



Filey School

Filey School SEND Information Report 2023-24

Introduction

- The Governors must publish at least annually a SEN Information Report.
- According to the SEN Code of Practice section 6.79:
The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN.
The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible.
The report must contain as a minimum the 14 bullet points listed in section 6.79 of the SEND CoP and will include arrangements for supporting CYP who are looked after by the local authority and have SEN.
- Therefore, we will produce this annually and it will be uploaded onto our school website in the SEND section;
<https://www.filey.coastandvale.academy/our-school/send/>
- Filey School governing bodies and proprietors must also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.

Role of the SEN Governor

- Be familiar with the SEND Code of Practice 2015
- Understand how the responsibilities for SEND provision are shared within the school.
- Meet the SENDCO on a termly basis to gain information about the provision made for pupils with special educational needs and to monitor the implementation of the SEND policy.
- Discuss with school staff the outcomes of the school's monitoring and evaluation of the provision made for pupils with special educational needs.
- Observe at first-hand what happens in school both inside and outside the classroom to ensure that SEND pupils are actively involved in all aspects of school life.
- Take opportunities to meet and talk with parents of SEND children.
- Keep informed about developments in the area of special educational needs, nationally, locally and within the school.

The kinds of special educational needs for which provision is made at the school



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- Filey School is a mainstream school setting. We are fully committed to the provision of equal opportunity for all students, regardless of their ability or individual needs to enable them to achieve their full potential. We support students with each of the four broad areas of need: Cognition & learning, Communication & Interaction, Social, Emotional and Mental Health, Physical and/or sensory.
- Children with EHCPs are welcomed into the school and staff work closely with parents and carers to identify strategies to meet their needs.

Information, in relation school's policies for the identification and assessment of pupils with special educational needs

- We identify the needs of students as early as possible by gathering information from parents, carers, education, health and care services and any previous schools attended prior to the child's entry into Filey School.
- The academy fully supports the SEND Code of Practice (2015), The Equality Act 2010 and the definition of special educational needs taken from section 20 of the Children and Families Act (2014). This report complies with:
 - i. Section 69(2) of the Children and Families Act 2014;
 - ii. Regulation 51 and schedule 1 to the Special Educational Needs and Disability Regulations 2014;
 - iii. Section 6 of the 'Special Educational Needs and Disability Code of Practice: 0 to 25 Years' 2015.
- Throughout this Report, the reference to parents also applies to carers and those with guardianship rights. If you think your child may have special educational needs, you should contact the SENDCo, Ms Caddell or deputy SENDCo, Miss Robson.

Information about the school's policies for making provision for pupils with special educational needs, whether or not pupils have EHC plans.

- The SEND register is reviewed annually and updated continuously as new information regarding a Child or Young Person (CYP) is updated. This information is shared with all staff through the SEND Information page on SharePoint.
- Student and parent feedback is collected termly and added to the student's Pupil Profile. This forms part of their termly review by the student's identified keyworker.
- Student with an Education, Health and Care Plan (EHCP) will have a formal annual review which is a statutory requirement, and this will involve parents and students, as well as any external agencies and their Local Authority (LA) caseworker will also be invited.
- Where a student would benefit from intervention, the SEND team liaise with families and keep detailed intervention records (baseline, observations and outcomes and/or review).
- If a higher level of provision is needed, the SENDCo will liaise with outside agencies where appropriate.



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The name and contact details of the SEN(D) Co-ordinator

Please note that Miss Charters (SENDCo) is currently on maternity leave. In addition to the contact details below, all enquiries can be directed to admin@fi.coastandvale.academy and the enquiry will be directed to the relevant person.

- SENDCo – Ms Michelle Britton (Headteacher)
Filey School
Muston Road
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YO14 0HG
01723 512354
m.britton@fi.coastandvale.academy
- Deputy SENDCo – Miss Hannah Robson
- Filey School
- Muston Road
- Filey
- YO14 0HG
- 01723 512354
- h.robson@fi.coastandvale.academy

Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

- Our SENDCo is also an Assistant Headteacher at the school, with our deputy SENDCo obtaining the NASENCo award (National Award for Special Education Needs Co-ordinators).
- Staff at Filey School undertake Continuous Professional Development (CPD) weekly. The schedule includes training provided by internal and external providers and covers a broad area of focus, as well as a weekly SEND spotlight on a student and their particular needs. Filey School staff also participate in the Adaptive Teaching Course ran by Pathfinder Teaching Hub, ensuring that expertise is developed where it has the most impact – in wave 1 quality first teaching.
- Support from the local authority and North Yorkshire SENDHubs are sought to support the CPD offer for staff.
- National College is also used and details recorded to supplement the CPD programme for staff.
- The learning support team provide information and advice to staff, providing support when difficulties or barriers are identified in the classroom.



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Arrangements for supporting children and young people (CYP) in moving between phases of education.

- The SENDCo attends SEN termly reviews for students in year 5 and 6 who plan on attending Filey School in year 7.
- SEN pupil profiles are completed by KS2 students, and these are shared with staff in advance of their start date in year 7 to allow adjustments to be made and teaching to be adapted to meet continuity of needs.
- Enhanced transition days are provided for students with SEN or needs identified by their primary school, as well as extra visits arranged with the Head of Year for year 7.
- Regular meetings between the SENDCo and SENDCos of feeder primaries allow Filey School's intervention and support programme match those of the primary schools. Students receiving interventions at primary school, or their previous school are matched and continued at Filey School where possible.
- Information is sought as soon as possible, and extra meetings held between parents/carers and the SENDCo as well as the Head of Year, once an in-year admission has been requested. The learning base provision at school may also be used as a transition environment to allow the needs of a student to be met when transitioning into the mainstream environment.
- The SENDCo and Head of Year 11 meet with the SENDCos and other key staff at post-16 institutions to allow continuity of need being met, as well as ensuring post-16 transition forms a key part of all review meetings from year 9 onwards.

The approach to teaching children and young people with SEN.

- Filey School is inclusive and promotes our values of 'successful students' and being 'community centred'.
- Filey School believes that a close working relationship with parents is vital in order to ensure:
 - i. Early and accurate identification and assessment of SEND leading to the correct intervention and provision.
 - ii. Continuing social and academic progress of children with SEND.
 - iii. Personal and academic targets are set and met effectively.
- Parents are kept up to date with their child's progress through attitude to learning reports (AtL reports), parents' evenings and review meetings to update pupil support plans or EHCPs.
- Learning in the classroom and providing quality first teaching is the top priority. Where necessary, some students may have focused provision, either individually or in small groups away from the main lesson. This will be carefully documented and reviewed, with the aim that the work undertaken will positively impact and complement with the learning in the classroom, and the aim is always for the student to return to mainstream classrooms with the subject specialist teachers.



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- In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual student's needs. Parents of students with SEND may be signposted to the local Authority Parent Partnership Service where specific advice, guidance and support may be required.
- If an assessment or referral indicates that a student has additional learning needs, parents are invited to attend any meetings with external agencies, are kept up to date and consulted on any points of action drawn up regarding the provision for their child.

The adaptations made to the curriculum or learning environment of a child and young person with SEN.

- Filey School believes that provision for students with special educational needs is a whole school responsibility requiring a whole school response, involving all staff. We believe that all teachers are teachers of children with SEND. Teaching staff have access to the SEND register and Bromcom which gives teaching staff access to supporting documentation, such as EHCP and pupil support plans.
- Teaching staff are informed by the SEND Team of any adaptations for individuals and can complete a referral form to request further assessment or guidance with a particular student.
- Some students have Risk Assessments written for them. Health Care Plans are provided by medical professional or parent/carers as needed.
- Filey School's curriculum is broad and balanced, and students are not withdrawn or restricted in the options they take due to having identified SEN. Where it is appropriate to adapt the curriculum, e.g. with use of functional skills to support literacy and numeracy skills, this will only be done in conjunction with parents and outside agencies when absolutely necessary.

Arrangements relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

- Filey School values the partnership with parents but should a problem arise, the parents are asked to contact the SENDCo in the first instance to discuss the issue.
- If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SEND Team, who will be able to advise on formal procedures for complaint. Any complaints will be treated in accordance with the school complaints procedure, refer to the school website.



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How the governing body involves other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

- Filey School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for SEND. Filey School continues to build strong working relationships with external support services and shares information and links in order to fully support our SEND students.
- Sharing knowledge and information with our support services is essential to the effective and successful SEND provision within our school. If a concern is raised, it will be brought to the attention of the SEND Team who will then ensure that the student's parents are informed in line with our safeguarding policy.
- The following services will be involved as and when is necessary:
 - i. The BeU Autism Assessment Service
 - ii. CAMHS
 - iii. Children and Family Services
 - iv. Early Help Support Services
 - v. Educational Psychology Service
 - vi. Healthy Child team
 - vii. Medical Education Service
 - viii. Occupational Therapy Service
 - ix. Speech and Language Services
 - x. SENDIASS Parent Partnership
 - xi. The SEND Hub
- Health Care Services Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation.
- In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

The arrangements to consult with a child or young person with SEN to involve them in their education.

- All students with SEN have a pupil support plan, which they contribute to, this is shared with teaching and support staff, and reviewed termly as part of reviewing their SEN provision.
- Student views are gathered in line with statutory guidelines for Annual Reviews for EHCPs.
- Students with SEN are encouraged to take part in whole school student voice, the student leadership group and participate in the appointment of staff.
- Students are encouraged to give their views in a format with which they feel comfortable to use.



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The arrangements to consult with parents or carers of a child or young person with SEN and involve them in their education.

- We place a high priority on working with parents/carers. We contribute to the newsletter shared with parents, as well as holding 'SEND Meet and Greets' termly and posting information on our social media outlets. We invite external agencies, such as Parent Partnership Co-ordinators to our meet and greets to facilitate meetings with parents/carers.
- We have a contact each term with parents and carers, either in the form of a progress report, written report or parent's evening.
- For those students on our SEND register, we hold termly reviews of progress, inviting parents for virtual or in-person meetings.
- Students with an EHCP will have a formal annual review, involving both the parent/carer and student, as well as termly reviews to check to further check the progress of these students.

Support for Children and Young People with SEN to improve their social, emotion and mental health (SEMH) development.

- Students may have a keyworker identified in their pupil support plan, who will work with the student, their family and staff to ensure the correct provision is put in place for this student.
- Filey School has a suite of resources to support students with their SEMH needs, as well as providing interventions and support in social communication, using the 'talkabout' resources, 1:1 mentoring, SEMH interventions as adapted from the SENDHub, Boxall profiles and action plans, as well as work using the Zones of Regulation for identified students.
- All students receive dedicated 'Life' lessons and year group assemblies / tutor time activities which include anti-bullying activities, methods to report and seek support, and preparing for life in modern Britain.

The arrangements for assessing and reviewing child and young people's progress towards outcomes.

- Attitude to Learning reports are based on teacher assessment. These are sent home to parents 4 times per year. ATL data is reviewed in the Annual Review, as well as teacher's own planning on supporting needs by using the graduated approach (Assess, Plan, Do, review).
- Students with SEN will have their AtL reports reviewed alongside their support plan termly, and where expected progress is not being made in a subject area, further intervention work or support will be planned.
- ILPs (Individualised Learning Plans) are used for students with SEN who require target tracking for outcomes that are not subject based.



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Information on where the local authority's local offer is published. There is information about the SEND Local Offer.

- More details about the reforms and the SEN Code of Practice 2015 can be found on the Department for Education's website:
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- NYCC Local Offer:
<https://www.northyorks.gov.uk/send-local-offer>
- Filey School SEND Policy:
<https://www.filey.coastandvale.academy/our-school/send/>