of involvement of TAs, i.e. if they are providing one to one SEND support, responsible for delivering interventions or providing in-class support, determines whether they liaise with parents/ carers, are expected to report observations and/ or on impact of interventions. Regardless of this, information should be treated as confidential and shared on a need to know basis.

Complaints Process

Parents who have concerns regarding SEND provision should initially discuss these with the class teacher or SENDCo. If concerns remain unresolved, they may be addressed through the school's complaints procedure, which is available on the school website.


Flowchart for Teachers to ensure initial concerns are addressed using the 'Assess, Plan, Do and Review' graduated response.
All pupils receive high quality teaching.
CT/ST has concerns about a CYPs progress / attainment/ development or social needs. Or from Pupil Progress meeting
CT/ST meets with parents to discuss their observations and concerns to see if there are similarities at home. SHORT NOTE PUT ON SCHOOL SYSETM. Discuss concerns with relevant subject leader. Make reasonable adjustments and use any appropriate catch-up programmes. Use school provision map for guidance
Progress is made
Difficulties persist, little or no progress made even with interventions (maximum one term)
More detailed and formalised meeting with SENCo. Discuss and agree next steps with parents and CYP. (Are in depth observations and /or diagnostic and/or standardised assessments required from within school?). Evaluate and review planned interventions. See SEND Early Identification Toolkit (available on CYPS info)
Child now recorded at SEN Support on school system, also identified as Code K on census.
Parents must be sensitively informed that child has SEN/D
Discuss and write a SEN support plan (IEP, IPM etc.) with parent and CYP. SENCo may support if required. Plan must include info about adjustments, interventions and support to be provided as well as the expected impact on progress, development or behaviour. There must be a clear date for review
Review Progress, half termly or termly as appropriate with parents and CYP in consultation/support from SENCo
Progress is made
Review and modify IPM/SEN support plan. Continue for a further cycle of APDR
Difficulties Persist
Review IPM.
Repeat cycle as often as required.
A full term's worth of evidence should now be available to support referral to SPA- RfI.
Implement recommendations from SEND Hub/other outside agencies.
Gather evidence of the impact of the recommendations
Difficulties Persist
Use the provision bandings with SENCo to look at level of need in consultation with parents & CYP. Consider EHCP

SEND 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 SEND 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 SEND 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 SEND support plans etc.

My Support Plan

Name	Class and Year Group	Area of Need	Status Code						Plan Number	Plan Date	Review Date
			PP	CIN	CP	LAC	Early Help	Armed Forces			

Attendance	Current Assessment Data	Other Key Information	Cultural Capital Experiences

My Strengths and interests	Strategies/ resources to Support Me

What I find difficult is..	How you can help me (provision, interventions):

My Targets				
		Targets (Rag rate when reviewed, school to determine criteria)	Comment	Next step
Autumn 1				
Autumn 2				
Spring 1				
Spring 2				
Summer 1				
Sum				

OFFICIAL - SENSITIVE

Views of Child/Young Person	Views of Parent/Carer
Signed: **Date:**	**Signed:** **Date:**

OFFICIAL - SENSITIVE

My Target Mat

Name	Term	Class/Year Group

My Targets	Provision

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