

Ebor Academy Filey SEND Policy

School Specific Guidance – Ebor Academy Filey

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1. Aims

Our SEND policy is underpinned by our school's vision and values:

Vision

Ebor Academy Filey will be at the vibrant heart of the Filey community and the school of choice for families in Filey and the surrounding area. Our school will grow as our reputation grows and families will be happy to entrust us with their children's education; they will be proud to call themselves parents of Ebor Academy Filey students.

Ebor Academy Filey will be a truly exceptional school, which consciously and constantly strives to provide the highest quality education for all of its learners. Students will be happy, enjoy their learning and know that their time at our school will equip them for whatever lies ahead. They will be confident, independent learners, well prepared for the next phase of their lives.

We will provide all our learners with an exciting, coherent and inspirational curriculum taught by truly talented, professional and hardworking staff. Students will be educated within a culture that is aspirational and inclusive, and where the individual and diverse talents of all our students are nurtured and celebrated.

Ebor Academy Filey will have the highest expectations of itself and of all our students. We will insist that every member of our school community works as hard as he or she can, without exception.

Ebor Academy, Filey staff will work in a school characterised by a high level of collegiality. We will recruit, develop and retain the best practitioners who never cease in their desire to further refine their craft. Professional dialogue will be commonplace and our teaching will be informed by our own best practices, underpinned by the most robust research.

Values

- Kindness
- Respect
- Integrity
- Teamwork

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils students with Special Educational Needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils students with SEND

Vision for SEND

- To give students the experience of Ebor Academy Filey as a caring, supportive community where life is enjoyable and challenging and where their needs and views really do matter.
- To develop students' self-esteem through genuine academic achievement. To focus on outcomes for our students.
- To enable all students to achieve their full potential in all areas of their development and to make additional provision necessary for those who are in any way disadvantaged.
- To include all students in the activities of Ebor Academy Filey as far as possible and enable them to access a broad and balanced curriculum.
- To ensure that students have equal opportunities without bullying or prejudice.
- To ensure that parent, teacher and student work together as partners in the educational and social & emotional development of pupils with SEND.

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 students with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND Co-ordinators (SENDCOs) and the SEND information report

3. Definitions

A student has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them, or a Social, Emotional or Mental Health difficulty.

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 SENDCO

The SENDCO is Kate Charters supported by HLTA (Higher level Teaching Assistant) Hannah Robson h.robson@fi.coastandvale.academy

They will:

- Work with the head teacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC (Education and Health Care) plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all-students with SEND up to date

4.2 The SEND governor

The SEND governor will: Do we need to add in the name and contact of the SEND Governor here?

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the head teacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND

4.4 Class teachers

Each class teacher, in the first instance, is responsible for:

- The progress and development of every student in their class
- The wellbeing of every student in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each student's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides mainstream education for a range of needs, including:

- Communication and Interaction, for example, Autistic Spectrum Condition Asperger's Syndrome and speech and language difficulties
- Cognition and Learning, for example, dyslexia, dyspraxia,
- Social, Emotional and Mental Health difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate Learning Difficulties (MLD)

5.2 Identifying pupils with SEND and assessing their needs

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the student's previous rate of progress
- Fails to close the attainment gap between the student and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

Before deciding on what Special Educational provision is required for students with SEND, Ebor Academy Filey will work from desired outcomes, including expected progress and attainment, along with social and emotional needs where appropriate. This will be agreed upon following consideration of both student and parent or carer views and aspirations. This will then be used to implement the appropriate support linked to our core offer with reasonable adjustments and further support or intervention as required.

5.3 Consulting and involving pupils and parents

Following an identification of need, we will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops an effective understanding of the- student's areas of strength and difficulty

- We take into account the parents' concerns
- We take into account the views and aspirations of the student
- Everyone understands the agreed outcomes sought for the student
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the student's record and onto Progresso for parents/ carers.

We will formally notify parents when it is decided that a student will receive SEND support.

5.4 Assessing and reviewing student's progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The subject teachers will work with the SENDCO to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The student's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

5.5 Supporting students moving between phases and preparing for adulthood

Y11 to Post 16 provision

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this.

Where students have a high level need, transition to Post 16 will start to be discussed in Year 9 as part of EHCP Annual Review Meetings with appropriate professionals as required. Initial meetings and visits can start to take place into Year 10

Students with EHCPs (Education, Health and Care Plans) will have support from a specialist Careers Advisor from Y9 through to Y11.

Transition to post 16 will be planned for in the Autumn Term of Y11 with specialist places requested as appropriate to meet the needs of the student.

Induction sessions are planned in collaboration with students, parents, post 16 settings and personalized to meet the needs of the student.

Y6 into Y7

A transition programme is put in place to support vulnerable students in Y6 who are joining in Y7 to enable them to have a steady transition into school and be confident for the September transition. This could include but is not limited to:

- SENDCO visit to meet and observe the student in their primary setting
- Initial introductory visit to Ebor Academy Filey for a short period for a tour, meet and greet etc.
- SENDCO attending EHCP Annual reviews at the primary setting in Year 6
- Regular liaison between feeder school and SENDCO and Y6 Transition Team at Ebor Academy Filey

- Taster days at Ebor Academy Filey – where this is felt to be necessary, this could take the form of a number of visits to include mornings, afternoons, lunchtimes and full days

In the event of unforeseen circumstances where usual transition could not take place (for instance covid 19) face to face transition would not be possible and alternative, virtual transition would be carried out to include:

- Phone calls and virtual meetings with parents
- Phone calls and virtual meetings with feeder primaries
- Creation of induction videos to share with Y6 students
- Creation of 'online form groups' for introductions, induction, school information, quizzes and interaction prior to starting school

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class, along with the wellbeing of those students.

High quality teaching is our first step in responding to students who have SEND. This will be differentiated for individual pupils.

The SENDCO will plan, devise and circulate an SEND Support Timetable to the appropriate staff to allocate Teaching Assistant support appropriately to lessons where this is needed. This will be based on the needs of the students. Support is not automatically given to students with EHCPs and SEND; support is allocated so as to be most effective and to also aid with transition and fostering independence. In-class support may alter over time in line with the changing needs of our SEND students. This will follow the Assess, Plan, Do, review model.

The SEND Department are able to provide a variety of support and interventions. This could include but is not limited to:

- Zones of Regulation
- Lego Therapy
- Open Awards (Employability and Skills for Independent Living, where appropriate)
- Small form group (Inclusion Form)
- Literacy Interventions
- Lexia
- Supported transition and reintegration timetables
- Quiet space for breaks and lunches supported by SEND staff
- Numeracy Interventions
- Communication and Interaction group

5.7 Adaptations to the curriculum and learning environment

We can make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all-students 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.
- Exam access arrangements in place from Y10 that reflect the ways in which students have worked since primary school or early KS3.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have teaching assistants who are trained to deliver interventions, as listed above.

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

- CAMHS
- Early Help
- Educational Psychologist
- Paediatricians
- Virtual school
- Alternative provision providers
- SEND specialist teams from the Local Authority
- Compass Buzz and Compass Reach

5.9 Expertise and training of staff

We have a team of 5 teaching assistants, including a higher level teaching assistant (HLTA) who are trained to deliver SEND provision.

Staff are trained yearly to update their knowledge and skills of teaching students with SEND to ensure a high level of quality first teaching. This is done in collaboration with the deputy head teacher who leads on CPD

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils students with SEND by:

- Reviewing student's individual progress twice a year if they have high level needs SEND.
- Reviewing the impact of interventions after 6-12 weeks
- Using student surveys
- Carrying out parent surveys throughout the year
- Staff surveys and feedback throughout the year
- SEND focused observations
- Regular phone calls to parents/carers on a rolling programme by year group throughout the year
- Learning Walks, drop ins and feedback from the SENDCO
- Using attitude to learning scores and progress data at fixed points through the year.
- Holding annual reviews for students with EHC plans
- Informal coffee mornings three times per year (unless there are unforeseen circumstances)
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5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils students, including our before-and after-school clubs.

All students are encouraged to go on our residential trips and will be supported appropriately

All students are encouraged to take part in sports day/school plays/special workshops, etc.

No student is ever excluded from taking part in these activities because of SEND

5.13 Support for improving emotional and social development

We provide support for students to improve their emotional and social development in the following ways:

- Students with SEND are encouraged to be part of the school council
- Students with SEND are also encouraged to attend homework club so that they can access support for this before they go home therefore reducing anxiety at home and in school.
- Students are supported at lunch and break times by having a quiet place to eat their lunch with the support of adults as appropriate.

- We offer an inclusion form group to a small number of students to enable them to have a positive and calm start to the day.
- We have a zero tolerance approach to bullying.

5.14 Working with other agencies

We are committed to working closely with other agencies and parents/ carers using the Assess, Plan, Do, Review approach.

5.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the Head teacher-or SENDCO in the first instance. They will then be referred to the school's complaints policy.

Should a complaint remain unresolved, despite the intervention and best efforts of Ebor Academy Filey, parents are able to pursue it through the LA's complaints procedure, details of which are available from the designated ARO, (Assessment and Reviewing Officer), Ebor Academy Filey at North Yorkshire Local Authority.

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

5.16 Contact details of support services for parents of pupils with SEND

We operate an open door policy and we encourage parents/ carers to come and speak to us whenever they would like to. If parents/ carers would like impartial advice and support SENDIASS is available to all parents/ carers:

<https://www.northyorks.gov.uk/send-information-advice-and-support-service>

info@sendiassnorthyorks.org

<tel:01609536923>

5.17 Contact details for raising concerns

Miss Charters: SENDCO k.charters@fi.coastandvale.academy

Ms Britton: Interim Head teacher: C/O Personal Assistant to SLT Linda Hinchliffe
L.Hinchliffe@fi.coastandvale.academy

5.18 The local authority local offer

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

6. Monitoring arrangements

This policy and information report will be reviewed by Kate Charters **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. 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