

Trust Policy

SEND Policy & Information Report

Approver: Trustees

Review Cycle: Triennial



Revision History			
Date	Version	Short Description of Changes	Approved by:
May 2024	V1.0	Model Policy adopted	Trustees
Sept 2024		Updated by Mrs. Briggs, SENCo	Approved at LGC 18/09/2024

This Policy Applies To:

Secondary Schools

Primary Schools

Centralised Trust Employees

Trustees & Governors

Document Management Information

Applicable to:	All staff
Development and Consultation:	Policy developed in line with best practice. This template should be updated by schools.
Dissemination:	Made available on the Staff Hub and school policies should be published on the school website.
Implementation:	To be used in the provision of SEND
Training:	All staff will receive training relevant to their post.
Review Frequency:	Triennially
Based on:	DELTA Academies Trust SEND Policy
Policy Author:	Trust Compliance Officer
Executive Policy Owner:	Chief Executive Officer
Approval by:	Trustees
Version	1.0
Approval Date:	23 May 2024
Next Review Due:	May 2027

If you require this policy in a more accessible format please contact the Trust Compliance Officer on compliance@coastandvale.academy

Executive summary text for current policy version:

This policy replaces the POLY074 – Trust SEND Policy which is now withdrawn

Schools should update this policy where highlighted and publish it on their school websites as a pdf, this should be done in each Autumn Term.

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1. AIMS AND OBJECTIVES

1.1 Our SEND policy and information report aims to:

- Set out how our school will support and make provision for learners with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing support for learners with SEND.

1.2 We aim to provide every learner with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs and Disability Code of Practice.

1.3 At Scarborough UTC, we firmly believe that all learners, irrespective of their starting point, are entitled to a broad and balanced curriculum. To this end we provide a learning experience which gives every learner the opportunity to fulfil their potential and develop the all-important skills and qualities which will serve them well in later life.

2. COMPLIANCE, LEGISLATION AND GUIDANCE

2.1 Review date

2.1.1 This policy should be reviewed in the autumn term and approved by the Local Governing Committee; it should then be placed onto the school website.

2.2 Legislation

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- 2.2.1 The Special Educational Needs and Disability (SEND) Code of Practice is a statutory code which explains the duties of schools and colleges to provide for those with special educational needs under part 3 of the Children and Families Act 2014.
- 2.2.2 It is a statutory requirement that each school outlines their personalised Special Education Needs and Disability procedure in their school information report (local offer) to accompany this policy.
- 2.2.3 This policy is for staff, parents/carers, learners and practitioners across education, health and care agencies and aims to explain what these stakeholders can expect the school to provide. Our SEND Information Report is contained within this policy.
- 2.2.4 This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:
- [Part 3 of the Children and Families Act 2014](#), which sets out school responsibilities for learners with SEND.
 - [The Special Educational Needs and Disability Regulations 2014](#), which sets out school responsibilities for education, health, and care (EHC) plans, SEN coordinators (SENCOs) and the SEND information report.

3. DEFINITIONS

- 3.1 A child or young person has special educational needs if they have a learning difficulty or disability, moderate, severe, profound and/or multiple needs which call for special educational provision to be made.
- 3.2 They have a learning difficulty or disability if they have:
- A significantly greater difficulty in learning than most others the same age, or
 - A disability which prevents or hinders them from making use of facilities of a kind generally provided for others the same age in mainstream schools.
- 3.3 Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people the same age by mainstream academies.
- 3.4 Children and young people who have SEN may also have a disability under the Equality Act 2010. Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review.

4. ROLES AND RESPONSIBILITIES

- 4.1 The Headteacher and the governing committee have delegated the responsibility for the ongoing implementation of this SEND Policy to the Special

Educational Needs Coordinator (SENCO). The SENCO is responsible for reporting regularly to the Headteacher and the governor with responsibility for SEND on the ongoing effectiveness of this policy.

4.2 The SENCO

The SENCO is Hayley Briggs and can be contacted via SEND@su.coastandvale.academy

They will:

- Work with the Headteacher, leadership team and SEND governor to determine the strategic development and implementation 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 learners with SEND, including those who have EHC plans ensuring that staff are aware of the nature of special needs and the requirements of the EHC Plan.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that learners with SEND receive appropriate support and high-quality teaching. including contributing to CPD.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet learners' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all learners with SEND up to date including the SEND register.
- Assist in the preparation of written reports for internal and external reviews.

4.3 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at Local Governing Committees (LGCs) meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the LGC on this.

4.4 The Headteacher

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The Headteacher will:

- Work with the SENCO to determine the strategic development of the SEND policy and provision within the school.
- Ensure that SEND provision in the school accurately reflects the policy.
- Have overall responsibility for the provision and progress of learners with SEND.

4.5 Class teachers

Each class teacher is responsible for:

- The progress and development of every learner in their class.
- Working closely with the SENCO to identify any learner who may have SEND.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching.
- Working with the SENCO to review each learner's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

5. SEND INFORMATION REPORT

5.1 The kinds of SEND that are provided for:

Our school currently provides additional and/or different provisions for a range of needs, including:

5.1.1 Communication and Interaction (C and I)

Learners have difficulty in communicating which can include expressing themselves or understanding verbal speech and etiquette. Young people with autism spectrum disorder (ASD) and Asperger's are likely to have particular difficulties with social interaction.

5.1.2 Cognition and Learning (C and L)

These needs are on a continuum and can vary across subjects and situations as learning difficulties can be general or specific and include difficulties with reading and spelling, learning new information and concentration.

5.1.3 Social, emotional and mental health (SEMH)

Additional needs centre on the inability to manage emotions and behaviour often resulting in inappropriate responses to situations and difficulty in building and

maintaining relationships with peers and adults. This can manifest itself as anxiety, ADHD and impulsivity.

5.1.4 Sensory and/or physical (PD)

In this area of need learners are identified with a disability. This can include a visual or hearing impairment, a multi-sensory impairment or a physical disability.

5.1.5 Difficulties not relating to SEND:

Some learners in our school may be underachieving, which may be caused by a poor early experience of learning but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these learners 'catch up'.

Difficulties solely as a result of learning English as an additional language are not SEN. We assess all aspects of a learner's performance in different areas of learning and development to establish whether lack of progress is due to their poor understanding of English or if it arises from SEN or a disability.

The following concerns may impact on a learner's progress and attainment but are not in themselves indicators of SEN:

- Attendance and punctuality.
- Health and welfare.
- Being in receipt of the Pupil Premium Grant.
- Being a Looked After pupil.
- Being a child of a serviceman/woman.

5.2 Identifying learners with SEN and assessing their needs

5.2.1 We will assess each learner's current skills and levels of attainment on entry in maths and reading using GL assessments. This will enable us to provide intervention where appropriate. Class teachers will make regular assessments of progress for all learners and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the learner's previous rate of progress.
- Fails to close the attainment gap between the learner and their peers.
- Widens the attainment gap.

5.2.2 This may include progress in areas other than attainment, for example, social needs.

- 5.2.3 Slow progress and low attainment will not automatically mean a learner is recorded as having SEN.
- 5.2.4 When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and wishes of the learner and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.
- 5.2.5 Data provided by teachers will be used alongside information from standardised assessments and observation to determine whether the learner would benefit from being placed at the 'SEN Support' stage on the special educational needs register.
- 5.2.6 The school uses reading age data to identify learners who may require reading intervention. If the SENCO believes that a referral to Educational Psychology may be necessary, then parental consent will be sought.

5.3 Consulting and involving learners and parents

5.3.1 We will have an early discussion with the learner and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone feels welcome.
- Everyone develops a good understanding of the learner's areas of strength and difficulty.
- We consider the parents' concerns, giving parents and carers opportunities to play an active and valued role in their learner's education.
- We actively seek learners' wishes and feelings around their individual needs.
- Learners have a voice, allowing them to discuss and review their support regularly with their keyworkers.
- We encourage parents and carers to inform the school of any difficulties they feel their child may be having or other needs they feel their child may be experiencing which need addressing.
- Parents and carers are continually informed and given support during assessment and any related decision-making processes.
- Parents and carers are aware of sources of information, advice, and support so that everyone understands the agreed outcomes sought for the learner.
- Everyone is clear on what the next steps are.

5.3.2 Notes of these early discussions will be added to the learner's record.

5.3.3 We will formally notify parents when it is decided that a learner will receive SEND support.

5.4 Assessing and reviewing learners' progress towards outcomes

5.4.1 We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

5.4.2 General provision for all learners is provided using core school funding, meaning:

- All learners will have access to well-adapted, quality first teaching which is enhanced, where appropriate, through low-level, short-term interventions.
- Language acquisition is best promoted through a range of good, inclusive strategies, interventions, and adaptations of the usual school curriculum.
- Learners who are underachieving will have been identified as needing to make accelerated progress but will not necessarily be learners with SEND.

5.4.3 The class or subject teacher will work with the SENCO to carry out a clear analysis of the learner's needs. This will draw on:

- The teacher's assessment and experience of the learner.
- Their previous progress and attainment, in addition to their behaviour record.
- Other teacher assessments, where relevant.
- The individual's development in comparison to their peers and national data.
- The views and experience of the parents.
- The learner's own views.
- Advice from external support services, if relevant.

5.4.4 The assessment will be reviewed regularly.

5.4.5 All teachers and support staff who work with the learner will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the learner's progress.

5.5 Supporting learners moving between phases and preparing for adulthood.

- 5.5.1 We will share information with the school, college, or other setting the learner is moving to. We will agree with parents and learners which information will be shared as part of this.
- 5.5.2 The school supports transition, with focus on providing additional support for all learners. All learners will receive information, advice and guidance to support their transition through the school and into further education, training or employment.
- 5.5.3 In addition, the school has an extensive system for supporting learners in Key Stage 4 and 5 with their career choices. This involves regular appointments with the career's advisor.
- 5.5.4 Outside agencies such as medical/health/psychology professionals and pastoral manager are also involved in the process where appropriate. Parents are welcome to attend these meetings to help inform future choices.
- 5.5.5 Learners are also encouraged to attend open days/evenings as well as taster days/tours prior to starting further education, again accompanied by parents/carers to ensure they are moving on to a suitable pathway. This aspect is also discussed with parents/carers, school staff and outside agencies at review meetings where appropriate.

5.6 Our approach to teaching learners with SEND

- 5.6.1 Teachers are responsible and accountable for the progress and development of all the learners in their classes.
- 5.6.2 High-quality teaching is our first step in responding to learners who have SEND. This will be adapted for individual learners on an individual basis. Every learner on the SEND register will have a "learning passport". This advises teachers how to adapt their teaching to meet individual needs.
- 5.6.3 We may also provide the following interventions:
 - Keyworker support
 - 1-2-1 teaching assistant support
 - Social Interventions
 - TextHelp
 - SEMH intervention
 - Speech and language therapy
 - Reading Plus
 - Ruth Miskin – Read, write inc
 - Access to word processor as alternative way of recording

- Reading Pens

5.7 Adaptations to the curriculum and learning environment for learners with SEND

5.7.1 Subject teachers are responsible for planning lessons that are accessible and adapted for every learner using Coast and Vale Learning Trusts (the Trusts) “learning principles”.

5.7.2 In most curriculum areas learners are grouped by levels of attainment. However, these groups are reviewed regularly in response to learner progress. Support staff are also there to support the implementation of a broad and balanced curriculum.

5.7.3 The school accessibility plan is reviewed annually and is available on the school website.

5.7.4 We make the following adaptations to ensure all learners’ needs are met:

- Adapting our curriculum to ensure all learners can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, reading rulers, larger font.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud.

5.8 Additional support for learning

5.8.1 We have a team of teaching assistants who are trained to deliver interventions.

5.8.2 Teaching assistants will provide support when a learner is working significantly below age-related expectations on a short-term basis to support the classroom teacher to improve progress.

5.8.3 Teaching assistants will support learners in small groups where learners would benefit from group work to help develop and improve social skills, for short term intervention to support curriculum progress and to provide an opportunity to build independence.

5.8.4 We work with the following agencies to provide support for learners with SEND:

- School Nurse
- Educational Psychologists
- Educational Social Workers
- Childhood, Adolescent Mental Health Services (CAMHS)

- Social Care Team
- Health and Medical Specialists
- Speech and Language Therapy
- NYCC SEND Hub support
- Early Help
- The Wellbeing In Mind Team

6. EXPERTISE AND TRAINING OF STAFF

- 6.1.1 The SENCO will maintain links with the LA Support Service, the school's Educational Psychology Service and specialist agencies such as the Health Service and occupational therapies, to ensure that all support staff are up to date with changes across the authority.
- 6.1.2 The Trust has an active network of SENCOs who meet regularly to discuss SEND practice across the trust and identify any training needs relevant to individuals or groups. Support staff have regular meetings with the SENCO and have opportunities for training throughout the academic year.
- 6.1.3 All teaching assistants and some support staff are trained as keyworkers and complete annual safeguarding training plus regular updates.
- 6.1.4 The SENCO regularly updates teaching staff on any changes to SEND provision and also has regular CPD slots to ensure that all staff are familiar with the SEND practices and the policy.
- 6.1.5 We also have a TextHelp Champion in each school, designed to train and upskill learners and staff on the use of an online programme to help learners entitled to a reader and those with EAL.

6.2 Securing equipment and facilities

- 6.2.1 Prior to admission, where necessary, the relevant equipment and facilities for an individual will be sought. Specialist equipment will be kept in the SEND office, or in specialist areas. The SENCO will be responsible for ensuring that all equipment and facilities are fit for purpose and reordered in good time when necessary.
- 6.2.2 Further information may also be found in the school's accessibility plan.

6.3 Evaluating the effectiveness of SEND provision

6.3.1 We evaluate the effectiveness of provision for learners with SEND by:

- Reviewing learners' individual progress towards their outcomes each term.
- Regularly reviewing the impact of interventions.
- Using learner questionnaires.
- Monitoring the quality of education provided for learners with SEND.
- Holding annual reviews for learners with EHC plans.

6.4 Enabling learners with SEND to engage in activities available to those in the school who do not have SEND

6.4.1 All our extra-curricular activities, interventions and school visits are available to all our learners.

6.4.2 All learners are encouraged to go on our residential trips.

6.4.3 No learner should ever be excluded from taking part in these activities because of their SEN or disability.

6.4.4 Some learners in our school have medical conditions that require care and support to enable full access to education, including school trips and physical education. Some learners with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

6.4.5 The school's accessibility plan can be found on the school website.

6.4.6 This covers:

- Improving the extent to which disabled learners can participate in the curriculum.
- Improving the physical environment to enable disabled learners to take better advantage of the education, benefits, facilities, and services provided at the school.
- Improving the availability of accessible information to disabled learners.

6.5 Support for improving emotional and social development

6.5.1 We provide support for learners to improve their emotional and social development in the following ways:

- Learners with SEND are encouraged to be part of all enrichment opportunities.

- Learners with SEND have an allocated keyworker who meets with them regularly to discuss their concerns.

6.5.2 The school's anti-bullying policy is available on the website.

6.6 Working with other agencies

6.6.1 The school actively seeks involvement from all relevant services to ensure that all plans written for learners are effective and meet their needs. Where necessary, other agencies are invited to review meetings to promote a coordinated approach from professionals.

6.6.2 We aim to ensure referrals are made in a timely manner, and consent will be sought from parents before referring learners to professional services.

6.7 Complaints about SEND provision

6.7.1 Complaints about SEND provision in our school should be made to the SENCO in the first instance. If they are unresolved, the school's complaints policy can be followed.

6.7.2 The parents of learners with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that the school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions.
- Provision of education and associated services.
- Making reasonable adjustments, including the provision of auxiliary aids and services.

6.8 Contact details for raising concerns

6.8.1 There is an overarching policy for handling complaints available on the school website. However, we do strongly encourage parents/carers to either speak to or meet with the SENCO and Pastoral Manager in the first instance in order to work together to address concerns.

6.9 The local authority local offer

6.9.1 Our local authority's local offer is published here <https://www.northyorks.gov.uk/children-and-families/send-local-offer>

7. MONITORING ARRANGEMENTS

7.1.1 This policy and information report will be reviewed by the SENCO annually. It will also be updated if any changes to the information are required during the year.

7.1.2 It will be approved by the governing body.

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8. Links with other policies and documents

8.1 This policy links to the following documents:

- Accessibility Plan
- Exam Access Arrangements Policy
- Conduct for Learning Policy
- Equality, diversity and inclusion policy
- Supporting pupils with medical conditions policy
- Admissions policy
- Child on Child Abuse policy
- Complaints policy