



Policy: Special Educational Needs and Disability (SEND) Policy

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SEND

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1. Our values

At Harrogate Grammar School we take great pride in our core purpose of 'Excellence for all', striving for **all** students to achieve their full potential – emotionally, physically, socially and academically. This is nurtured through a proactive and caring environment that promotes consistency, stability and respect for all. We want students to be resilient and persevere, whatever the challenge. Our support to encourage students to reach this goal is unrelenting.

All staff are committed to having high expectations and aspirations for all students, whatever their starting point. Within a climate of consideration for others, students show kindness, respect and tolerance for all individuals within and beyond our school. We want our students to feel safe at school, enjoy their learning and flourish.

2. Objectives of the policy

The objective of this policy is to ensure that the governing body makes provision for vulnerable students who are identified as having Special Educational Needs and/or disabilities.

'All children and young people are entitled to an education that enables them to make progress so that they achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.' (6.1 CoP 2014)

3. Scope of the Policy

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice 2014 and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for students with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for students with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The Governance Handbook, which sets out governors' responsibilities for students with SEND
- The School Admissions Code, which sets out the school's obligation to admit all students whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

This policy also complies with our funding agreement and articles of association.

Links with other school policies and documents

This policy links to the following documents

- SEN information report
- The local offer
- Accessibility plan
- Respectful relationships and behaviour policy
- Equality information and objectives
- Supporting students with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy

4. Definitions and abbreviations

Special educational needs

A student has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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. (xiii, xiv CoP 2014)

Disability

Students are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for students with disabilities, so that they are not at a substantial disadvantage compared with their peers.

The 4 areas of need

The needs of students with SEND are grouped into 4 broad areas. Students can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the student's particular area(s) of need, at the relevant time.

<p>Communication and interaction</p>	<p>Students with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Students who are on the autism spectrum often have needs that fall in this category.</p>
<p>Cognition and learning</p>	<p>Students with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
<p>Social, emotional and mental health</p>	<p>These needs may reflect a wide range of underlying difficulties or disorders. Students may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the student becoming withdrawn or isolated.</p>
<p>Sensory and/or physical</p>	<p>Students with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Students may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These students may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

Abbreviations used

CoP	Code of Practice
EP	Educational Psychologist
TMP	Targeted Mainstream Provision
SEND	Special Educational Needs and/or Disabilities
SENDCo	Special Educational Needs & Disabilities Coordinator
TLA	Teaching and Learning Assistant
IPM	Individual Provision Map
IEP	Individual Education Plan
SPA	Single Point of Access

5. Philosophy

The school community believes that:

- All students are equally valued and the school has high aspirations for all.
- All students are the shared responsibility of all staff.
- All students are entitled to a broad and balanced inclusive curriculum which is personalised and focused on outcomes.
- Teaching and learning will be adapted to suit the needs of learners and recognise different routes to achievement.
- Early and accurate identification is essential.
- There will be a flexible continuum of provision for students with SEND.
- SEND and high needs funding will be used efficiently to ensure progress of students with additional needs.
- Staff will be given appropriate training to allow them to meet a wide range of needs.
- Parents will be fully involved as partners in their child's education.
- Students will be encouraged to give their views on what learning is like for them.
- Governors will have access to information which will allow them to monitor and evaluate the effectiveness of the SEND policy.
- We aim to reduce inequalities and barriers that already exist.

6. Principles

Evidence suggests that approximately 75% of disabled children also have a special educational need and these students are also protected by the Equalities Act 2010.

Mainstream educational settings must use their **best endeavours** to secure the special educational provision called for by the child's or young person's needs.

7. Responsibilities

The **SENDCO** at our school is Mrs Liz Zoccolan.

They will:

- Inform any parents that their child may have SEN and then liaise with them about the student's needs and any provision made

- Work with the Headteacher and SEN Link Governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that students with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and adaptive teaching methods that meet the needs of individual students
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the student and their parents are informed about options and that a smooth transition is planned
- When a student moves to a different school or institution, ensure that all relevant information about a student's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the Headteacher and school Governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all students with SEND up to date and accurate
- With the Headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the Headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the Headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

The SEND link governor

The SEND link governor is Andrew Lindley. They will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this

- Work with the Headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

The Headteacher

They will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for students with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual students
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of students on the SEND register
- With the SENCO, advise the LA when a student needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

Class teachers

Each class teacher is responsible for:

- Planning and providing adaptive teaching methods that meet the needs of individual students
- The progress and development of every student in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each student's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
 1. Set clear outcomes and review progress towards them
 2. Discuss the activities and support that will help achieve the set outcomes

3. Identify the responsibilities of the parent, the student and the school
4. Listen to the parents' concerns and agree aspirations for the student

Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a student on the SEND register will always be given the opportunity to provide information and express their views about the student's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the student's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the student
- Given an annual report on the student's progress

The school will take into account the views of the parent or carer in any decisions made about the student.

The student

Students will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the student:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The student's views will be taken into account in making decisions that affect them, whenever possible.

8. Whole school approaches:

- All staff ensure that SEND strategies and reasonable adjustments are implemented to ensure high quality teaching for all.
- Regular communication takes place between subject teachers, TLAs, SENDCo, Pastoral Leaders, parents and students to ensure progress.
- All staff have appropriate access to up to date information about students with SEND via the SEND Support Record and Individual education plans in Arbor.
- The SENDCo offers advice on accessibility, adjustments and adaptations to all staff via Arbor, Faculty leaders and regular focus meetings.
- Students are supported and included alongside their peers whenever possible.
- All students are encouraged to join in extra-curricular activities.
- All students have individualised targets.

- Provision for students with SEND is reflected throughout school self-evaluation.
- The complaints procedure is transparent and easily available to parents.
- Robust screening and assessment processes are in place for access arrangements so that all students can demonstrate their full potential in tests and exams.
- School uses the NYCC's Local Offer to inform our local provision. This is published on the school website as part of the governors' SEND Information Report.
- Individualised approaches: additional interventions will be implemented as necessary and these interventions will be monitored and evaluated.
- Additional help for specialist support will be sought appropriately through the Single point of access (SPA).
- Some students will have individualised Education Plans (IEP), behaviour plans, risk assessments or health care plans. Some students may be allocated a key worker.
- Person-centered reviews will be held regularly with families, considering acceptable meeting times. The parents and student will be respectfully listened to and their views will inform personalised learning pathways.
- TLAs will be trained so that they can encourage and support students, regardless of communication needs, to make their views known.
- Transition arrangements will be personalised to support additional needs such as additional visits to familiarise and/or develop trusted relationships.
- The SENCo will be appropriately qualified and have the skills required to meet statutory duties.
- Designated finances will be used appropriately to meet needs without reducing independence.
- Staff training will reflect the needs of the current school community.
- Parents will be given clear routes to access support, and be encouraged to bring a supporter to meetings if desired.
- The school will follow the latest statutory guidance, currently the CoP 2014.

9. The graduated approach to SEN support

Once a student has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

Assess

The student's teachers and the SENCO will carry out a clear analysis of the student's needs. The views of the student and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the student's need. For many students, the most reliable way to identify needs is to observe the way they respond to an intervention.

Plan

In consultation with the parents and the student, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the student will be made aware of the student's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, Arbor and will be made accessible to staff in an IEP.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

Do

The student's subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the student. They will work closely with any teaching assistants 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 support the teacher in further assessing the student's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

Review

The effectiveness of the support and interventions and their impact on the student's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and students
- The level of progress the student has made towards their outcomes
- The views of teaching staff who work with the student

The teacher and the SENCO will revise the outcomes and support in light of the student's progress and development, and in consultation with the student and their parents.

10. Levels of support

School-based SEN provision

Students receiving SEN provision will be placed on the school's SEND register. These students have needs that can be met by the school through the graduated approach. Where the student's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these students is funded through the school's notional SEND budget.

On the census these students will be marked with the code K.

Education, health and care (EHC) plan

Students who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the student, the provision that will be put in place, and the outcomes sought.

The provision for these students will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these students will be marked with the code E.

11. SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

12. Monitoring and evaluating performance

'All teachers are teachers of children with SEND' (CoP 2014)

Monitoring and evaluating the progress of students with SEND is an integral part of our whole school system to monitor and evaluate achievement, teaching and learning, behaviour and welfare, leadership and management. However, to ensure good life outcomes for this vulnerable group, additional, focused monitoring takes place. This includes:

- Monitoring and evaluating of interventions, including their value for money
- Analysis of data examining the progress of different vulnerable groups
- Learning walks and student voice interviews to evaluate the effectiveness of the strategies listed on provision maps
- Annual financial returns
- Completion of statutory functions by the SENCO related to referral for Education Health Care plans, termly meetings and Annual Reviews.
- Work scrutiny with selected student groups
- Focused monitoring by the SENCO, Deputy Headteacher with responsibility for SEND, SEND link Governor
- Detailed discussions with families and students
- Progress through a variety of transitions
- Attendance and exclusions analysis
- Feedback from support agencies and Ofsted
- Analysis of information and data about the school using IDSR (Analysing School Performance)
- Peer reviews

13. The governing body evaluate the work of the school by:

- Appointing a SEND link Governor who is a champion for students with SEND
- Monitoring data with respect to vulnerable groups
- Challenging the leadership through informed questioning
- Undertaking learning walks in school with a focus on SEND
- Meeting with parents and students
- Ensuring there is appropriate continuing professional development taking place for all staff with regard to SEND
- Holding the school to account for its use of SEND funding

14.Complaints

The first point of contact in the event of a complaint is to contact the SENCO. If your complaint is not resolved, please contact the School or refer to our Complaints policy.