



# **South Craven School**

SUPPORTED BY SOUTH CRAVEN ACADEMY TRUST

## **SPECIAL EDUCATIONAL NEEDS POLICY**

2023-24

**Encapsulating the (0-25) Special Educational Needs Code of Practice/Statutory Guidance. Contained within Part 3 of the Children and Families Bill September 2014.**

**This policy sets out the actions which will be taken by the school and our partners, to ensure that where reasonably practicable, the needs of young people with SEND are met effectively and that they have every opportunity to access high quality appropriate provision.**

### **SPECIAL EDUCATIONAL NEEDS and DISABILITIES**

**“Every child should be given the best chance to succeed in life”**

**DFE 2013**

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 – see South Craven Website for more information.

**Local Offer:** North Yorkshire County Council publish information about the provision available in their area for children and young people from 0 – 25 who have SEND. <http://www.northyorks.gov.uk/article/23542/SEND-local>

Local Offer key purposes:-

- To provide clear, comprehensive and accessible information about the support and opportunities that are available.
  - To make provision more responsive to local needs and aspirations by directly involving children and young people with SEND, parents, carers and service providers in its development and review.
  - The local offer should provide information that is accessible to young people and parents, of what provision is available and how it can be accessed, irrespective of the funding source involved.
- (DfE 2013)

## Parent Partnerships

South Craven will promote the use of the North Yorkshire SENDIASS. Contact details are available on North Yorkshire Website.

## Educational Health Care Plans (EHCP): Formerly a “Statement of Need”

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 SEN support. They must ensure that children and young people who receive additional SEN support have an identified SEN.

In a small number of cases, SEN support may identify a need to conduct formal assessments of education, health and care needs, leading to an Educational Health Care (EHC) Plan. The assessment process must be co-ordinated across education, health and care to ensure a cohesive experience for children, parents and young people.

The L.A. will prepare an EHC plan when it considers that the SEN provision for a child or young person cannot reasonably be provided within the resources normally available to mainstream years providers. For those students who reside in the Bradford Council District this request will be made to Bradford local Education Authority.

## 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. A parent or young person over the age of 16 can apply to manage this personal budget. Personal budgets should be based on clear, agreed

outcomes. The decision making process to establish and agree a budget should be transparent and challengeable.

## Definitions

Children have special educational needs if they have a learning difficulty which calls for special provision to be made for them.

Children have a learning difficulty if they:

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

There is a wide spectrum of difficulties that can lead to a child experiencing problems in learning, and being assessed as having SEN. However, the spectrum can be narrowed into four areas of SEN. The four areas of need are:-

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical

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

**Special educational provision** is educational provision which is in addition to, or otherwise different from, the educational provision made generally for students of the same age in mainstream school.

**Disabled students**, as defined under the Equality Act 2010, have a physical or mental impairment which has a sustained and long term effect on his or her 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 such as dyslexia, autism, speech and language impairments, and 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 is used to refer to students who either have a learning difficulty in relation to acquiring new skills or who learn at different rates to their peers.

## Key Objectives and Responsibilities

Under the remit of this policy, South Craven School will:

- Promote high standards of education for students with SEN, doing our best to ensure that the necessary provision is made for any student who has SEN.
- Encourage students with SEN to participate fully in the school and community and take part in decisions about their education.
- Ensure that students with SEN feel included, are listened to and feel that their contributions are valued.
- Work with other statutory and voluntary bodies to provide support for students with SEN.
- Audit, plan, monitor and review provision for students with SEN.
- Evaluate the provision we make for all students with SEN.
- Secure training, advice and support for staff working with children with SEN.
- Provide individualised programmes aligned to specific aspects of SEN.
- Inform parents/carers that special educational provision is being made for the student because they have SEN.
- Ensure that the student's needs are communicated to all those who teach them.
- Ensure that teachers in the school are aware of the importance of identifying and providing for those students who have SEN, including differentiating the curriculum.
- Ensure that students with SEN join in the activities of the school together with students who do not have SEN, so far as is reasonably practical.
- Consult the L.A. and the governing bodies of other schools when it appears to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.
- Have regard to the SEN Code of Practice September 2014.
- Plan well and make good provision for students with SEN by ensuring that:-
  1. Learning targets for individual students are identified
  2. Additional or different provision from the differentiated curriculum is planned and offered to all students
  3. Provision is reviewed in the light of individual student outcomes.
- Ensure that students experience success in their education by having their achievements recognised, recorded and celebrated.
- Prepare students with SEND to take an effective place in wider society through effective transitions.
- Identify and assess SEND in the school and ensure that needs are addressed as effectively as possible and progress is monitored.

- Encourage and support staff to meet SEND within their departments.
- Communicate with and support parents of children with SEND
- Support teaching for SEND
- Arrange teaching for withdrawal groups for pupils with SEND (where resources allow).
- Liaise with and advise colleagues on the presentation of learning difficulties and on appropriate responses.
- Maintain and update the SEND records.
- Develop and maintain resources, and allocate equipment where need is identified.
- Liaise with external agencies.
- Contribute to staff INSET when required.
- Provide support for internal and external examinations.
- Inform parents of pupils identified as having SEND.
- Have regard to the SEN Code of Practice 0 – 25 which is designed to help schools make effective decisions but does not set out what to do in each individual case.

## Guidance

The school has a duty under the SEN legislation framework to:-

- Promote equality
- Promote wellbeing
- 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 (LLDD) may require an education programme that is additional to, or different from, that normally provided.

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

- **Wave 1** is quality inclusive teaching which takes into account 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 students to achieve their potential. This may include one to one or specialist interventions.

