



Thirsk School

& Sixth Form College

Special Educational Needs and Disabilities (SEND) Policy 2023

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Thirsk School & Sixth Form College

Special Educational Needs and Disabilities (SEND) Policy 2023

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Special Educational Needs and Disabilities (SEND) Policy

SENCO – Mrs Rachel Elliott

The SENCO has a post graduate qualification in Co-ordinating and Supporting SEND.

The SENCO is a member of the senior leadership team.

SEN Governor Mrs A Silver

This Policy has been written to reflect current legislation and other school policies:

- The Children and Families Act 2014
- Equality Act 2010: advice for schools DfE Feb 2013
- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs and Disabilities Code of Practice 0 – 25 (January 2015) (SEND CoP) – link:
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)
- Schools SEN Information Report Regulations 2015
- Current Statutory Guidance on Supporting students at school with medical conditions
- School's Safeguarding Policy
- Current teachers' standards
- Current teaching assistant standards
- School's Accessibility Plan

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Ethos:

At Thirsk School & Sixth Form College, we value all of our students and ensure that they are seen as individuals with differing interests, knowledge, skills and needs. We have an inclusive ethos and strive to increase the learning and participation of all students, ensuring access to an appropriate curriculum. SEND is seen as a whole school issue, hence the responsibility of everyone. Every teacher is a teacher of every young person including those with SEND or any other additional need. We work closely with our children, families and a wide range of professionals to ensure the best possible educational outcomes.

Aims and Objectives

All items in italics are taken directly from the [SEND Code of Practice 2015](#)

6.1 All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- *achieve their best*
- *become confident individuals living fulfilled lives, and*
- *make a successful transition into adulthood, whether into employment, further or higher education or training*

The aims and objectives of our SEND Policy relate directly to those of the school. We endeavour to be a fully inclusive school, raise the aspirations and expectations for all students, including those with SEND. We focus on the personal and educational outcomes and recognise that children learn and progress at varied rates. We ensure that:-

- All students with SEND are identified and assessed as early and thoroughly as possible and to fully involve students, parents/carers and staff in the identification, assessment and delivery of provision and education.
- The progress of all students with SEND is monitored in order to ensure that children with SEND are able to achieve their full potential.
- All students with SEND are able to fully access a high quality education, with a broad, balanced and relevant curriculum, enhance their self-esteem and develop their abilities to the full.
- The needs of SEND students are met by providing continual and appropriate forms of extra support or additional provision by the effective use of all available resources to remove their barriers to learning, calling for the support of specialist external expertise where needed.
- All students with SEND are educated, wherever possible, alongside their peers within the normal curriculum of the mainstream school, after giving due consideration to the appropriate wishes of their parents/carers and necessity to meet individual needs.
- All Governors, staff, students and parents/carers are aware of procedures and

- provision available in school.
- All staff have appropriate training to teach students with SEND and have a range of strategies and resources to meet the needs of students.

Definition of SEND (The SEND Code of Practice (DfE, 2015))

In this policy, a student is considered to have SEND if he/she has difficulty accessing the curriculum and requires special provision that is additional to or different from the educational provision made generally for children of their age. A student may have difficulty accessing the curriculum if he/she:

- Has significant difficulties in learning, compared with the majority of children of the same age.
- Has a disability that prevents or hinders him/her from using the educational facilities generally provided for children of the same age.

Identifying Special Educational Needs and Disabilities

6.2 Every school is required to identify and address the SEN of the students that they support.

6.36 Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff.

6.21 Persistent disruptive or withdrawn behaviours do not necessarily mean that the child has SEN. Where there are concerns this needs to be logged and an assessment made by the class teacher, supported by the SENCo, if required. This is to determine whether there are any causal factors such as unidentified learning difficulties, difficulties with communication or mental health issues.

If appropriate, the SENCo may approach others such as Early Help as per the guidance in North Yorkshire County Council's (NYCC) [Ladder of Intervention](#). Any child in our school with SEND will not be discriminated against, sanctioned or disciplined due to their special educational need.

6.17 Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all students. These should seek to identify students making less than expected progress given their age and individual circumstances. This can be characterised by progress which: -

- *is significantly slower than that of their peers starting from the same baseline*
- *fails to match or better the child's previous rate of progress*
- *fails to close the attainment gap between the child and their peers*
- *widens the attainment gap*

6.18 It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

6.23 Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

The identification of SEN is built into our overall approach to monitoring the progress and development of all our students. As a school, we identify the needs of students by considering the holistic needs of the child not just the Special Educational Needs. In most cases, the SEND needs of students will have been identified through the transition processes whether from primary school or in year transfers. However, all teachers have the responsibility to identify SEND needs that may arise for a student due to the change in setting or changes in their circumstances. A teacher that has a concern about a student would raise the concern with the head of year initially and involve parents in informal discussions around potential barriers to learning and progress and make reasonable adjustments to their practice in the classroom. The impact of the adjustments would be monitored through pupil progress measures such as AtL scores (Attitude to Learning), data assessment points. Concerns raised and discussions with parents are logged on BROMCOM. Form tutors monitor the progress of students in their form and have regular meetings with Heads of year where they will pass on information about any students causing concern. Head of Year and Head of School meet each term with SENCO and Assistant Headteacher with responsibility for Safeguarding and Behaviour and decisions are made as to whether the student is identified as having SEN and should be designated SEN support in consultation with parents.

The SEND Code of Practice (DfE 2015) describes four broad categories of need. These are:-

Communication and Interaction – this includes children with speech and language delay, hearing impairment, and those who demonstrate features within the autistic spectrum.

Cognition and Learning – this includes children who demonstrate features of moderate, severe, complex and profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.

Social, Mental and Emotional Health – this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.

Sensory and/or Physical Needs - this includes children with sensory, multisensory and physical difficulties.

Nasen Guidelines 2014: Many factors impact on a Child's progress and attainment, but do not necessarily mean they have SEND i.e.:-

- Behavioural difficulties, persistent disruptive or withdrawn behaviours
- Slow progress and low attainment
- EAL, though, identifying and assessing SEN in this area requires particular care
- Looked after Children
- Pupil Premium Grant

Categories of SEND

- E Education, Health and Care Plan – This will represent a very small number of students with the highest level of need. These students will have needs that require support at a level beyond which a school might be expected to meet from within their delegated funding resources.
- K SEN support – This will represent a number of students with identified SEND who are receiving a significant amount of support that is additional and different to their peers.
- M Monitoring - At Thirsk School & Sixth Form College, we use this code to identify students for whom there are concerns or for whom we are aware have experienced some previous difficulties, but may not have a formal diagnosis of SEND and for whom it is helpful for staff to have an awareness of their needs. It may include student who have had previous involvement with external agencies such as CAMHS or Specialist teaching service.

The SENCo maintains a list of students who have been identified as having SEN. All teachers can access this list via BROMCOM in order to see the records for the students they teach. Anyone accessing this list must treat the content in confidence and in line with General Data Protection Act 2018 and Protection Regulations 2017 (GDPR). It is the responsibility of the class/subject teacher to look regularly at the content for their students for any updates. Student support plans and SEND review documents are linked documents on BROMCOM. A description of SEND and support strategies and additional and different provision is accessible to all teachers on BROMCOM through their class marksheets. The SEND support review document is updated at the end of each term.

A Graduated Approach to SEND Support

At Thirsk School & Sixth Form College, we ensure all students have high quality, first class teaching. Class teachers are responsible and accountable for the progress and development of all the students in their class, including where students access support from GTAs (SEN) or specialist staff. The Senior Leadership Team regularly and carefully review the quality of teaching for all students, including those with SEND.

Assess

If identifying a child as potentially needing SEN support, there will be a clear assessment of the student's needs. This will involve student, parents/carers, teachers, and specialist staff and could involve external agencies.

Plan

All students identified as requiring additional SEND provision will be placed on the SEND register to highlight their needs to staff. Parents/carers will be formally notified. The SENCO or other identified lead person should agree, in consultation with parents/carers and the student, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. A plan will be drawn up and will be shared with parents/carers. This will also be recorded on the school's admin system BROMCOM and shared with all staff working with the student, and be available to parents via MCAS (My Child At School Portal). The student's progress will be closely monitored throughout and parents/carers will be informed and consulted.

Do

The subject teacher will remain responsible for the progress of the student including when interventions involve group or one-to-one teaching away from the main class. They should work closely with any GTAs (SEN) or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO will continue to support the teachers of the child in the further assessment of the student's progress, where applicable.

Review

The effectiveness of the support and interventions and their impact on the student's progress will be reviewed 3 times a year at the end of each term by the SENCO or other identified lead staff (Head of Year or Head of School). The SENCO or other identified lead staff should revise the support in light of the student's progress and development, in consultation with parent/carers and the student and other relevant external agencies. This may involve referring to other professionals if additional assessment and advice is needed. Where a student has an Education and Health Care Plan, the Local Authority, in cooperation with the school, must review that plan as a minimum every twelve months.

Confidentiality

Staff may have access to personal data about students 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 student 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 students' 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 student, 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 student, or their parent / carer makes a disclosure regarding abuse or neglect, the member of staff should follow our school safeguarding procedures.

Roles and Responsibilities:

The Role of the Governing Board:

Our Governing Board will work with our Headteacher to ensure that our school meets its responsibilities under the [Children & Families Act 2014 particularly section 66](#) regarding using their best endeavours and Equality Act 2010.

Our Governors **must** have regard to the SEND Code of Practice.

Our Governors **must** ensure that a Special Educational Needs Coordinator (SENCo) is appointed and that they are qualified.

6.3 There should be a member of the governing body or a sub-committee with specific oversight of the school's arrangements for SEN and disability. School leaders should regularly review how expertise and resources used to address SEN can be used to build the quality of whole-school provision as part of their approach to school improvement.

6.97 They should consider their strategic approach to meeting SEN in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium

*The Governors **must** publish at least annually a SEN Information report.*

*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 students 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.

The role of the Headteacher

The Headteacher is responsible for the strategic development, policy and provision in our school.

They are responsible along with the governing body to ensure our school meets its responsibilities under Children and Families Act 2014 and the Equality Act 2010.

The Headteacher along with other members of our senior leadership team and SENCo will publish a clear picture of the resources (e.g. a whole school provision map) that are available to the school.

Our Headteacher will ensure that any member of staff working with any CYP who has SEND is aware of their needs and have arrangements in place to meet them.

Role of the SENCo

6.87 The SENCo has an important role to play with the Headteacher and governing body, in determining the strategic development of SEN policy and provision in the school. They will be most effective in that role if they are part of the school leadership team.

6.88 The SENCo has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual students with SEN, including those who have EHC plans.

6.89 The SENCo provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENCo should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that students with SEN receive appropriate support and high quality teaching.

6.90 The key responsibilities of the SENCo will include:-

- *overseeing the day-to-day operation of the school's SEN policy*
- *co-ordinating provision for children with SEN*
- *liaising with the relevant Designated Teacher where a looked after pupil has SEN*
- *advising on the graduated approach to providing SEN support*
- *advising on the deployment of the school's delegated budget and other resources to meet students' needs effectively*
- *liaising with parents of students with SEN*
- *liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies*
- *being a key point of contact with external agencies, especially the local authority and its support services*
- *liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned*
- *working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements*
- *ensuring that the school keeps the records of all students with SEN up to date*

Our school will ensure that the SENCo has sufficient time and resources to carry out these functions. We will provide our SENCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within a school.

Our SENCo has a strategic and operational aspect to their role.

Operational	Strategic
Day to day systems	Knowing our school data and types of SEND and respond according with CPD for staff
Paperwork	Write and implement an action plan
Liaise with agencies	Monitor and review provision and impact
Liaise with parents and teachers	Budget – Value for money
Teaching assistants deployment	Review processes and systems
Transitions	Line management of TAs
	Report to SLT/Governors

The monitoring of SEND provision in our school is an essential role of our SENCo, as it will inform any areas for development.

This will be undertaken in a variety of ways such as, but not limited to:-

- Learning walks with a focus on: SEND provision, resources and environment
- scrutiny of all SEND support plans content, implementation and impact
- quality assure the delivery of any interventions
- work sampling of students with SEND via book scrutinies
- attendance at pupil progress meetings
- student questionnaires/discussions about support/provision in class and homework
- teacher/TA questionnaires/discussions

- effective deployment, preparedness and practice of TAs including teaching assistant interactions and questioning skills
- informal/formal feedback from staff, parents and students
- student progress tracking, using assessment data (whole-school processes)
- attendance records of students with SEND
- supporting students and staff with effective transition
- consider examination/test access arrangements
- support CPD with a focus on SEND in school
- reporting to headteacher and governors

Role of class teachers:

6.36 Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff.

The role of the class teachers is to:-

- To know which students in their class are on the SEND register and their level of need after reading all relevant profiles on BROMCOM.
- To provide learning experiences which are appropriate to the needs of each individual child.
- To set high expectations for every student including those with SEND
- To liaise effectively with parents and listen and act upon their concerns
- To monitor progress of their students and identify which children are not making adequate progress and refer concerns to the Head of Year or SENDCO, and if appropriate, be pro-active in carrying out initial assessments such as using the teacher questionnaires in the early assessment toolkit located in the SEN resources area of the staff network.
- To liaise with the Senior Leadership Team about children's progress, and raise concerns with the SENCO if a child still needs additional support after having tried additional support and intervention within the classroom.
- To contribute termly to the review process of students on SEN support stage through completion of subject marksheets on BROMCOM where they will comment on progress and provision in the classroom with respect to the specific SEND needs and strategies used to support in the classroom.
- To ensure GTAs (SEN) are supporting students in their class, as directed and with effective impact.
- To attend appropriate CPD.

The key responsibilities of support staff are:-

- To carry out activities and provision, as directed and planned by the class teacher/SENCO or specialist teacher.
- To raise concerns about a child's progress or needs with the class teacher and the SENCO.

- To keep a record of any additional support work, stating frequency and with whom any interventions have been carried out.
- Discuss the progress and success of interventions regularly with the class teacher.
- To attend INSET and courses where appropriate.
- To liaise with external agencies to deliver appropriate provision/intervention.
- To be aware of the contents of the school SEND Policy.
- To ensure students become independent, resilient learners.
- To promote self-esteem and social inclusion.
- To develop their knowledge of the curriculum.
- To work collaboratively with class teachers to overcome any barriers to learning.
- To report any observations about the students they are supporting to the class teacher.
- To contribute to reports for reviews of students with SEND.
- To attend CPD and keep abreast of initiatives.
- To follow the TA Standards (if appropriate).

Admission Arrangements

The admission arrangements for all students are in accordance with national legislation and are outlined in the school Admissions Policy. This includes children with any level of SEND and those with an Education Health Care (EHC) Plan.

All SEND paperwork should be passed to the SENCO as soon as possible. If a child is making a transition from another school, a meeting will be arranged, where possible, to ensure a smooth and effective transition. Alternatively, contact will be made via telephone to make sure there is a good understanding of the type of provision required. Wherever possible, the school will ensure that necessary arrangements with regards to provision, intervention and support are made prior to the child starting at Thirsk School & Sixth Form College. These will be closely monitored to ensure that all the appropriate provisions are in place.

Supporting students at school with medical conditions

Thirsk School & Sixth Form College recognises that students at school with medical conditions should be fully supported so that they have access to education, including school trips and physical education. Some children with medical conditions may also have a physical disability and where this is the case the school will comply with its duties under the Equality Act 2010.

Allocation of Resources for Students with SEND

Resources for SEND are allocated from the school's annual budget. All students with SEND have their needs reviewed regularly to ensure that resources are being deployed effectively.

Referral for EHC Plan (Education, Health and Care Plan)

If a child has lifelong or significant difficulties, they may undergo an EHC Plan process. This can be requested by the school or by the child's Parents/Carers. An application will be made to the Local Authority who will gather information about the child's needs and the provision that has already been put in place for them.

The application for an EHC Plan will combine information from a variety of sources including:-

- Parents/Carers
- School staff
- Health Professionals
- Other agencies involved with the child

Information will be gathered relating to the current provision, action points that have been taken, and the preliminary outcomes of targets set.

- a. Following the Assessment, an EHC Plan may be provided by North Yorkshire County Council if it is decided that the school cannot provide for the child's needs on its own. The school and the child's parents/carers will be consulted before the decision is made. Parents/carers have the right to appeal against the decision made.
- b. Once the EHC Plan is completed it will be kept as part of the student's formal record and reviewed annually by the SENCO, Parents/Carers and the student. The annual review enables provision for the student to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Criteria for exiting the SEN support list

If it is felt that a student is making progress which is sustainable then they may be taken off the SEND register. If this is the case then the views of the SENCO, student and parents/carers need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the student off the SEND register then all records will be kept until the student leaves the school (and passed on to the next setting). The student will continue to be monitored through the procedures outlined in this policy.

Complaints

Should a parent/carer have a concern about the additional provision made for their child, they should, in the first instance, discuss this with the SENCO. If the concern cannot be satisfactorily dealt with at this stage, it should be brought to the notice of the Headteacher.

Date of Policy: January 2023

Date of Review: January 2024