

# York High School



## SEND Policy

Adopted by Governors: December 2019

Review timetable: 1 year

### INTRODUCTION

The Inclusion Team at York High School is responsible for co-ordinating and delivering the school's provision for pupils with special educational needs or disability (SEND). Our aim is to ensure that all our pupils are provided with an education that enables them to make progress so that they achieve their best, become confident individuals and make a successful transition into adulthood.

The policy detailed below describes the steps we take to include pupils with special educational needs or disability and provide for their individual needs. We follow the guidance outlined in the *Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014)* and aim to ensure that all staff at school are competent in identifying and providing for the individual needs of each pupil, enabling access to a full and balanced curriculum. In addition, we make all reasonable adjustments to enable all pupils to thrive in an inclusive and accessible school.

This policy should be read in conjunction with other school policies.

### DEFINITIONS

For the purposes of this policy we have used the term '*special educational needs*' (SEND) as defined by the *Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014)*:

*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*

The definition of 'disability' under the *Equality Act (2010)* states that a person has a disability if:

- *they have a physical or mental impairment*
- *the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities*

For the purposes of the Act, these words have the following meanings:

- '*substantial*' means more than minor or trivial
- '*long term*' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
- '*normal day-to-day activities*' include everyday things like eating, washing, walking and going shopping.

## SECTION A: SCHOOL ARRANGEMENTS

### AIMS & OBJECTIVES

The aims for pupils with SEND, whether as a result of a particular ability or disability, are in no way different from the general school aims. Special emphasis, however, should be placed on the following:

- To ensure that all pupils, including those with SEND, receive quality first wave teaching that is appropriately differentiated to suit their individual needs
- To enable all children to achieve their full potential in all areas of their development and to make additional provision necessary for those who are in any way disadvantaged
- To identify pupils with SEND as early as possible and to review progress and adjust interventions accordingly
- As far as possible, include all pupils with SEND in the activities of the school and enable them to access a broad and balanced curriculum
- To ensure that parent, teacher and pupil work together as partners in the educational development of pupils with SEND
- To ensure that adequate resources are provided to meet the special educational needs of any child within the school
- To make effective use of support and advice from external agencies, where appropriate.
- To ensure that pupils with SEND have equal opportunities as laid down by the Equality Policy
- To give pupils with SEND the experience of school as a caring, supportive community where life is enjoyable and challenging

### ROLES AND RESPONSIBILITIES

In adopting this policy, the staff at York High School accept that the needs of children with SEND are the shared responsibility of the **whole** staff.

The School's Governing Body has a responsibility to report annually to parents on the provision, assessment and monitoring of Special Needs. They monitor the school budget which takes into account the provision for SEND.

The Headteacher, Mr Rod Sims, is the responsible person in receipt of information from the Local Authority (LA) regarding the special educational needs of pupils within the school.

The Special Educational Needs Coordinator (SENCO) is Miss Victoria Burns and she is responsible for:

- Ensuring all statutory requirements regarding SEND pupils are met
- The strategic leadership of the Inclusion Team, including whole school training
- The day-to-day operation of the school's SEND policy and SEND Information Report
- Monitoring and tracking the progress of pupils with SEND
- The line management and deployment of Teaching Assistants
- Liaising with and advising Learning Teams/Subject Teams/individual subject teachers

- Ensuring all EHCPs and My Support Plans are completed and reviewed as per the statutory guidelines
- Liaising with external agencies including the City of York Schools and Education Services, Connexions, health and social services and other voluntary bodies

The SEND Lead Practitioner is Mr Mike Ford and he is responsible for:

- Planning, implementing and delivering targeted interventions to pupils with SEND
- Co-ordinating and mapping the provision for children with SEND
- Ensuring parents/carers of pupils with SEND receive regular communication and updates
- Contributing to the training of staff
- Ensuring the smooth transition of pupils with SEND from their primary schools into York High School
- Ensuring the smooth transition of pupils with SEND from York High School into appropriate post-16 pathways

#### FUNDING AND ALLOCATION OF RESOURCES

All schools receive funding for pupils with SEND in three main ways:

- The base budget covers teaching and curriculum expenses as well as the cost of the SENCO and SEND Lead Practitioner posts
- The delegated inclusion budget covers the cost of additional support/resources provided for pupils
- Specific funds are allocated to pupils with EHCPs

The Governors monitor the school budget which takes into account the provision for pupils with SEND.

York High School follows Local Authority guidance to ensure that all pupils' needs are appropriately met. Details of how resources are allocated to and amongst pupils with SEND are included in the Governor's Annual Report to Parents.

The allocation of resources for pupils with SEND is outlined on the provision map and SEND database which are maintained and updated by the SEND Lead Practitioner.

#### STAFFING ARRANGEMENTS

The Inclusion team consists of:

- Miss Victoria Burns, *SENCO*
- Mr Mike Ford, *SEND Lead Practitioner*
- Mrs Erica Rose, *HLTA*
- A team of Teaching Assistants (TAs) who support pupils with SEND. TAs work under the direction of the teaching staff in the classroom or with small groups of children or individuals under the direction of the SENDCO / SEND Lead Practitioner.
- The SEND Governor is Mrs Amanda Crouch.

## ADMISSION ARRANGEMENTS

York High School strives to be a fully inclusive school. It acknowledges the range of issues that need to be taken account of in the process of development. All pupils are welcome, including those with SEND, in accordance with the LA Admissions Policy. According to the *Education Act (1996)*, if a parent wishes to have their child with an EHCP educated in the mainstream, the LA must provide a place unless this is incompatible with the efficient education of other children and there are no reasonable steps that can be taken to prevent the incompatibility.

## SECTION B: IDENTIFICATION, ASSESSMENT AND PROVISION

### THE GRADUATED APPROACH: ASSESS, PLAN, DO, REVIEW

York High School uses the graduated approach model (Assess, Plan, Do, Review) to implement support for pupils with SEND. This involves the SENCO, SEND Lead Practitioner and other staff working with the pupil working together to assess pupils' needs and plan a programme of additional support, where required. Assessments are undertaken by the SENCO/SEND Lead Practitioner and used in conjunction with the assessments undertaken by subject teachers to gain a full understanding of pupils' needs.

Once we have assessed a pupil, we plan appropriate additional support in collaboration with the pupil and parent/carer. At this point we will create an entry for the pupil on our SEND Register. This will detail the SEND support necessary and strategies to adopt in class to ensure the pupil makes progress towards their identified areas of need.

The SENCO, SEND Lead Practitioner and pupils' subject teachers use the information on the SEND database to decide what action is needed to help pupils make progress in light of the earlier assessment. Children that require personalised provision, which is additional to and different from general teaching arrangements, may require more regular input from specialists and outside agencies. Parents will always be informed when support from outside agencies or professionals is requested.

Pupils' progress and SEND information will be reviewed at least annually in conjunction with the pupil and their parents/carers. This review will also look at whole school tracking systems, reports from subject teachers and information from any specialists/outside agencies or professionals. Pupil's support will be monitored, adapted or withdrawn following these review meetings.

### IDENTIFICATION AND ASSESSMENT

The *Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014)* outlines four broad areas of need that include a range of difficulties and conditions:

#### Cognition and Learning:

- Attention Deficit Hyperactivity Disorder (ADHD)
- Moderate Learning Difficulty (MLD)
- Profound and Multiple Learning Difficulty (PMLD)
- Severe Learning Difficulty (SLD)
- Specific Learning Difficulty (SpLD)
- Dyscalculia
- Dysgraphia
- Dyslexia
- Dyspraxia

#### Communication and Interaction:

- Autistic Spectrum Disorder (ASD)
- Speech, Language and Communication Needs (SLCN)

#### Sensory and/or Physical:

- Hearing Impairment (HI)

- Visual Impairment (VI)
- Multi-Sensory Impairment (MSI)
- Physical Disability (PD)
- Medical Needs

Social, mental and emotional health:

- Adjustment Disorders
- Anxiety Disorders
- Obsessive-Compulsive Disorder (OCD)

Each condition has its own criteria and it is this that is used to assess the specific needs of the pupil. SEND Banding Thresholds form part of the York Local Offer and are reviewed by the LA on an annual basis.

At Band 1 and 2, the SEND Lead Practitioner will work closely with school staff to ensure that a child's educational provision is met by making sure:

- Relevant information on the pupil is collected, maintained and reviewed as appropriate
- Tailored interventions are put in place to ensure appropriate progress is made/maintained
- Parents are kept informed of their child's progress
- The progress of pupils with SEND is regularly monitored and reviewed
- Outside agency advice is implemented, where appropriate

Bands 3 and 4 indicate that a pupil has the need for greater support. The SENCO and Lead Practitioner work closely with school staff, to:

- Draw on the advice of outside specialists such as educational psychologists and specialist teachers to plan and implement appropriate provision
- Ensure that the child and parents are consulted
- Ensure that all provisions and interventions are recorded and their impact evaluated
- Review and monitor progress with external specialists

In a minority of cases the LA will need to make a statutory assessment of special educational needs and/or learning difficulties and disabilities. The LA will gather information from the pupil, parents, school, educational psychologists, medical services and other support services in order to contribute to an Education, Health and Care Plan (EHCP) which will indicate ways in which the child's needs may be met. EHCPs must be reviewed annually and all class teachers and agencies involved will contribute to this review.

#### SEND database

At York High School a SEND Database is maintained alongside a Medical Register. This software details pupils' areas of need and any additional support pupils receive. These registers are stored centrally and updated regularly.

#### MEDICAL CONDITIONS

The SENCO and SEND Lead Practitioner identify information about pupils' medical needs and conditions when pupils join York High School from primary school and make contact with pupils' parents/carers to gather further information about how their medical conditions are managed. Where a pupil also has SEND, their medical needs are reviewed as part of their Annual EHCP Review. This information is then added to the SEND database and made available to all staff. Where a pupil has a condition that is chronic or severe a meeting with parents and school nurse will be held so that an Individual Healthcare Plan can be created and shared with all staff. Individual Healthcare Plans specify the type and level of support required to meet the medical needs of such pupils. Heather Booth is also responsible for storing pupils' medication securely in school, including administering this within the school day and maintaining pupils' medical records. Further information about how we manage pupils' medical conditions can be found in the *Medical Needs Policy*.

## CURRICULUM ACCESS AND INCLUSION

York High School strives to be an inclusive school, engendering a sense of community and belonging through its:

- Inclusive ethos
- Broad, balanced and challenging curriculum for all pupils
- Systems for early identification of barriers to learning and participation
- High expectations
- The setting of appropriate progress targets for all children

Pupils with physical disabilities are fully integrated into school and we have full wheelchair access throughout.

## MONITORING OF PUPIL PROGRESS

The type of monitoring will depend on the nature of the pupil's difficulty but will include one or more of the following:

- Informal discussion with pastoral staff or subject teachers
- Informal discussion with pupil and/or parents/carers
- Observation by support staff/SEND Lead Practitioner in lessons
- Regular discussion and monitoring with support staff
- Use of daily/weekly monitoring reports
- Termly monitoring of progress data
- Reviewing the SEND database regularly to reflect pupils' progress and needs
- Reassessment by supporting agencies
- Annual Review of EHCP

The monitoring of the progress made by the pupils with SEND will take into account the following indicators:

- Monitoring of progress of all pupils and their achievement data
- The pupil's progress in relation to learning and development and their agreed targets
- Pupils' work
- Teachers' records
- Monitoring pupils' behaviour and attendance
- The views of the pupil
- The views of the parents/carers
- Pupils' participation in school activities
- Record of external involvement

## MONITORING AND EVALUATING THE IMPACT OF THE SEND PROVISION

The success of the school's SEND policy and provision is evaluated through:

- Discussions with pupils and parents
- Monitoring of classroom practice by the SENCO, SEND Lead Practitioner, Learning Leaders and Subject Leaders
- Analysis of pupil progress for individual pupils and cohorts
- Progress data for pupils on the SEND Register
- Regular monitoring of procedures and practice by the SEND Governor
- School self-evaluation
- The Governors' Annual Report to Parents
- The LA SEND moderation process
- The School Development Plan/Inclusion Development Plan
- OFSTED

## **SECTION C: PARTNERSHIP WITHIN AND BEYOND THE SCHOOL**

### **STAFF TRAINING AND DEVELOPMENT**

The training needs of the Inclusion Team are identified through the appraisal process.

Staff training is recognised as an important aspect for staff within the Inclusion Team. In terms of staff development and the need for staff to maintain and update their knowledge and expertise in the current thinking, research, attitudes and procedures with regard to Special Educational Needs, staff will endeavour to attend relevant courses and in-service training.

We are also committed to providing training opportunities for all York High School staff in relevant Special Needs issues e.g. difficulties associated with Dyslexia, how to support pupils with ASC, etc.

### **EXAM ACCESS ARRANGEMENTS**

The SENCO will work closely with the School's Examination Officer to ensure that, where it is appropriate to do so, pupils with SEND are assessed for additional support in their exams/external assessments in line with the guidance set out by the Joint Council for Qualifications. Once assessed, the SENCO will complete the supporting Form 8 paperwork and work with the School's Examination Officer to compile a register of pupils who qualify for Exams Access Arrangements. This will then be shared with all staff.

### **LINKS WITH OTHER AGENCIES, ORGANISATIONS AND SUPPORT SERVICES**

The Inclusion Team works in partnership with the City of York Schools and Education Services and also has strong, professional links with a large number of outside agencies from health and social services and relevant local and national voluntary organisations. This includes professional working relationships with:

- Primary feeder schools
- Local secondary schools
- York College, Askham Bryan, Archbishop Holgate's post 16 provision
- City of York Schools and Education Services professionals such as Educational Psychologists and specialist teachers
- Pupil health organisations (school nurses, Children and Mental Health Service)
- SENDIASS
- Further information about SEND services in York can be found through the Local Offer:

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

This service, provided by City of York Schools and Education Services, offers impartial support and advice to parents and carers of children with SEND. SENDIASS can be contacted on 01904 554319 or 01904 555698, Monday to Friday. Alternatively, you can use the referral form the website: <https://www.yor-ok.org.uk/families/Local%20Offer/SENDIASSsite/sendiasm-for-parents.htm> or email [yorksendiasm@york.gov.uk](mailto:yorksendiasm@york.gov.uk)

### **PUPIL PARTICIPATION**

Pupils and young people with SEND often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them to make the most of their education. They are encouraged to participate in all the decision-making processes including the setting of learning targets and discussions about choice of schools and transition processes.

Pupils' views are sought and recorded as part of the statutory Annual Review process where possible, as well as within any other assessment and review.

## PARTNERSHIP WITH PARENTS

An effective relationship between parents and school is essential for the development of a pupil with SEND. It is important that parents see the school as a non threatening environment and that wherever possible they are made to feel comfortable and confident when visiting school.

## ARRANGEMENTS FOR COMPLAINTS

Initially, if advice is sought or concerns need to be expressed, direct contact should be made with Miss Victoria Burns at school who will endeavour to resolve any difficulties.

If there are ongoing concerns then an appointment should be made to with Mr Sims, Head Teacher at York High School. It might also be felt appropriate to speak to the SEND Governor if additional help is needed and contact with them can be made through the school.

Should a complaint remain unresolved, despite the intervention and best efforts of the school, parents are able to pursue it through the LA's complaints procedure, details of which are available from SENDIASS (Tel (01904) 554319 or 01904 555698). Further appeals can be made to the Special Educational Needs and Disability Tribunal which is an independent body that hears parents' appeals against LA decisions on statutory assessments and EHCPs.