

Special Educational Needs and Disabilities Policy

Date: March 2026

Review date: March 2027

Policy Scope and Accountability

- Staff, governors, parents and the wider school community should have regard to this policy.
- Accountability for leading administering, implementing and reviewing policy rests with the school leadership.
- Accountability for performing as policy requires rests with all staffs.

We are an all-age specialist school for cognition and learning - a community special school based in Scarborough, North Yorkshire, UK. Our pupils have a wide range of learning needs including severe or profound learning difficulties or disabilities. We are registered for pupils aged between 2 and 19 years and many have a broad range of additional special educational needs such as autism, physical disabilities and complex medical needs, but all of which are combined with learning needs.

We are based on 2 sites in Scarborough - Barry's Lane hosts our Early Years, Primary and Secondary Classes and our Lady Edith's site hosts our Informal Secondary class and our Sixth Form Students.

All pupils are functioning at levels below those expected of their mainstream peers. It is expected that all pupils will have a Education, Health and Care Plan. A minority may have needs that require assessment that are expected to result in an Education, Health and Care Plan being produced.

Aim

The aim of this policy is to

- inform parents, carers and others of the school's approach to meeting its statutory requirements with regards to the education of children with special educational needs.
- ensure that
- practice reflects our school Moral Purpose
- pupils receive the provision set out in their Education Health and Care Plan
- we identify the changing needs of pupils;
- we respond to these changing needs so that pupils can further develop their potential as individuals.

These aims will be achieved by:

- providing all staff with up to date and relevant information on the needs of pupils;
- providing staff and parents with regular opportunities to discuss pupils needs;

Policy

1. The school will provide for the education of pupils with special educational needs in accordance with the statutory requirements and with regard to national and local guidance. Our school caters for pupils
 - i) with severe, profound and complex learning difficulties whose needs cannot be pupils in a mainstream school as defined in their Education, Health and Care Plan (EHCP)
 - ii) who may have other needs which impact on their ability to learn.
 - iii) who are very young (from 2 years) with developmental delay and whose needs are not yet clearly defined.
2. We have high expectations of
 - all pupils to achieve based on their capabilities, abilities and levels of achievement.
 - Staff to provide appropriate learning opportunities and experiences
 - Parents and Professionals to work in partnership with us
3. The school will provide this through Equality of Opportunity and Access to a needs led, skills based, developmental curriculum based on the areas of the Early Years Foundation Stage Curriculum. This will be as personalised as possible to the individual, in order to ensure that they are equipped for the next stage of their education and their future life.

Roles and Responsibilities

Our 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 our school with local and national data annually and report to our senior leadership team. (The January census is used, and the data is supplied by NYC at the end of the summer term or early autumn term each year).

The Governors will

- provide for the special educational needs of the pupils of the school by ensuring that the school meets its statutory requirements and have regard to the SEND Code of Practice.
- provides Equality of Opportunity and access through an appropriate whole school curriculum (see Appendix 1)
- ensure the school meet its requirements with target setting
- support the role of the SEN Governor (Appendix 8)
- support the headteacher (and SENCO) to ensure that Springhead meets all the responsibilities under the Children and Families Act 2014 (particularly section 66 regarding using their best endeavours) and the Equality Act 2010.

The headteacher and Senior Leadership team will

- ensure that the school's curriculum and resources meet the needs of pupils
- ensure that the appropriate challenging but realistic targets are set annually
- ensure that the school meets its obligations as set out in the Special Educational Needs Code of Practice
- publish a clear picture of the resources/interventions available to the school
- consult with the LA on pupil admissions on behalf of the governing body

The SENCO will

- be part of the senior leadership team and ensure that the school has regard to the range of special educational needs when setting its budget, policies and practices (Appendix 9)

Other staff will

- ensure the delivery of an appropriate curriculum which meets the individual learning needs of pupils with special educational needs.
- support the Headteacher in appropriate target setting and monitoring of pupils (Appendix 10).

Resources

- the school will ensure that resources are matched to the needs of the majority pupils whilst ensuring their health and safety with the proviso outlined below
- The school recognises that the population of a generic special school is diverse. Due to its size and number of leavers each year the majority needs of the population may change considerably year on year. Whilst we will always do our best to provide resources to meet the range of needs within the school there may be times when we are unable to provide specific resources to support individuals.

Assessment, Recording and Reporting

- The school will fulfil all its statutory duties regarding the education of pupils with Special Educational Needs and target setting
- The headteacher will report termly to the Governing Body the numbers of pupils with special educational needs and the range of their needs.

Links

- Curriculum Policy
- Access Policy
- Admission Arrangements
- Assessment and Target Setting Arrangements
- Charging and Admissions Policy
- The Children and Families Act 2014
- Finance Policy
- EYFS POLICY
- Behaviour and discipline policy
- 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)
- Current Statutory Guidance on Supporting pupils at school with medical conditions
- Child Protection and Safeguarding Policy
- Current teachers' standards
- Current teaching assistant standards
- School's Accessibility Plan
- Working Together to Safeguard Children
- Schools SEN Information Report Regulations 2015
- Local Offer – North Yorkshire
- SENDIASS

Appendices

- Appendix 1 Equality of Opportunity and Access Facilitation
- Appendix 2 Pupils within the generic special school
- Appendix 3 Moral Purpose
- Appendix 4 Involving Specialists
- Appendix 5 Education, Health and Care Plans (EHCP)
- Appendix 6 Confidentiality
- Appendix 7 Safeguarding Children with SEND
- Appendix 8 Role of Governors and SEN Governor
- Appendix 9 – SENCO Role
- Appendix 10 – Other staff support

Appendix 1

Equality of Opportunity and Access Facilitation

Equality of opportunity and access to the whole curriculum will be facilitated by:

- a. meeting individual needs as identified in the pupil's Education Health and Care Plan
- b. providing a skilled workforce with appropriate experiences and trained in special educational needs
- c. providing an environment is welcoming, colourful, stimulating and inviting and accommodation is warm, appropriate, accessible secure, safe, pleasant, tidy and clean.
- d. providing a range of resources, identified at the planning stage and ensuring effective use by staff.
- e. Long, medium and short term planning and a range of assessment strategies.
- f. providing a range of groupings (1:1, small group and whole group activities) to encourage access to learning and support of particular needs.
- g. offering a range of teaching and learning styles and experiences.
- h. positive discrimination where the provision of equipment and/or resources can address inequality of experiences or access.
- i. ensuring that differences in race and culture are recognised and celebrated and opportunities are provided for spiritual, moral, social and cultural development.
- j. bilingual support is provided as appropriate.
- k. Ensuring all pupils are encouraged to attain high standards of behaviour and discipline.

Appendix 2

Pupils within the generic special school

Pupils have primary learning needs identified as

- Severe learning difficulties
- Profound learning difficulties

Additional Needs

In addition to the primary learning need pupils may also have complex needs associated with disabilities, syndromes or unknown causes. These include one or more of the following:

- Communication difficulties e.g. inability to use speech
- Medical needs e.g. epilepsy
- Physical needs e.g. cerebral palsy
- Emotional, Social and Behavioural Needs e.g. challenging behaviour
- Sensory needs e.g. visual or hearing impairment
- Syndromes e.g. Autism, Downs Syndrome

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, please discuss with our SENCo or refer to the SEND CoP 6.28-6.35. To assist our school, NYC has banding descriptors for each area of need available which are available from the office or on CYPs.

Access

- All 3 sites have been adapted specifically for pupils with special educational needs and disabilities.
- Makaton signing, objects of reference, touch cues, and symbol exchange systems as well as and information communication technology provide augmentative support for communication.
- access is supported by a range of support services from outside the school: School Psychological Service, Speech and Language Therapists, Services for the Hearing and Visually Impaired, Physiotherapists, Occupational health, Education Social Workers, Children's Disabilities Service, Education Welfare.

Transition

We support transition for children and young people that works for them on an individual basis. Some young people require a slightly different approach depending on their needs. Please refer to the Early Years Policy for transition into Early Years.

Curriculum

All pupils will be provided with full access to a broad and balanced curriculum which meets the statutory requirements of children and young people with SEND and follow a modified curriculum as identified in their EHCP and supported at Annual Review.

Resources

The governors allocate budgets to provide resources to meet the range of needs of the pupils so that access to a broad and balanced curriculum can be provided. The Headteacher works with teachers to ensure that pupils have access to class based learning resources to enable access to learning.

In addition we have the following whole school resources

- light and sound resources for multisensory experiences and cognitive development,
- Cool Cave – with a range of sensory processing equipment and deep pressure resources
- library corridor
- halls which can make a giant sensory room
- music room
- Therapy Room
- Common Room kitchen with height adjustable sink and hob
- hydrotherapy pool with light and sound
- Outdoor play spaces
- Forest School
- Allotment
- Hygiene rooms
- Disabled toilets
- Laundry facilities
- Specialist ICT facilities
- Specialist bikes

All children have access to all resources according to their needs and as identified in teachers' planning.

Dietary Needs

The school receives our dinners from North Yorkshire Catering Service and a range of special dietary needs can be met including blended diets and allergies.

Specialist Generic Seating and Positioning Equipment

School can provide for the generic seating and positioning needs of pupils but is unable to provide for pupil specific equipment e.g. standing frames, wheelchairs.

Annual Reviews, Target Setting + Personalised Learning Goals

Pupil needs are identified in their EHCP. At an Annual review targets are set for the next twelve months and progress reviewed for current targets (long term planning).

Personalised Learning Goals are then drawn up in conjunction with the EHCP outcomes.

Parents are offered the opportunity to discuss PLGs, progress and concerns with their child's teacher. Reviews may be held throughout the year as needed.

Assessment Places

For pupils without an EHCP, a range of assessment strategies are used to identify their needs and an ILP is drawn up. Procedures for commencing the assessment process will be initiated in line with the requirements of the Code of Practice and Local Authority.

Parental Involvement

The school recognises the value and importance of working closely with parents in partnership. Parents are actively encouraged to be involved in their child's progress and there are opportunities for consultations throughout the year. Contributions to individual Learning Journeys are welcomed. A 'home/school diary' provides an important communication system along with Class Dojo.

Families and Carers Together (FACT) meeting are held every month for families.

Complaints

Should a parent or parents have a complaint regarding the provision made at the school this should be discussed with the headteacher. Parents can also take their complaint to the Complaints Sub-Committee of the Governing body and if the outcome is unsatisfactory the complaint can be dealt with by an Appeals Committee consisting of two governors not involved in the Complaints Sub-Committee.

The Complaints Policy and Procedure is available from school upon request. The school will charge for photocopying but an electronic version is free.

Inclusion

Pupils from mainstream schools and nurseries are welcome in school access the specialist resources to appropriate role models for our pupils. At certain times, pupils on the roll of a mainstream school access of Springhead to support their special educational needs and our students may access their local mainstream school for social inclusion opportunities.

The amount of time pupils spend on inclusion opportunities is linked to their individual needs

Transfer To Other Schools

The annual review will indicate the appropriateness of transfer of a child to another special or mainstream school. Parents are advised and encouraged to visit possible options. Staffs of the prospective school are invited to Springhead School to observe the child and talk to staff. Once a decision has been made in conjunction with officers from North Yorkshire Council and the prospective school transition visits are organised as appropriate.

Appendix 3

School Moral Purpose

What is a 'Moral Purpose'?

It is an agreed set of principles that creates and leads our vision for the school. It stimulates reflection and review, and supports action. It defines the heart and soul of our school.

Our moral purpose acknowledges that there is a need for our pupils to be both challenged and supported if we are to 'enrich and enhance every child's learning and life experiences, by breaking down barriers to learning and participation'.
(Springhead School Mission Statement).

Springhead School Moral Purpose.

The moral purpose focuses on five key aspects of our pupils' lives:

The moral purpose represents a commitment to our pupils that can be expressed as a promise in each case.

Respect – we undertake to listen to you, to enable you to speak for yourself as far as possible, and to speak up for you when you want us to

Self-determination – we will enable you to make choices about your life

Inclusion – we will enable you to take your place in the community

Relationships – we will enable you to be with different groups of people and to choose your friends

Learning – we will enable you to learn by allowing you to explore, experiment, rehearse and do things by yourself even though you will make mistakes.

Respect is characterised by:

- listening to people
- valuing different ways of communicating
- allowing enough time for responses
- learning from each other about privacy and 'personal space'
- understanding that dignity is precious
- valuing the home and cultural background of people
- speaking up for people when they want us to
- acknowledging the importance of people's feelings
- encouraging people to express their feelings and views
- supporting people when they feel vulnerable

Self-determination is characterised by:

- choice-making, as an expression of personal freedom and autonomy
- access to a range of experiences and activities
- guided working and learning that supports independence
- encouragement and support to express personal aspirations and goals
- optimal opportunities for independence and guided choice and decision-making
- control of key aspects of one's life as a matter of right (for example, relationships within personal care)
- identifying and achieving personal ambitions
- personal decision-making that involves substantial and meaningful choices about their own lives

Inclusion is characterised by:

- participation in a range of educational, social and cultural activities within the wider community
- participation in learning activities that involve working with a range of people, including pupils from other schools, supply staff and work experience or other students.
- person-centred planning approaches which allow ownership by the pupil concerned
- access to and participation in lifelong learning

The fostering of **relationships** is characterised by:

- friendships
- meeting other people and sharing experiences with them
- empathy in all situations, including personal care and when behaviour is difficult
- a range of relationships in a variety of contexts and in accordance with the expressed wishes of the person

Learning is characterised by:

- having experiences, which include observing, actively engaging, studying or teaching
- making increasing sense of the world, and experiencing the world as meaningful
- the development of social, emotional, physical and intellectual skills
- a relatively permanent change in cognition, resulting from experience and directly influencing behaviour

Appendix 4

Involving Specialists

If at any point the class teacher in consultation with the SENCo 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 SENCo, in consultation with parents and teachers when a pupil continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based interventions/adjustments. These interventions/support will be delivered by appropriately trained staff.

The class teacher will be asked to support the completion of the application. Class 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.

Appendix 5

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 be an 'Annual Review' held each year. This **must** be before the date of the anniversary of the plan being issued. A member of the Senior Leadership Team or class teacher will chair the meeting and complete the required paperwork. All EHCPs are signed off by the Headteacher/SENCo. For further details about this process and who is invited, please discuss this with the our EHCP and Family Coordinator.

Appendix 6

Confidentiality

Staff may have access to personal data about pupils and their families which must be always kept confidential and only shared when legally permissible to do so and in the interest of the 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.

Appendix 7

Safeguarding Children with SEND

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

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

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

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

Appendix 8

Role of the Governors

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

Our Governors have regard to the SEND Code of Practice.

Our Governors ensure that a Special Educational Needs Coordinator (SENCo) is appointed. This is the Headteacher. Due to us being a Special School – our SENCo does not need to have done the NASENCo award.

In our school, a SEN Governor is appointed to work directly with the Headteacher/SENCo and other members of the senior leadership team and report to the governing body about matters related to SEND.

The Governors publish an annual **SEN Information report which is available on our website.**

Role of the SEN Governor

Our SEN Governor will:

- be familiar with the SEND Code of Practice 2015 particularly Chapter 6
- be a critical friend to our Headteacher/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 provision, SEF and SDP

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 including the frequency and length of time our CYP with SEND are out of lessons as a behaviour management strategy
- that our CYP are not being unfairly treated due to their SEND
- 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 all our pupils with SEND

Investigate:

- the gaps or differences in our performance, attendance, or exclusion (including internal exclusions) levels for all our children and young people with 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 resources and developments

Report:

- each term to our full governing board on their findings

Appendix 9

Role of SENCO

Our school ensures that the Headteacher/SENCo has sufficient time and resources to carry out these functions. We provide 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 SENCo, 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 Evidence for Learning scrutiny
- attendance at pupil progress meetings
- CYP questionnaires/discussions: after interventions, about support/provision in class and homework
- Staff and pupil voice
- 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
- pupil premium scrutiny and impact (similarly for any other funding if appropriate)
- supporting CYP and staff with effective transition
- consider examination/test access arrangements
- support CPD with a focus on SEND in school
- termly meeting with our SEN Governor and report to our senior leadership team

Appendix 10

Role of other staff

Role of class teachers

The role of the class teachers to:

- support the SENCo and our senior leadership team to implement this policy and have due regard to the SEND CoP
- support and engage with the SENCo in regard to the SEND monitoring role
- identify pupils with additional SEND
- write effective SEN support plans, and implement and review them, as set out in this policy
- set high expectations for every individual CYP
- 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 every individual CYP
- 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
- ensure QFT meets the needs of all learners and their starting points

Role of all support 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 class teachers to overcome any barriers to learning
- report any observations about the CYP they are supporting to the class teacher
- contribute to reports for reviews of CYP with SEND
- attend CPD and keep abreast of initiatives
- follow the TA Standards (if appropriate)