



**DRIFFIELD
SCHOOL
& SIXTH FORM**

Special Educational Needs Policy

Version 2.0

Important: This document can only be considered valid when viewed on the school's website. If this document has been printed or saved to another location, you must check that the version number on your copy matches that of the document online.

Name and Title of Author:	Mrs F Warren, Assistant Head Teacher & SENDCo
Name of Responsible Committee/Individual:	Local Governing Body
Created:	Autumn 2017
Last reviewed:	Autumn 2022
Next Review	Autumn 2023
Related Documents:	

Vision

The Special Educational Needs and Disability Code of Practice: 0 to 25 years: January 2015 states that:

'Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives.'

Driffield School & Sixth Form supports this vision.

Our school is committed to ensuring equality of education and opportunity for students with a Special Educational Need and/or Disability (SEND).

We aim to develop a culture of inclusion and diversity in which people feel free to disclose their SEND and are encouraged and able to participate fully in school life. Our school believes that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. It is our hope that all our students becoming adults of the future will have an understanding and empathy in relation to those with SEND and will positively contribute to an inclusive society.

Definition

- '6.15 A student has SEN where their learning difficulty or disability calls for special educational provision, namely provision **different from or additional to** that normally available to students of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer students will require such support.'

*The Special Educational Needs and Disability Code of Practice:
0 to 25 years: January 2015*

<http://www.legislation.gov.uk/ukpga/2014/6/section/69/enacted>

<http://www.legislation.gov.uk/uksi/2014/1530/schedules/made>

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Main Aims

- To provide the best possible education for all students including those with a SEND within a supportive and caring community equipping them with the attitude, skills and abilities to cope with a rapidly changing world,
- To ensure that there is no evidence of discrimination in relation to those with SEND,
- To encourage all those connected to students with SEND to have realistic but high expectations,
- To encourage all students with SEND to have realistic but high expectations of themselves,
- To feel confident that all staff are supported through professional development opportunities to understand and provide an appropriate education for the SEND students,
- To ensure that those with SEND feel safe within their learning environment,
- To provide reasonable adjustments to the fabric of the building and school site wherever necessary to meet the needs of the those with a disability in relation to bespoke individual need or through strategic accessibility planning,
- To review all policies into practice to ensure that they reflect differentiation, accessibility and reasonable adjustments where relevant,
- To ensure that special educational needs and disabilities (SEND) are identified at the earliest point with support routinely put in place quickly,
- To monitor impact of provision for those students with SEND in relation to agreed measures such as academic progress, attendance and records of bullying incidents,
- To feel confident that our SEND students have reached their full potential,
- To ensure that up to date national and local legislation or guidance is adhered to and implemented,

- To ensure that the SENDCO is adequately supported in order to fulfil the leadership and management role,
- To ensure that the SENDCO is a qualified teacher and accesses the relevant post graduate course if appropriate,
- To work alongside specialists, services and agencies to meet the individual need of the SEND student and family,
- To work alongside parents/carers to allow them to feel equal in meeting their child's needs and to ensure that they feel confident that their child is educated and cared for appropriately,
- To ensure that student participation is embedded in practice and that reasonable adjustments are made to allow those with SEND to have a voice,
- To embed the automatic response to provide flexibility and variety of intervention and practice in order to meet the needs of those with SEND.

The Special Educational Needs and Disability Code of Practice: 0 to 25 years: January 2015 states that:

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

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

Main areas and need types

Driffield School & Sixth Form recognises that for some students SEND can be identified at an early age. However, for others difficulties become evident only as they develop.

Broad areas of need:

Communication and interaction

Speech, language and communication needs (SLCN);

Autistic Spectrum Disorder (ASD).

Social, emotional and mental health difficulties (SEMH)

Mental health difficulties;

Attention deficit disorder (ADD);

Attention deficit hyperactivity disorder (ADHD);

Attachment difficulties.

Cognition and learning

Moderate learning difficulties (MLD);

Severe learning difficulties (SLD);

Profound and multiple learning difficulties (PMLD);

Specific learning difficulties (SpLD).

Sensory and/or physical needs

Vision impairment (VI);

Hearing impairment (HI);

Multi-sensory impairment (MSI);

Physical disability (PD).

The Special Educational Needs and Disability Code of Practice: 0 to 25 years: January 2015

The school will keep a register of all those students identified as having SEND in line with the need types shown above. The above is not an exhaustive list of need types.

The SENDCO will ensure that the school census is updated and gives an accurate picture of the SEND cohort in school. Such information will be shared with governors and other professionals when appropriate but will only refer to named students with parental/carer permission.

Supporting Students with Medical conditions

'The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support students with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such students. Where children and young people also have SEN, their provision should be planned and delivered in a co-ordinated way with the healthcare plan. Schools are required to have regard to statutory guidance 'Supporting students at school with medical conditions'

The Special Educational Needs and Disability Code of Practice: 0 to 25 years: January 2015

The school has a policy in relation to this and it is available on request.

Supporting Students with a Disability

'All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage.'

The Special Educational Needs and Disability Code of Practice: 0 to 25 years: January 2015

School Information Report for SEND

'The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for students with SEN.'

The Special Educational Needs and Disability Code of Practice: 0 to 25 years: January 2015

The school ensures that the school information report is updated at least once a year and is easily accessible on the website. The SENDCO is responsible with the support of the leadership team in producing this report.

The Local Offer

The school information report links to the local authority's local offer. It is the responsibility of the local authority to update the local offer. The local offer can be accessed through the local authority website;
<https://www.eastridinglocaloffer.org.uk/>

Involving Specialists

The school may involve specialists at any point to advise them on early identification of SEND and effective support and interventions.

Funding for School Support and High Needs

Since April 2018, the school has identified students into two main groups: those accessing additional school support (K) and those with high need receiving additional support through Education, Health and Care Plans (E). The school will record changes as and when appropriate. Strategic financial planning has to be taken into account.

Provision Mapping and examples of 'additional to and different from' Interventions

The SENDCO will keep a provision map to record 'additional to and different from' interventions. Students will be identified, staff will be timetabled, related costs will be identified and then the impact of such interventions will be evaluated against agreed outcomes.

Examples of the Wave 3 'additional to and different from' interventions used in the school as part of targeted individualised support can be accessed via the SEND School Information Report.

Hierarchy of Support

The school strives to ensure that all students as well as those with SEND have access to high quality first teaching with ample scaffolding, differentiated tasks and experiences.

All attempts will be made to remove barriers to a student's learning.

SEND students will have targets set as part of the full school target setting process and these will be reviewed by the subject teacher and SENDCO.

Some identified students may be entitled to access arrangements and support in controlled assessments and tests. This will allow the individual to show his/her true academic ability.

One page profiles and individual support plans will be written when appropriate for those on the SEND register.

Assess, plan, do, review meetings will take place for those with the highest need or those who are causing the most concern.

Statutory review meetings will take place for those with an Education, Health and Care Plan (EHCP).

All teachers and support staff who work with the students will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

Senior leaders and teaching staff, including the SENDCO, should identify any patterns in the identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching. It can include progress in areas other than attainment – for instance where a student needs to make additional progress with wider development or social needs.

SEND students should experience provision and a curriculum based in 'Waves One, Two and Three' when appropriate.

The school will use its best endeavours to make sure that a student with SEND gets the support they need.

Professional Development of Staff

The SENDCO will facilitate training for all staff in relation to individual student need or as part of full school development. This may be delivered on the school site or may involve attending local and national conferences and training programmes.

Parents and Carers

'6.51 Parents should be fully aware of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home.'

6.55 Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.'

The Special Educational Needs and Disability Code of Practice: 0 to 25 years: January 2015

Driffield School & Sixth Form believes strongly in the value of positive relationships with parents/carers and strives to help them feel confident that they are equal in supporting the development of their child.

Voice of the Child

Student participation is encouraged throughout the school. It is important to differentiate opportunities for those with SEND to express themselves, and to contribute to their target setting process.

The SENDCO will talk to the SEND student on a regular basis as well as in formally planned meetings.

The student should be aware of identified caring adults they can meet with to help them feel safe and to help them with their education.

Support for the Family

The school will help to facilitate links to other services and agencies to support the family away from school if necessary. The SENDCO may investigate the possibility of direct payments when relevant. It may be useful for the family to access any type of parent partnership support provided by charities or the local authority.

Complaints Procedure

The school's complaints procedure for SEND is the same as for all other incidents and is addressed in the policy available on request.

There is a requirement of local authorities to provide mediation services for those parents/carers of a student with SEND as an additional provision to the usual complaints procedure.

There is a national SEND tribunal that will formally address conflict or unhappiness for those with highest SEND need.

The school will do everything possible to work with parents/carers to ensure that local and national complaints bodies will never have to be used.

SEND Governor

'There should be a member of the governing body or a sub-committee with specific oversight of the school's arrangements for SEN and disability.'

The Special Educational Needs and Disability Code of Practice: 0 to 25 years: January 2015

The SENDCO will meet regularly with the SEND governor to report on the position of SEND in the school.

The SENDCO will deliver presentations to governors with specific focus areas when appropriate.

When there are changes to the Governing Body, the school will endeavour to identify a named Governor for SEND as soon as possible.

Present contacts

The SENDCO is: Mrs F Warren

The SEND Governor is: Mrs K Dow

The Executive Principal is: Mr S Ratheram

Other staff involved are:

Mrs G Murphy - Deputy SENDCO

Mrs T Potter – SEND Manager

<http://www.legislation.gov.uk/ukpga/2014/6/section/69/enacted>

<http://www.legislation.gov.uk/uksi/2014/1530/schedules/made>

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Appendix

Intimate Care Procedures

Name of Responsible Committee/Individual:	Local Governing Body
Implementation Date:	May 2021
Review Date:	May 2024
Target Audience:	All Staff, Students and Parents/Carers
Linked Policies:	Child Protection Policy Expectations and Code of Conduct

Content

SECTION	TITLE	PAGE
1	Statement	9
2	Equality and Diversity	9
3	Legislation and Statutory Guidance	9
4	Introduction	9
5	Definition of Intimate Care	9
6	Our approach to best practice	9
7	The protection of children	10
8	Monitoring	10
9	Review	11

1. STATEMENT

We are here to make great schools and happier, stronger communities so that people have better lives. We do this by:

- Always doing what is right
- Trusting in each other and standing shoulder to shoulder
- Doing what we know makes the difference

Doing what is right means always acting with integrity, in the interests of others and being honest, open and transparent.

2. EQUALITY AND DIVERSITY

The Education Alliance is committed to:

- Promoting equality and diversity in its policies, procedures and guidelines
- Delivering high quality teaching and services that meet the diverse needs of its student population and its workforce, ensuring that no individual or group is disadvantaged.

3. LEGISLATION AND STATUTORY GUIDANCE

- Children Act 1989 & 2004
- The Children and Families Act 2014
- Childcare Act 2006 & 2016
- Health and Safety at Work Act etc. 1974
- Equality Act 2010
- Working Together to Safeguard Children 2018
- Keeping Children Safe in Education 2020
- Mental Capacity Act 2005

4. INTRODUCTION

The Education Alliance is committed to ensuring that all staff responsible for the intimate care of children will undertake their duties in a professional manner at all times.

We recognise that there is a need to treat all children with respect when intimate care is given. No child should be attended to in a way that causes distress, embarrassment or pain.

5. DEFINITION OF INTIMATE CARE

Intimate care is any care which involves toileting, washing, touching or carrying out an invasive procedure (such as cleaning up after a child has soiled him/herself) to intimate personal areas.

In most cases such care will involve procedures to do with personal hygiene and the cleaning of equipment associated with the process as part of a staff member's duty of care. In the cases of specific procedure only staff suitably trained and assessed as competent should undertake the procedure, (e.g. the administration of rectal diazepam).

6. OUR APPROACH TO BEST PRACTICE

The management of all children with intimate care needs will be carefully planned.

The child who requires intimate care is treated with respect at all times; the child's welfare and dignity is of paramount importance.

Staff who provide intimate care are trained to do so (all staff undergo Child Protection and Moving and Handling training) and are fully aware of best practice.

Suitable equipment and facilities will be provided to assist with children who need special arrangements following assessment from physiotherapist/ occupational therapist.

Staff will be supported to adapt their practice in relation to the needs of individual children taking into account developmental changes such as the onset of puberty and menstruation. Wherever possible, staff involved in the intimate care of children will not usually be involved with the delivery of sex education to the children in their care as an additional safeguard to both staff and the children involved.

The child will be supported to achieve the highest level of autonomy that is possible given their age and abilities. Staff will encourage each child to do as much for him/herself as he/she can. This may mean, for example, giving the child responsibility for washing themselves. Individual intimate care plans will be drawn up for particular children as appropriate to suit the circumstances of the child.

Each child's right to privacy will be respected. Careful consideration will be given to each child's situation to determine how many carers might need to be present when a child is toileted. Wherever possible one child will be catered for by one adult, unless there is a sound reason for having more adults present. If this is the case, the reasons should be clearly documented.

Wherever possible staff should only care intimately for an individual of the same sex. However, in certain circumstances this principle may need to be waived where failure to provide appropriate care would result in negligence; for example, female staff supporting boys in our schools because of a lack of suitably trained male staff

Intimate care arrangements will be discussed with parents/carers on a regular basis and recorded on the child's care plan. The needs and wishes of children and parents will be taken into account wherever possible within the constraints of staffing and equal opportunities legislation.

7. THE PROTECTION OF CHILDREN

Child Protection Procedures and Multi-Agency Child Protection procedures will be adhered to.

If a member of staff has any concerns about physical changes in a child's presentation, e.g. marks, bruises, soreness etc. s/he will immediately report concerns to the appropriate manager/ designated person for child protection.

If a child becomes distressed or unhappy about being cared for by a particular member of staff, the matter will be looked into and outcomes recorded. Parents/carers will be contacted at the earliest opportunity as part of this process in order to reach a resolution. Staffing schedules will be altered until the issue(s) are resolved so that the child's needs remain paramount. Further advice will be taken from outside agencies if necessary.

If a child makes an allegation against a member of staff, all necessary Child Protection procedures will be followed.

All staff will be required to confirm that they have read the school's Child Protection Policy for clarification of practices and procedures.

8. MONITORING

The School's SENDCO will take responsibility for monitoring that agreed procedures are being followed and are meeting the needs of children and families.

It is the SENDCO's responsibility to ensure that all practitioners follow the school policy.

Any concerns that staff have about child protection issues will be reported to the Designated Safeguarding Lead (DSL) and subsequently the Executive Principal for further referral if appropriate.

The Local Governing body will ensure compliance against this policy within their school.

9. REVIEW

This policy will be reviewed every three years by a qualified SENDCO.