

School Policy

Filey School SEND Policy

Approver: LGC
Review Cycle: Annual

Revision History			
Date	Version	Short Description of Changes	Approved by:
May 2023	1.0	Policy draft	LGC

Filey School SEND Policy

This policy sits alongside the Coast and Vale Trust Policy. In the event of any conflicts, the Trust Policy will take precedence and the school policy should be read alongside the Trust policy.

24.4.23

Name of SENDCo: Kate Charters

KEY Staff:

Michelle Britton (Headteacher)

Amanda Pickering (Designated Safeguarding Lead)

Jodie Emmerson (Deputy Designated Safeguarding Lead and Senior Pastoral Leader)

Abbreviations Used:

SEND- Special Educational Needs and Disabilities

SENDCo- Special Educational Needs and Disabilities Co-ordinator

CoP- Code of Practice 2015

LA- Local Authority

IPM- Individual Provision Map

EHCAR- Education, Health and Care Assessment Request

EHCP- Education, Health and Care Plan

This policy sets out the procedures for Special Educational Needs and Disabilities (SEND) at Filey School.

To see it in practice - see the School's SEND information Report (<https://www.filey.coastandvale.academy/our-school/send/>)

1 Coast and Vale SEND vision

- 1.1 Coast and Vale Learning Trust's (the Trust's) vision is for our schools to be places 'where learners and staff thrive'. The Trust expects high outcomes and progress for all learners whether they have Special Educational Needs or not. The Trust's Strategic Objectives include providing a "broad range of educational

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experiences for all youngsters” and learners with SEND have equal entitlement to this.

- 1.2 We believe that every learner is an individual with unique needs who should all have the same opportunities as their peers. We also believe that every teacher is a teacher of SEND.
- 1.3 Provision for learners with special educational needs is a matter for each school as a whole. In each school in addition to the Local Governing Committee, the Headteacher and the SENDCo, all other members of staff, both teaching and support staff, have very important day-to-day responsibilities to ensure inclusion for all.
- 1.4 Our aim is to raise aspirations, expectations and progress leading to achievement for all learners with SEND.

2 School visions & values/ethos

- 2.1 Filey School's vision is for every child with SEND to achieve at school, to make a successful transition to adulthood, and to acquire the skills and knowledge needed to lead happy and fulfilling lives.
- 2.2 At Filey School every member of staff is responsible for meeting the needs of our learners with SEND, and we believe that this is crucial to ensure that every student with SEND is known as an individual. We recognise that our learners have many interactions throughout their school lives with many different members of staff, and all play a part in recognising a student's strengths and supporting them to achieve.

3 Legislation

- 3.1 This policy complies with the statutory requirements laid out in the SEND Code of Practice (January 2015) and has been written with reference to the following guidance and documents:
 - National SEND Code of Practice (which takes account of the SEND provisions of the Equality Act 2010) September 2014 (updated April 2020);
 - Ofsted Education Inspection Framework July 2022.
 - Early Years Foundation Stage (EYFS) statutory framework 2021
 - Working Together to Safeguard Children 2020.
 - KCSIE 2022
 - Equality Act 2010;
 - Education Bill 2011;
 - Children and Families Act 2014;

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- Supporting learners with medical conditions at school 2017.
- Education for children with health needs who cannot attend school 2013.
- North Yorkshire Local Offer
- Education & learning settings own documents & policies e.g:
 - Supporting pupils with medical conditions policy
 - Accessibility policy & plan
 - Behaviour policy
 - Safeguarding policy
 - Trust Admissions policy
 - EAL policy (no)
 - Trust Data Protection policies
 - Anti-bullying policy
 - Mental health & wellbeing policy

4 Key Definitions

- **The Trust:** All Schools within the Coast and Vale Learning Trust, as well as the Central Team.
- **SEND:** A learner has special educational needs if:
 - They have a learning difficulty, or disability that require additional support, that is, different from or additional to learners of the same age. A learner has learning difficulties if:
 - They have significantly greater difficulty in learning than most others of the same age.
 - Disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream schools or mainstream post-16 institutions.
 - Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.
 - Many children and young people who have SEN may have a disability under the Equality Act 2010. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions

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do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.

- The SEND Code of Practice 2020 identifies four broad areas of need:
- **Communication and interaction (C&I):** This includes children who have speech and language difficulties and also those identified as having an Autistic Spectrum Disorder (ASD).
- **Cognition and learning (C&L):** This includes moderate and severe learning difficulties, when a child or young person learns at a slower pace than their peers in all areas of the curriculum. It also includes specific learning difficulties (SpLD) which may affect a more specific skill or area of the curriculum such as Dyslexia, Dyscalculia or Dyspraxia.
- **Social, emotional and mental health difficulties (SEMH):** This can manifest themselves in many different ways, for example a child or young person may become withdrawn or they may display very challenging and disruptive behaviour.
- **Sensory and/or physical needs:** This includes, among other things: Visual Impairment (VI); Hearing Impairment (HI) or a Multi-Sensory Impairment (MSI).
- **Education and Health Care Plan (EHCP)** outlines any special education needs a learner has, and the provision a local authority must put in place to help them. These were introduced in 2014 and gradually replaced Statements of SEN. Most children and young people should have transitioned from a statement to an EHCP.
- **Reasonable adjustments:** The duty to make reasonable adjustments for learners with SEND is anticipatory. It requires thought in advance to what disabled children and young people might require and what adjustments might need to be made to prevent disadvantage and include the provision of auxiliary aids and services.
- The Local Offer: the directory published by the Local Authority which includes the education, health and social care services provided for children, young people and families who have SEN or disabilities accessible to learners at the school. <https://www.northyorks.gov.uk/send-local-offer>
- Learners will not be regarded as having learning difficulties solely because their language, or form of home language, is different from that in which they are taught.

5 Identification of need

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- 5.1 A child is defined as having Special Educational Needs (SEN) if they have a learning difficulty which calls for additional or different provision to be made, or that they find it harder to learn than children of the same age.
- 5.2 Filey school recognises that there are multiple ways a child's need can manifest and can be recognised as SEN, as per the above definition, and therefore have various channels through which a need may be identified.
- 5.3 Filey school's SENDCo works closely with feeder primary schools to identify students who have, or may have, additional needs. Pupil profiles are used to ensure that these students receive extra support with transition and that they are known as individual, with their own strengths and difficulties, when they transition up to Filey school from primary school. Children with existing identified needs are transferred to Filey School's SEND register.
- 5.4 Parents/carers who are concerned about changes in behaviour or learning that may indicate a Special Education Need, as defined above, are encouraged to contact the SENDCO, via reception or via email at k.charters@fi.coastandvale.academy.
- 5.5 Teachers and other members of staff have access to a referral form, where they can pass concerns and information on to the SENDCo regarding students who may have an unidentified need.
- 5.6 The SEND register is reviewed termly and also indicates students who are on a 'monitoring list', who may have an unidentified need, which prompts teachers to assess whether additional or different provision is needed and complete a further referral form as necessary.
- 5.7 Filey school also recognises that not all students will transition to us in year 7. When students are admitted in-year or at a different start point, information is sought from the original school, and a meeting is held where students and parents/carers will contribute to the pupil profile, and feed into decisions on how provision will be adapted to meet the needs of the child.

6 Special Educational Provision

- 6.1 At Filey School, teaching is adapted so that SEN students are supported to overcome barriers they may face and make good or better progress. To this end, we employ the graduated approach of 'assess, plan, do and review' in our lessons. Teachers hold evidence of how they have used the graduated approach to plan and adapt lessons and this information also feeds into detailed pupil profiles, which are shared with teaching and support staff.
- 6.2 **Assess:** 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 and the individual's student's development in comparison to their peers and national data.

- 6.3 **Plan:** 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.
- 6.4 **Do:** All teachers and support staff will work with the SENDCo to identify where more support is needed for students who need additional, or different provision. Advice from external agencies will be used, if relevant, and additional interventions will be arranged as necessary. Interventions will show a clear baseline, plan, evidence of activities achieved and review, with this being included in pupil passports and shared with staff.
- 6.5 **Review:** Teachers will review their graduated approach for students with SEND regularly, detailing the impact on AtL (attitude to learning) and other outcomes at key assessment points throughout the year. In addition, pupil profiles will form the basis of termly reviews for students with SEND, where both pupils and their parents/carers will have the opportunity to contribute their views and review the provision put in place for the student.
- 6.6 For students with EHCPs, alongside their termly reviews of pupil profiles and provision (as detailed above), an annual review will be held. The SENDCo will invite all parties involved with the child's education, health or care needs to attend the meeting and will collect advice and views from all stakeholders (including class teachers) to discuss at the meeting. The SENDCo will then adapt the EHCP as necessary and send all annotations and updates, as well as the EHCP review paperwork, to all parties. Following this, the LA will issue an amended plan where necessary, allowing parents/carers to further add input before the plan is finalised.

7 Monitoring & Evaluating

- 7.1 Through regular review meetings the school will monitor the outcomes using the person-centred principles, involving the young person, parents, class teacher, teaching assistant and other professionals as appropriate. The graduated response model of assess, plan, do, review should be used (Code of Practice 6.45-6.56).
- 7.2 As part of the EHCP review process, the outcomes and provision in the EHCP will be reviewed to ensure that Filey School are meeting the provision as described. If Filey School is unable to meet any of the provision described, a clear action plan and reasons for this will be shared with parents/carers and the SEN caseworker for the LA. The level of funding attached to the EHCP will be reviewed and evidence submitted to the LA to decide whether a change in funding levels will permit Filey School to further improve or meet the provision as described in the EHCP.

8 Roles & Responsibilities

8.1 Class teacher/ keyworker

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8.1.1 Each class teacher is a teacher of SEND and is responsible for:

- The progress and development of every learner in their class through high quality teaching/ quality first teaching.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of the support and interventions and how they can be linked to classroom teaching.
- Working with the SENDCo to review each pupil's/ young person's progress and development and decide any changes to provision.
- Provide information, reports or attend review meetings based on the person-centred principles. This will inform the pupil profile.

8.1.2 In addition, keyworkers will be identified on a student's pupil profile, and they are responsible for:

- Overseeing the holistic view of the profile and organise the termly reviews. They will work closely with the SENDCo to ensure that any additions or omissions to the profile.
- Form a relationship where they are seen as a 'key adult' by the child, and will liaise with pastoral, academic, and learning support staff to remove barriers to the child's achievement and wellbeing.

8.2 Support Staff

8.2.1 Heads of year and pastoral staff will liaise closely with the SENDCo and keyworker to ensure that the behaviour policy is followed, considering the needs of the child.

8.2.2 The Attendance Officer will notify the SENDCo of any barriers that affect the attendance of students with SEND, so effective solutions can be found early, and persistent absence can be avoided. When a student is unable to attend school due to a medical reason, or reason connected to their SEND, the attendance officer will work with the SENDCo to create an action plan and hold attendance reviews as necessary. This sits alongside the attendance policy.

8.2.3 The Careers Advisor will liaise with the SENDCo to arrange effective transition for students approaching post-16 options. The SENDCo will identify to the Careers Advisor students with SEND who require extra support and liaise for extra meeting to take place as necessary. Post-16 options will be discussed at termly reviews for students with SEND so career ambitions and appropriate support is put in place early, preparing students for their post-16 options.

8.2.4 Filey School employs a learning support team, which consists of Higher Level Teaching Assistants (HLTAs), Advanced Teaching Assistants (ATAs) and Teaching Assistants (TAs). These are responsible for leading interventions, providing in-class support and extra mentoring, and are directed by the

SENDCo in providing support. They also liaise with the SENDCo and in regular review meetings will identify barriers to progress that students may have, so action plans and support can be adapted and implemented quickly.

8.3 SENDCo

8.3.1 The SENDCo is responsible for:

- Co-ordinating the day to day running of the SEND policy and provision in school.
- Consulting and liaising with staff, parents and carers, the Trust, external agencies and appropriate professionals.
- Ensuring that support is co-ordinated and targeted appropriately, and that all are informed and updated about children on the SEN register.
- Producing an annual SEND report to the Local Governing Committee which is published on the school website and is available to parents/carers following guidance from the 2014 SEN Code of Practice. This is typically done at the beginning of the academic year and should be on the school website by 31 December.
- Working with the Headteacher/SLT and SEND Governor to determine the strategic development of the SEN policy and provision in the school.
- Having day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those with EHC plans.
- Providing professional guidance to colleagues and work with staff, parents and other agencies to ensure that pupils/ young people with SEN receive appropriate support and high-quality teaching.
- Advising on the graduated approach to providing SEN support.
- Evaluate process and practice to improve outcomes.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils'/young peoples' needs effectively.
- Being the point of contact for external agencies.
- Liaising with potential next providers of education to ensure pupils/young people and their parents are informed about options and a smooth transition is planned.
- Working with the Headteacher and the Governing Board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.

- Ensuring the school keeps the records of all pupils/young people up to date.

8.4 Headteacher

8.4.1 The Headteacher will:

- Work with the SENDCo and the SEND Governor to determine the strategic development of the SEN policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or disability.

8.5 SEND Governor

8.5.1 The SEND Governor will:

- Help to raise awareness of SEN issues at Governing Board meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing body on this.
- Work with the SENDCo and the Headteacher to determine the strategic development of the SEND policy and provision in the school and to evaluate the effectiveness of procedures and impact of the interventions.

9 Outside Agencies

9.1 Outside agencies or specialist support may be sought when barriers are identified by stakeholders and current support in school is not having the impact to meet the desired outcomes for the child. Filey School recognises that students can have complex and co-existing SEN, and although Filey School will employ the graduated approach as much as possible, the needs of the child are paramount. Therefore, after completing cycles of the graduated approach, the SENDCo will then consult with stakeholders whether specialist support needs to be sought to either widen the expertise of Filey School staff, or provide support to the child which is additional to, or different from, the provision that Filey School can provide.

9.2 When a decision is made to seek additional specialist advice or support, Filey School will inform all stakeholders of the decision and process for commissioning support. There are a wide range of external agencies that Filey School can refer to, each with their own admissions or application procedures. Filey School will ensure that parents/carers are informed of the referral procedure, appropriate timelines and potential outcomes from the referral.

9.3 Filey School currently has links with many services that are provided through the LA, such as the medical education service (MES) and SENDHub services. The local offer describes further support that the LA offer, and Filey School also have links to external support for mental health services, such as Compass Phoenix and support for Young Carers. Filey School will make enquiries about other

external agencies depending on the needs of the student, and also liaise with colleagues and SENDCos across the trust to ensure that all avenues are explored when specialist support is needed.

10 Exam Access Arrangements

10.1 The Trust has an Exams Policy, which can be found on our website.

11 Transition

11.1 The SENDCo works closely with the SENDCos from Filey School's main feeder primary schools, and attends reviews for students with SEN as they approach the end of their time at primary school, to ensure that Filey School starts to form relationships with families and has the most up to date information on their needs. In addition, when primary school places are confirmed, the SENDCo will arrange to visit SENDCos at all primary schools that have students transitioning to Filey School.

11.2 Filey School has an enhanced transition programme, where students with SEN will attend extra afternoons and activities during the Summer term, as well as hosting apparent/carer afternoon/evening to coincide with these events. Filey School's ethos is that we know the student as an individual, and therefore have flexibility to arrange further transition visits as necessary, and if it is appropriate for the child.

11.3 Filey School's pupil profile will be used and completed by the student, family and primary school prior to the students starting at Filey school, allowing information and preparations to be made for the student in advance.

11.4 Filey School recognises that some students transition to us and haven't been part of the year 6/7 transition period. This may be due to transferring at another point in their school life, or a last-minute change of circumstances. In these instances, visits and meetings will be held, as well as a pupil profile complete, prior to the student beginning with us so we can ensure that provision is adapted as necessary from the very beginning of a child's journey with us.

11.5 Filey School will request the usual transfer of pupil information and their previous SEN records in accordance with our admissions policy. Safeguarding files will also be transferred as per the safeguarding policy, and Filey School's SENDCo will contact the previous school's SENDCO as necessary to gain further information. The SENDCo will review the files and add information to the pupil profile, as necessary.

12 Confidentiality & GDPR

12.1 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 student. 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 child 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 child'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 child or young person, 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 child or young person, or their parent / carer makes a disclosure regarding abuse or neglect, the member of staff should follow our school safeguarding procedures.

- 12.2 Filey School use CPOMs (Child Protection Online Monitoring and Safeguarding system) as an electronic reporting tool. Notes and meeting minutes will be taken and shared with those present at the meeting, as well as being uploaded onto CPOMS. Any contact with external agencies is also recorded on this system, as well as documentation regarding to the SEN of a child. CPOMS allows Filey School to also share information between schools at periods of transition, for example, when a child moves to us from another school which also uses CPOMS.

13 Complaints

- 13.1 The Trust has a concerns and complaints policy, which can be found on our website.

14 Contact details of support services for parents of pupils with SEND:

- 14.1 We operate an open-door policy and we encourage parents/ carers to come and speak to us whenever they would like to. We will also invite parent/carers to any events which we will host at school to further provide support and a place to meet for parents/carers of students with SEND.

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

Date policy was developed and agreed by staff and governors

Reviewed annually alongside the SEND Information Report

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