



GUISELEY SCHOOL

SEND and Inclusion Policy

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Governors' Committee:	Curriculum, Standards and Effectiveness
Responsible Officer:	Lead SENDCo

SEND and Inclusion Policy

Incorporating Special Educational Needs information, in compliance with Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64)

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Date adopted: December 2024

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Glossary of terms

SEND: Special Educational Needs and Disability

EAL: English as Additional Language

CLA: Child Looked After

G&T: Gifted and Talented

SEMH: Social, Emotional & Mental Health needs

FFI: Funding for Inclusion

IBP: Individual Behaviour Plan

EHP: Early Help Plan

EHC Plan: Education, Health and Care plan

Vulnerable students:

- groups of students whose prior attainment may be different from that of other groups
- those who are academically more or less able
- students for whom English is an additional language
- minority ethnic students
- Gypsy, Roma and Traveller children
- looked after children
- students known to be eligible for free school meals
- lesbian, gay, bisexual and transgender students
- young carers
- students from low income backgrounds
- students who suffer from complex mental health needs e.g.: self-harming, psychosis
- other vulnerable groups, e.g. those with eating disorders; in-year admissions

Legislative Compliance

This policy complies with the guidance given in Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64). It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

- SEND Code of Practice 0-25 (which takes account of the SEN provisions of the SEN and Disability Act 2001) September 2014 updated January 2015
- Ofsted Education Inspection Framework January 2023
- Supporting Children in School with Medical Conditions 2014
- Supporting SEND (2022)
- School SEND Information Report regulations 2014
- Statutory Guidance on supporting pupils at school with medical conditions April 2014
- Equality Act 2010
- Education Bill 2011
- Children and Families Act 2010
- Working together to Safeguard Children 2022
- Keeping Children Safe in Education 2023
- Accessibility Plan
- The Safeguarding and Child Protection Policy
- Positive Behaviour and Discipline
- Supporting Children with Medical Needs
- Equality Statement

Inclusion Statement

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide Quality First Teaching with a focus on Neurodiverse classrooms to allow learning opportunities for all the children within the school's universal offer and provide resources appropriate to children's abilities. This ensures that all children have a full access to the school curriculum.
- Special Educational Need is not an excuse for poor progress, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others through high challenge and high support for all learners.
- English as an Additional Language (EAL) is not considered a Special Education Need. Scaffolded work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress as the main indicator of success.

- We strive to make a clear distinction between “underachievement” and gaps in learning – often caused by a poor early experience of learning or lost learning - and special educational needs.
- Some students in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these students catch up.
- Other students will genuinely have special educational needs and this *may* lead to lower attainment (though not necessarily to under-achievement). It is our responsibility to ensure that students with special educational needs have the maximum opportunity to attain and achieve in line with their peers. Accurate identification and assessment of need and carefully planned programmes, which address the underlying primary or secondary need of a student, are essential ingredients of success for these students. These will be provided, initially, through additional support funded from the devolved schools budget.

Aims and Objectives of this Policy

The aims of our inclusion policy and practice at Guiseley school, are:

- Staff will share responsibility for the identification, teaching and inclusion of students with special educational and or / disability (SEND) as an integral part of raising standards.
- To ensure early identification of needs is supported through partnership with parent/carers and outside agencies to ensure pupils have the best possible outcomes in line with the SEND Code of Practice 0-25 years.
- To provide curriculum access for all to secure high levels of achievement
- To meet individual needs through a wide range of provision
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure staff expertise meets student need, through well targeted continuing professional development.
- To work in cooperative and productive partnership with parents, the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To “promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others”. (National Curriculum, 2000).
- To ensure that student voice is central to the Assess, Plan, Do, Review process and at the heart of provision.
- To support students throughout school to achieve good outcomes and to help them prepare for adulthood and employment.

The school has taken into account the following statements and definitions:

*“Special educational provision is educational or training provision that is **additional to** or **different from** that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching”*

SEND Code of Practice (2015)

“Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEN, should simplify the process of planning the right help at school level” (p68)

SEN Code of Practice (2015)

Inclusion of students with SEND

SEND SUPPORT (K)

At the heart of our SEN offer is an ambitious curriculum that can be adapted through Quality First Teaching, including, where appropriate, the use of targeted (Wave 2) and / or personalised (Wave 1) Interventions. All pupils regardless of needs are included in the Guiseley School universal offer.

- All learners will have access to Quality First Teaching guided by advice and guidance through the Teaching & Learning Passports. All learners will have access to our school curriculum and departments will adapt this curriculum in line with student need and best principles of adaptive teaching.
- Some vulnerable learners will have access to targeted or personalised interventions. These will probably be students who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be students with special educational needs. This is considered to be an adaptation of the usual school curriculum – not a special intervention for students with SEND.
- Students who are receiving targeted or personalised interventions will be included on the Guiseley School provision mapping tool, SENDtral which will record, monitor and be used as part of the Assess, Plan, Do, Review process to record the provision of student need. SENDtral allows us to:
 - Provide an holistic approach to planning and tracking student provision
 - Audit how well provision matches need
 - Recognise gaps in provision
 - Highlight repetitive or ineffective use of resources
 - Cost provision effectively
 - Demonstrate accountability for financial efficiency
 - Demonstrate to all staff how support is deployed
 - Inform parents, LA, external agencies and Ofsted about resource deployment

- Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

Identification and Assessment at the Initial Concern Stage

Children's needs should be identified and met as early as possible through:

- the analysis of data including entry profiles, Year 6 to 7 SEND/ EAL / CP transition profiles; SATs, reading ages, other whole-school student progress data
- Classroom-based assessment and monitoring arrangements. (Cycle of Assess, Plan, Do, Review.)
- Initial Concern Sheet from staff/ parent/carers - following up parental concerns
- tracking individual children's progress over time,
- liaison with feeder primaries on transfer
- information from previous schools
- information from other services
- SENDCO observations and additional assessments and screening tools
- Maintaining a provision map using a Graduated Response for all student on the SEN register or being assessed for special educational needs. Provision is reviewed termly in accordance with the principles of assess, plan, do and review and can take place through a range of processes including:
 - Data review
 - Stakeholder voice including student voice
 - Intervention impact
 - Meetings with stakeholders
 - Statutory reviews i.e. annual review
- Undertaking, when necessary, a more in-depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a student's needs. It may include a bilingual assessment where English is not the first language.
- Involving an external agency where it is suspected that a special educational need is significant will undertake the **Assess, Plan, Do, Review** process meetings and identify needs and set clear school outcomes.

Curriculum Access and Provision

Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual students:

- Curriculum is delivered follow key principles of Quality First Teaching and adaptive teaching
- Guiseley School promotes Neurodiverse Classrooms as a key principle of inclusion
- Targeted and personalised interventions
- Students with significant SEND needs in each year group access the school curriculum through targeted small group teaching within departments for English and Maths and, where possible, science.
- Year 7-11 access personalised interventions at wave 3 that are commensurate to their specific areas of need, for example, students with Learning and Cognition difficulties may receive interventions such as Read, Write, Inc and Dyslexia Programmes.
- Students with communication and interaction difficulties access small group social skills and or programmes such as an ASC/ADHD girls and boys group which focus on areas such as potential social situations, how to start conversations and work around identifying their qualities and skills for potential future careers. The aim is to support communication gaps

which may impact learning and academic progress without reasonable adjustments and SEND support, and to prepare them for adulthood.

- Pupils who struggle to access school through Extended School Non Attendance can access SEMH interventions or HLTA interventions provision through the SEMH programme which focuses on units of work to support the presenting behaviours of that individual student at the time of referral.
- bilingual support/access to materials in translation
- Autism Mentoring is provided for students with our HLTA trained staff which includes the use of Sensory Profiling and 'Talking Mats' and Zones of regulation
- Autism and Attachment lead Practitioners
- Access to Learning for students with significant mental health needs supported by CAMHS
- Learning Mentor
- In class and differentiated TA support guided by student need
- Wellbeing or Pastoral support
- Student Support Centre for anxiety, school refusal or medical needs
- Homework/learning support club
- Teaching & Learning Passports
- Pastoral Support Plans
- Risk Assessment
- Early Help Plan
- Target setting through EHC and FFI processes

Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for children with special educational needs is carried out in the following ways:

- annual reviews for Education Health Care Plans and High Needs pupils with FFI
- Collegiate quality assurance checks with departments
- classroom observation by the SENDCo, subject leaders, SLT
- ongoing assessment of progress made by intervention groups
- work sampling
- Assess, Plan, Do Review meetings
- Termly review of the SEND register
- informal feedback from all staff
- student interviews when setting when updating passports or reviewing targets
- student progress tracking using assessment data (whole-school processes)
- Teaching & Learning Passport reviews
- Attendance records and liaison with Attendance team, Pastoral teams and Vulnerable Learner Groups
- regular consultation and review meetings with outside agencies
- regular meetings about students' progress between the SENDCo
- and the Assistant and Deputy Headteacher's
- Headteacher's report to Governors

SEND Support through the Graduated Response

- Students will be offered additional SEN support when it is clear that their needs require intervention which is “additional to” or “different from” the broad, well balanced and adapted curriculum offer for all students in the school i.e. they have a special educational need as defined by the SEND Code of Practice 2014.
- Progress and attainment will be tracked and monitored for additional support through normal school data collection and referrals can be made to the SENDCO/ EAL HLTA Pastoral team for additional support.
- Intervention monitoring takes place through SEND Monitoring systems and termly analysis of impact/ concerns. Students are also identified and tracked using the whole-school data collection and analysis. Students on the SEND register; EAL register and or Inclusion List will be offered additional support through further analysis, Inclusion tracking and monitoring systems. It is also the case for all vulnerable learners who may not appear on the SEND register but who will also be tracked by the Pastoral support teams and may have a Pastoral Support Plan and or an Early Help Plan in place.
- It may be decided that a very small number, but not all of the students on the SEND list will require additional High Needs funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the student or contributing to their provision. Where the school can evidence that more than the notional budget of £6,000 above the Average Weighted Student Unit has, or will need to be, spent on a student within any one financial year, in order to meet his or her special educational needs, an application will be made to the Local Authority, with particular regard to the success criteria and SEN Descriptors published as part of the local offer.
- On very rare occasions, where a student has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with Health and Social Care in order to consider the need for an Education Health and Care Plan.
- Where a student is in receipt of High Needs Funding and/or an Education Health and Care Plan a cycle of review meetings take place using the Assess, Plan, Do, Review process in order to plan provision and support. A High Needs Funding (FFI) Annual Review is agreed to review and set new outcomes and targets to provide improved progress and attainment in line with the high needs funding and access to needs.
- Our Teaching and Learning and SEND Teaching and Learning Passports are a way of communicating important information to staff and professionals to support planning, removing barriers to learning, aid access to inclusion, support teaching and reviewing processes which enables us to focus on particular areas of need using student and parent/carers voice. They are seen as working document which can be constantly refined and amended.
- Wherever possible, Teaching & Learning Passports are created in consultation with students so that each student feels a sense of “ownership” of the information included. Parent voice will also be considered to help evaluate provision and impact.
- Pastoral Support Plans may be used where there are pastoral concerns. These plans will be accessible to all those involved in their implementation – students should have an understanding and “ownership of the targets”. Regular reviews and monitoring will take place.
- T&L passports and an Individual Provision Map are available for students with High Needs (FFI) which are created with clear outcomes and strategies to achieving these outcomes identified at Assess, Plan, Do Review Meetings and are reviewed termly and annually at Annual reviews with students, parent/carers, staff and agencies.
- They will be reviewed regularly by class teachers in consultation with the SENDCO

Education Health Care Plans (EHCP)

- Students with a statement of educational needs or an Education Health and Care Plan will have access to all arrangements for students on the SEN list (above) and, in addition to this, will have an Annual Review of their statement/plan.
- Guiseley School will comply with all local arrangements and procedures when applying for: ○ High Needs Block Funding ○ An Education Health and Care Plan
- Guiseley School will ensure that all pre-requisites for application have been met through ambitious and proactive additional SEND Support using our devolved budget at an earlier stage.
- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local NCC policy and guidance - particularly with regard to the timescales set out within the process.

Inclusion of Students who are Looked After in Local Authority Care

Guiseley School recognises that children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.

- There are commonly understood reasons (Social Exclusion Unit Report :2003] why children who are looked after in local authority care often fail to make expected progress at school:
- Placement instability
- Unsatisfactory educational experiences of many carers
- Too much time out of school
- Insufficient help if they fall behind
- Unmet needs - emotional, mental, physical

There is a statutory requirement for all schools to have a designated teacher (DT) for looked after children. (The name of the current designated teacher at our school is given at the end of this inclusion policy). The responsibilities of our designated teacher include:

- Monitoring the progress of children who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in school.
- Ensuring that children who are 'looked after' have access to the appropriate network of support.
- Checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least termly.
- Ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals.
- Preparing a report on the child's educational progress to contribute towards the statutory review. (These are usually held at six monthly intervals or more frequently if there is a concern)
- Discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team.
- Liaising with the child's social worker to ensure that there is effective communication at all times.
- Celebrating the child's successes and acknowledge the progress they are making.

- Reporting to school governors

Our school will work closely with the Virtual School (VS) both Leeds and Bradford which promotes the educational needs of Looked after Children and monitors admissions, PEP completion, attendance & exclusions.

We respect the right of all children in our school, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults.

The aims of our school make specific reference to teaching and learning that takes into account the needs of all children. They also identify the commitment to giving all our children every opportunity to achieve the highest of standards.

Students meet a variety of organisational strategies as they move through the school. Each strategy supports all children in their learning but gives due regard to the more able and very able learner.

We offer a range of extracurricular activities for our children. These activities offer very able and/or talented children the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting and musical clubs. School-based provision includes opportunities for performance, artists in residence, specialist teaching and partnership with primary and secondary schools.

The name and contact details of the:

Lead SENDCO

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SENDCO and CLA Designated Lead

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Roles and Responsibility for the Management of Inclusion within our school

- The Headteacher and the Governing Body have delegated the responsibility for the ongoing implementation of this policy to the Senior SENDCO.
- The Lead SENDCO and SENDCO have strategic responsibility of students with SEND and report regularly to the Deputy Headteacher (Pastoral) on the ongoing effectiveness of this SEND & Inclusion Policy for SEND students.
- The Lead SENDCO and SENDCO have responsibility for identifying students who may need SEND provision and for monitoring and reviewing the progress of SEND students.
- The Lead SENDCO and SENDCO have responsibility for coordinating and planning the transition and transfer of information so that students are supported at every stage of their education.
- The Lead SENDCO has responsibility for managing the SEND team and support staff to deliver interventions and support
- The Lead SENDCO and SENDCO liaise with and support staff by providing professional guidance and continued professional development for colleagues
- The Lead SENDCO leads the EAL Coordinators and has strategic responsibility for the inclusion of children who have EAL and the achievement of vulnerable ethnic minority groups.

The SENDCO and Designated Teacher for Looked After children has strategic responsibility for the inclusion of children who are adopted or in local authority care.

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of students with special educational needs and EAL. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all students at all times.

Headteacher

The Headteacher is responsible for monitoring and evaluating the progress of all students and for making strategic decisions which will maximise their opportunity to learn.

- the Headteacher and the governing body will delegate the day-to-day implementation of this policy to the Lead and Special Educational Needs Coordinator (SENDCo), the EAL HLTA Leads and the Deputy Headteacher (Pastoral)
- the Headteacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
 - analysis of the whole-school student progress tracking system
 - Commission, oversight and analysis of provision mapping for students with SEND (Lead SENDCO & SENDCO) and vulnerable learners (Deputy Headteacher (Pastoral))
 - Departmental Standards Reviews focussing on performance of vulnerable learners
 - Involving key staff in school improvement planning ○ regular meetings with the Deputy Headteacher (Pastoral)

Lead SENDCO & Special Educational Needs and Disabilities Coordinator (SENDCo)

In line with the recommendations in the SEN Code of Practice 2014, the Lead SENDCO and SENDCo will oversee the day-to-day operation of this policy in the following ways:

- maintenance and analysis of whole-school provision map for SEND students
- identifying on this provision map a staged list of students with special educational needs – those in receipt of additional SEND support from the schools devolved budget, those in receipt of High Needs funding and those with Education Health and Care plans
- coordinating provision for children with special educational needs
- liaising with and advising teachers
- managing other classroom staff involved in supporting vulnerable learners
- overseeing the records on all children with Special Educational Needs
- liaising with parents of children with SEND, in conjunction with Subject Leaders and Progress Leaders
- contributing to the in-service training of staff
- Implementing a programme of Annual Review for all students with a statement of special educational need. Complying with requests from an Education Health and Care Plan Coordinator to participate in a review.
- carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEND support from devolved budget), that a student may have a special educational need which will require significant support,

- Overseeing the smooth running of transition arrangements and transfer of information for Year 6 students on the vulnerable learners' provision map.
- Monitoring the school's system for ensuring that Individual Education Plans/Passports to Learning, where it is agreed they will be useful for a student with special educational needs, have a high profile in the classroom and with students (see section below on Individual Education Plans).
- Evaluating regularly the impact and effectiveness of all additional interventions for all students with special educational needs).
- Review and revise **at least** termly the learning objectives for all SEND students who are being tracked on the school's provision map
- Liaising sensitively with parents and families of students on the SEND list, keeping them informed of progress and listening to their views of progress.
- Attending area SENDCO network meetings and training as appropriate.
- Liaising, via the -Senior Leadership Team, Head of Years and Pastoral Teams and well as the school's Inclusion Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school).
- liaising closely with a range of outside agencies to support vulnerable learners, such as:
 - Educational psychologists
 - Child and Adolescent Mental Health Services (CAMHS)
 - Education Inclusion Service specialist teachers
 - Specialist teachers for children with hearing and vision impairment, including multisensory impairment, and for those with a physical disability
 - Speech and language therapists
 - Occupational therapists and physiotherapists

Inclusion of Students with English as an Additional Language

Definition

A student who has English as an Additional Language is a student whose first language is not English and who uses that language on a regular basis inside or outside of school. EAL students are not considered to have a Special Educational Need, but are seen to benefit from the ability to live and learn in more than one language.

Ethos

We strive to recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all students regardless of ethnic, cultural or linguistic heritage. We aim to include all students and parents in our school by respecting that diversity and reflecting it in our school environment, curriculum, learning resources and partnership with parents. We welcome the enrichment that linguistic and cultural diversity brings to our school community.

- The routine and prolonged withdrawal from mainstream of children with EAL is not recognised as good practice and does not promote rapid language acquisition. Language acquisition is best promoted through a range of good, inclusive strategies, interventions, scaffolding and adaptation of the usual school curriculum.

- Under-achieving students and students with EAL who do not have SEND will **not** be placed on the list of students being offered additional SEND support.

Admissions

No student will be refused admission on the basis of ethnicity or EAL. Students who have EAL will be admitted under the same criteria as any other student applying for a school place. Where parents do not speak English, we endeavour to provide oral and written information and help in first language which will facilitate the admission process and provide key information about our school.

Provision

Students with EAL will have full access to mainstream provision regardless of their proficiency in English. Where necessary, additional support will be given to improve acquisition of English: this will be provided through targeted and, where appropriate, personalised teaching.

The following provision can be expected:

- Teaching and Learning Passports are created for all EAL student.
- Students will be placed in sets and groups which match their academic ability. Initially this may be in a middle-ability set until the student's academic strengths can be more fully assessed. Students will not be placed with SEND students unless SEND is indicated.
- Additional support for students may be given through: first language resources & translation facilities; teaching support on a one-to-one or small group basis, and peer group support
- In collaboration with the SENDCo and the pastoral, overseeing the smooth running of transition arrangements and transfer of information for Year 6 students with EAL.
- Lead EAL provision to support, assess and provide interventions for students with EAL
- maintenance of a list of students with ethnic minority heritage and EAL, ensuring they are identified on the school's provision map

Parental support

We recognise that some parents who are learning English may find it difficult to communicate with the school and approach the school regarding any concerns they may have on their child's progress. We endeavour to fully include EAL parents in the life of the school by, wherever possible, providing interpreting facilities at parents' evenings and other school meetings and by providing key school information in translated format. This also applies during the meeting to review new starters' progress after 6 weeks.

Class teacher

- Liaising with the Lead SENDCO and SENDCO and HLTA's to agree :
- which students in the class have special educational needs
- which students are underachieving and need to have their additional interventions monitored on a vulnerable learners' provision map – but do not have special educational needs.
- which students (also on the provision map and or SEN register) require additional support because of a special educational need. Some students may require advice/support from an outside professional and, recommendations that would be beneficial will be added to the Teaching and Learning passport.
- securing good provision and good outcomes for all groups of vulnerable learners by:

- providing teaching and learning opportunities, including scaffolded and adapted work for all students which reduces barriers to learning, whilst maintaining cognitive challenge
- ensuring there is adequate opportunity for students with special educational needs to working on agreed targets which are genuinely “additional to” or “different from” those normally provided as part of the differentiated curriculum offer and strategies”. (SEN Code of Practice 2013)
- ensuring effective deployment of resources – including Teaching Assistant support - to maximise outcomes for all groups of vulnerable learners.

Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

- In accordance with Section 6 of the SEN Code of Practice 2014, a school must have a SENDCO who is qualified as a teacher and SENDCO, (or working towards the SENDCO qualification within three years of being in post). At Guiseley School, the Lead SENDCO and SENDCO both hold the statutory accreditation for the SENDCO role. The SENDCO also holds the Postgraduate Award of Proficiency in Assessment for Access Arrangements which enables us to deliver the required Access Arrangement testing and establish which students are eligible for Access Arrangements in accordance with the JCQ Regulations.
- Both the SENDCO and Lead SENDCo will be expected to maintain ongoing CPD and will regularly attend local network meetings
- All staff will be trained in how to best support all vulnerable learners in order to ensure that the learning environment is stimulating, supportive and well-resourced. Students identified as requiring SEND support will, where appropriate, be supported by the teacher, teaching assistant, a member of the year team or another appropriate member of the school staff team through specific interventions.
- We will ensure that all staff have a robust understanding of the areas of need to allow for a suitably adapted curriculum that ensures every student with SEND can thrive. This is complemented by the personalised information on Teaching & Learning Passports.
- Guiseley School is committed to high standards of personalised Quality First Teaching and this is achieved through the research based CPD programme, which is delivered in weekly focused and targeted sessions on different areas of pedagogy to continually develop knowledge of inclusive practice within the classroom.
- A graduated approach to CPD is undertaken to ensure that leaders, teachers, support staff and specialist staff all develop specialist knowledge that complements both their roles and the wider school vision for SEN support and success.
- Specialist advice and expertise in relation to assessment and support of individual students will be commissioned by the school from both the Local Authority and the open market. Service level agreements and quality assurance criteria will be put in place (as appropriate) at the point of commissioning and the Headteacher and Deputy Headteacher (Pastoral) will be responsible for reporting to governors on the efficacy of these arrangements (including value for money).

- Guiseley School are committed to investing in the knowledge and understanding of parents and carers to ensure that home and school are able to work in partnership. Where appropriate, this will be done alongside other agencies and can be delivered through a range of strategies including:

- Formal information sharing events (i.e. parent forums)
- Informal information sharing events (i.e. coffee mornings)
- Regular correspondence with parents
- Resource sharing and signposting

Information about how equipment and facilities to support children and young people with special educational needs will be secured.

- When specialist equipment or a high level of staffing support is required to support a student with special educational needs, our school will fund this as additional SEN support up to £6,000 per annum for each individual student. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for High Needs Block Funding.
- Specialist equipment and expertise in relation to its use will be purchased, hired and/or commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment.
- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

The role played by the parents of students with special educational needs (and other learning needs).

Partnership with Parents/Carers

The school aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for all students, in particular, those not making expected progress and, for some students identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets
- keeping parents and carers informed and giving support during assessment and any related decision-making process
- making parents and carers aware of the Parent Partnership services.

- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

Involvement of Students

We recognise that all students have the right to be involved in making decisions and exercising choice. In most lessons, all students are involved in monitoring and reviewing their progress through the use of layered targets. We endeavour to fully involve all students by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum **so that they know what their targets are and why they have them,**
- self-review their progress and set new targets
- (for some students with special educational needs) monitor their success at achieving the targets on their Individual Education and Learning Plans, Pastoral Support Plans and the agreed outcomes on their SEN Support Plan.

Effective Transition

- We will ensure early and timely planning for transfer to a student's next phase of education and, in the year before the year in which they leave, will offer transition meetings to all students in receipt of Additional SEND support and all those with statements of Special Educational Needs. Students with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.
- A transition timeline will be produced, with specific responsibilities identified.
- Support for the student in coming to terms with moving on will be carefully planned and will include familiarisation visits and counselling.
- Students and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
- Parents will be given a reliable named contact at the next phase provider with whom the SENDCo will liaise

Any arrangements made by the governing body relating to the treatment of complaints from parents of students with special educational needs concerning the provision made at the school.

Admission Arrangements

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (*see Admission Policy for the school, as agreed with the Leeds City Council*)

Complaints

If there are any complaints relating to the provision for children with SEND or EAL, these will be:

- a. Concerns around SEND practice should be shared via SEND@guiseleyschool.org.uk and/or info@Guiseleyschool.org.uk, marked for the attention of Lead SENDCO and SENDCo.
- b. All complaints will follow the Guiseley School Complaints Policy.
- c. Informal complaints will be investigated and resolved by the Lead SENDCO or the SENDCO.
- d. If a parent / carer feels that their concern has not been resolved, they should follow the complaints procedure and notify the Headteacher (via info@guiseley) by completing a Complaints Form.
- e. The Headteacher will then allocate an investigating officer to explore the complaint at Level 1 of the process.
- f. If the complaint remains unresolved, Level 2 ensures the complaint can be appealed through the Governing Body.

The governor with specific responsibility for SEND/inclusion may be involved if necessary. In the case of an unresolved complaint, the issue should be taken through the general complaints procedure (see separate Complaints Policy)

Contact details of support services for parents of students with special educational needs, including those for arrangements made in accordance with clause 32.

Effective working links will also be maintained with:

Educational Psychology Service Telephone: 0113 395 1176
www.leeds.gov.uk/residents/Pages/Educational-psychology.aspx

Leeds SEND Information Advice Support Service
Telephone: 0113 395 1200
Email: sendiass@leeds.gov.uk

Virtual School for Looked After Children
Telephone: 0113 395 0572
Email: jancis.andrew@leeds.gov.uk

Every local authority must publish a Local Offer. The Local Offer tells you what support the local authority expects to be available for children and young people with special educational needs (SEND) and/or disabilities.

An overview of the content of the Leeds Local Offer is below:

To see the full Leeds Local Offer, please visit <http://leedslocaloffer.org.uk/>

If you would like further advice or information about the Leeds Local Offer and how to use it, you can call the Helpline on 0113 3951200 or send an email to: sendiass@leeds.gov.uk

Information about where the local authority's local offer is published. [Directory \(leedslocaloffer.org.uk\)](http://leedslocaloffer.org.uk/)

