



Special Educational Needs Policy

Person Responsible:	Mrs R Hindle	Frequency of Review:	1 Year
Authorisation By:	Governors	Notice Date:	30/08/2020
Authorisation Date:	30/09/2019	Review Due By:	30/09/2020

1 Introduction

This policy for Special Educational Needs (SEND) complies with the statutory requirement laid out in the SEN Code of Practice 0-25 Sept 2014 and has been written with reference to the following guidance and documents:

- Equality Act 2010 and Accessibility Plan
- Children and Families Act 2014
- Schools SEN Information Report (Local Offer) – please see website
- The Local Offer made by the Local Authority
- Statutory guidance on supporting students at school with medical conditions April 2014
- Safeguarding Policy

The named SEN Co-ordinator for the school is Mrs R Hindle.

The Inclusion Co-ordinator is Mrs J Laidler-Smith.

The named SEN Governor is Mr R Carr.

2 Our Ethos

Upper Wharfedale School values the abilities and achievements of all its students and is committed to providing the best possible environment for learning for every student.

All teachers at UWS are teachers of students with SEN and are committed to identifying and providing for the needs of all students within an inclusive environment. We recognise the entitlement for all students to a balanced, broadly based curriculum. It is encompassed in teachers' planning and in curriculum area policies that all teachers will deliver a differentiated curriculum, as outlined in our school provision maps.

3 Definitions of Special Educational Needs

SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational or training provision means educational provision that is additional to and/or different from that made generally for others of the same age in a mainstream setting in England.

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. (SEN Code of Practice 2014).

4 Identification

A student may need additional support when:

- The student asks for support.
- Concerns are raised by parents/carers teachers, LSAs, external agencies or the student's previous school regarding progress or inclusion.
- Whole school tracking of attainment outcomes indicate the student is not making expected levels of progress.
- English is an Additional Language
- Screening and/or diagnostic assessments indicate gaps in knowledge and/or skills.

The SEN Code of Practice 2014 describes four broad categories of need for which we will plan:

- Cognition and Learning
- Communication and Interaction
- Social, emotional and mental health
- Physical/sensory

All teachers and learning support assistants are responsible for identifying students with SEN and in collaboration with the SENCo/Inclusion Coordinator, will ensure students requiring additional and/or different provision are identified at an early stage. High quality teaching, differentiated for individual students, is the first step of responding to students who may have SEN. Any student having significant needs which require additional and/or different provision will be placed on the SEN register. Students requiring catch up intervention (below age related expectations) do not necessarily have special educational needs. It is the responsibility of individual subject areas to identify students in need of catch-up intervention.

Parents are welcome to raise any concerns they have about their child's needs or progress with the form tutor or the SENCo/Inclusion Coordinator.

The SENCo and Inclusion Coordinator visit feeder primary schools and attend Year 6 Annual Reviews for pupils with Education Health and Care Plans (EHCPs) to enable a planned transition for pupils identified as having SEN at primary school.

5 The Aims of SEN Provision at UWS

- To ensure students views are sought and considered.
- To ensure students have access to a broad and balanced curriculum.
- To provide a differentiated curriculum and resources appropriate to the individual's needs and abilities, to enable good progress.
- To ensure the identification of all students requiring SEN provision as early as possible.
- To regularly review the progress of students with SEN in line with the schools tracking procedures and policies. Those failing to make expected levels of progress are identified quickly and discussions take place as to the next steps using the graduated approach - Assess, Plan, Do and Review.
- To inform parents that the school considers their child may require SEN support.
- To ensure the parents/carers are involved in discussions, meetings and through the reporting system about their child's progress and attainment. Their views will be taken into consideration whilst working in partnership in order to improve progress and attainment.

6 The Provision

Upper Wharfedale School will have due regard to the Special Needs Code of Practice 2014, the Equality Act 2010 and the Children and Families Act 2014 when carrying out our duties with regard to students with SEN.

The school adopts a graduated response to meeting special educational needs, using the Assess, Plan, Do and Review approach. This is in line with the SEN Code of Practice 2014 and the Local Authority Waves of Provision model.

The majority of students should have their needs met by Quality First, Universal Wave One provision within lessons. Some students may need personalised learning support in the form of intervention programmes delivered in small groups or individually. These programmes will be time limited with a clear focus and with set targets negotiated with students. Parents will be informed that interventions are taking place.

If there is evidence that a student is making insufficient progress despite significant support and interventions, further advice and support will be sought from external agencies in order to best meet the needs of the student. Permission will be obtained from parents/carers and they will be fully informed and updated.

These agencies may include the Pupil Referral Service, the Education Psychology, Service, the Sensory, Physical and Medical Support Service, the School Nurse, Integrated Youth Services, the Child and Adolescent Mental Health Service (CAMHS), Social Care, the Speech and Language Therapy Service and the Autism Support Service, Education Welfare Officer, the EMS for High Functioning Autism and the EMS for Cognition and Learning (C&L). *(Please note UWS cannot make direct referrals to some of these agencies, in this instance a referral may be made to the Inclusive Education Service (IES) or the Craven Prevention Service).*

The school may request an Education, Health and Care Plan (EHCP) from the LA when despite an individualised programme of sustained intervention and support from other agencies, the student remains a significant cause for concern. An EHCP may also be requested by a parent or outside agency.

An EHCP will be issued where following a Statutory Assessment, the Local Authority considers the student requires provision beyond that which a school can usually be expected to offer. The school recognises that a request for Statutory Assessment does not inevitably lead to an EHCP.

An Education, Health and Care Plan (EHCP) states the learning outcomes, provisions and additional resources (in terms of finance, human and/or physical) in order to meet the specific need.

For students with an EHCP, their progress and support outlined in their EHCP will be reviewed annually and a report provided for the Local Authority. If the student makes sufficient progress, the EHCP may be discontinued by the Local Authority.

7 Medical Needs

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips, and physical education. Some young people with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some students with medical needs may be provided with a detailed Health Care Plan, compiled in partnership with the school nurse, parents and if appropriate, the student. Staff who agree to supervise and administer medications will complete formal training where required. All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within supporting pupils at school with medical conditions 2014.

8 Transitions

The Inclusion Coordinator and SENCo liaise with feeder primary schools and with secondary schools where a student with SEN is moving to Upper Wharfedale School. This enables planned provision to be made. The Inclusion Coordinator or SENCo attend Year 6 Annual Reviews for pupils with EHCPs to enable a planned transition.

The Year 9 Annual Review of the EHCP is the Transition Review and the school, the student and the family, work together to produce a Transition Plan considering options when the student leaves UWS. This plan is reviewed at subsequent Annual Reviews. The school has a duty to secure independent careers guidance for all students in Year 9 onwards. This includes information on the range of education or training options, including apprenticeships and other vocational pathways.

The SENCo and Inclusion Co-ordinator liaise with the receiving school when a student with SEN moves to another school or provision.

The SENCo and Inclusion Co-ordinator liaise with post-16 providers to ensure smooth transitions for students with SEN when they leave UWS. These include 6th forms at other schools, FE colleges, residential provision and employers.

9 Resource Allocation

The school receive funding to respond to the needs of students with SEN from a number of sources, including:

- The age-weighted pupil unit
- The notional SEN budget
- Pupil Premium Funding for those who have been in receipt of free school meals in the last 6 years, who are in the care of the Local Authority or whose parents are in the Armed Services
- Year 7 Catch Up funding for those who enter secondary education below level 4 in English and/or Maths
- High Needs funding from the LA, for those students with complex needs

This funding is then used to allocate resources – both human and otherwise – to support students with SEND.

If parents wish to discuss the options available to their child, they are welcome to make an appointment to see the SENCo/Inclusion Co-ordinator.

10 Roles and Responsibilities

The provision for and progress of students with SEN is a whole school responsibility requiring a whole school response.

10.1 Governor

Robert Carr is the SEN Governor who takes a special interest in SEN and the Governing Body is responsible for ensuring provision is made for students with SEN.

10.2 Headteacher

The Headteacher, Mr Taylor, has the responsibility for the overall leadership and management of UWS, including provision for students with SEN.

10.3 SENCo & Inclusion Co-ordinator

The named Special Educational Needs Co-ordinator (SENCo) for the school is Mrs R Hindle and the Inclusion Coordinator is Mrs J Laidler-Smith. The role of the SENCo and Inclusion Coordinator includes:

- Overseeing the day to day operation of the SEN Policy
- Co-ordinating and evaluating the provision for students with SEN
- Liaising with and advising teachers
- Managing Learning Support Assistants
- Monitoring student progress and overseeing record keeping.
- Contributing to INSET
- Liaising with parents/carers
- Liaising with external agencies and completion of any subsequent referral
- Maintaining the SEN Register, Register of Vulnerable Students and Medical Register where appropriate.

10.4 Learning Support Assistants (LSAs)

Upper Wharfedale School employs Learning Support Assistants (LSAs), Advanced Teaching Assistants (ATAs) and Higher Level Teaching Assistants (HLTAs).

Learning Support Assistants are employed to support individual students, groups and classes. Students are predominantly supported to enable them to learn in lessons alongside their peers. Sometimes teaching assistants work individually with students who have been withdrawn from a lesson to follow an individual programme.

The management and training of LSAs in SEN and inclusive practice is the responsibility of the SENCo and Inclusion Co-ordinator. Learning Support Assistants are under the direction of the subject teachers when working with them, supporting students in lessons. The SENCo and Inclusion Coordinator manage the professional development and training for the LSAs.

10.5 Students

The views of students with SEN are actively sought when planning provision for them that is additional and different.

Students with EHCPs and some students on the SEN register are supported to produce Student Support Plans to enable them to inform all staff about their strengths, areas of need, targets, preferred learning styles and the support strategies they find to be the most effective.

The views of students with SEN are also canvassed annually and those with EHCPs make written and verbal contributions to their Annual Reviews.

10.6 Parents and carers

At UWS we recognise that parents/carers hold key information and have a critical role to play in their child's education. The school seeks the involvement of the parents and carers of students with SEN. Parents/carers are kept informed of the progress of their children. UWS will collaborate with and listen to the views of parents/carers to work together to meet their child's needs. School regularly evaluate provision by conducting audits and sampling parent/student views.

The school can provide information about the LA SEN Information Advice and Support Service (formerly Parent Partnership Service) to all parents/carers of students with SEN. The contact for this service in Craven is Jan Brennand. Parents of any student identified with SEN may contact this service for independent support and advice.

11 Admissions

The Governing Body ensures that admissions criteria will not discriminate against students with SEN. Admission arrangements for students with SEN are in accordance with Local Authority regulations.

12 Links to Other Policies

These documents can be found on the UWS website.

- Anti-Bullying Policy
- Attendance Policy
- Child Protection Policy
- Single Equality Scheme and Equality Scheme Action Plan
- UWS SEN Information Report (Local Offer)
- NYCC Local Offer

13 Complaints

Any complaints about special educational needs provision for a particular student, should be made in the first instance to the SENCo, Mrs R Hindle. If the problem is not resolved, the matter should be referred to the Headteacher, Mr Taylor.

Should concerns remain, they will be discussed with the SEN Governor. Parents/carers of students with SEN or disabilities whose concerns cannot be resolved by the usual school procedures can request independent disagreement resolution/mediation. The school or the Local Authority SEND Information, Advice and Support Service (SENDIASS) can give further information about this process on request.