

Success for everyone

# Special Educational Needs and Disability Policy (SEND)

| Approved by:        | Local Governing Body |
|---------------------|----------------------|
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# **Contents**

| 1. Aims and objectives                        | 2  |
|---|----|
| 2. Vision and values                          |    |
| 3. Legislation and guidance                   | 3  |
| 4. Inclusion and equal opportunities          | 4  |
| 5. Definitions                                | 4  |
| 6. Roles and responsibilities                 | 6  |
| 7. SEN information report                     | 10 |
| 8. Our approach to SEND support               | 10 |
| 9. Attendance                                 | 13 |
| 10. Safeguarding                              | 14 |
| 11. Expertise and training of staff           | 14 |
| 12. Links with external professional agencies | 14 |
| 13. Admission and accessibility arrangements  |    |
| 14. Complaints about SEND provision           | 15 |
| 15. Monitoring and evaluation arrangements    |    |
| 16. Links with other policies and documents   | 15 |
|   |    |

# 1. Aims and objectives

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

- Make sure our school fully implements national legislation and guidance regarding student with SEND
- Set out how our school will:

- Support and make provision for student with special educational needs and disabilities
- Provide student with SEND access to all aspects of school life so they can engage in the activities of the school alongside student who do not have SEND
- Help student with SEND fulfil their aspirations and achieve their best
- Help student with SEND become confident individuals living fulfilling lives
- Help student with SEND make a successful transition into adulthood
- Communicate with student with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the students
- Identify and assess students with SEND
- Explain the roles and responsibilities of everyone involved in providing for student with SEND
- Communicate with, and involve, student with SEND and their parents or carers in discussions and decisions about support and provision for the students
- Make sure the SEND policy is understood and implemented consistently by all staff

# 2. Vision and values: 'Success for everyone'

At Rossett there is a strong focus on high aspirations and improving outcomes for all students with SEND. Our vision is to provide high-quality and inclusive education for all students with every opportunity to include students with SEND in every facet of school life.

This vision is in accordance with the SEND Code of Practice which sets out an expectation that the needs of almost all students with SEND can be met through appropriate mainstream support. At Rossett, every opportunity is made to inspire ambition for all our students with SEND so that they can succeed in their education and make a successful transition to adulthood. Our philosophy is based on inclusive approaches to teaching and learning which benefit all pupils, whilst being essential for those with SEND.

## 3. Legislation and guidance

This is based on the statutory guidance <u>Special Educational Needs and Disability (SEND)</u> <u>Code of Practice</u>, <u>Keeping Children Safe in Education</u> and <u>working together to improve school attendance</u>.

This policy is also based on the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for student 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 the school's duties to make reasonable adjustments for student with disabilities
- The <u>Public Sector Equality Duty</u> (section 149 of the Equality Act 2010), which set out the school's 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 having a disability) and those who don't share it

- The governance guidance for academy trusts which sets out governors'/trustees' responsibilities for student with SEND
- The <u>School Admissions Code</u>, which sets out the school's obligation to admit all student whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs
- This policy also complies with our funding agreement and articles of association.

## 4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all students, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all students 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 students with SEND are included in all aspects of school life.

#### 5. Definitions

# 5.1 Special educational needs

A student has SEN if they have a learning difficulty or disability that requires 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

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

The school will make reasonable adjustments for students with disabilities, so that they are not at a substantial disadvantage compared with their peers.

Disabled students with sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer do not necessarily have SEND, and the school will make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled students are not at a substantial disadvantage compared with their peers. Students who are classed as EAL (English as an additional language) will not be regarded as having learning difficulties, unless it is known that they have learning difficulties in their first language.

# 5.3 The 4 areas of need

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

| AREA OF NEED                        |   |
|-------------------------------------|---|
| Communication and interaction       | Students 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.  Students who are on the autism spectrum often have needs that fall in this category.  |
| Cognition and learning              | <ul> <li>Students with learning difficulties usually learn at a slower pace than their peers.</li> <li>A wide range of needs are grouped in this area, including:</li> <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 student 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 | <ul> <li>These needs may reflect a wide range of underlying difficulties or disorders. Student may have:</li> <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> <li>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the students becoming withdrawn or isolated.</li> </ul>   |

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

#### 6. Roles and responsibilities

#### 6.1 The SENCO

The SENCO at our school is **Elaine Fazakerley**.

They will:

- Inform any parents that their child may have SEN and then liaise with them about the student's needs and any provision made
- Work with the headteacher and SEN 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 coordination of specific provision made to support individual student with SEN, including those who have EHC plans
- Organising the Annual Review for students with an EHCP (Education, Health and Care Plan), to which students, parents and outside agencies are encouraged to contribute.
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that student 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 student
- Advise on the deployment of the school's delegated budget and other resources to meet student' needs effectively
- Be a 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 students and their parents/carers are informed about options and that a smooth transition is planned
- When a student moves to a different school or institution: Make sure that all relevant information about a student's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner

- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements
- Make sure the school keeps its records of all students with SEND up to date and accurate
- With the headteacher, 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, 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 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 The governing board

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

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every student with SEND gets the support they need
- Make sure that student with SEND engage in the activities of the school alongside student who don't have SEND
- Inform parents/carers when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any student 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 the provision made for student with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in an SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out

- Determine their approach to using their resources to support the progress of student with SEND
- Make sure that all student from year 8 until year 13 are provided with independent careers advice

#### 6.3 The SEND link governor

The SEND link governor is [insert name and contact details].

The SEND governor will:

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

#### 6.4 The headteacher

The headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school 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 student with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual student
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of student on the SEND register
- Advise the LA when a student 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:

- Planning and providing high-quality teaching that is differentiated to meet students' needs through a graduated approach
- The progress and development of every student 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 student's progress and development, and decide on any changes to provision
- 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 students and the school
- Listen to the parents'/carers' concerns and agree their aspirations for the students

#### 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 student on the SEND register will always be given the opportunity to provide information and express their views about the student's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Asked to provide information about the impact of SEN support outside school and any changes in the student's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the students
- Given a termly report on the student's progress

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

#### 6.7 The students

Students will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the students:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

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

#### 7. SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

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 student with SEND and assessing their needs

Rossett School supports students with Special Educational Needs and Disabilities (SEND) through a comprehensive, inclusive teaching model that aligns with the SEND Code of Practice (2015)

Rossett School is committed to delivering high-quality, inclusive education through an adaptive teaching model. All teachers present information clearly and systematically, ensuring that students with Special Educational Needs and Disabilities (SEND) can access the curriculum effectively. Regular checks for understanding are embedded into lesson delivery, allowing staff to identify and respond to individual learning needs promptly. This approach supports the development of independent learners and aligns with the principles of Quality First Teaching. A strong emphasis is placed on consistent routines, which provide structure, reduce anxiety, and support students in understanding expectations.

#### Early Identification:

- We will assess each student'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 and used as an integral part of providing baseline data to help in
  tracking the progress of students. We will also consider any evidence that the
  students may have a disability and if so, what reasonable adjustments the school
  may need to make.
- The SENDCo will attend the final Annual Review of students with an EHCP before transition to Rossett and, if possible, other students with significant need to ensure that suitable provision is made for entry at Rossett.
- Students may have also been identified at primary school. The SENDCo will liaise with relevant primary school Key Workers to ensure that all students on the SEN List have been identified and fully supported.
- The SENCo will also take into account and transition information from the Local Authority.
- Information will also be gathered from: o Learning walks o Liaising with parents o
  Issues raised in regular pastoral meetings o Liaison with year teams, form tutors and
  Teaching Assistants o Pupil premium interventions o A range of standardised
  assessments to clarify needs carried out by the SENDCo and the HLTA for Literacy

Class teachers will regularly assess the progress of all students and identify any 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 student is making slow progress, they will target the student'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 they will, in consultation with the student's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a student is recorded as having SEN.

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 student whose first language is not English.

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

If a student 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 we get relevant information before the students start at school, so support can be put in place as early as possible.

## 8.2 Consulting and involving student and parents/carers

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

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

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

Notes of these early discussions will be added to the student's record and given to their parents/carers.

We will formally notify parents/carers if it is decided that a student will receive special educational provision.

#### 8.3 The graduated approach to SEN support

Once a student 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 student's class teacher and the SENCO will carry out a clear analysis of the student's needs including the teacher's assessment and experience of the student and the student's previous progress, attainment and behaviour. The views of the students 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 student's need. For many students, 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 students, 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 students will be made aware of the student'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, Arbor, and will be made accessible to staff on an Individual Provision Map, through Class Charts.

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 student's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the students. 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 student'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 student'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 student
- The level of progress the students has made towards their outcomes
- The views of teaching staff who work with the students

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

# 8.4 Levels of support

#### **School-based SEN provision**

Students receiving SEN provision will be placed on the school's SEND register. These students have needs that can be met by the school through the graduated approach. Where the student'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 students is funded through the school's notional SEND budget.

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

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

Students 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 students, the provision that will be put in place, and the outcomes sought.

The provision for these students will be funded from 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 students will be marked with the code E.

## 8.5 Evaluating the effectiveness of SEN provision

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

- Tracking student' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using student questionnaires
- Monitoring by the SENCO
- Holding annual reviews for student with EHC plans
- Getting feedback from the students and their parents/carers

## 9. Attendance

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

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

#### 10. Safeguarding

We recognise that students 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.

For more details of the pastoral support we offer students with SEND, and the support we provide to help students overcome any communication barriers they face, see our safeguarding/child protection policy.

#### 11. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

Teachers are trained to make suitable adjustments in both assessment of learning and delivery of lessons.

The SENDCo has a Postgraduate Certificate in Specific Learning Difficulties and is qualified to assess for exam access arrangements and has the NASENCo Award

- The HLTAs and TAs have also undertaken specialist training in a range of areas relating to SEND
- Training is provided internally, but also from external agencies
- Additional expertise can be sought via the North Yorkshire Inclusive Education Service

#### 12. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every students. Whenever necessary, the school 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 pediatricians
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services
- Healthy Child Team
- Compass Phoenix
- JustB
- Child and Adolescent Mental Health Service, CAMHS
- Early Help Service
- Virtual Schools to support Looked After Children

- Visual and Hearing Impairment teams
- Wellbeing in Mind Team

# 13. Admission arrangements

Admission arrangements are set out in Rossett School's <u>Admissions Policy</u>

# 14. Complaints about SEND provision

Where parents/carers have concerns about our school's SEND provision, they should first raise their concerns informally with the SENDCo. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the Headteacher in the first instance. They will be handled in line with the school's complaints policy.

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 students themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the <u>SEN Code of Practice</u>.

## 15. Monitoring and evaluation arrangements

#### 15.1 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 student with SEND at the start of the autumn term
- How early student are identified as having SEND
- Student' progress and attainment once they have been identified as having SEND
- Whether student with SEND feel safe, valued and included in the school community
- Comments and feedback from student and their parents/carers

## 15.2 Monitoring the policy

This policy will be reviewed by Local Governing Body **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 full governing board.

#### 16. Links with other policies and documents

This policy links to the following documents:

- SEN information report
- The local offer
- Accessibility plan

- Behaviour policy
- Anti-bullying
- Exams
- Admissions Policy
- Careers Guidance Policy
- Medical Needs Policy
- RSE Policy
- Suspension and Permanent Exclusion Guidance
- Equality information and objectives
- Supporting student with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy