



THE WOLDS & VALE FEDERATION



SEND Policy

Introduction

The Wolds and Vale Federation aims to:

- a) Ensure that all pupils, irrespective of physical, sensory, emotional, communication or learning needs, reach their full potential in all aspects of the curriculum
- b) Promote the welfare and interests of disabled pupils/students, and to improve the support they receive and promote equality of opportunity for all pupils. Reasonable adjustments should be in place to and planned in advance to ensure no pupil with a disability is substantially disadvantaged in comparison to their peers
- c) To have a robust monitoring system in place to support the early identification of pupils/students who have SEND, supported by the appropriate use of assessments and alertness to any emerging difficulties
- d) Record the names of all pupils/students with SEND on the School SEND Register at the appropriate stage and inform parents/carers
- e) Provide within the school a staged structure of provision in accordance with the Department of Education Code of Practice regulations on SEND following an assess, plan, do, review cycle
- f) Formulate individually tailored programmes to address SEND but at the same time ensure these pupils/students receive a broad, balanced and appropriate curriculum through quality first teaching, modified and enhanced where necessary to ensure all pupils achieve their potential
- g) Foster mutually supportive links with outside support agencies
- h) Equip teaching and non-teaching staff with the necessary skills to cater for pupils/students with SEND to improve outcomes for all pupils
- i) Establish effective links with Pre-school contacts and Secondary Schools to promote the successful transition of pupils/students with SEND
- j) Involve Parents/Carers as fully as possible as partners in the education of their children and in the formation of smart, measurable, agreed, realistic and timed learning goals and outcomes for pupils with SEND which are regularly reviewed
- k) Ensure children with an EHCP benefit from the funding and provision outlined in their plan
- l) Develop a mutually supportive framework of consultation between the IEB, Headteacher and Special Educational Needs and Disabilities Coordinator (SENDSCO).

Roles and Responsibilities

IEB

The IEB holds ultimate legal accountability for all outcomes for pupils, including matters concerning SEND. The IEB, together with the Headteacher have a responsibility for overseeing all aspects of the school's work, including provision for children with special educational needs. They are also required to do their best to ensure that the necessary provision is made for any pupil who has special educational needs or a disability. They should determine the school's general approach to provision for pupils with special educational needs and establish the appropriate staffing and funding arrangements. An appointed representative from the IEB should be actively involved with the Headteacher and SENCO during self-review, when considering the provision for pupils with special needs and implementation of the SEND policy within the school. SEND should also be an integral part of the School Development Plan (SDP).

The Local Authority SEND Representative

The LA SEND Representative, along with the Headteacher, is the person responsible for developing a clear, strategic overview of SEND provision across the Federation and for ensuring a Federation-wide focus on improving outcomes for all pupils with SEND. The LA Representative and the Headteacher will:

- a) maintain the Trust SEND Policy and ensure it is in accordance with current statutory legislation and guidance
- b) support the Federation SENCO to ensure they are compliant in SEND practice and provision
- c) work closely to ensure a holistic approach to meeting SEND need across our schools
- d) offer contact visits to schools to offer support and advice to SENCO's, deliver training etc.

- e) co-ordinate resources to promote effective assessment and evidence-based interventions for pupils with SEND across the trust
- f) provide relevant updates to the SENCO
- g) work in consultation with stakeholders, IEB and the Headteacher to ensure that effective SEND provision is promoted across the Federation

LA SEND Hubs

'Hub' SEND Leads are experienced, practicing SENCOs based in schools across the different Local Authorities in the trust. Each Local Authority has an allocated Hub SEND Lead and their role is to:

- a) share relevant Local Authority updates with other SENCO's in their locality via network meetings
- b) attend Local Area SENCO networks
- d) support the sharing of good practice within their own locality

Headteacher

The Headteacher has overall responsibility for the management of provision for SEND pupils in their school and keeps the IEB fully informed. The Headteacher also works closely with the SENCO to ensure provision and deployment of resources. The Headteacher is responsible for overseeing the:

- a) Designated teacher for SEND (SENDCO)
- b) Designated teacher for looked after pupils with SEND
- c) Designated Member of Staff for Safeguarding pupils
- d) Teaching Staff and Teaching Assistants working alongside SEND pupils

SENDCO

The Federation has a Special Educational Needs Coordinator (SENCO) who works closely with all staff, the Headteacher, parents and outside agencies ensuring the best possible provision for pupils with special educational needs. The SENCO is responsible for:

- a) overseeing the day-to-day operation of the school's SEND policy
- b) coordinating provision for pupils with SEND
- c) ensuring the involvement of parents from an early stage and liaising with parents of pupils with SEND
- d) advising on a graduated approach to providing SEND support, liaising with and advising other members of staff
- e) helping to identify pupils with special educational needs, assessing and planning for progress
- f) maintaining the school's special needs register
- g) advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- h) liaising with early years providers, other schools, educational psychologists, health and care professionals, and independent or voluntary bodies
- i) being a key point of contact with external agencies, especially the local authority and its support agencies
- j) liaising with potential and next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- k) managing teaching assistants, in liaison with Key Stage staff
- l) supporting the professional development and effective deployment of teaching assistants
- m) regularly liaising with the governors' representative

Teaching Staff

Class teachers are involved in the development of the school's SEND policy and implement the procedures for identifying, assessing and making provision for pupils with SEND, including differentiation in their planning. Teachers are responsible for the progress of all pupils in their class, including those identified as having SEND.

The identification of SEND is built into the overall approach to monitoring the progress and development of pupils. Class teachers are responsible for working with pupils on a daily basis and closely monitor pupils involved in interventions away from the classroom. Teachers work closely with the SENCO and teaching assistants to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

Support Staff

Support staff should be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND. They should support the work of the class teacher and support the inclusion of the SEND pupils where possible. Support staff are also required to support SEND pupils on a 1:1 or small group basis on pre-learning, additional learning and relevant intervention programmes.

Admissions arrangements for Pupils with SEND

The Federation's admissions arrangements ensure that schools do not discriminate or disadvantage pupils with a disability or SEND. The Code of Practice requires a school to admit all pupils who have a Statement of Special Educational Need or where it is has been requested by parents as their school preference and named by the Local Authority (LA).

The LA must comply with this request and name the school in the Statement/EHC plan unless:

- a) it would be unsuitable for the age, ability, aptitude or SEND of the child
- b) the attendance/inclusion of the child would be incompatible with the efficient education of others at the school or the efficient use of resources.

LAs will work closely with Academy schools so that any decisions on placement for a pupil with a Statement or Education Health and Care Plan reflect the individual circumstances of each child and the school. This will include guidance on making any reasonable adjustments and signposting to training and guidance available, including support from our Local Authority's Special schools.

The SENDCO in collaboration with parents and other key agencies will ensure appropriate provision is in place to support pupils with SEND entering the school.

Evaluating Success

The success of each school's SEND Policy and provision should be evaluated through:

- a) Monitoring of classroom practice by the Senior Leadership Team e.g. lesson observations, learning walks
- b) Analysis of pupil tracking data and test results – for individual pupils and for cohorts
- c) Value-added data for pupils on the SEND register
- d) Monitoring of procedures and practice by the SENDIEB Member
- e) School Self-Evaluation
- f) Monitoring the quality of support plans and review meetings
- g) The School Improvement Plan
- h) SEND Lead compliance audit

If a parent is concerned about SEND provision for their child, initial contact should be made with the class teacher. A meeting may be arranged, which could include the Headteacher and/or Deputy Head and/or SENCO/Inclusion lead, to discuss the concern. The Special Educational Needs and Disability Information and Support Service (SENDIASS), formally Parent Partnership Service, is available to support parents in meetings concerning their child's progress and welfare.