SEN Policy
and Procedures
for
Stokesley School

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**Stokesley School
& Sixth Form College**
Being the best we can be

Introduction

This policy complies with the statutory requirement laid out in the Special Educational Need and Disability (SEND) Code of Practice 0 – 25 (2014) and has been written with reference to the following guidance and documents:

- Children and Families Act (2014)
- Equality Act (2010)
- Equality Act 2010: advice for schools DfE (May 2014)
- Special educational needs and disability code of practice: 0 to 25 years (2015)
- Special Educational Needs (Information) Regulations (2014)
- Special Educational Needs and Disability (Amendment) Regulations (2015)
- Statutory guidance on supporting students at school with medical conditions: Care and Support Statutory Guidance (Dec 2015)
- Keeping children safe in education (2018)
- School admissions code' (2014)
- Stokesley School Safeguarding Policy (2018)
- Teachers' Standards, DfE (2011)

Statement of Values - Every small step forward is a step in the right direction

Learning support for our students with special educational needs (SEN) and/ or disabilities is a partnership between parent/ carers and school. We have the same high aspirations for academic progress and personal growth as for all our students and our dedicated team of support specialists work closely with parents, teachers and students to secure practical plans which support personalised learning.

Our support begins in Year 6 through close liaison with primary schools, and extends throughout a student's time at school. Our support is for the development of the whole child, including his/ her personal and social development.

Our work is underpinned by our vision statement and our attached core values.
Our vision: to support all students to reach their potential in all aspects of school life.
Our core values: creating a space where students feel valued and understood; promoting independence and developing resilience; establishing a culture which enables, not disables; developing positive relationships between students, parents, carers, teachers and external agencies.

Definition of SEND

A child or young person has SEND if they have a learning difficulty or disability* which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child having a disability does not automatically mean they have special educational needs. The SEND Code of Practice, 2014, outlines 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation.

Categories of SEND

The SEND Code of Practice, 2014, describes the four broad categories of need as:

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- sensory and/or physical needs

Levels of SEND

In line with the SEND Code of Practice, 2014, we use the following levels of SEND to assist our monitoring and to enable us to make a 'graduated response' to special educational needs.

The following codes are used on our SEND register and Management Information System:

Code	Description	Used for
W1	Monitoring	Students with an identified need, which can be met by quality classroom teaching and well informed planning.
K	SEND support	Students where additional support or interventions are ongoing.
E	EHCP	Students with an Education Health and Care Plan, or statement not yet converted.

A Graduated Approach to SEND Support

School will employ a graduated approach to meeting the pupil's needs by:

- establishing a clear, internal assessment of the pupil's needs
- planning, with the pupil's parents/ carers, the interventions and support to be put in place, as well as the expected impact
- implementing the interventions, with the support of the Special Educational Needs Co-ordinator (SENCo)
- reviewing the effectiveness of the interventions, and making any necessary revisions.

Identification

Teachers are responsible and accountable for the progress and development of students in their classes. High quality differentiated teaching is the first step in responding to students who have or may have SEND. Subject teachers make regular assessments of progress for all pupils, which seek to identify pupils 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 pupil's previous rate of progress.
- fails to close the attainment gap between the pupil and their peers.
- widens the attainment gap.

Where special educational needs have been identified, this information is shared with classroom teachers; along with recommended strategies to enable teachers to plan effectively. In accordance with school policy, all teachers plan and deliver lessons that are differentiated to meet the needs of all the individuals in their classes.

Monitoring

Where a student is identified as requiring additional support the SENCo will provide additional information to teachers about how they can best help the student.

[These students will be identified as W1 for monitoring purposes.]

Additional Interventions to Secure Progress

Where a student requires more than high quality teaching to secure progress, there may be a need for further interventions. These are matched to the needs of individual students and may include but are not limited to: support for literacy and numeracy; specific support in one or more curriculum area; support with personal or emotional development; support for physical needs; support for social integration; preparing for adulthood.

All interventions are led by trained staff, monitored carefully and outcomes are evaluated.

Where an intervention is considered necessary this will be discussed with parents or carers before it begins, and they will be informed of the outcomes.

Where necessary an Individual Provision Map (IPM) will be issued, detailing precise actions that need to be taken by all teachers and setting personalised targets for the student.

[Students who require support which is additional to and different from their peers will be entered on the SEND register as K (SEND support) for monitoring purposes and will be allocated a key worker from the SEN team.]

Teaching Assistant Support

For some students it is appropriate to provide additional support in class from a teaching assistant (TA). Our TAs work closely with classroom teachers to ensure students receive the right balance of challenge and support, and are given structured opportunities to develop and demonstrate their ability to work independently. Where a TA is assigned to a class, teachers are expected to plan in collaboration with the TA to ensure that their combined professional expertise, pedagogical knowledge and knowledge of the individual child are fully utilised to the student's benefit. The deployment of the TA is the responsibility of the class teacher and the TA might be asked to work with a small group of students in the room, work with a small group of students in a nearby classroom, monitor and circulate the class to allow the teacher to work with a specific student. (Deployment of a TA is not limited to these activities)

[These students will be entered on the SEND register as K (SEND support) for monitoring purposes.]

Support from Other Agencies

On some occasions, in order to provide the most appropriate support for a student, the school will seek the involvement of other specialist services. These include but are not limited to: the Education Psychology Service, Speech and Language Therapy Service and enhanced mainstream schools.

Where we wish to make a referral to an outside service, parents will be fully consulted, and will be invited to work with the service directly.

[These students will be entered on the SEND register as K (SEN support) for monitoring purposes.]

Local Authority Involvement in High Needs Cases

For a very few children more help will be needed than is normally available through the school's own resources. School, parents and other agencies may decide that it is necessary to request that the local authority review the case. This may result in an Education Health and Care Plan(EHCP).

[Students with an EHCP will be entered on the SEND register as E (EHCP) for monitoring purposes.]

Assessment of Needs

Concerns about a student's ability to learn may be raised by teaching staff, support staff, parents/ carers, social or health services, or directly by the student.

Where concerns are raised the SENCo will carry out an analysis of the student's needs. This will draw on the teacher's assessment and experience of the student, their previous progress and attainment, as well as information from those professionals already working with the student. It will also draw upon an individual's development in comparison to their peers and national data, the views and experience of parents, the student's own views and, if relevant, advice from external support services. The school will use the information already known about the student, including EHCPs, educational psychologist reports, and occupational and speech therapy assessments.

Student Progress

We maintain high aspirations for student progress regardless of special educational needs. We monitor the progress of all students on the SEND register as a minimum at each progress review point, and more regularly where personalised targets are set.

On-going communication with parents

Working in partnership with parents is at the heart of our practice. Parents of students with special educational needs are encouraged to contact their named member of the SEND staff as often as they need to. More formal meetings will take place as outlined below.

For students with an Education Health and Care Plan (EHCP):
- an annual review held every year, to which parents and all agencies involved with the child are invited to attend. These reviews are person-centred and include the views of the young person
- a minimum of one interim review meeting per school year at which the targets from the annual

review are monitored
- an annual subject progress meeting with all subject teachers to discuss progress.

For high needs students without an EHCP:
- at least one meeting per school year to review the Individual Provision Map for the student. Any other agencies working with the student may be invited
- an annual subject progress meeting with all subject teachers to discuss progress.

For other students with SEND:
- an annual subject progress meeting with all subjects teachers to discuss progress
- meetings with the SENCo or key named worker by arrangement at point of need.

Supporting Students at School with Medical Conditions

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

Many medical conditions will require a student to be included on the SEND register. However, medical conditions do not automatically lead to inclusion on the SEND register, as a student may have a medical need which is well managed and does not impact upon his/ her ability to access the curriculum and make progress.

A separate register of medical needs is maintained by the school.

Supporting Students with Behaviour Issues

The SEND Code of Practice, 2014, removed the classification of Behaviour, Emotional and Social Difficulties and replaced it with Social, Emotional and Mental Health Difficulties (SEMH). This places the emphasis on the underlying needs rather than their expression through behaviours.

We recognise that the behaviour of children and young people can have various and often complex causes which require identification and appropriate support. For some students, difficulty managing behaviour will be a significant barrier to accessing the curriculum and will restrict progress. This in itself does not necessarily constitute a learning difficulty, and as a first step the school's behaviour support systems will be utilised. These systems address and provide support for social and interpersonal factors, motivation, emotional issues, and cultural expectations.

For some students a medically diagnosed condition or severe emotional difficulties may cause or contribute to poor behaviour, which in turn may have a negative impact on access to learning. In these cases, students may be included on the SEND register categorised as SEMH.
A decision to include a student under this category will be made by the SENCo after consultation with the Assistant Headteacher for Engagement and Wellbeing. In making this decision they will consider:

- evidence that a medical condition, or severe emotional reactions, leads to the student having greater difficulty than their peers in regulating their behaviour
- the student's response to support and sanctions in the Behaviour for Learning (BfL) stage system.
- reports of extreme behaviour
- reports of behaviour that has been particularly difficult for staff to control using the behaviour systems
- any dangerous or self-harming behaviour that may result from lack of executive function (self-control).

Where there is doubt, advice will be sought from appropriate medical professionals or the Educational Psychology Service as appropriate.

When a student is listed as SEMH and behaviour is causing concern, further planning and strategies will be utilised to support the student as needed.

The SENCo or Senior ATA will attend Team Around the Child (TAC) meetings or social services meetings, where appropriate, for a child listed as SEMH.

Confidentiality and Data Protection

All data held on students with SEND is kept securely in a locked filing cabinet. The school will not share information about a student outside of the school without parental consent.

The school will not disclose any EHCP without the consent of the pupil's parents/ carer, with the exception of disclosure:

- To a SEND tribunal when parents/ carers appeal, and to the Secretary of State under the Education Act 1996
- On the order of any court for the purpose of any criminal proceedings
- For the purposes of investigations of maladministration under the Local Government Act 1974
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children
- To Ofsted inspection teams as part of their inspections of schools and LAs
- To any person in connection with the pupil's application for students with disabilities allowance in advance of taking up a place in higher education
- To the Headteacher (or equivalent position) of the institution at which the pupil is intending to start their next phase of education.

Freedom of Information

Young people are free to request their SEND files and information at any time. This may be for the purposes of moving to another school, college or training institution. The school will also keep records of students in a secure archive file until the student is 30 in accordance with the School Retention of Information Policy.

Training and Resources

The school provides opportunities for shared good practice initiatives through lesson observations by

colleagues and by contributions to INSET sessions during staff meetings or other designated times. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual students and classes.

Roles and Responsibilities
Headteacher
It is the Headteacher's responsibility to:
- keep an overview of general standards of learning support and SEN support throughout the school
- ensure staff are appropriately trained
- ensure adequate financial and other resources are available

SENCo
It is the SENCo's responsibility to:
- oversee the SEND provision throughout the school, ensuring that appropriate provision is delivered through the teaching and specialist programmes.
- maintain records for, and oversee the implementation of, provision for those students at the school supported by an EHCP. This includes organising and chairing Annual Review meetings to which parents and appropriate external bodies are invited to attend.
- ensure that Provision Maps are written, monitored and shared with staff.
- ensure that all staff are familiar with, and show understanding of, the specific needs of the students they teach.
- delegate and designate responsibilities to other members of the SEND team as appropriate.
- ensure that the Headteacher and governing body are kept informed of any developments, changes or concerns regarding the students or SEND provision at the school.

All Teaching Staff
All staff at Stokesley School have a responsibility to:
- be aware of the needs of all students in their classes
- meet those needs through lesson planning, differentiation and use of appropriate teaching methods
- work collaboratively with TAs to ensure that their combined professional expertise, pedagogical knowledge and knowledge of the individual student are fully utilised to the student's benefit
- monitor and track the progress of SEND students in their classes
- attend meetings about students to share views and effective teaching methods
- contribute to sharing of effective strategies and updating of Individual Provision Maps
- maintain appropriate dialogue and communication with parents regarding progress
- ensure that the SENCo is kept informed of any developments or concerns regarding students with learning difficulties, or who they suspect may have learning difficulties

SEN Link Governor
The Governing Body appoints a link Governor to work with the SENCo throughout the academic year. This role involves termly meetings to monitor progress of SEN students, discussing the provision made for SEN

students and ensuring the working practices in the Code of Practice (2014) are followed and complied with.

Teaching Assistants

It is all TAs' responsibility to:

- work closely with classroom teachers to ensure students receive the right balance of challenge and support, and are given structured opportunities to develop and demonstrate their ability to work independently
- assist the teacher in providing appropriate resources to support learning
- assist the SENCo in ensuring that students' needs are regularly reviewed; that appropriate support is in place; and that the SEND register is accurately maintained
- work with outside agencies to ensure their advice and support is successfully implemented
- develop their professional expertise through CPD opportunities.

Key Contacts

SENCo – Mrs. S McGreal; Senior ATA– Mrs. H. Day; Link Governor – Mrs S. Drumm

Approval

This policy statement was approved by the Governors and Senior Leadership Team

Glossary of Terms

Abbreviation	Meaning
BfL	Behaviour for Learning (BfL)
CAMHS	Child and Adolescent Mental Health Services
EHCP	Education Health and Care Plan
EP	Educational Psychologist
IPM	Individual Provision Map
PBSP	Personalised Behaviour Support Plan
SEMH	Social, Emotional and Mental Health
SEN	Special Educational Needs
SENCo	Special Educational Needs Co-ordinator
SEND	Special Educational Need and Disability
TA	Teaching Assistant
TAC	Team Around the Child

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