

Title	Author	Approved		Review Date
Special Educational Needs and Disabilities (SEND) Policy	Asa Britton	Trust Meeting	Dec 2025	Dec 2026

## **SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY**

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This SEN policy sets out our approach to SEN across Selby Educational Trust. To find out exactly how this policy is implemented in 1 of our schools, see the SEN information report on the school's website.

## 1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- › Make sure the schools in our trust fully implement national legislation and guidance regarding pupils with SEND and outlines how we comply fully with the SEN Code of Practice and should be read alongside our wider inclusion, safeguarding and medical conditions policies.
- › Set out how our trust will, across all of our schools:
  - Support and make provision for pupils with special educational needs and disabilities
  - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
  - Help pupils with SEND fulfil their aspirations and achieve their best
  - Help pupils with SEND become confident individuals living fulfilling lives
  - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- › Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- › Make sure the SEND policy is understood and implemented consistently by all staff

## 2. Vision and values

Selby Educational Trust strives to provide a happy, secure and inclusive environment in which all children thrive.

At all the schools in our trust, we will provide all pupils with access to a broad and balanced curriculum. We are committed to ensuring that all the children receive a curriculum relevant to their needs and ability.

We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

## 3. Legislation and guidance

This is based on the statutory guidance [Special Educational Needs and Disability \(SEND\) Code of Practice](#), [Keeping Children Safe in Education](#) and [working together to improve school attendance](#).

This policy is also based on the following legislation:

- › [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- › [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- › The [Equality Act 2010](#) (section 20), which sets out schools' duties to make reasonable adjustments for pupils with disabilities
- › The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out schools' responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes those with a disability) and those who don't share it
- › The [academy trust governance guide](#) which sets out governors'/directors' responsibilities for pupils with SEND

- › The [School Admissions Code](#), which sets out schools' obligation to admit all pupils whose education, health and care (EHC) plan names the school, and their duty not to disadvantage unfairly children with a disability or with special education needs

## 4. Inclusion and equal opportunities

In our trust we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

## 5. Definitions

### 5.1 Special educational needs

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

They have a **learning difficulty or disability** if they have:

- › 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.

### 5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term negative effect on their ability to do normal daily activities.

All schools in our trust will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

### 5.3 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	
Communication and interaction	<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 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>

AREA OF NEED	
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> <li>• 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</li> </ul>
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>• Suffered adverse childhood experiences</li> </ul> <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>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

## 6. Roles and responsibilities

### 6.1 The Special Educational Needs Co-ordinator (SENCO)

The SENCO of each school in the trust will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher/head of school and SEN director and/or local governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have Education and Health Care (EHC) plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching

- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- 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, and work with external agencies to make sure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution, in a timely manner
- Work with the headteacher/head of school and governing board to make sure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher/head of school, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher/head of school, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher/head of school and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

## 6.2 Board of directors

The board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee, local governing body or an individual:

- Co-operate with the Local Authority (LA) in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents/carers when their child's school is making special educational provision for the child
- Make sure that arrangements are in place in our schools to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents/carers on their child's progress
- Record accurately and keep up to date records of the provision made for pupils with SEND
- Publish information on each school's website about how the schools are implementing their SEND policy, in an SEN information report
- Publish information about the arrangements for the admission of children with complex needs, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and our schools' accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for each school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out

### **6.3 The SEND director/local governor**

The SEND director and/or local governor will:

- Help to raise awareness of SEND issues at board/local governing body meetings
- Monitor the quality and effectiveness of SEND provision within each school and update the board on this
- Work with the headteacher/head of school and SENCO to determine the strategic development of the SEND policy and provision in each school

### **6.4 The headteacher/head of school**

The headteacher/head of school will:

- Work with the SENCO and SEND director and/or local governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and directors and/or local governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND in the school, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register. This information is kept securely, and the content has restricted access, is treated in confidence and in line with General Data Protection Act 2018 and Protection Regulations 2017 (GDPR).
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching

### **6.5 Class teachers**

Each class teacher is responsible for:

- Early identification of barriers to learning and ongoing needs of pupils
- Set high expectations and ambitious targets for all
- Planning and providing high-quality teaching that is adapted/differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Keep updated with any relevant SEND initiatives and professional learning
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents/carers regularly to:
  - Set clear outcomes and review progress towards them

- Discuss the activities and support that will help achieve the set outcomes
- Identify the responsibilities of the parent, the pupil and the school
- Listen to the parents'/carers' concerns and agree their aspirations for the pupil

## 6.6 Support staff in school

The role of all other support staff, including administrative and lunchtime staff, is to:

- Ensure our children become independent, resilient learners
- promote self-esteem and social inclusion
- develop their knowledge of the curriculum
- work collaboratively with class/subject teachers to overcome any barriers to learning
- report any observations about the child they are supporting to the class/subject teacher
- contribute to reports for reviews of children with SEND
- attend training and professional development as appropriate

## 6.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to regular meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parents or carers in any decisions made about the pupil.

## 6.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited, as appropriate to each child, to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback

The pupil's views will be taken into account in making decisions that affect them, whenever possible and appropriate.

## 7. SEN information report

Every school in the trust publishes a SEN information report on its website, which sets out how this policy is implemented in the school. A template for this can be found in the appendix.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

## 8. Our approach to SEND support

### 8.1 Identifying pupils with SEND and assessing their needs

The identification of SEND is built into our overall approach to monitoring the progress and development of all our pupils. Staff will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. They will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment; for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated high-quality teaching. If progress does not improve the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary the school will consider consulting an external specialist.

Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

Persistent disruptive or withdrawn behaviours do not necessarily mean that the child has SEN. Where there are concerns this needs to be logged and an assessment made by the class teacher, supported by the SENCO, if required. This is to determine whether there are any causal factors such as unidentified learning difficulties, difficulties with communication or mental health issues.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement.

Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, school staff will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/carers. They will use this to determine the support that is needed and whether the school can provide it by adapting its core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure it gets relevant information before the pupil starts at the school, so support can be put in place as early as possible.

### 8.2 Consulting and involving pupils and parents/carers

Our schools 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/carers. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty

- › We listen to and take into account any concerns the parents/carers have
- › Everyone understands the agreed outcomes sought for the child
- › Everyone is clear on what the next steps are

### **8.3 The graduated approach to SEN support**

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

#### **1. Assess**

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents/carers will be taken into account. The school may also seek advice from external support services.

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.

#### **2. Plan**

In consultation with the parents/carers and the pupil, the teacher and the SENCO 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 on our management information system, and will be made accessible to staff in a pupil passport / individual education plan / school-based support plan.

Parents/carers will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

#### **3. Do**

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

Where the plan involves group or 1-to-1 teaching away from the main class teacher, 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 SENCO 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.

#### **4. 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 views of the parents/carers and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO 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.

### **8.4 Levels of support**

#### **School-based SEN support**

Pupils receiving SEN support will be placed on the SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

#### **Education, health and care (EHC) plan**

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought. Our teachers remain responsible for each child's progress. There will still be termly reviews and the graduated response will remain in place. In addition, there will be an 'Annual Review' held each year. This will be before the date of the anniversary of the plan being issued. The SENCO or member of our senior leadership team will chair the meeting and complete the required paperwork. For further details about this process and who is invited, please discuss this with the SENCO.

The provision for these pupils will be supported through funding in the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

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

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents/carers

## **9. Attendance**

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.

Our approach to supporting pupils who are absent from school due to their SEND is set out in our attendance policy.

## **10. Confidentiality**

Staff may have access to personal data about pupils and their families which must be always kept confidential 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 young person 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.

## **11. Safeguarding**

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers and additional barriers can exist when recognising abuse, exploitation and neglect in this group. Additional barriers can exist for some children with respect to recognising or disclosing it.

We are committed to anti- discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

The additional barriers that can exist when recognising abuse and neglect in this group, include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- Pupils being more prone to peer group isolation than other pupils.
- The potential for pupils with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in overcoming these barriers.

Children with disabilities may have regular contact with a wide network of carers and other adults for practical assistance in daily living including personal intimate care, hence being mindful that such situations can increase risk.

## **12. Expertise and training of staff**

Training will regularly be provided to teaching and support staff. Trust/school leaders and the SENCOs will continuously monitor to identify any staff in their school who have specific training needs and will incorporate this into the school's plan for continuous professional development.

## **13. Links with external professional agencies**

The trust recognises that we won't be able to meet all the needs of every pupil. Whenever necessary, our schools will work with external support services such as:

- 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

## **14. Admission and accessibility arrangements**

### **14.1 Admission arrangements**

Our schools have adopted the relevant local authority model policy for Admissions.

[SET North Yorkshire Schools Admissions Policy 2026-2027.pdf - Google Drive](#)

[SET Admissions Policy Leeds 2027 2028.pdf - Google Drive](#)

## 14.2 Accessibility requirements and arrangements

- Pupils with SEND are actively supported to access a wide range of cultural capital experiences, including educational visits, enrichment activities, and extracurricular clubs. These opportunities are planned inclusively, with reasonable adjustments made to ensure full participation. Our schools monitor engagement and access through pupil voice, attendance records, and staff feedback, ensuring that pupils with SEND benefit equitably from experiences that enhance their personal development and broaden their horizons.
- Our schools' have their own individual accessibility plans, which can be found on the school websites. These explain how they:
  - Increase the extent to which disabled pupils can participate in the curriculum
  - Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services they provide
  - Improve the availability of accessible information to disabled pupils

## 15. Complaints about SEND provision

Where parents/carers have concerns about the SEND provision at a school in our trust, they should first raise their concerns informally with the class teacher, SENCO or headteacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents/carers are welcome to submit their complaint formally.

Formal complaints about SEND provision in any of our schools should be made to the SENCO or headteacher in the first instance. They will be handled in line with the trust's complaints policy. [Concern and Complaint Policy - Mar 2025.pdf - Google Drive](#)

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

To find out about support, advice, disagreement resolution and mediation services in our local area, please see:

[SEND Local Offer | North Yorkshire Council](#)

[SEND Information Advice and Support Service \(SENDIASS\) | North Yorkshire Council](#)

[SEND Local Offer | Leeds City Council](#)

[SEND Information Advice and Support Service \(SENDIASS\) | Leeds City Council](#)

## 16. Monitoring and evaluation arrangements

### 16.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents/carers

### 16.2 Monitoring the policy

This policy will be reviewed **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the appropriate Trust Committee.

## 17. Links with other policies and documents

This policy links to the following documents

- SEN information report – see individual school's websites
- The local offer for North Yorkshire schools: [SEND Local Offer | North Yorkshire Council](#)
- The local offer for Leeds schools: [Leeds SEND Local Offer | Leeds Local Offer](#)
- Accessibility plan – see individual school's websites
- Behaviour policy – see individual school's websites
- Equality information and objectives [SET Equality, Diversity and Inclusion Policy \(Oct 25-3yr\).pdf - Google Drive](#) [Equality Action Plan SET 2025.pdf - Google Drive](#) [SET Single Equality Plan \(Oct 25-1yr\).pdf - Google Drive](#)
- Supporting pupils with medical conditions policy [SET Medical Policy \(NYES Oct 25-1yr\).pdf - Google Drive](#)
- Attendance policy [SET Attendance Policy with appendices \(Oct 25-1yr\).pdf - Google Drive](#)
- Safeguarding / child protection policy – see individual school's websites
- Complaints policy [Concern and Complaint Policy - Mar 2025.pdf - Google Drive](#)

For any further information about how your child's school implements this policy in practice, or any other questions you may have, please do not hesitate to contact the school directly. See individual school websites for this information.

## **SEND Information Report**

### **Model Template**

***This template outlines the information that will be included on each SET school's website, personalised for each individual setting.***

#### **Definition of Special Education Needs (SEND)**

The SEN Code of Practice (2015) says pupils have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age.
- or b) have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them. (Clause 20 Children and Families Bill 2014).

The Code of Practice (2015) provides an overview of the range of needs divided into four broad areas, upon which our school focuses its efforts to provide for SEND:

- Communication and Interaction
- Cognition and Learning
- Social and Emotional Difficulties
- Sensory and Physical Needs

#### **Identification**

For a child or young person to be entered onto our school's SEND Register we take account of what work has been done previously and by whom. Teachers are responsible for providing Quality First Teaching (QFT) within their daily teaching. If a child or young person is not making adequate progress they will only be considered as having a SEND if the class teacher has provided reasonable adjustments through high quality teaching in the first instance. As such, any child or young person on our school's SEND Register receives support that is additional to and different from that which is ordinarily provided for most of the other children of the same age.

Children or a young person are identified as having a SEND through a variety and combination of ways including.

- Communication with previous settings
- Children performing below 'age related expectations'
- Concerns raised by parents/carers
- Concerns raised by a teacher.
- Collaborative working with external agencies
- Use of standardised assessment such as **School to add assessments used**
- Children or a young person that already have an Educational Health Care Plan (EHCP)

There is a graduated approach that enables the right level of intervention and support when needed:

**School will add personalised graduated approach**

There is a process of constant review and therefore possible movement within the graduated approach. It is important the children are given specific and relevant input, and this may be in the form of a short-term intervention. It does not mean that a child or young person will necessarily be placed on the SEND register. These targeted children or young people will be closely monitored, and their progress tracked. If a specific educational need is highlighted, a 'Individual Learning Plan' may be put in place. These will be written with the parents, child or young person and class teacher. These identify clear SMART targets to be supported in class and through clearly defined interventions. These will be regularly reviewed as part of the ongoing Assess, Plan, Do, Review cycle, such that we are aware of the effectiveness of the provision made for our pupils with SEND and made alterations to best meet their needs and fulfil their potential accordingly.

Other agencies are involved, when necessary, e.g., speech and language therapy. Any children or young people who then require an 'EHCP' will have annual and interim reviews. Parents, SENCO, and LA representative-usually the appropriate caseworker, class teacher, supporting TAs and any other parties involved in the EHCP provision are invited to the annual reviews.

## **Policies that are linked to the identification and assessment of SEND**

- SEND Policy
- Accessibility Plan
- Safeguarding Policy and procedures
- Supporting Pupils with Medical Conditions
- Behaviour Policy
- Equality Information and Objective Statement

Schools will provide hyperlinks to these policies

## **Individual Learning Plans**

Individual Learning Plans are created for all children or young people who are on the SEND register with a view that these are entirely working documents which are continually reviewed and follow the child or young person through their education, creating a holistic picture of the child and how best to support them. They are created in a joint process involving the parents/carers, the child or young person and the class teacher with an outcome focused approach. When completing individual learning plans, we strive for targets to not only look at the term or year ahead (in the short/medium term), but also further into the child's future e.g., the next Key Stage (long term). This lends itself to the forward planning approach adopted by school to better meet the needs of all its SEND pupils. Parents/carers will be supported to understand how they can promote these targets at home. The learning plans are very child centred and monitored and reviewed half termly.

## **Special Educational Needs Policy Implementation**

This SEND Information Report, along with our Special Educational Needs Policy, has been developed by the **SENC** - xxxxxxx.

Contact details: [Email](#)

Telephone:

It is the responsibility of all school staff to act within the policy and associated guidelines. All staff must follow the SEN Code of Practice 2015. With the SENCO, it is the role of the headteacher to implement the school's SEND policy and to ensure that all staff are aware of the school policy and how to best support children with SEND. The headteacher will report to the governing body about the effectiveness of the SEND policy on request. The school will work collaboratively with parents/carers to ensure they are able to support their child. The governing body has the responsibility of reviewing and agreeing the policy. The governors support the headteacher in carrying out this policy. The **school governor for SEND** is: xxx.

The SEND Governor will support and challenge the school to ensure that no learner is treated less favourably, denied opportunity, or left behind because they have additional needs.

The Head Teacher, xxxx, will monitor the effectiveness of the policy on a regular basis and report to the governing body. The governing body will review the policy and information report annually.

## **Partnership with Parents/Carers**

Our school will have regard to the SEN Code of Practice (2015) when carrying out its duties toward all pupils with special educational needs and ensure that parents/carers are involved with any decision that SEND provision is necessary for their child's or young person personal progression. Partnership with parents/carers plays a key role in enabling children and young people with SEND to achieve their potential. We recognise that parents/carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents/carers of children with special educational needs will be treated as partners, with due consideration given to our 'Equality Policy' and supported to play an active and valued role in their child's education.

Home-school communication around SEND are detailed below: (schools will amend as relevant to their setting)

- There is a Parent/Carer SEND leaflet for your key information and an initial point of reference.
- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have. All information from outside professionals will be discussed with you and with the person involved directly, or where this is not possible, in a report.
- Individual Learning Plans will be reviewed with your involvement each term as appropriate.
- Homework will be adjusted as needed to your child's individual needs.
- xxxx system may be used to support communication with you when this has been agreed to be useful for you and your child.
- There are a number of parent/carer support groups such as SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service).

## **Pupil Voice**

Teachers/SENCO and Support Staff will work with children and young people to identify the support needed to meet agreed outcomes. The provision is planned, and interventions are allocated to individual needs. The children regularly discuss their progress and support with support staff. Pupil voice is highly valued in our school, and we feel their contributions to their own Individual Learning Plan is key to the pupil's success.

## **A Graduated Approach**

When a potential special educational need has been identified, a graduated approach will be taken. This involves assessing, planning, implementing, and reviewing the approach taken so that it is increasingly personalised to the child or young person. This cyclical process, as we build a deeper understanding of the child's needs, enables school to continually reflect upon the approach taken and to gain 'Pupil Voice' and 'Parental Input' along the way which is intrinsic to getting the provision correct for each individual child.

## **Transition Arrangements and Preparing for Adulthood (schools will amend this appropriate to their setting)**

We recognised that transitions can be difficult for a child or young person with SEND and take steps to ensure that any transition is as smooth as possible. We are keen to involve parents/carers as much as possible with their transition to their next year group. The children or young person will spend a day during the summer term with their new teacher/s. Teachers may also spend time with children or young person in their current class prior to September. Parents' Consultations are planned for the autumn term where the transition period is discussed, reviewed, and evaluated. The period of transition depends on the individual needs of your child or young person.

When writing and reviewing EHC Plans there is always a focus on the longer term transition to the next Key Stage for that individual pupil and what smaller 'SMART' targets are needed to achieve the aspirations of the pupil, parents/carers, and the staff within school such that each pupil may achieve their full potential and so that we provide all children and young people with an education that will enable them to be resilient within adulthood and become lifelong learners. Staff have also taken opportunities to visit and work closely with our partner secondary schools and local SEND schools to acquire a more in-depth knowledge of their routines, systems, and ethos. This also gives staff an opportunity to see what provision the schools have in place and how best to support your child for the transition into Year 7. Staff are willing to arrange and accompany children and/or parents/carers to their new school. Where possible, all involved staff will attend a Year 6 annual review to meet you and your child, where there is an EHC plan in place. At this meeting, we hope to ease any worries and concerns you may have during your child's transition to their new school

## **Teaching, Learning and Assessment (schools will amend this appropriate to their setting)**

We are strong advocates that all teachers are teachers for children with SEND. Our teaching, learning, and planning procedures reflect this and are as follows:

- Individual Learning Plans for all children and young people on our SEND Register—including reviewing of outcomes at the end of each cycle (half termly)
- Individual SMART targets
- Differentiated learning
- Multi-sensory activities
- Data analysis through school tracking system
- Pupil progress meetings with class teacher, SENCO and senior leadership team.
- Sharing between teachers to ensure a smooth transition.
- Individual Learning Plan meetings held termly between child/ young person, teacher, and parents/carers to discuss progress and next steps.
- Targeted interventions delivered and reviewed regularly through book looks and evidenced progress within core subject areas.
- Teachers and support staff working closely together.

## **How we adapt the curriculum and learning environment for children & young people with SEND (schools will amend this appropriate to their setting)**

Our school has a range of approaches to supporting children and young people with SEND needs. All children and young people benefit from quality first teaching in the classroom, which caters for their individual needs and supports all children and young people to make good progress. Work is differentiated for different groups and individuals. Sometimes this is enough to ensure a child or young person is on track to reach their full potential, however sometimes an **Individual Learning Plan** will be needed with individual 'SMART' targets and strategies to work towards achieving them. This will be put in place in discussion with parents/carers and where appropriate the child or young person. This would mean additional work with a child or young person on a small group or 1:1 basis to carry out specific interventions to support a child or young person to meet their individual targets. The SENCO works alongside class teachers and support staff to oversee SEND provision and monitor the progress of any child or young person requiring additional support. Where appropriate other agencies will be asked to work alongside the school to assess a child and plan for their needs. At all stages parents/carers will be involved in the process.

The equipment and facilities that are provided to support children/young people are secured through xxxxxxxx

To ensure all children and young people can access the curriculum at an appropriate level and fulfil their potential we take some of the following actions:

- o Make adaptations to ensure that all pupils have access to the school curriculum and school activities.

- o Support pupils to achieve their full potential despite any difficulty or disability they may have.
- o Ensure that staff are aware of pupil's individual needs and teach in a way that is appropriate for them.
- o Provide opportunities for pupils to develop confidence, self-esteem, and resilience.
- o Work in partnership with parents/carers, pupils, and external agencies to cater for children's special educational needs and disabilities.
- o Make provision for children with SEND to fully develop their abilities, interests, and talents. o Identify special educational needs at the earliest opportunity to ensure early intervention and support.
- o Ensure all children with SEND are fully included in all aspects of school life and can develop their Cultural Literacy.
- o Regularly review policy and practice to achieve the best outcomes for all our pupils.

### **Provision (schools will amend this appropriate to their setting)**

We aim to provide our pupils including those with SEND, with all the facilities necessary in order that they can realise their full potential. Listed below is the main body of our provision, however it may not list every skill, resource, and technique we employ to achieve this as these are continually developed and modified to meet the changing requirements for individual pupils. Your child/ young person will receive:

- Quality First Teaching.

Your child/ young person may receive:

- Specific small group work including targeted interventions
- Specific targeted work on an individual basis as part of a small group
- Specialist individual support or sessions from specialist teachers or other professionals
- Specified 1:1 support during lessons and or/ playtimes
- Individual targets and an Individual Learning Plan
- Writing aids
- Pre-teaching of new concepts to enhance learning
- Support manipulatives, e.g., Numicon, writing frames, vocabulary boards.
- Tabletop resources

The school budget, received from the local authority, includes money for supporting children or young people with SEND.

- The Headteacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors based on needs in the school.
- The Headteacher and the SENCO discuss all the information they have about SEND in the school, including:
- The children receiving extra support already
- The children needing extra support
- The children who have been identified as not making as much progress as would be expected
- Deciding what resources/training and support are needed

### **How Children/Young Person with SEND are included in activities outside the classroom (schools will amend this appropriate to their setting)**

- The school have a range of extra-curricular clubs. These are available to all children and young people with special educational needs through xxxx
- Children and young people and their parents/ carers are involved in planning for any activities or trips. With support provided for the children and young people through xxxx
- The following support is provided for children or young people with SEND during transition times, break times and lunch times: xxxx

## **Evaluating the Effectiveness of Provision for Children/Young Person with SEND** **(schools will amend this appropriate to their setting)**

To evaluate the effectiveness of the provision for children and young people with special educational needs (SEND), we use a range of qualitative and quantitative methods, including progress tracking data, individual support plans, and intervention reviews. Regular reports are created to monitor outcomes, focusing on academic progress, social development, and emotional well-being. These reports also include input from class teachers, SEND support staff, and external specialists where relevant. Crucially, the views of the children and young people themselves are actively sought through pupil voice activities, and we also gather regular feedback from parents and carers through meetings, surveys, and reviews. The outcomes and evaluation reports are presented to senior leadership and the governing body, where they are closely scrutinised to ensure accountability and continuous improvement. Insights from these evaluations inform future planning and help tailor support to meet the evolving needs of each learner.

## **Staff expertise and Provided Training Opportunities** **(schools will amend this appropriate to their setting)**

Staff training in relation to SEND is carried out on a regular basis depending on the needs of the children/ young people within our school. Individual staff may attend the training, and this may be on specific areas of need such as Dyslexia or Autism or more whole school issues such as Inclusive Classroom Practice. In-house training can also be offered to a number of staff where a specialist will come into school and provide training on a specific area of SEND, if needed i.e., Makaton training.

Our SENCO has the National qualification for Special Educational Needs Co-ordination.

## **External Agency Support** **(schools will amend this appropriate to their setting)**

Links with external agencies are vital to ensure that we provide the highest levels of support for our pupils with SEND. Any one of the support services can raise concerns about a pupil. This will be brought to the attention of the SENCO and the pupil's parents/carers.

A request for support from external services is likely to follow a decision taken by the SENCO, colleagues, in consultation with parents/carers. External support services will usually see the child or young person, so that they can advise subject and pastoral staff on strategies and provide more specialist assessments that can inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

Below is a list of the services that the school most regularly work with:

- SEN Hubs
- Early Help
- Educational psychology team

To find out about the local authority's Local Offer of services and provision for children with special educational needs and disabilities please look on the local authority website relevant to your school.

## **Interventions (schools will amend this appropriate to their setting)**

The SENCO and the pupil's class teachers, in discussion with parents/carers, will decide on the action needed to help the pupil to progress in the light of their earlier assessment.

This might be: -

- To provide key learning targets appropriate to the child's/ young person's current achievement
- To provide different learning materials or specialist equipment.
- To introduce some group or individual support.
- To devote adult time to devising the nature of the planned intervention and to monitoring its effectiveness.
- To undertake staff development and training aimed at introducing more effective strategies.
- To provide effective intervention without the need for regular or on-going input from external agencies.

## **Use of Alternative Provision**

Alternative Provision is defined as 'education arranged by local authorities for pupils who, because of exclusion, illness or other reasons, would not otherwise receive suitable education; education arranged by schools for pupils on a fixed period exclusion; and pupils being directed by schools to off-site provision to improve their behaviour' (DfE 2013).

Schools can use such provision to try to prevent exclusions, or to re-engage pupils in their education.

When commissioning alternative provision, the school will carefully consider what providers are available that can meet the needs of their pupils, including the quality and safety of the provision, costs, and value for money.

Once the school has commissioned alternative provision, we will maintain on-going contact with the provider and pupil, with clear procedures in place to exchange information, monitor progress and provide pastoral support.

## **Supporting Pupils with their Emotional and Social Development (schools will amend this appropriate to their setting)**

We recognise that pupils with SEND may well have an Emotional and Social Development needs that will require support in school. We have a robust Safeguarding Policy in place, and we follow National and LA Guidelines. We believe that all children with Special Educational Needs and/or Health & Well-being needs must have their needs recognised and assessed, through a whole-school approach, with appropriate and timely intervention put in place through an Assess, Plan, Do, Review cycle.

We believe that all teachers are teachers of children with special educational needs, and it is therefore a whole school responsibility to ensure that these children's/ young people's needs are addressed. All staff have due regard to general duties to promote disability equality, including having a clear understanding of youth mental health issues and how to approach these with sensitivity and care. A range of support strategies are in place for pupils who need them including: 1:1 mentoring, feelings books, friendship groups, Speech Language and Communication interventions, Lego Therapy, Multi-sensory Interventions, and tailored-bespoke interventions that are created on an individual needs-assessed basis

## **Arrangements for Dealing with Complaints from Parents/Carers**

The school deals with any complaints from parents/carers by calling a meeting with the Head Teacher, and all the concerned parties. (Please refer to our 'Complaints Procedure' which can be found on our website for further details).

## **Admission Arrangements (also see admissions policy)**

The admissions arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010 and key information around this can be found in our 'Equality Information and Objectives' policy. This includes pupils with any level of SEND: those with an EHCP plan and those without.