SEND Policy

Name and Title of the Author:	Mrs Alison Walker SENDCo
Name of Responsible Committee / Individual:	Lynne Williamson
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Target Audience:	All
Related Documents:	**Statutory Guidance and Legislation** 1. **Children and Families Act 2014** – Part 3: Special Educational Needs and Disability (SEND) 2. **SEND Code of Practice: 0–25 years (2015)** – statutory guidance for schools and local authorities 3. **Equality Act 2010** – particularly regarding reasonable adjustments and accessibility 4. **Education Act 1996 & 2002** – including duties relating to pupil welfare and inclusion 5. **Working Together to Safeguard Children (2018 / updated 2023)** – safeguarding guidance **School-Specific Policies** 1. **Accessibility Policy / Plan** – outlines physical accessibility and curriculum access for pupils with SEND 2. **Behaviour Policy** – including strategies for pupils with social, emotional, or mental health needs 3. **Safeguarding and Child Protection Policy** – detailing arrangements for vulnerable pupils 4. **Inclusion Policy** – highlighting the school's approach to inclusion for all learners 5. **Teaching and Learning Policy** – expectations for quality first teaching and differentiation 6. **Assessment Policy** – including how progress and attainment of pupils with SEND are monitored 7. **Examinations and Access Arrangements Policy** – outlines provision for pupils with SEND during assessments 8. **Medical Needs / Health Care Policy** – guidance for supporting pupils with medical or physical needs

Special Educational Needs and Disability Policy

September 2026-2027

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (May 2015) and has been written with reference to the following guidance and documents.

1. **Legislation and Statutory Guidance:**

The school's SEND policy complies with:

Education Act 1996 & 2002
Working Together to Safeguard Children (2018 / 2023 update) – safeguarding vulnerable pupils
Children and Families Act 2014
Equality Act 2010: advice for schools DfE Feb 2013
SEND Code of Practice 0-25 (May 2015)
Schools SEN Information Report 2015
Statutory Guidance on Supporting pupils at school with medical conditions April 2014
Teacher Standards 2012
Safeguarding Policy
Accessibility Plan

This policy was created by the SENDCo with the SEND Governors in liaison with all staff and consultation with parents of students with SEND.

The school's SENDCo: Mrs Alison Walker is a qualified teacher of Science and has obtained the National Award for SEN (NASENDCo Award) as well as a Post Graduate Diploma in Autism (children) and the NPQSL.

The Snaith School SEND Policy

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1. ‘INCLUSION FOR ALL’

Values and Ethos

At The Snaith School we aim to provide the best possible education and opportunities for each individual pupil. We enable our pupils to enjoy life, grasp the opportunities it offers and be equipped to meet the complex challenges of the 21st century.

We encourage our pupils to grow and develop emotionally, to be able to understand and respect themselves and fully engage and interact with those around them.

> *The Snaith School welcomes pupils with open arms. Positive relationships between staff and pupils help to develop pupils’ sense of belonging... Where pupils face barriers to learning, staff typically make appropriate adjustments for them. Overall, pupils, including those with special educational needs and/or disabilities, learn the curriculum securely. ... pupils leave well prepared for the next stage of their education.*
>
> *OFSTED 2026*

The Snaith School staff are highly committed and strive to provide an exceptional educational and all-encompassing experience for all pupils.

We provide outstanding pastoral care, high standards of behaviour and a happy, thriving and progressive school environment. We all work hard to promote a culture of mutual respect, honesty and high aspirations.

> *Leaders and staff share high expectations of pupils’ behaviour. Behaviour around school is calm and purposeful. This is as a result of a deliberate, considered practice and reminders of routines.*
>
> *OFSTED 2026*

In achieving this the school will maintain and develop its caring, inclusive, disciplined ethos and traditional values, emphasizing respect for the individual and the integration of all staff and pupils within one community where:

- Every child counts and no child is left behind
- Education is tailored to individual needs, interest and aptitude to ensure that every pupil achieves and reaches the highest standards possible
- High quality education is learner centred towards performance targets
- Pupils are prepared to deal confidently with adult life
- Pupils learn how to learn
- The full potential of all pupils and staff are developed
- All members of the community support the school and are proud of its achievements
- The environment is safe and secure and is conducive to learning

Furthermore, we aim to develop a sense of belonging and pride in our students in being a part of The Snaith School. This sense of identity is a prerequisite for positive well-being and successful learning and is what inclusion strives for.

Our young people will be able to work with their peers and class teachers, within the classroom whenever possible, and will be supported appropriately in order for them to be successful. This

support and intervention may be provided by a class teacher, a highly trained teaching assistant, an outreach worker or specialist provider, either in small groups or more specific targeted 1:1 activities, or with the aid of technology. The outcome being to enable all pupils to access education more fully, to build up the necessary skills which equip them to work alongside their peers more effectively and to become successful young adults who meet their potential.

This support is achieved through personalisation as opposed to standardisation; through understanding the child or young person as a unique individual and a relentless endeavor to challenge and remove barriers to learning.

The Snaith School believes passionately in the limitless potential of all our students and we strive to ensure that every student, whatever his/her need, is successful in achieving their own personal goals through appropriate personalised support and intervention. The well-being, personal development, progress and success of every child at The Snaith School is of the greatest importance and this requires:

• A child centered approach – the students to be at the centre of initiatives to improve attainment and progression;

• An environment where staff can collaborate and develop professionally to improve the quality of provision;

• The appropriate exchange of information and the sharing of expertise.

Values

We educate our students to be responsible, mature and kind citizens and follow our key principles of being "Ready, Respectful and Safe" at all times.

The values of The Snaith School are integral to supporting students with a SEND and will provide:

• A student with every opportunity to reach their full potential

• Recognition of the limitless potential of all with no "one size fits all" approach to support

• An inspiring and challenging environment for students, generating a life - long love of learning

• Inclusive practice – ensuring provision matches need through diagnostic assessment and specialist consultation within a hierarchical response

• An innovative environment where new interventions and resources are embraced and initiated in a culture of continuous improvement

• The sharing of good practice within an appropriate and continuous cycle of CPD

• An on-going drive to achieve academic and personal success

• Ways to work in partnership to improve opportunities for all students in the wider community.

> *Leaders are committed to ensuring that pupils are supported to engage in their education and learning successfully. They explore all avenues of support to ensure that this is possible. This ensures that the proportion of pupils who are persistently absent, including those who are disadvantaged, is reducing rapidly.'*
>
> **OFSTED 2026**

Expectations

The Snaith School contributes to the East Riding of Yorkshire Local Offer (http://eastridinglocaloffer.org.uk/).

The Local Offer is a statutory requirement on the LA to publish in one place a summary of all the educational, health and social services support available within the authority.

A copy of The Snaith School's SEN Information Report in compliance with the SEND Code of Practice 2015 (6.79) is available on the school's website and this report will be updated annually at the start of a new academic year.
This policy complies with the regulations of the Children & families Act 2014 and the revised SEND Code of Practice 0 - 25 years 2015 which requires schools to provide:

"*High quality teaching that is differentiated and personalised and will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less*." (CoP 1.24)

2. AIMS & OBJECTIVES

Aim: The Snaith School's approach to SEND is to raise aspirations of and expectations for all pupils with SEND. We provide a focus on outcomes for children and young people and not just hours of provision/support.

Objectives:

- To identify and provide for students who have special educational needs and / or disabilities.
- To work within the guidance provided in the SEND Code of Practice 0-25 (May 2015).
- To operate a 'whole pupil, whole school' approach to the management of support for special educational needs
- To provide a Special Educational Needs Coordinator who will work with the SEND Inclusion Policy.
- To provide support and advice for all staff working with students with special educational needs and / or disabilities.

3. IDENTIFYING SPECIAL EDUCATIONAL NEEDS.

Definition of SEND
'A young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Children and young people who have SEN may also have a disability under the Equality Act 2010. Where a young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of the SEN planning and review.' CoP 2014

Students identified as having a SEN fall into one of two categories:

i) SEN Support

These students typically meet at least two of the qualifying criteria (Appendix 1) within the four broad areas of need:

- Cognition and learning
- Communication and interaction
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

The purpose of the identification of needs within these broad areas is to enable the school to consider what action needs to be taken – not to fit a student in to a category. When reviewing a child's needs, a holistic, 'whole-child' view is considered – not just their special educational needs.

ii) Education, Health and Care Plans (EHCPs)

• A minority of students will have an Education Health and Care Plan which sets out the need and the arrangements required to support that student in school. These plans and their outcomes and resources are reviewed at least annually.

Identification of Need – Transition and Transfer

The Snaith School identifies the needs of students by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

- We work jointly with Primary schools, working alongside their SENDCos and class teachers by attending review meetings from Year 5 onwards. Typically, the Snaith School provides additional transition days and ensures that each child with high levels of need have key workers to aid a smooth transition from KS2 to 3. The SENDCo also attends the Year 6 Open Evening and Year 6 Parents' Evening. The SENDCo is also available for meetings with parents, including personalised tours of the school, all via appointment.

- On entry into Year 7, students complete the NG reading and spelling assessments as well as Cognitive Assessments (CATs). This ensures we get as complete a picture as possible of a young person's strengths and difficulties. These results, in addition to the KS2 SATs, are all used to identify any additional needs and to inform practice.

- The SENDCo attends the Year 7 and 8 Setting in Parents' Evening during the first term in order to discuss any developing concerns and to outline the details of any intervention or provision which supports your child.

- For students arriving mid-term or joining the school after Y7, information is requested from parents, the student themselves, external agencies (if applicable) and the previous school. If a student already has an identified SEND, a meeting with the SENDCo is always advised prior to the student starting school as this enables careful consideration of the support required and appropriate form groups to be selected. The SENDCo is available to show prospective new students and their parents / carers around school and to discuss potential provision.

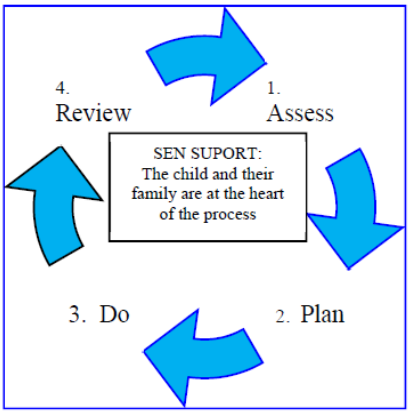
- For students identified whilst at The Snaith School, base line data and any information from students, parents / carers, outside agencies and class teachers are taken into consideration. This informs and directs additional testing.

We also consider what is NOT SEN but may impact on progress and attainment;

- Disability (the Code of Practice outlines the "reasonable adjustment " duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an additional language (EAL)
- Being in receipt of the Pupil Premium Grant
- Being a Child in Care
- Being the child of a serving Service personnel

Any concerns relating to your child's behaviour may indicate an underlying need. The school will always seek to identify underlying issues and treat accordingly if appropriate.

4. THE GRADUATED APPROACH TO SEN SUPPORT



The provision at the Snaith School is based on the graduated approach cycle of **'Assess, Plan, Do, Review'.**

The first step in responding to students who have or may have SEND is quality-first teaching (QFT) which may involve differentiation. Teachers are responsible and accountable for the progress and development of all students in their class. Where a concern is raised about a student in class the first step is for the subject teacher to assess the student's needs in that area and create an appropriate plan of action to be implemented in the classroom over a finite period of time, after which progress will be reviewed. The teacher's response should follow the 'assess, plan, do, review' structure.

> *High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.*
> 6.37 SEN Code of Practice (2015)

The school regularly and carefully reviews the quality of teaching for all students, including those at risk of underachievement. This is done through a variety of means including whole school and departmental review meetings, learning walks, book scrutiny and other quality assurance measures.

If evidence collected through the usual assessment and monitoring arrangements suggests that a learner is not making the expected progress in academic, social or other areas, then interventions may take place through either the pastoral system (the form tutor or Head of Year) or through additional support from within the subject department.

If the problem remains unresolved after a range of appropriate support strategies have been tried, then the subject teacher, form tutor or Year Lead will seek the advice of the SENDCo or other specialists within the SEND Team who will work collaboratively with the teacher, the child and the family to identify the need and discuss appropriate next steps.

Quality First Teaching (QFT) is the expectation that most issues can be resolved by the subject teacher applying an appropriate support strategy within the classroom setting.

The Teachers' Standards 2012, make it clear that it is every teacher's responsibility to 'adapt teaching to respond to the strengths and needs of all pupils'.

A child is only identified as having special educational needs if, despite reasonable adjustments, they do not make adequate progress (information gathered from within the school about student progress, alongside national data and expectations of progress) and require provision that is additional and different to that delivered to the majority of students. If this is the case, they will be placed on the SEN register for the duration of the intervention. The SENDCo will involve the parents/carers throughout this process. After a successful intervention the child will move off of the register and onto a monitoring list.

Continued Professional Development (CPD) for staff is provided in a range of ways: during morning meetings, training days and twilight sessions. Specific topics are typically flagged up during on-going reviews of teaching and learning.

5. MANAGING STUDENTS' NEEDS ON THE SEND REGISTER

The provision for students with SEND continues to be underpinned by the graduated approach cycle.

All students with high levels of need in relation to their SEND are allocated a key worker from the SEND Team who, in conjunction with the form tutor, and with the support of the SENDCo, can have the following responsibilities:

- Main point of contact and main liaison for parents and families;
- Review student's academic progress and attendance regularly;
- Review student's needs regularly and act on this, focusing on clear outcomes that are to be achieved within an agreed time;
- Monitoring relevant student documents (One Page Profiles, Health Care Plans etc.)
- Attend relevant meetings;
- Liaise with or refer to outside agencies, as required;
- Share key information with other staff, as required.

Information about students with SEND is recorded on Arbor, the SEND Register and One Page Profiles.

The school offers the following internal support provision:

- In-class support
- Set maths classes, with small class sizes in lower sets
- Reading Intervention – including Thinking Reading and Reciprocal Reading
- Speech and Language interventions (as set by the Speech and Language therapist) and our Secondary Language Link screening programme
- Primary Teacher working alongside identified students working below age expected in maths and English (sc <85)
- IT resources (laptops & reading pens)
- Homework Club
- Lunchtime Clubs
- Social Skills Groups
- Pastoral support (non-teaching Year Leads)
- ELSA support
- School nurse.
- Social Prescriber
- Listen Loud Practitioner
- Mental Health Support Team (MHST)
- MIND Practitioner
- Exam access arrangements
- Quality First Teaching (QFT) - Mainstream teachers provide an initial graduated response to concerns raised about a student.

Monitoring, Evaluation & Assessment in SEN Support

• All students placed on an academic intervention programme are tested before and after the programme in order to assess the progress they have made. Once a student has been reassessed, the decision is taken as to whether more support is needed or not.

• Whole school data collections provide an opportunity for SLT and governors to ensure students with SEND are reaching their predicted target grades.

• Achievement, teaching & behaviour is reviewed by Heads of School – Upper and Lower, and Heads of Department or Faculty after each data collection. Book scrutiny, learning walks, floodlights and spot lights and subject data are also used to identify need and are influential in determining which intervention programme needs to be implemented to support underachieving students and those students identified as SEND.

If a student identified as having special educational needs is making little or no progress through the 'assess, plan, do, review' approach, school staff will liaise with the SENDCo and parents/carers regarding seeking additional / alternative support arrangements. This may include external support services if the required support cannot be provided by the school.

External Support
The SEND Team work routinely with specialist support staff from the East Riding of Yorkshire Local Authority, who provide advice and support to schools to enable them to meet the needs of children and young people with a range of needs. The Local Authority provides the services of the following teams:

• Educational Psychology
• Communication and Interaction specialists (formerly the Inclusion Practitioners)
• Sensory and Physical Teaching Service (SaPTS)

The school can also access support from the Child and Adolescent Mental Health Team (CAMHS) and social prescribers (NHS).

The Education Alliance has launched the 'Be Well' Programme, providing additional mental health support for students across the trust. An integrated package of information, training and support developed in partnership with Humber NHS and Hull and East Yorkshire MIND is currently being delivered across the schools in the trust.

Following the Launch of the Be Well Programme, the Snaith School has worked in partnership with Hull and East Yorkshire MIND to produce a Whole School Action Plan with our Students, Parents and staff. This will be reviewed regularly throughout the programme.

Statutory Assessment

If a student requires significant levels of support beyond the resources available in school, the school may consider a referral to the Local Authority for a statutory assessment of education, health and care needs. This may lead to the issuing of an Education, Health and Care Plan (EHCP) which details the child's needs and the provision required to meet those needs. The EHCP will also provide additional top-up funding which contributes to the cost of meeting the child's needs. The amount of funding varies depending on the severity of need.

EHCPs

An EHCP is reviewed annually, typically in the term closest to the anniversary of the EHCP being issued. The annual review meeting provides parents/carers and the student with the opportunity to discuss the support arrangements in place and to ensure resources are being used to maximum effect. Interim reviews of EHCPs can be called at any time if serious concern regarding progress and /or ability to meet need is raised.

6. CRITERIA FOR EXITING THE SEN REGISTER

Following a review, it may be agreed that a student no longer needs to be included on the SEN Register. When this happens, the student's name will be removed from the SEN register and the Arbor record will be updated and parents/carers informed

7. SUPPORTING STUDENTS AND FAMILIES

Further information on SEND at the Snaith School can be found on the school's website in the school's SEND Information Report

Detailed information and advice regarding meeting SEND in schools is available from the government through the SEND Code of Practice 0-25 (2015).
https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND_Code_of_Practice_January_2015.pdf

Parents/carers can also receive support from the **SEND Information, Advice and Support Service** (SENDIASS). SENDIASS provides confidential and impartial information, advice and support to parents and carers of children who have special educational needs, learning difficulties or disabilities. Contact details for SENDIASS:

North Yorkshire SENDIASS will continue to offer information and support to families of students with SEND up to the age of 25 years whether or not they have a statement or EHC Plan.
For further information, please contact on 01609 536923 or 01609 536923
SEND Information Advice and Support Service (SENDIASS) | North Yorkshire Council

East Riding SENDIASS
SEND Information, Advice and Support Service (SENDIASS) Families Information Service Hub (FISH)
County Hall BEVERLEY HU17 9BA
Tel: (01482) 396469
Email: sendiass@eastriding.gov.uk
https://www.eastridingsendiass.org.uk

Close home-school liaison is key to an effective partnership and mutual support. Home/School Links include:

- Year 6 Transition evening
- Parents' evenings
- Settling in Evening (Year 7 & 8)
- SEND Review Meetings
- Annual reviews
- Individual arrangements where appropriate and depending on need
- Letters, phone calls and use of the planner are on-going, parents are encouraged to contact the school.

If parents or carers have any concerns; usually the first point of contact is the form tutor.

Exam Access Arrangements for external exams – students are referred by their teachers for testing at the end of Year 9 / beginning of Year 10 prior to the start of the GCSE courses. School must be able to support referrals with evidence of a history of need and provision regarding previous special arrangements for testing. The formal testing is carried out by Mrs Armstrong, following JCQ guidelines.

Transition
KS2 - 3: The SENDCo liaises with each Primary school to gather information regarding children with

a SEND. Both the SENDCo and the Head of Year meet with the pupils in primary school in Year 6. Vulnerable pupils are invited to additional transition sessions in addition to the main Year 6 transition days, both held at the end of the Summer term. Transition Parents' evenings are also held in the Summer term. For children with an EHCP, the SENDCo attends Year 6 (and sometimes Year 5), annual reviews.

KS3 - 4: Students attend options assemblies where Subject Leaders of each Department talk about their subject. Parents are invited to an Options Parents Evening to help support their CYP in their choices. The school invites the local Colleges in to this evening.

Our school careers advisor, Mrs Taylor, also talks to students in assemblies and also provides reports and / or attends the annual review of all year 9, 10 and 11 students with an EHCP.

KS4 - Post 16: Each student has at least one interview with the careers advisor in Year 11. Taster days are held at Selby College. If additional taster sessions are requested at any college, the school will endeavor to organise these. A college open evening in school is organised each year for Year 10 and 11 pupil and parents / carers.

For students with a SEND, more personalised transition visits are arranged, introducing students to the college layout and to key members of staff. College staff are also invited to annual reviews. The advice of a specialist careers advisor can be arranged for CYP considering more specialist placements.

8. SUPPORTING STUDENTS AT SCHOOL WITH MEDICAL CONDITIONS

The Snaith School recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some students with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Students with medical conditions are supported by the schools' First Aiders. The school has an up to date Allergy Safety and Anaphylaxis policy. First Aiders monitor the medication, and generic inhalers which are kept on site, and in reception there are pupil specific auto injectors (spare auto injectors provided by parents), as well as three emergency autoinjectors located in the school reception, the school kitchen and the food technology room.
Year Leads liaise with parents if and when medication, autoinjectors and inhalers need to be replaced. (*It is the responsibility of the parent to replace and dispose of out of date medication*.)
Staff are given advice and strategies on how best to support any pupils with medical conditions and receive annual training on how to deal with allergies. Diabetes and Epilepsy Nurses also deliver in person training as well as directing to online training as needed.

The Supporting Pupils with Medical Conditions Policy can be found on the school website.

Some CYP may also have SEN and may have an EHCP which brings together health and social care needs, as well as their special educational provision. The SEN Code of Practice (2015) is followed.

9. MONITORING AND EVALUATION OF SEND

The quality of provision of SEND is regularly and carefully monitored and evaluated, in line with the school's procedures.

The SENDCo liaises with the SEND Governor to give an update on SEND issues.
Reviews are conducted for all pupils on the SEN Register by either the Lead Professional or the SENDCo.
All parents have the opportunity to speak with the SENDCo at Parents' Evenings regarding the SEN

provision for their child.

Parental and pupil views are sought in annual feedback questionnaires. The feedback is used to inform practice.

10. TRAINING AND RESOURCES

In order to maintain and develop the quality and teaching and provision to respond to the strengths and needs of all students, training for staff is identified and planned through the school's rigorous continuous Professional Development Programme and through the school's self-evaluation process.

The induction programme for all new staff includes a meeting with the SENDCo who explains the systems and structures in place around the school's SEND provision and practice.

During the initial training days at the start of the academic year the SENDCo provides information to all staff about SEND priorities. This includes information about each student on the SEND Register as well as those with medical conditions. The SENDCo gives strategies on how to best support these students and also links to find further information.

The school's SENDCo regularly attends the Local Authority's SENDCo Network meetings in order to keep up to date with local and national updates in SEND.

Teachers compile class profiles with student information which outlines the support needed for each child, including those with SEND. This is a dynamic document which is informed by one page profiles, training sessions as well as morning briefings.

11. ROLES AND RESPONSIBILITIES

Responsibilities of Teachers, SEN Code of Practice (2015):

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.

6.37 High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.

Name	Role(s)	Contact Details	
Alison Walker	SENDCo	Office@thesnaithschool.org.uk	01405 860327
Ginette Younger	Assistant SENDCo	Office@thesnaithschool.org.uk	01405 860327
Samantha Armstrong	SEND Team Leader	Office@thesnaithschool.org.uk	01405 860327
Jim Barton	Deputy Head teacher: Roles include Lead Pastoral, Behaviour,	Office@thesnaithschool.org.uk	01405 860327
Richard Wilson	Assistant Head Safeguarding Lead	Office@thesnaithschool.org.uk	01405 860327
Lynne Williamson	SEND Governor	Office@thesnaithschool.org.uk	01405 860327

To contact a form tutor, please telephone reception on 01405 860327 or email Office@thesnaithschool.org.uk. A message will be passed on to the member of staff you require.

To contact the SEND department please email Office@thesnaithschool.org.uk.

Key Responsibilities of the SENDCo include:

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for children with SEND
- Liaising with the relevant Designated Teacher where a looked after pupil has SEN
- Advising on the graduated approach to providing SEND support
- Advising on the deployment of the school's delegated budget and other resources to meet needs effectively
- Liaising with parents of pupils with SEN
- Liaising with 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 Head teacher 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 SEN up to date
- Monitor, review and evaluate policy

Key Responsibilities of the Head of Upper and Lower School include:

- Ensure appropriate planning for the delivery of assemblies
- Monitor progress - academic and behavioural
- Monitor the implementation of the SEND policy
- Ensure discussion of SEND students at Year meetings
- Liaise with the SENDCo in relation to parent concerns

Key Responsibilities of the Head of Department include:

- Ensure appropriate planning for the implementation of schemes of learning
- Monitor the implementation of the SEND policy
- Ensure discussion of SEND students at departmental meetings
- Liaise with the SENDCo in relation to parent concerns

Key Responsibilities of the Subject Teacher include:

- Differentiate and scaffold activities for students where possible
- Raise initial concerns at departmental/faculty meetings
- Monitor individual progress and set appropriate student targets
- Meet with parents and other agencies when appropriate
- Maintain an up to date class profile by attending training and SEN briefing, as well as accessing One Page Profiles of identified students

Key Responsibilities of the Governing Body

- Report annually on the policy
- Ensure the policy is stated in the prospectus and school handbook

- Do their best to ensure that SEND provision is made as appropriate
- Nominate a Governor responsible for Special Educational Needs

Key Responsibilities of those deploying SEN Teaching Assistants (*NASEN*)

- TAs should not be used as an informal instructional resource for low-attaining pupils
- Use TAs to add value to what teachers do, not replace them
- Ensure TAs are fully prepared for their role in the classroom - Schools should provide sufficient time for teachers and TAs to meet out of class to enable the necessary lesson preparation and feedback.
- Adopt evidence-based interventions to support TAs in their small group and one-to-one instruction

Key Responsibilities of SEN Teaching Assistants (*NASEN*)

- Help pupils develop independent learning skills and manage their own learning
- Deliver high-quality one-to-one and small group support using structured interventions
- Ensure explicit connections are made between learning from everyday classroom teaching and structured interventions

12. STORING AND MANAGING INFORMATION

The school complies with statutory requirements (The Data Protection Act 2018) regarding storing and managing information and Data protection.

13. REVIEWING THE POLICY

The SEND Policy and SEN Information Report are reviewed annually and more frequently if legislation, guidance or practice changes.

14. ACCESSIBILITY

The school complies with statutory requirements. Please see Accessibility Plan for further information.

15. DEALING WITH COMPLAINTS

The Governing Body will make the following arrangements for the treatment of complaints from parents of students with SEND concerning the provision made by the school:

- In the first place, complaints should be directed to the SENDCo
- If the complaint is not resolved to the satisfaction of the parent or SENDCo, it will be directed to the Head teacher.
- If the complaint is not resolved it may be necessary - and parents have the right to ask for - an examination of the complaint by the Governing Body.
- If the complaint is not resolved, parents may ask for it to be investigated by the Local Authority.

16. BULLYING

At The Snaith School, all forms of bullying are unacceptable and will not be tolerated. Every student has the right to be safe and happy in school, and to be protected when feeling vulnerable.

For more information, please see the Anti-Bullying policy.

Signed: 

Mrs Yates
Headteacher

Signed: 

Nick Holmes
Chair of Governors

Next review due: October 2027

17. APPENDICES

APPENDIX 1
Classification of SEN Support (K)
Meets 2 or more of the following criteria:

Cognition and Learning
- Standardised score of below 85 on a reading / spelling test
- Diagnosis of dyslexia
- Meets the criteria for Literacy intervention: below target level
- Meets the criteria for Numeracy intervention:
- Below Level 3 in English / Maths
- Routine use of a laptop / tablet in lessons is established
- Qualifies for external exam concessions

Communication and Interaction
- Diagnosis of ASC
- Speech therapy / educational psychological input
- Following a SALT programme
- Attending Social Groups

Social, Emotional and Mental Health Difficulties
- CAMHS provision
- Receiving 1:1 counselling support
- Social Services - sustained involvement e.g. Child in Need, Child Care Plan

Sensory and / or Physical Needs
- Registered with one of the following services:
  - Sensory and Physical Training Team (SAPTs)
  - Physiotherapy
  - Occupational Therapy
  - Other NHS service
- Diagnosis of an on-going medical condition
- Wheelchair user / restricted mobility