



## SEND Policy

Signed: \_\_\_\_\_

Date of Signature: \_\_\_\_\_

Dated:

Review Date:

## Ebor Academy Filey SEND Policy

### School Specific Guidance – Ebor Academy Filey

In the spirit of SEN reform, this policy has been revised to reflect the Special Educational Needs and Disability (SEND) Regulations as explained in the **Special Educational Needs and Disability Code of Practice: 0 to 25 years**. It aims to establish a framework for supporting students with SEMH/SEND as defined in the **Code of Practice on pages 15-17**. See **weblink below or appendix 1 at the back of this document**.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

At Ebor Academy Filey every student is treated as an individual. Ebor Academy Filey is an enhanced mainstream school for Autism Spectrum Conditions and Communication & Interaction. As educators we are committed to help every student to be the best that they can be; to nurture them both academically and socially; and to support them in gaining the skills and abilities to thrive in further education, training and the world of work. Normal school arrangements at Ebor Academy Filey take account of the student's social, emotional and mental health (SEMH) needs, alongside their range of abilities, aptitudes and interests. Those of our students who have additional special educational needs and /or learning difficulties and disabilities (SEND/LDD), have these addressed through quality first teaching and targeted interventions. These are monitored and developed in conjunction with progress data, reports, professionals, parents/carers and the students themselves in some instances, by the use of My Support Plans (MSPs) and Education Health Care Plans (EHCPs).

## **SECTION 1: ARRANGEMENTS FOR EBOR ACADEMY FILEY**

### **ROLES AND RESPONSIBILITIES**

In adopting this policy statement, staff at Ebor Academy Filey accept that:

- The needs of students with SEND are the shared responsibility of the whole staff.
- All students are entitled to high quality first teaching, regardless of their special educational needs and that additional interventions and support cannot compensate for a lack of good quality teaching.
- Differentiating work is a standard procedure when planning work. Quality first teaching is the way that all students learn best.
- Teachers are responsible for the progress and development of the students for whom they are the key worker, including where students access tuition and support from Teaching Assistants (TAs).
- Teachers are responsible for the creation and maintenance of SEN friendly classrooms and teaching areas.
- It is the school's responsibility to know how much money it receives in SEND funding and ensure appropriate budget arrangements are in place to discharge its duties to arrange provision for students with SEND and disabilities.
- Funding is delegated to the schools' budget. It is the expectation that the school provides support to their students with SEND from their SEND budget. Where a student requires an exceptionally high level of support that incurs a greater expense the school can make a request for exceptional funding.
- The school will need to demonstrate how it has spent the funding to date and the impact of this, as well as demonstrating why further additional funding is required and how it has been used.

The governor responsible for SEND in the academic year 2017-2018 is Mary Corner.

The Headteacher, Andrew Galbraith, is the responsible person in receipt of information from the Local Authority regarding the special educational needs of pupils within Ebor Academy Filey. He is also responsible for reviewing the quality of teaching for all pupils, including those at risk of underachievement. This is done by classroom observations of teaching and performance review. The SENCO supports this process by providing training to improve teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the most frequent special educational needs.

The Special Educational Needs Coordinator (SENCO) is Hannah Turlington. She is a member of the Senior Leadership Team (SLT) and is an Assistant Headteacher in school with the title Director of Inclusion. She is responsible for:

- The day-to-day operation of Ebor Academy Filey's SEND policy.
- Liaising with and advising staff.
- Planning, coordinating, mapping and auditing the provision made for students with SEND.
- Overseeing the records on all students with SEND.
- Ensuring parents of students with SEND receive regular communication and updates.
- Contributing to the in-service training of staff.
- Liaising with external agencies including the LA's support and educational psychology services, School Improvement and Staff Development, the Connexions Advisors, Health and Social Services and voluntary bodies.
- Ensuring all statutory requirements regarding the SEND of students are met.
- Supporting and advising the lead teacher for Year 7 on the smooth transition of students with SEND from feeder primary schools.
- Supporting and advising, in conjunction with key inclusion team staff, on the smooth transition of students with SEND from Ebor Academy Filey into appropriate post-16 options.
- Identifying the students requiring Exam Access Arrangements through JCQ, with the specialist assessor and key members of the inclusion team.

## **SECTION 2: AIMS & OBJECTIVES**

### **AIMS**

- 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 and emotional development of pupils with SEND.

## **OBJECTIVES**

- To identify students with SEND as early as possible and to review progress and adjust interventions accordingly.
- To provide a 'My Support Plan' for those students with high levels of need. A bespoke plan of education for every student.
- To ensure that adequate resources and provision are provided to meet the special educational needs of any student within Ebor Academy Filey.
- To work within the guidance provided in the SEND Code of Practice 2014.
- To provide a Special Needs Co-ordinator (SENCO) and Assistant SENCO.
- To make effective use of facilities and advice from external agencies where appropriate.
- To provide support and advice for all staff working with students with special educational needs.

## **SECTION 3: IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

When students join Ebor Academy Filey we strive to correctly identify their needs and to respond to them appropriately. Four broad areas of need have been identified:

- Cognition and learning
  - Specific Learning Difficulty (SpLD)
  - Moderate Learning Difficulty (MLD)
  - Severe Learning Difficulty (SLD)
  - Profound and Multiple Learning Difficulty (PMLD)
- Communication and Interaction
  - Speech, Language and Communication Needs (SLCN)
  - Autistic Spectrum Condition (ASC)
- Social, Emotional and Mental Health
  - Social, Emotional and Mental Health issues (SEMH)
- Sensory, physical and/or medical
  - Visual Impairment (VI)
  - Hearing Impairment (HI)
  - Multi-Sensory Impairment (MSI)
  - Physical Disability (PD)

A range of screening assessments can be conducted when students are at Ebor Academy Filey, where they are appropriate. These will be based on parental information, teacher information, views of the student, previous school information, class observations and formative/summative assessments that will inform the planning of interventions, differentiation and support.

Moreover, at Ebor Academy Filey we understand that a student's needs may go beyond education. We seek to identify the underlying causes of behavioural and learning difficulties the student may be experiencing and that may be impacting on their attainment. These include:

- Disability
- Attendance and Punctuality
- Health and Welfare
- English as a second language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Child who is Looked After (CLA)

Being a child of Serviceman/woman

#### **SECTION 4: A GRADUATED APPROACH TO SEN SUPPORT**

There are two levels of need as identified by the Code of Practice, SEN Support and (EHCP) and all our students are allocated to one or other of these categories and added to the SEN register. The majority of our students on the SEN/Inclusion register fall into the SEN Support category. Within the SEN Support category, as a school, we identify student's needs as level 1 or 2, with level 2 being the highest need without an EHCP. For students identified at level 2 it may be decided that a request for an EHCP may be made.

At SEN Support level, the Inclusion Team work closely with Ebor Academy Filey staff to ensure that a student's educational provision is met by ensuring that:

- Relevant information is collected, maintained and reviewed as appropriate.
- Appropriate interventions are put in place to ensure progress is made/ maintained.
- Parents are kept informed of their student's progress.
- The progress of the student is regularly monitored and reviewed.

SEN Support Level 2 is characterised by the involvement of specialists from outside Ebor Academy Filey. At this stage the Inclusion Team continues to take a leading role and again work closely with Ebor Academy Filey staff:

- Draws on the advice of outside specialists such as educational psychologists or behaviour support service.

- Ensures that the student and parents are consulted.
- Ensures that all provisions and interventions are recorded.
- Ensures students have a Student Passport which has identified targets to meet their specific SEND needs and identify strategies to combat barriers to learning.
- Review and monitor progress with outside specialists.

In some cases where students have complex needs, staff may also complete a My Support Plan to bring all the relevant information together. This includes information from teaching staff and parents, educational psychologists, medical service and other support services. The benefit of this plan is that it prevents parents and carers from having to repeat information to professionals and can be transferred to other key stages and settings. It provides a full record of the needs of the student and the strategies and interventions that have been put in place to respond to them.

In a minority of cases the Local Authority (LA) will need to make a statutory assessment of special educational needs. In these cases the SENCO will use the My Support Plan to request an Education Health Care Plan. EHCPs must be reviewed annually and all relevant staff must contribute to this review. The student and their family are at the heart of this review and their views and opinions are integral to the process.

## **SECTION 5: MANAGING STUDENTS NEEDS ON THE SEN REGISTER**

Ebor Academy Filey views each student as an individual and seeks to respond to their personal educational requirements creating a bespoke plan. This means considering the following:

- Level of intervention needed. Can the need be met through Quality First Teaching or is it appropriate for class removal for group or 1:1 intervention.
- Type of intervention needed. Learning, Social Communication or Emotional Literacy.
- Frequency of Intervention. Time measured, daily or weekly.
- Does the curriculum require modification? Access to mainstream core subjects with some inclusion time, full inclusion time with some subject teacher intervention or any other combination.
- Alternative provision. Does the student need to take advantage of alternative provisions due to their particular needs and circumstances? (Accessible in KS4).
- The curriculum. What subjects should the student be taught? This is especially important in Key Stage 4 where we seek to support students to gain the qualifications they need to move on to college and training.

## **SECTION 6: SUPPORTING STUDENTS AND FAMILIES**

An effective relationship between parents and Ebor Academy Filey is essential for the progress of all students. It is important that parents see Ebor Academy Filey as a non-threatening environment and that, wherever possible, they are made to feel comfortable and confident when visiting Ebor Academy Filey.

- Parents can find information about the LA's local offer for SEN by the following link: <https://www.northyorks.gov.uk/your-send-local-offer>

- In order to provide parents and carers with as much information as possible, the school is required to publish an annual SEN report on the school website. The link for this is: <http://filey.ebor.academy/sen-provision/>

Parents are encouraged to use the Special Educational Needs and Disabilities Information and Advice Service (SENDIAS). These officers are employed by the local authority to offer impartial support and advice to parents and carers. The website link is below:

[angela.cavill@northyorks.gov.uk](mailto:angela.cavill@northyorks.gov.uk)

- Students are supported to access exams by the use of access arrangements which allow for extra time, a reader, scribe, prompt, oral language modification, oversized papers and alternative exam rooms. This is the joint responsibility of the SENCO, the Exams Officer and the Specialist Assessor to review each case in accordance with evidence over time and assessment results.
- Students are supported to make internal transitions between classes or key stages by planning meetings with stage leaders, key staff and the Inclusion Team.
- Where students are making transitions to mainstream school or Post 16 settings, they are supported by the transfer of screening data, an inclusion report and where appropriate an MSP or EHCP.
- The school follows the Ebor Trust Statutory Medicines in School policy. The school will follow the advice from health professionals about discrete medical conditions. Students with medical conditions will have regular meetings with parents to ensure that appropriate support is in place to meet medical need where necessary.
- Ebor Academy Filey works in partnership with LA Support Services, health and social services and relevant local and national voluntary organisations. Liaison meetings are held twice yearly with the Educational Psychology Service.

### **Personal budgets**

Personal budgets are only available to students with an EHCP. Funding can be made available to parents/carers for them to commission their own provision for their child under certain conditions. Parents/Carers who would like to enquire further about using this personal budget should in the first instance speak with the Director of Inclusion.

### **Student Voice**

Students with SEND often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their education. They are encouraged to participate in all the decision-making processes including the setting of learning targets, learning support and the transition process.

Students' views are sought and recorded as part of the statutory annual review process, PEPs and other review opportunities. In Key Stages 3 and 4, this takes the form of a Student Voice Power Point or any way that the student decides to contribute.

## **SECTION 7: SUPPORTING PUPILS WITH MEDICAL CONDITIONS**

- The school recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and PE. Some students with medical conditions may be disabled, and where this is the case the school will comply with its duties under the Equality Act 2010 (Appendix 2 at the end of the document). The school is fully accessible by wheelchair.
- Some students may also have SEN and may have an EHCP which brings together their educational, social and medical needs. In these cases the SEND Code of Practice is followed.
- When students have medical needs, advice from parents/ carers and medical professionals is sought to support the pupil fully.

## **SECTION 8: ADMISSION ARRANGEMENTS**

Ebor Academy Filey strives to be a fully inclusive setting. All students are welcome, including those with SEND, in accordance with the LA Admissions Policy.

The admissions policy can be viewed on the school website:

<http://www.eboracademytrust.co.uk/wp-content/uploads/2016/04/ebor-admissions.pdf>

## **SECTION 9: MONITORING AND EVALUATION OF SEND**

It is the practice of Ebor Academy Filey to regularly and carefully monitor and evaluate the provision of SEND in the school. This exists in two forms; the monitoring of individual students and the monitoring of SEND itself.

### **MONITORING STUDENTS**

This is done by a variety of methods:

- Progress of achievement analysis after exams and through tracking data.
- Analysis of students by tracking the following:
  - Test results and GCSE working-at grades (Secondary)
- Observation by support staff in class.
- Regular monitoring of Student passports.
- Case Studies of individual students, including the evaluation of their progress regarding the interventions and strategies applied to them.
- Regular discussion and monitoring with key staff.
- Sampling students' work by SENCO.

- Reassessment by supporting agencies.
- Case review meetings.
- Annual Review of EHCP and MSPs.
- Interim reviews of EHCPs and MSPs
- Parents' evenings.

## **EVALUATING SEND**

This is done by a variety of methods:

- Progress of achievement analysis after exams and through tracking data.
- Regular audits of the effectiveness of interventions.
- Learning walks.
- Sampling students' work.
- Discussions with parents, teachers, students and governors.
- Classroom observations by SLT.
- Ebor Academy Filey self-evaluation (SEF).
- Ebor Academy Filey Improvement Plan. The evaluation and monitoring of the arrangements for SEND promotes an active process of continual review and improvement of provision for all pupils and feeds into the annual School Improvement Plan.
- The success of Ebor Academy Filey SEND Policy and provision is evaluated through regular monitoring of procedures and practice by the governing body and Ebor Academy Trust.

## **SECTION 10: TRAINING AND RESOURCES**

### **RESOURCES**

Ebor Academy Filey follows LA guidance to ensure that all students' needs are appropriately met. Members of the school's Governing Body and Ebor Academy Trust monitor the finances of Ebor Academy Filey, which takes into account the provision for SEND.

### **TRAINING**

CPD is recognised as an essential aspect of high quality provision.

- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of the students, all staff are expected to undertake training and development. Training needs of all staff are identified through the process of Appraisal and facilitated by SLT.
- All staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual students.
- The Inclusion Team contribute to the in-service training of staff.
- Members of the Senior Leadership Team will contribute to the induction of NQTs and new staff.
- The SENCO regularly attends the LA SENCO Forum to keep up to date with local and national updates in SEND.

## **SECTION 11: ARRANGEMENTS FOR COMPLAINTS**

Initially, if advice is sought or concerns need to be expressed, direct contact should be made with Andrew Galbraith, the Headteacher at Ebor Academy Filey, who will endeavour to resolve any difficulties. If matters remain unresolved, parents may speak to the Chair of Governors, whose contact details are available from the Headteacher.

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.

Further appeals can be made to the Special Educational Needs Tribunal, which is an independent body that hears parents' appeals against LA decisions on statutory assessments and statements.

## **SECTION 12: STORING AND MANAGING INFORMATION**

- Information on students' special educational needs and disabilities may be stored both on paper and on computer. All confidential information is kept in confidential filing systems and can only be accessed by staff.
- Child Protection and Safeguarding paperwork is kept separate and locked in filing cabinets only accessed by the Child Protection Team and SENCO.
- Information about our students is only shared with other professionals who are working with the students on a 'need to know' basis.
- Our students have rights to see their personal information. They can make a subject access request to see the personal information we hold about them. They, and their parents, also have the right to see their educational records.

- The Data Protection Act does not prevent parents and teachers from taking photos of events such as the Christmas play or sports day. Asking permission to take photos is normally enough to ensure compliance. Parents and students are asked to sign a consent form to use individual photographs for display purposes.

## **SECTION 13: POLICY REVIEW**

This policy was reviewed January 2018. The next review is due January 2019.

## **APPENDIX 1**

### **Code of Practice Definition of Special Educational Needs**

For the purposes of this policy we have used the term ‘Special Educational Needs’/ ‘Special Educational Needs and Disability’ as defined by the **Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014)**.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

- A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
  - has a significantly greater difficulty in learning than the majority of others of the same age, or 16
  - has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. For children aged two or more, 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.
- A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).
- Post-16 institutions often use the term learning difficulties and disabilities (LDD). The term SEN is used in this Code across the 0-25 age range but includes LDD.
- Pupils must not be regarded as having a difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

## Code of Practice Definition of Disability

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is:

‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’.

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 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.

## APPENDIX 2

### The Equality Act 2010

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- They **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people.
- They **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
- Public bodies, including further education institutions, local authorities, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and when carrying out their functions **must** have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people.
- They **must** publish information to demonstrate their compliance with this general duty and **must** prepare and publish objectives to achieve the core aims of the general duty. Objectives **must** be specific and measurable.
- The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. All providers **must** make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services. Most providers **must** also make reasonable adjustments by making physical alterations. Schools and local authority education functions are not covered by this last duty, but they **must** publish accessibility plans (and local authorities, accessibility strategies) setting out how

they plan to increase access for disabled pupils to the curriculum, the physical environment and to information.

- 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.