

**ARCHBISHOP OF YORK'S CE JUNIOR SCHOOL**

**SEND POLICY**



Date Adopted March 2023	Kerry Davies Headteacher	Signature 
Date of review March 2024	Fiona Phillips Chair of Governors	Signature 

The Full Governing Body will be responsible for evaluating and reviewing this policy.

## 1. POLICY AIMS

Our SEND Policy and Information Report aim to:

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

## 2. LEGISLATION AND GUIDANCE

This policy 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 schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENDCOs) and the SEND information report

As Archbishop of York's CE Junior School is a Church of England school within the South York Multi Academy Trust, this policy also complies with our funding agreement and articles of association.

## 3. VISION AND VALUES

Archbishop of York's CE Junior School welcomes all children and values them as individuals, treating them equally and with respect. We believe that all children have the right to have their own particular needs recognised and addressed in order to achieve success.

We take our duty to provide equal opportunities for every person in our care very seriously. Through an open culture of respect and self-belief, we aim to deliver the highest possible quality of education for all pupils based on a foundation of Christian values and practice. We are committed to ensuring that all children, including those identified as having a special educational need or disability, have a common entitlement to an accessible, broad and balanced academic and social curriculum and are fully included in all aspects of school life. We value each child and encourage them to achieve the best possible outcomes enabling them to be confident and successful as they continue their lifelong learning.

We endeavour to raise the aspirations and expectations of all pupils, including those with SEND, by working collaboratively with parents and carers and listening to the voice of the pupil.

We believe that all teachers are teachers of children with SEN and it is therefore a whole school responsibility to ensure that these children's needs are addressed. Through staff working together as a team, and in partnership with pupils and their parents/carers, we strive to ensure that the following aims are met.

## AIMS

- To follow the guidelines set out in the SEND Code of Practice
- To ensure that all children have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and to enable children to understand the relevance and purpose of learning
- To identify children with SEND as early as possible and plan a program of support/ intervention to address their needs and to ensure that progress and opportunities are maximized
- To regularly monitor the progress and attendance of children with SEND through the school's tracking systems, review meetings, lesson observations and provision maps and/or support plans
- To provide good quality and regular training for staff in relevant areas of SEND
- To evaluate the impact of staff training and provision/intervention programs
- To develop good relationships with parents/carers to ensure pupils with SEND are supported both at home and at school
- To ensure that all staff working with SEND children are clear about their roles
- To ensure that the SEND budget is used appropriately to fund high quality resources for children with SEND
- To work closely with external agencies and other professionals to hone and develop our provision for children with SEND
- To make good links with other schools within the Academy and secondary schools

## 4. DEFINITIONS

### 4.1 Special Educational Needs

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

The SEND Code of Practice (updated May 2015) says children 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:

- 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.

### 3.2 Disability

Pupils 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 pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

### 3.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils 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 pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
<b>Communication and interaction</b>	<p>Pupils 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>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
<b>Cognition and learning</b>	<p>Pupils 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> <p>Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</p> <p>Moderate learning difficulties</p> <p>Severe learning difficulties</p> <p>Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</p>
<b>Social, emotional and mental health</b>	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <p>Mental health difficulties such as anxiety, depression or an eating disorder</p> <p>Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</p> <p>Suffered adverse childhood experiences</p> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>

AREA OF NEED	
<b>Sensory and/or physical</b>	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <p>A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</p> <p>A physical impairment</p> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

## 5. ROLES AND RESPONSIBILITIES

### 5.1 Governing Body

Our Governing Body 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 (SENDCo) is appointed.

There is a designated Governor for SEND.

The SEND governor will:

- Be familiar with the SEND Code of Practice 2015 particularly Chapter 6.
- Be aware of the numbers of pupils at our school with SEN and disabilities.
- Be aware of our SEND policy and action plan.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this.
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school.

### 5.2 The Headteacher

The headteacher is Kerry Davies.

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 will have the following responsibilities:

- Take overall responsibility for implementing the code of practice.

- Ensure that the SENDCo has adequate time to carry out duties and are able to influence strategic decisions about SEND.
- Ensure the wider school community understands the implications of SEND provision for whole school improvement.
- Put in place arrangements to ensure parents are regularly engaged in discussions about the progress of their child.
- Ensure a process is in place for involving parents and children in reviewing provision and planning for those currently identified as requiring Special Educational Needs support and any newly identified pupils with SEN.
- Report to the Governing Body how the SEN budget is deployed to meet provision.

### 5.3 The SENDCo

The SENDCO is Zita Ferencz Clarke ([zita.clarke@ayjs.yorkschoools.net](mailto:zita.clarke@ayjs.yorkschoools.net), 01904 551630).

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority (LA) and its support services.
- Liaise with parents of pupils with SEND.
- Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Liaise with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Work 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.
- Ensure the school keeps the records of all pupils with SEND up to date.

### 5.4 Class teachers

The role of the class teachers is to:

- Support the SENDCO and our senior leadership team to implement this policy and have due regard to the SEND Code of Practice (CoP).
- Identify pupils with SEND.
- Monitor the progress and development of every pupil in their class.
- Set high expectations for every child including those with SEND.
- Plan lessons that will address potential areas of difficulty and remove barriers to achievement.
- Make reasonable adjustments to overcome barriers.
- Liaise effectively with parents and listen and act upon their concerns.
- Use appropriate assessments to identify barriers to learning and set targets that are ambitious for all children.
- Work closely with teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching.
- Work with the SENDCO to review each pupil's progress and development, and decide on any changes to provision.
- Review the effectiveness of resources and teaching materials.

## **5.5 Support staff**

The role of the support staff is to:

- Ensure pupils become independent, resilient learners.
- Promote self-esteem and social inclusion.
- Develop their knowledge of the curriculum.
- Work collaboratively with class teachers to overcome any barriers to learning.
- Report any observations about the child they are supporting to the class teacher.
- Contribute to reports for reviews of children with SEND.
- Attend Continuous Professional Development (CPD) courses
- Plan, prepare and deliver interventions under the guidance of the class teacher and/or SENDCO.
- Monitor and evaluate progress.

## **5.6 Pupils**

Pupils will:

- Be encouraged to give their views whenever it is appropriate e.g. When reviewing Educational, Health and Care Plans (EHCPs) or My Support Plans (MSPs).
- Be encouraged to say what they are good at and what helps them to learn.
- Be given opportunities to say what they want for the future.
- Participate in their learning by understanding their own targets created by the class teacher.

- Be encouraged to join in all extra-curricular activities.

## **5.7 Parents/carers**

Parents/carers will:

- Be consulted and given opportunities to share their views and be an integral part of the ongoing Assess, Plan, Do and Review process.
- Use available guidance from staff to support their child at home.
- Work in partnership with the school and other agencies to ensure that the voice of their child is represented.
- Be signposted to available support.

## **6. THE SCHOOL'S APPROACH TO SEND**

### **6.1 The kinds of SEN that are provided for**

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

- Communication and interaction, for example, autistic spectrum disorder (ASD), Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia, moderate/severe/profound and multiple learning difficulties
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

### **6.2 Identifying pupils with SEND and assessing their needs**

The SENCO works closely with the senior leadership team, using whole school tracking data as an early tool to identify aspects of SEN. To help us work together with all stakeholders to spot the early signs of SEN, we:

- Analyse data, including entry baselines, SATs, reading ages, annual and termly pupil assessments.
- Utilise our local authority SEND criteria.
- Follow up concerns raised by staff.
- Follow up concerns raised by parents/carers.
- Track individual pupil progress over time.
- Consider information from previous schools on transfer.
- Consider information from other services.



We will assess their current skills and levels of attainment in addition to their social and emotional developmental needs. This helps us to identify and clarify specific areas of strength and areas of need, helping to provide a baseline from which to measure progress.

Class teachers will make regular assessments of progress and discuss individual needs and areas for development with the SENCO. We will use this information 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.

The SENCO maintains a list of pupils identified through the procedures listed, this is called the SEN Register. This list is reviewed each term when a detailed analysis of the list takes place. For some pupils a more in-depth individual assessment may be undertaken by the school or other educational or health professionals.

We will use this information 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. The SENCO maintains a list of pupils identified through the procedures listed, this is called the SEN Register. This list is reviewed each term when a detailed analysis of the list takes place. For some pupils a more in-depth individual assessment may be undertaken by the school or other educational or health professionals.

## **6.2 Consulting and involving pupils and parents/carers**

The school will put the pupil and their parents/carers at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We take into account any concerns the parents have.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the pupil's record and parents will be notified if it is decided that a pupil will receive special educational provision.

## **6.4. The graduated approach to SEN support**

Once a pupil has been identified as having SEND and has been placed on the SEND register, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through the graduated approach and the four-part cycle of **Assess, Plan, Do, Review**.

### **Assess**

The pupil's class teacher and the SENDCo will carry out a clear analysis of the pupil's needs. This will draw on:

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

A clear understanding of a child's needs is a critical precondition to planning effective strategies, creating appropriate provision and influencing the adjustments to teaching that will lead to at least, good progress and improved outcomes.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, 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 pupil, the teacher and the SENDCo 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 pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded and will be made accessible to staff in an individual Pupil Profile.

### **Do**

The pupil's class teacher retains overall responsibility for their progress.

Where the plan involves group or 1:1 teaching away from the main class, they still retain responsibility for the pupil. 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 SENDCo will support the teacher in further assessing the pupil'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 pupil'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 level of progress the pupil has made towards their outcomes.
- The views of teaching staff who work with the pupil.
- The views of the parents/carers and pupils.

The teacher and the SENDCo will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents/carers.

The SEN register will be kept and updated 3 times per year (termly), following data analysis and pupil progress meetings. Using the Assess, Plan, Do, Review process teachers will plan to provide for the needs of each child using the skills and expertise both within the classroom and across the school. However, on occasions, following the review and assessment process, school may seek additional support and specialist services. If this happens, parents/carers are fully involved in the process by contributing and consenting to the referral. If following a review meeting it was felt that a child had made significant progress and no longer required to be on the SEND register, then in consultation with the parents, an agreement will be made to remove the child from the register.

## **6.5 Levels of support**

The type and level of provision provided at school is decided and based upon individual needs in consultation with the child, appropriate professionals, teachers and parents/carers.

### **School-based provision/SEN Support**

Pupils receiving school-based provision have needs that can be met by the school through the graduated approach. If the needs are more complex and/or severe but can be met through school support, this support will be co-ordinated through a '**My Support Plan**' - a plan agreed by the family, child and practitioners.

### **Education, Health and Care Plan (EHCP)**

If a pupil's needs are more complex and/or severe and they need more support than is available through the school's school-based SEN provision, we may make a *request* to the Local Authority for a Statutory Assessment. This may lead to an Education, Health and Care Plan (EHCP) – a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The school is responsible to provide adequate resources through the budget assigned to SEND and this is monitored closely by the Senior Leadership Team (SLT).. For pupils eligible for funding through an EHCP this is also tracked and monitored by the SLT and Governing Body, and is reviewed annually through the review process within the school. The the Local Authority SEN Panel will then identify if the EHCP will require any adjustment.

## **6.6 Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Additional transition visits will be put in place to allow pupils to see their new classrooms and meet new staff. Staff at the old and new school will meet to discuss how best to support the child. Useful resources and information will be passed to the new school.

This process will also take place when children are transitioning between year groups.

## **6.7 Our approach to teaching pupils with SEND**

We believe in achievement for all and encourage all children to be the best they can be. We aim to create a learning environment which is flexible enough to meet the needs of all pupils, whilst also promoting independent learners. The class teacher remains responsible for working with all children, ensuring they attain and make progress.

**Quality First Teaching:** High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who may have SEN. Quality first teaching is available to all children in a class. Teachers have the highest expectations for all children in their class. Teaching is planned to build on what children currently know and can do. Different ways of teaching are in place so that children are fully involved in learning in class, through effective challenge and differentiation. An inclusive learning environment is created for all children.

Specific strategies, which may be suggested by the SENCO or outside agencies, are used to support children with SEN to learn. Staff will keep parents and carers informed of how children are learning, sharing success and concerns. Children's progress is constantly monitored, assessed and reviewed and any gaps in their understanding and learning will be identified and addressed.

**Targeted Interventions:** If a specific need is identified, a targeted intervention may be planned and delivered. These may be run in the classroom or in separate sessions outside of whole class teacher. They could be delivered by a teacher or a teaching assistant and are often targeted at a group of pupils with similar needs. Targets and anticipated outcomes will be identified before beginning interventions, and their impact will be assessed and reviewed once it is finished.

**Specialist, Individual Intervention:** For some children it is necessary to provide highly tailored, personalised intervention to meet individual needs. This high level of additional and/or specialised provision is put in place to address children's' needs and enable them to learn. Some children will have access to aids and materials to support their learning and meet their needs. In class, this may include additional support from a teaching assistant, additional scaffolds, appropriately differentiated work and additional resources, such as a Chromebook, wobble cushion, fidget toys, a workstation or visual supports that enable children to access learning. Out of class, these may include one to one or small group targeted interventions, brain and movement breaks and emotional and pastoral support.

Any interventions are short, focussed and targeted towards the child's outcomes and areas of needs. Outcomes will be set, interventions will be planned and regularly evaluated, reviewed and adapted by the class teacher and SENDCo in a continued cycle of Assess, Plan, Do and Review. These interventions may include pre and post teaching, precision teaching, phonics interventions, Colourful Semantics, pastoral support, Zones of Regulation interventions and bespoke interventions specifically focussed on the children's needs.

Where necessary, children will also be in receipt of support from external specialists and, on rare occasions, a more bespoke curriculum, in order to meet their learning needs.

## **6.8 Additional support for learning**

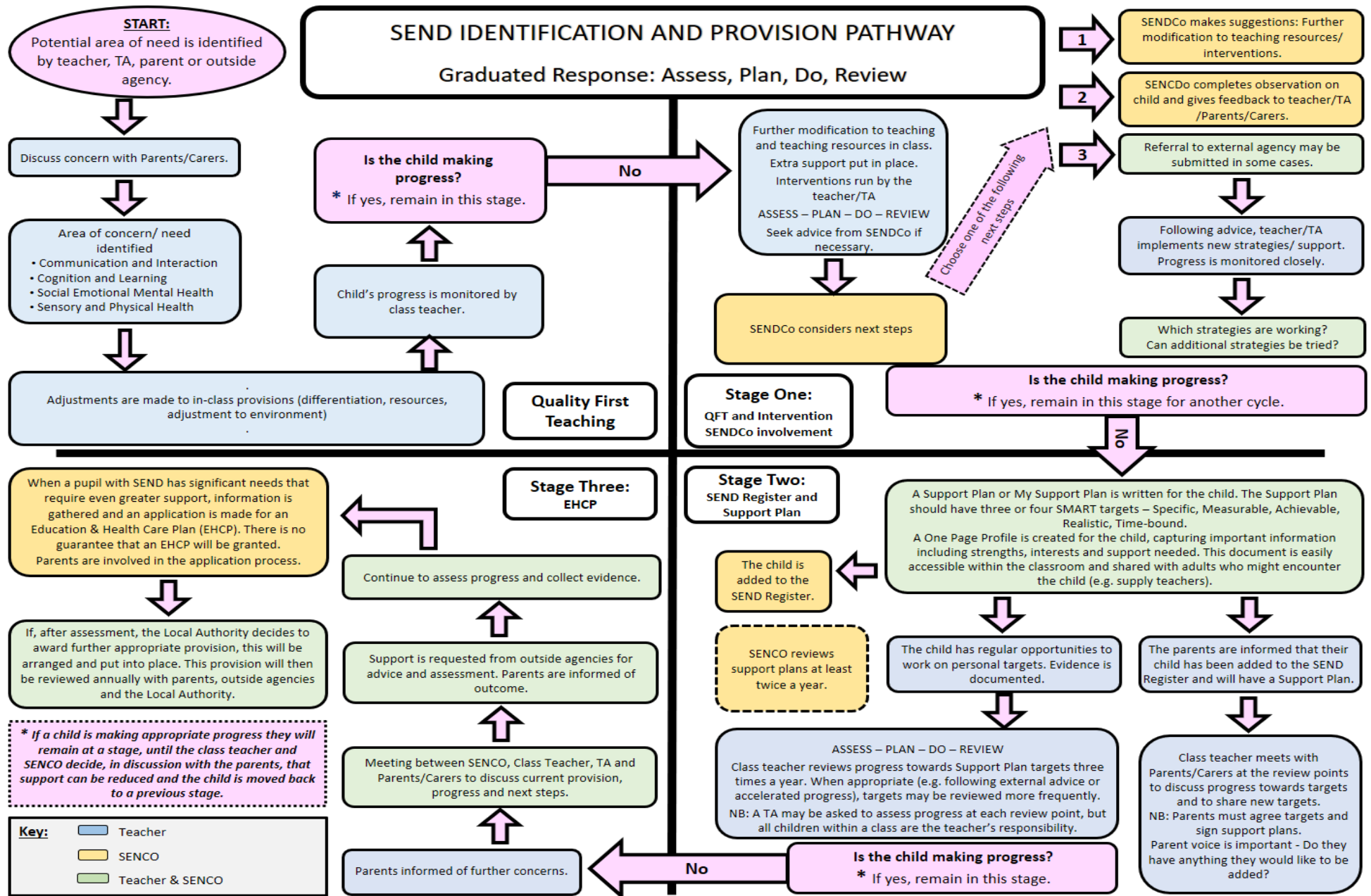
We have highly skilled teaching assistants who are experienced and trained to deliver a range

of interventions.

Whenever necessary the school will work with external support services to provide support for pupils with SEND:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services
- Local Area Team

# Archbishop of York's CE Junior School – SEND Identification and Provision Flowchart



## **6.9 Training and resources**

Training opportunities within and outside school enable all staff to have a good understanding of how children learn, including how to best support their needs. For staff working directly with pupils with more complex needs, training is provided by specialist providers to ensure intervention is well matched to individual children. The headteacher and the SENDCo will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

The SENDCo has regular training on updates in SEND issues/developments both nationally and locally. The SENDCo leads and/or organises staff meetings to provide training and support identified on the SEND action plan. Resources to support SEND are purchased as and when they are required.

## **6.10 Evaluating the effectiveness of SEN provision**

The effectiveness of provision for pupils with SEN is evaluated by

- Tracking pupils' progress every half term – Pupil Progress Meeting.
- Carrying out the review stage of the graduated approach in every cycle of SEN support.
- Monitoring by the SENDCo.
- Holding annual reviews for pupils with MSP and EHCP – targets and provision reviewed and rewritten.
- Provision monitored through lesson observations, learning walks and reviewing assessment data.
- Reviewing interventions – targets, impact and progress.
- Getting feedback from the pupil and their parents.

## **6.11 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

- All of our extra-curricular activities and school visits are available to all our pupils
- All pupils are encouraged to go on our residential trips to Bush Craft and Peat Rigg.
- All pupils are encouraged to take part in school events such as sports day, school plays, special workshops and church services.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.
- Special days to raise awareness of a range of conditions are celebrated across the school and we make sure our curriculum allows all children to understand and accept a range of learning needs.
- The admission arrangements for pupils with SEND are the same as those for all pupils as set out in the school's admissions policy and in line with the duties outlined in the Special Educational Needs Disability Act.



- All children with SEND have the right to be educated in a mainstream school. Our school upholds this right and would not refuse admission to a child solely on the grounds that we would feel unable to cater for their needs.
- Our school strives to be a fully inclusive school.
- All pupils are welcome, in accordance with the South York Multi Academy Admission Policy

## **6.12 Complaints about SEND provision**

Concerns should initially be addressed to the class teacher. Issues should then be discussed with the SENCO and/or Headteacher. The usual school complaints procedure apply, but if issues cannot be resolved at school level, then the LA's SENDIASS service provides advice and support.

## **6.13 The Local Offer**

The Local Offer is the York City Council's offer for parents and young people. It includes provision both in and out of school and will include services and support provided by the private and voluntary sectors as well as the Council and the National Health Service. It also includes information about the arrangements for identifying and assessing children and young people's special educational needs and for requesting an Education, Health and Care (EHC) assessment. In addition it provide information on how to raise concerns about services.

Please click here to be taken the York Local Offer:

<https://www.yor-ok.org.uk/families/Local%20Offer/sendlocaloffer>

## **7. CONFIDENTIALITY**

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

## **8. LINKS WITH OTHER POLICIES AND DOCUMENTS**



This policy links to the following documents:

- Accessibility Policy
- Anti-bullying Policy
- Behaviour Policy
- Equality and Diversity Policy
- Home School Partnership Agreement
- Supporting Pupils with Medical Conditions
- South York Multi-Academy Trust Admission Policy