



SEND Policy

Ermysted's Grammar School

The Governing Body of Ermysted's Grammar School (the 'School') ratified this policy on 27 June 2024.

Special Educational Needs: The County Council Perspective

Provision within the SEND system has been extended to encapsulate the age range from birth to 25. It awards children, young people and their parent's greater control and greater choice in decisions and in so doing ensuring the needs of the individual are properly met. It takes forward the reform programme set out in Support and Aspiration: A new approach to special educational needs and disability. Progressively the Local Authority will support:

- *Continuing implementation of the birth to 25 education, health and care plans (EHCP).*
- *Offering families personal budgets; and*
- *Improving co-operation between all the services that support children and their families, particularly requiring local authorities and health authorities to work together.*

Introduction

The following policy document must be read in conjunction with all other relevant school policy documents.

This Policy sets out the actions which will be taken by the School, the Children and Young People's Service and their partners to ensure that the needs of children and young people with Special Educational Needs and Disabilities (SEND) are met effectively and that they have every opportunity to access high quality educational provision as close to their local community as possible, subject to the general admissions criteria of the School.

Local Offer:

North Yorkshire County Council must publish, in one place, information about the provision they expect to be available in their area for children and young people from 0-25 who have SEND.

The local offer has two key purposes:

- To provide clear, comprehensive and accessible information about the support and opportunities that are available; and
- To make provision more responsive to local needs and aspirations by directly involving children and young people with SEND, parents and carers, and service providers in its development and review.

The local offer should provide information that is accessible to young people and parents on what provision is available and how it can be accessed, irrespective of the funding source involved. The educational setting should have a clear approach to assessing SEND which is known by all staff.

(DfE 2015)

Ermysted's Grammar School SEND Information Report and subsequent links to the North Yorkshire Local Offer and Intervention Ladder Search Engine can be accessed via the school web site and through:

- <https://www.northyorks.gov.uk/about-local-offer-north-yorkshire>
- <https://www.northyorks.gov.uk/send-specialist-support-and-inclusion><https://www.safeguardingchildren.co.uk/wp-content/uploads/2019/11/75036-Ladder-of-Intervention-final.pdf>
- <https://www.northyorks.gov.uk/send-specialist-support-and-inclusion>

A Family Centred System

Parents know their child best. Equally children and young people are well placed to reflect on their experiences, their needs and aspirations. The Local Authority and Ermysted's Grammar School will place parents and young people at the heart of SEND decisions that will affect the developing aspirations of our students

Parent Partnerships (SENDASSIST)

Ermysted's Grammar School will promote the use of the North Yorkshire Parent Partnership. Details can be accessed via:

- <http://sendiassnorthyorkshire.co.uk/about-us/>
- or via the NYCC confidential phone service 01609 5369230 - (Mon to Fri 8-5)

Educational Health Care Plans (EHCP)

In a small number of cases, planning will identify a need to conduct formal assessments of education, health and care needs, leading to an Educational Health Care (EHC) plan. The statutory assessment process must be co-ordinated across education, health and care to ensure a cohesive experience for children, parents and young people. Statutory assessment will not always lead to an EHCP.

A child's parent, a young person or a person acting on behalf of a school or post 16 institution may request that a LA conduct an education, health and care needs assessment.

The LA will prepare an EHC plan when it considers that the SEND provision for a child or young person cannot reasonably be provided within the resources normally available to mainstream providers.

Personal Budgets in EHC plans

A personal budget is an amount of money identified by the local authority to deliver all or some of the provisions set out in the EHC plan. By having a say in the way this budget is used, a parent or young person can control elements of their support. Personal budgets should be based on clear, agreed outcomes. The decision making process to establish and agree a budget should be transparent and challengeable.

Sharing Information

Ermysted's Grammar school must share information to facilitate joined up working. Please refer to the school's data protection policies for further details.

The Special Educational Needs Co-ordinator

The Governing Body has ensured that there is a qualified teacher designated as Special Educational needs Coordinator, **Ms. Patsy Hofman**. She and her team can be contacted via the school office and or by direct e-mail (sendco@ermysteds.uk).

Key Definitions

Children have Special Educational Needs and Disabilities (SEND) if they have a **learning difficulty** which calls for special educational provision to be made for them. There is a wide spectrum of difficulties that can lead to a child experiencing problems in learning and being assessed as having SEND.

However, the spectrum can be narrowed into four areas of SEND:

- Communication and interaction.
- Cognition and learning.
- Emotional, social and behavioural development.
- Sensory and/or physical.

Children have a **learning difficulty** if they:

- have significantly greater difficulty in learning than the majority of children of the same age, or
- have a disability which either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means for children from birth to 25, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA other than special schools, in the area.

As defined under the Equality Act 2010 (previously under the Disability Discrimination Act 1995), disabled children and young people have a physical or mental impairment, which has substantial and long term effect on their ability to carry out normal day-to-day activities. Physical impairment includes sensory impairment. Mental impairment includes learning difficulties and an impairment resulting from or consisting of a mental illness. The definition can include a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments and Attention Deficit Hyperactivity Disorder (ADHD). Impairment does not itself mean that a child or young person is disabled; the issue is how this impairment affects normal day to day activities and whether or not this is a long term and substantial impairment.

The term Learning Difficulties and/or Disabilities (LDD) is used to refer to individuals or groups of learners who have either a learning difficulty in relation to acquiring new skills or who learn at different rates to their peers. The term is used to cross professional boundaries between education, health and social care and to incorporate a common language from 0-19.

The terms SEND and LDD are therefore now often used interchangeably. However, for the purposes of this policy and the LA's Children and Young People's Plan children and young people with SEND are considered as having LDD but do not exclusively make up this vulnerable group.

Guidance

Statutory Guidance

The SEND Policy is underpinned by SEN and Disability legislation and our aims and principles have regard to the LA's duties and those of the Governing bodies of mainstream schools to identify, assess and make provision for children's special educational needs.

In doing so we have taken account of:

- The Education Act, 1996
- The SEN and Disability Act, 2001
- The SEN Regulations, 2001
- The SEN Code of Practice, (2015)
- Inclusive Schooling Guidance, (2001)
- The Disability Rights Code of Practice for Schools, (2002)
- The Children Act 2004
- The DfES and DRC Guidance on 'Implementing the Disability Discrimination Act in schools and early years' settings.' (2006)
- The Equality Act (2010)
- Working Together to Safeguard Children (2012)
- The SEND green paper (2012)
- The Children and Families Act 2015

The School has a number of additional duties to those under the SEND legislation framework, the most relevant being:

- the duty to promote equality.
- the duty to promote wellbeing.
- the duty to have regard to the North Yorkshire Children & Young People's Plan.

The School acknowledges that all pupils share the same right to a broad, balanced, and differentiated curriculum relevant to their needs. It therefore recognises that all children are entitled to an education that will enable them to develop their full potential - physical, intellectual, creative, emotional, spiritual, and social - and to live as well-adjusted independent and valued members of society. All children have particular needs which must be met if these goals are to be achieved; however, Learners who have Learning Difficulties and Disabilities (LDD) may require an education programme that is additional to, or different from, that normally provided.

Commitment

The School is committed to:

- the early identification of SEND
- promoting high standards of education for children with SEND
- encouraging children with SEND to participate fully in the school and community and to take part in decisions about their education and future lives
- working with other schools, statutory and voluntary bodies as appropriate to provide support for children with SEND
- preparing students with SEND to take an effective place in wider society through effective transitions

It is the responsibility of educational settings in consultation with parents, and, where appropriate, the young person, to decide whether a child or young person requires Additional SEND Support. They must ensure that children and young people who receive Additional SEND Support have an identified SEND and that their progress has not been hampered by weak teaching or poor attendance. All mainstream educational settings have a legal duty, to use their best endeavours to secure that children and young people with SEND get the special education provision they need.

The policy objectives are:

- to identify and assess SEND in the school and to ensure that needs are addressed as effectively as possible and progress is monitored,
- to encourage and support staff to meet SEND within their faculties,
- to communicate with and support parents of children with SEND,

The responsibility for arrangements to identify, assess, and meet the SEND in School rests with the Governing Body. These duties have been delegated to the following persons:

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| • Responsible Governor | Ms V Anderson |
| • Headteacher with oversight of SEND | Mr M J Evans |
| • Special Educational Needs Co-ordinator (SENDCo) | Ms P Hofman |

The SENDCo is responsible for:

- The day-to-day operation of the School's SEND policy.
- Co-ordinating and planning provision for students with SEND.
- Advising on and assisting with the identification and assessment of students with SEND.
- Preparing Learning Plans (IEPs) where appropriate.
- Supporting teaching for SEND
- Arranging teaching for withdrawal groups for pupils with SEND (where resources allow).
- Liaising with and advising colleagues on the presentation of learning difficulties and on appropriate responses.
- Maintaining and updating the SEND register and records of pupils contained therein - these are kept in a central but secure location convenient for all colleagues.
- Developing and maintaining resources, and allocating IT equipment where need is identified.
- Liaising with external agencies.
- Contributing to Staff INSET when required.
- Providing support for internal and external examinations.

- Informing parents of pupils identified as having SEND of progress (and assistance required where necessary).

The school will:

- Ensure that best endeavours are made to develop the necessary provision for any pupil who has SEND.
- inform the pupil's parents/carers that special educational provision is being made for them because they have SEND.
- ensure that parents have knowledge about the SEND provision that the school makes; are able to make their views known about how their child is educated and have access to information, support and advice regarding their child's SEND
- ensure that, where the 'responsible person' - the head teacher or the appropriate governor - has been informed by the LA that a pupil has SEND, those needs are made known to all who are likely to teach them.
- ensure that teachers in the school are aware of the importance of identifying and providing for those pupils who have SEND, including differentiating the curriculum.
- ensure that a pupil with SEND joins in the activities of the school together with pupils who do not have SEND, so far as is reasonably practicable and compatible with the child receiving the special educational provision, their learning needs, the efficient education of the pupils with whom they are educated and the efficient use of resources.
- consult the LA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.
- have a written SEND policy containing the information as set out in the Education (Special Educational Needs) Regulations 1999 (reproduced in the SEND Code of Practice, 2015) and report to parents on it in the school prospectus, including the name of the person responsible for coordinating SEND provision.
- have regard to the SEN Code of Practice birth to 25, which is designed to help schools make effective decisions but does not set out what to do in each individual case (Jan 2015)

The school will plan and make good provision for SEN by ensuring that:

- learning targets for individual pupils are identified at the faculty level using SISRA data capture, classroom teacher input (Class Charts) and termly effort and attainment level evaluation.
- where appropriate, additional or different provision from the differentiated curriculum is planned and offered to pupils.
- provision is reviewed in light of individual pupil outcomes on a regular basis focussed on pupil and parent input within the plan-do-review model.

The school's inclusive practice is in line with the National Strategy's wave model:

- **Wave 1** is quality inclusive teaching which considers the learning needs of all the children in the classroom.
- **Wave 2** describes specific, additional, and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations.
- **Wave 3** describes targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include one to one or specialist interventions.

General Notes

- The School recognises that the more able child may also have special education needs. The School, as a Selective School, will therefore aim to have suitable teaching strategies and appropriate differentiation to meet the needs of those pupils.
- Any teacher/parent who is concerned about the progress of any pupil should refer the matter to either the pupil's Form Tutor or the Head of School in the first instance. There will be close liaison between the senior leadership team and SENDCo.