



Date ratified by Governors	Review Date
October 2026	October 2027

This Policy has been written to reflect current legislation and other school policies:

- The Children and Families Act 2014
- Equality Act 2010: advice for schools DfE Feb 2013
- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs and Disabilities Code of Practice 0 – 25 (January 2015) (SEND CoP)
- Schools SEN Information Report Regulations 2015
- Current Statutory Guidance on Supporting pupils at school with medical conditions
- School's Safeguarding Policy
- Current teachers standards
- Current teaching assistant standards
- School's Accessibility Plan

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School Ethos

At Bedale High School, our commitment to being **exceptional without exception** means that every student, regardless of ability or need, deserves the very best teaching, care and opportunity. Inclusion is at the heart of everything we do. We want every young person to feel valued, supported and empowered to thrive.

Our approach to Special Educational Needs and Disabilities (SEND) is built on strong relationships, high expectations and personalised support. We recognise each student's strengths, interests and aspirations, and work to remove barriers to learning, participation and achievement. We believe that excellence and inclusion go hand in hand, and that high expectations must be matched by compassion and an understanding of individual needs.

Supporting students with SEND is a whole-school responsibility. The SENDCo, Assistant SENDCo and Teaching Assistants work closely with classroom teachers, families and external professionals to identify needs early and provide effective support. Students' voices and parents' and carers' knowledge inform how we plan, review and adapt our provision.

High-quality teaching is central to our approach. Student Passports and Strategic Seating and Interaction Plans (SSIPs) help staff understand individual needs and create purposeful, inclusive classrooms. Alongside consistent routines, appropriate adjustments and targeted interventions, these approaches support students to make meaningful progress and develop confidence and independence.

We are committed to reviewing and improving our provision so that every student can participate fully in school life and prepare successfully for their next steps. Our ambition is clear: **exceptional teaching, exceptional care and exceptional opportunity—without exception.**

Objectives and aims

This policy is written to ensure everyone working in our school is clear about the ethos, principles, procedures and practice for pupils with Special Educational Needs and Disabilities (SEND). Every adult within our school must follow this policy. We use 'must' when referring to a statutory requirement. All items in italics are taken directly from the SEND Code of Practice 2015

6.1 All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- *achieve their best*
- *become confident individuals living fulfilled lives, and*
- *make a successful transition into adulthood, whether into employment, further or higher education or training*

Things we must do:

- use our best endeavours to make sure that a child with SEND gets the support they need – this means doing everything we can to meet the needs of children and young people with SEND
- ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND
- designate a teacher to be responsible for co-ordinating SEND provision – the Special Educational Needs co-ordinator, or SENDCo

- inform parents when we are making special educational provision for their child
- prepare a SEN information report, which we publish on our school website
- state our arrangements for the admission of disabled children
- state the steps being taken to prevent disabled children from being treated less favourably than others,
- provide facilities to enable access to our school for disabled children and publish our accessibility plan on our school website showing how we plan to improve access progressively over time
- have due regard to the general duties to promote disability equality.

A member of our governing body has specific oversight of the school's arrangements for SEN and disability. All school leaders will regularly review how expertise and resources to address SEN can be used to build the quality of whole-school provision as part of our approach to school improvement.

The quality of education and the progress made by pupils with SEND is a core part of our school's performance management arrangements and its approach to professional development for all teaching and support staff. In addition, this also contributes to our school self-evaluation.

How Do Teachers Identify Pupils with SEND

See Flowchart for teachers

6.2 Every school is required to identify and address the SEND of the pupils that they support.

6.36 Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

The identification of SEND is built into our overall approach to monitoring the progress and development of all our pupils.

The steps below outlines the process that you as a teacher will follow to identify pupils with SEND.

1. Any child who gives you a concern whether it is due to a lack of academic progress, development or social need will be noted and dated on the child's records. This is referred to as a **'short note'** in the SEND CoP. It is imperative that your initial concern is logged and dated. If there is a child protection issue then our school's safeguarding procedures **MUST** be followed.
2. If a parent or pupil also raises a concern, this must be taken seriously and we must listen to these concerns. These will be noted and dated on the child's records, as above. Again, inform the SENDCo of their concern and log as above. If there is a child protection issue then our school's safeguarding procedures **MUST** be followed.
3. N.B. At this point the child is not regarded as having SEN. How well the child responds or otherwise to the adjustments will determine if s/he has SEN.
4. The SEND team will discuss the concerns informally with the parent and gather information about what the possible barrier to learning is. Teachers will make any reasonable adjustments to teaching that are required and report at the next pupil progress meeting on the impact of the adjustments (or at the next agreed time – this will be a maximum period of one term).

6.21 Persistent disruptive or withdrawn behaviours do not necessarily mean that the child has SEND. Where there are concerns this needs to be logged and an assessment made by the class teacher, supported by the SENDCo, if required. This is to determine whether there are any

causal factors such as unidentified learning difficulties, difficulties with communication or mental health issues.

If appropriate, the SENDCo may approach others such as Early Help as per the guidance in North Yorkshire County Council's (NYCC) Ladder of Intervention. Any child in our school with SEND will not be discriminated against, sanctioned or disciplined due to their special educational need.

6.17 Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline*
- fails to match or better the child's previous rate of progress*
- fails to close the attainment gap between the child and their peers*
- widens the attainment gap*

6.18 It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

6.23 Slow progress and low attainment do not necessarily mean that a child has SEND 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.

5. At this point, a decision as to whether the child has SEN will be made in conjunction with the SENDCo. The child or young person (CYP) is now described as being at 'SEN Support'. They will appear as Code K on the school census. If required, the SENDCo can seek advice from the local SEND Hub manager to clarify the decision. This will be undertaken by the SENDCo.

6. Our SENDCo will maintain a list of pupils who have been identified as having SEND on our SEND register. This is accessible via BROMCOM. Teachers can search for pupils through the SEND tab on BROMCOM or filter their class lists/marksheets appropriately. Anyone accessing this list must treat the content in confidence and in line with General Data Protection Act 2018 and Protection Regulations 2017 (GDPR). Certain SEND documents such as Student Passports are accessible to teachers via a live database. It is the responsibility of the subject teacher to look regularly at the content for their students for any updates and update their SSIPs accordingly.

There are 4 broad areas of need

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

If you would like further clarification of these areas of need, then consult the SEND CoP 6.28-6.35 or discuss with the SEND team. To assist us, NYCC has banding descriptors for each area of need through CYPS.

Special Educational Provision

Once the CYP has been identified as having SEND then the formal process begins. We **must**

take action to remove barriers to learning and put effective special educational provision in place.

This is called the Graduated Response. It is a 4-part cycle: Assess, Plan, Do and Review.

Parents **must** be informed that their child has SEN and that additional and different provision is being provided for their child. Parents will be signposted to NYCC special educational needs and disabilities advisory and support service ([SENDIASS](#)) and the [local offer](#). A link to this can also be found on our school website.

The graduated response is outlined below:

1.Assess. Assess CYPs needs – this happens at the start of each termly cycle to ensure we obtain a clear analysis of the CYP's need. The SENDCo will support if required. We will ensure that the assessment informs any adjustments, approaches, resources, intervention and/or support required.

2.Plan. There will be opportunities for this at least termly with the parents and CYP. The views of parents and students are of paramount importance. This will be recorded in the plans.

The Student Passport (or a more formal plan) is written by the SENDCo.

The focus will be on how to overcome the barriers to learning identified in the assessment. An agreed date to review the plan with the parents will be made at this meeting. Teachers are advised to refer to our whole school provision maps to help plan any adjustments, approaches, resources or interventions required. If additional adult support is to be provided whether in-class or outside of class, it must be clear how, what and when this will be undertaken. The subject teacher is responsible for monitoring the impact, supported by the SENDCo. The additional adult support is someone who must be suitably trained to undertake the intervention.

The SENDCo will monitor the quality and appropriateness of the plans.

3.Do. The subject teacher remains responsible for the child. Where provision is provided by teaching assistants (TAs) or specialist teachers, the responsibility remains with the subject teacher. TAs must supplement and not replace teachers. Teachers are still required to work with the child in order to plan and assess the impact of any adjustments support or interventions. The SENDCo will support the subject teacher in the further assessment of the child's particular strengths and needs, by problem solving and advising on the effective implementation of support. The SENDCo will monitor this provision.

4.Review The SENDCo will review the plan with the parents and CYP on the agreed date. The impact and quality of the support and interventions will be evaluated. This will feed back into the analysis of the pupil's needs. Parents will be given clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Involving Specialists

If at any point the subject teacher in consultation with the SENDCo feel they need additional advice and support from an outside agency then the consent of the parent **must** be obtained first.

This would be undertaken by the SENDCo, in consultation with parents and teachers when a student continues to make little or no progress or where they continue to work at levels substantially below those expected of students of a similar age despite evidence-based interventions/adjustments. These interventions/support will be delivered by appropriately trained staff.

The subject teacher will be asked to support the completion of the application. Subject teachers are expected to engage with the outside agency the school has approached, incorporate their recommendations into their plans, and facilitate information sharing between the parents/carers and the outside agency.

Transition

We work closely with students, families and receiving or previous settings to plan effective transitions between phases of education. Support is tailored to individual needs and may include additional visits, transition days and meetings with key staff. Relevant SEND information is shared securely and in a timely manner to ensure continuity of support and help students feel confident and prepared for their next steps.

Education, Health and Care Plans (EHCP)

Where a child is in receipt of an EHCP, the provision in Section F of the EHCP **must** be provided. Our teachers remain responsible for the CYP'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 **must** be before the date of the anniversary of the plan being issued. The SENDCo will chair the meeting and complete the required paperwork. For further details about this process and who is invited, please discuss this with the SENDCo.

Confidentiality

Staff may have access to personal data about pupils and their families which must be kept confidential at all times and only shared when legally permissible to do so and in the interest of the CYP. 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 CYP 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 CYP'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 CYP, 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 CYP, or their parent / carer makes a disclosure regarding abuse or neglect, the member of staff should follow our school safeguarding procedures.

Roles and Responsibilities

The school leaders and teaching staff, including the SENCo, will analyse data to identify any patterns in the identification of SEN, within the school and in comparison with local and national data. We will then use this information to reflect on and improve the quality of education. The SENCo will use the data dashboards to compare this school with local and national data annually and report to the senior leadership team. (The January census is used and the data is supplied by NYCC at the end of the summer term or early autumn term each year).

Role of the Governors

Our Governing Body will work with the Headteacher to ensure that the school meets its responsibilities under the [Children & Families Act 2014 particularly section 66](#) regarding using their best endeavours and Equality Act 2010.

Our Governors **must** have regard to the SEND Code of Practice.

Our Governors **must** ensure that a Special Educational Needs Coordinator (SENDCo) is appointed and that they are qualified, i.e. they are a qualified teacher and must achieve the National Professional Qualification for SENCOs within three years of taking up their first SENDCo post. SENDCo who already hold the National Award in SEN Coordination (NASENCO), or who were appointed as a SENDCo before 1 September 2009, are not required to complete the NPQ.

- *6.3 There should be a member of the governing body or a sub-committee with specific oversight of the school's arrangements for SEN and disability. School leaders should regularly review how expertise and resources used to address SEN can be used to build the quality of whole-school provision as part of their approach to school improvement.*
- *6.97 They should consider their strategic approach to meeting SEN in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium.*

In the school, this means that a SEND Governor is appointed to work directly with the SENDCo and other members of the senior leadership team and report to the governing body about matters related to SEND.

The Governors **must** publish at least annually a [SEN Information report](#).

- *6.79 The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible.*

Role of the SEND Governor

Our SEN Governor will:

- be familiar with the SEND Code of Practice 2015 particularly Chapter 6
- be a critical friend to our SENCo by visiting at least once a term
- be aware of the numbers of CYP at our school with SEN and disabilities
- be aware of our SEND action plan

Monitor:

- the progress and attainment of our CYP with SEND
- attendance rates of our CYP with SEND
- fixed term and permanent exclusion rates of our CYP with SEND
- any internal exclusions/isolations including the frequency and length of time our CYP with SEND are sent out of lessons as a behaviour management strategy
- that our CYP are not being unfairly treated due to their SEND, for example being disproportionately being sent out of lessons, or excluded from taking part in wider educational experiences
- that our CYP receive a broad curriculum and social experiences, including that they don't disproportionately miss out on curriculum content, creative activities and break times in order to access additional support
- that all policies are non-discriminatory regarding pupils with SEND

Investigate:

- the gaps or differences in our performance, attendance or exclusion (including internal exclusions/isolations) levels between our CYP with and without SEND
- our strengths and areas for development regarding SEND provision
- how SEND is represented in our school development plan, and whether progress is being made towards targets
- obtain the views of our parents of CYP with SEND, about their experience of the school's SEN provision
- obtain the views of our CYP with SEND including their enjoyment and experience of learning
- obtain the views of our teachers, about their ability to implement the SEND plan

Report:

- each term to our full governing board on their findings

Role of the Headteacher

The Headteacher is responsible for the strategic development, policy and provision in the school.

They are responsible along with the governing body to ensure the school meets its responsibilities under Children and Families Act 2014 and the Equality Act 2010.

The Headteacher along with other members of the senior leadership team and SENDCo will publish a clear picture of the resources (e.g. a whole school provision map) that are available to the school.

The Headteacher will ensure that any member of staff working with any CYP who has SEND is aware of their needs and have arrangements in place to meet them.

Role of the SENDCo

6.87 The SENDCo has an important role to play with the Headteacher and governing body, in determining the strategic development of SEN policy and provision in the school. They will be most effective in that role if they are part of the school leadership team.

6.88 The SENDCo has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.

6.89 The SENDCo provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENDCo should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching.

6.90 The key responsibilities of the SENDCo will include:

- *overseeing the day-to-day operation of the school's SEN policy*
- *co-ordinating provision for children with SEND*
- *liaising with the relevant Designated Teacher where a looked after pupil has SEND*
- *advising on the graduated approach to providing SEN support*
- *advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively*

- *liaising with parents of pupils with SEND*
- *liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies*
- *being a key point of contact with external agencies, especially the local authority and its support services*
- *liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned*
- *working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements*
- *ensuring that the school keeps the records of all pupils with SEND up to date*

The school will ensure that the SENDCo has sufficient time and resources to carry out these functions. The school will provide the SENDCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within a school. The monitoring of SEND provision in our school is an essential role of our SENDCo, as it will inform any areas for development.

This will be undertaken in a variety of ways such as, but not limited to:

- classroom observation with a focus on: SEND provision, resources and environment
- scrutiny of all SEND support plans content, implementation and impact
- quality assure the delivery of any interventions
- ongoing assessment of progress and impact made by intervention groups
- work sampling of pupils with SEND at least termly via book scrutinies
- attendance at pupil progress meetings
- CYP questionnaires/discussions: after interventions, about support/provision in class and homework
- teacher/TA questionnaires/discussions
- effective deployment, preparedness and practice of TAs including teaching assistant interactions and questioning skills
- informal/formal feedback from staff, parents and CYP
- CYP progress tracking, using assessment data (whole-school processes)
- attendance records of pupils with SEND
- whole school provision map
- supporting CYP and staff with effective transition
- consider examination/test access arrangements
- support CPD with a focus on SEND in school
- meeting with our SEND Governor and report to our senior leadership team

Role of subject teachers/form tutors

6.36 Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

The role of the subject teachers/form tutors is to:

- support the SENDCo and the senior leadership team to implement this policy and have due regard to the SEND CoP
- support and engage with the SENDCo in regard to the SEND monitoring role
- identify pupils with SEND
- write effective SEND support plans, and implement and review them, as set out in this policy
- set high expectations for every CYP including those with SEND
- liaise effectively with parents and listen and act upon their concerns
- use appropriate assessments to identify barriers to learning and set targets that are ambitious for all CYP
- plan lessons that will address potential areas of difficulty and remove barriers to achievement.
- use their best endeavours to meet the needs of CYP with SEND
- make reasonable adjustments to overcome barriers to learning
- remain responsible for working with the CYP on a daily basis
- keep abreast of SEND initiatives and CPD

Role of all support staff (including TAs, front line staff)

The role of the support staff is to:

- ensure CYP become independent, resilient learners
- promote self-esteem and social inclusion
- develop their knowledge of the curriculum
- work collaboratively with subject teachers to overcome any barriers to learning
- report any observations about the CYP they are supporting to the subject teacher
- contribute to reports for reviews of CYP with SEND
- attend CPD and keep abreast of initiatives
- track their interactions and classroom support on relevant databases

Flowchart for **Teachers** to ensure initial concerns are addressed using the 'Assess, Plan, Do and Review' graduated response.



