

Craven Pupil Referral Service



Special Educational Needs and Disability Policy

Approved by:

Date: October 2025

Print: R. Lonsdale

Last reviewed on:

November 2023

Next review due by:

November 2025

Ratified by Governors:

A handwritten signature in black ink, appearing to read 'S. Bisset (affg)', is written over the 'Ratified by Governors:' text.

Date: October 2025

Print: S. Bisset

SENCo: Rebecca Lonsdale

NASENCo Award completed date July 2022

The SENCo is a member of the Senior Leadership Team

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

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

Contents

1: Policy statement and overview

2: Purpose

3: Core principles

3:1 Inclusion

3:2 Identifying Special Educational Needs

3:3 Children with Specific circumstances

3:4 Disability

3:5 Children with health needs who cannot attend school

4: Responsibilities and arrangements

4:1 Graduated response to SEND

4:2 Monitoring Progress

4:3 Exiting the SEND register

4:4 Referral for an Education, Health and Care Plan

4:5 SEND tribunal

4:6 Roles and responsibilities

Craven PRS Values: THE

Therapeutic. Our approach of managing trauma and developing personalised behavior strategies

Honesty. Our approach to communication and dealing with facts to achieve an impactful solution.

Everyday. Our approach to consistency to create a safe environment for growth, learning and academic success.

1: SEND Policy statement and overview

- 1.1 This policy sets out our vision and principles for children and young people with SEND and our expectations. Craven PRS ensures all staff who work with children are alert to emerging difficulties and respond early so that need can be met. Families know their children best, and it is important that all practitioners listen and understand when families express concerns about their child's development. Staff in school will listen to and address concerns raised by children themselves.

Through successful implementation of this policy, the aim of Craven PRS is to:

- Monitor the progress of all children to aid the earliest possible identification of SEND.
- Use our best endeavours to make sure that children with SEND get the support they need.
- Ensure that children with SEND have equal opportunity to engage in the activities of school alongside children who do not have SEND.
- Inform families when we are making special educational provision for their child.
- Work with families and local partners in the best interests of our children.
- Endeavour to prepare all our children for adulthood, independent living and employment.

2: Purpose of SEND policy

2.1 Our SEND policy covers all students.

2.2 This policy applies to all education staff, as well as professional services staff when considering reasonable adjustments, funding, and provision for learners with SEND.

2.3 Craven PRS aim to achieve the core aims of this policy by:

- Designating a teacher to be responsible for coordinating SEND provision (the SENCO).
- Monitoring the progress of all children to facilitate early identification.
- Following the graduated approach as outlined in the SEND Code of Practice.

2.5 Legal Framework

This policy has due regard to legislation, including, but not limited to, the following:

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- Equality Act 2010 (Disability) Regulations 2010
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- Special Educational Needs and Disability (Amendment) Regulations 2015
- Special Educational Needs (Personal Budgets) Regulations 2014

This policy also has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2025) 'Keeping children safe in education'
- DfE (2023) 'Working together to safeguard children'
- DfE (2021) 'School admissions code'

2.6 Code of Practice

All schools in England must have regard to the Code of Practice (2014) as it provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations. Schools must fulfil their statutory duties towards children and young people with SEN (Special Educational Needs) or disabilities considering the guidance set out.

2.7 Equality Act

Under the Equality Act (2010) all schools have duties towards individual disabled children and young people. They must make reasonable adjustments, including the provision of auxiliary aids and services required by disabled children and young people to prevent them being put at a substantial disadvantage.

2.8 Teachers' Standards

The Teachers' Standards (2012) makes clear the expectation for all teachers to "adapt teaching to respond to the strengths and needs of all learners." Teachers must "have a clear understanding of the needs of all learners, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them." (Standard 5)

3: Core principles

3.1 Inclusion

3.1.1 Inclusion is a term used to describe the process of ensuring equity of learning opportunities for all children and young people. It is a process of identifying, understanding, and breaking down barriers for participation and belonging. Inclusion is about the quality of experience; how young people are helped to learn, achieve, and participate fully in the life of the school. Inclusion focuses particularly on those groups of children who have historically been marginalised or who have underachieved. Inclusion does not mean that all learners necessarily learn in the same way or together, but that practices are adapted to take account of all learners' needs – this is equity in learning.

3.1.2 Educational inclusion is about equal opportunities for all learners. All children, including those identified as having special educational needs and/or disabilities have the same common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and enables them to be fully included in all aspects of school life.

3.2 Identifying Special Educational Needs

3.2.1 The SEND Code of Practice identifies four broad categories of need: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health difficulties; Sensory and/or Physical. The purpose of identification is to work out what action the school needs to take, not to fit a child into a category, but to provide bespoke provision. We believe that identifying need at the earliest point and then making effective intervention improves long-term outcomes for the child.'

3.2.2 A student has SEND when 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. This means provision that goes beyond the learning arrangements normally provided as part of high quality, personalised teaching within the universal offer in the classroom.

For this policy, a child is defined as having SEND if he/she has a:

- Significantly greater difficulty in learning than most others of the same age
- A disability or health condition, which prevents or hinders him/her from making use of educational facilities of a kind generally provided for others of the same age
- Under the Equality Act 2010, a disability is a physical or mental impairment, which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities

3.2.3 Assessments of attainment and progress are made at regular intervals where students making less than expected progress, given their age and individual circumstances, are identified. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap 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 to make a successful transition to adult life.

3.2.4 At Craven PRS we identify the needs of students by considering the needs of the whole child, not just the special educational needs or disability of the child. Consideration will be made for any young person who has or may have a disability or specific circumstances (see 3.3). Reasonable adjustments can be considered and implemented. The SEND Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation. The following categories alone do not constitute SEND, but are tracked closely, and may trigger a monitoring period, if progress gaps are highlighted:

- Attendance and Punctuality
- Health and Welfare
- Being subject to a Child Protection or Child in need Plan
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Child Looked After
- Being a child of serviceman/woman

3.3 Children with Specific Circumstances

3.3.1 Looked after children

Children at Craven PRS who are being accommodated, or who have been taken into care by the Local Authority (LA) are legally defined as being 'looked after.' Craven PRS has a designated member of staff for looked after children (LAC). Where that role is carried out by a person other than the SENCO, designated teachers will work closely with the SENCO to ensure that the implications of a child being both looked after and having SEND are fully understood by relevant school staff.

3.3.2 English as an additional language (EAL)

Craven PRS give particular care to the identification and assessment of the SEND of children whose first language is not English. It is necessary to consider the child within the context of their home, culture and community. Where there is uncertainty about an individual child, Craven PRS makes full use of any local

sources of advice relevant to the ethnic group concerned, drawing on community liaison arrangements wherever they exist. Craven PRS appreciate that a lack of competence in English is not equated with learning difficulties. At the same time, when children who have EAL make slow progress, it should not be assumed that their language status is the only reason; they may have learning difficulties.

3.4 Disability

3.4.1 Many children and young people with SEND may also have a disability. A disability is described in law (the Equality Act 2010) as 'a physical or mental impairment, which has a long-term (a year or more) and substantial adverse effect on their ability to carry out normal day-to-day activities.' This includes, for example, sensory impairments such as those that affect sight and hearing, and long-term health conditions such as asthma, diabetes or epilepsy.

3.4.2 The Equality Act requires schools, colleges, other educational settings, and local authorities to:

- Not directly or indirectly discriminate against, harass, or victimise disabled children and young people
- Make reasonable adjustments, including the provision of extra aid services (for example, tactile signage or induction loops), so that disabled children and young people are not disadvantaged. This duty is known as 'anticipatory.'

3.5 Children with health needs who cannot attend school

3.5.1 Craven PRS aims to ensure that all children who are unable to attend school due to medical needs, and who would not receive suitable education without such provision, continue to have access to as much education as their medical condition allows, to enable them to reach their full potential. We understand that we have a continuing role in a student's education whilst they are not in school and will work with local authorities, healthcare partners and families to ensure that all children with medical needs receive the right level of support to enable them to maintain links with their education.

4.0 Responsibilities and Arrangements

4.1 Graduated Response

4.1.1 Teachers and subject leads are responsible and accountable for the progress and development of the children in their classroom, including where students access support from Teaching Assistants or Higher level teaching assessments.

4.1.2 The identification of SEND is built into the overall approach to monitoring the progress and development of all students. High quality teaching, personalised for individual students, is the first step in responding to children who have or may have SEND.

4.1.3 Craven PRS senior leadership team regularly and carefully review the quality of teaching for all students, considering the training needs and support of all staff to have a holistic view of a child's needs to align with early identification of SEND and a graduated response. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEND most frequently encountered.

4.1.4 In deciding whether to make special educational provision, the SENCO will consider all the information gathered from within the school about the child's progress. This information gathering will include an early discussion with the child, their family and teachers, developing a good understanding of the child's areas of strength and difficulty, the parents/carers' concerns, the agreed outcomes sought for the child and the next steps.

4.1.5 The overriding purpose of this early action is to help the child achieve the identified outcomes and remove any barriers to learning. When it is decided that a child does have SEND, the decision is recorded on the schools SEND register and the child's parents/carers are informed that special educational provision is being made.

4.1.6 In line with the Code of Practice, all schools follow the graduated approach to a learners' special educational needs. This support should take the form of "a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and of what supports the learner in making good progress and securing good outcomes." This is referred to as Assess, Plan, Do, Review (APDR):

Assess: Teaching and support staff, working closely with the SENCO, draw on a range of information (progress, attainment, behaviour, attendance, student voice, parent / carer voice, and outside agency advice) to fully understand the student's needs.

Plan: Strategies, including for both in lessons and through discrete interventions where appropriate, the intended outcomes and the needs being addressed are shared with teaching and support staff, as well as with the parent / carers.

Do: Classroom teachers / leads remain responsible for working with the student to work towards the identified outcomes. Where interventions are being delivered in small groups or 1:1, teachers, the SENCO, and support staff should work closely together to ensure continuity and consistency.

Review: The effectiveness of the strategies is reviewed regularly and feeds back into assessment of the student's needs to inform a new cycle of support and intervention.

4.1.7 For some children, there may be associated behaviours that require reasonable adjustments to be implemented. Where appropriate, we will make reasonable adjustments for students, whose specific needs mean that they find the universal offer difficult to meet. A reasonable adjustment never means that we lower our expectations, it means that some students need additional support to ensure that they meet the high expectations that we have for all our children.

4.2 Monitoring Progress

4.2.1 Teachers and support staff will be facilitated to contribute to the APDR process through, for example dedicated staff meetings to provide individual student feedback - OTAC.

4.2.2 Family engagement will be facilitated through consistent but flexible routines bespoke to the family, for example, through phone calls, email or face to face meetings. Children's contributions will be facilitated in a way that is both meaningful and developmentally appropriate, for example, collecting student voice through a questionnaire, scaling activities, or by observation.

4.2.3 Assessment reviews are held regularly throughout the year, typically at the end of each cycle three times a year. For children with an EHCP one of the three reviews will be the statutory EHCP Annual Review. The SEND Support Plan will be updated from information disclosed at the review meetings with parents/carers and the child.

4.2.4 The progress and attainment of students identified as SEND will be monitored and reviewed through whole school systems and available data, such as baseline, formative and summative academic assessment, attendance, behaviour and whole year group screeners, enhanced by further assessment and review relating to their individual needs. This will be different for each student, depending on their needs and

provision, and could include but is not limited to standardised tests, e.g. Boxall Profiles, GL assessments, WRAT, DASH etc, intervention specific baselines and assessments, documents designed to monitor and review individual targets, e.g. provision maps through class charts.

4.3 Exiting the SEND Register

4.3.1 The SEND register is a fluid document that is reviewed at the end of each cycle. If a child, having received appropriate identified support, begins to make good progress and closes the gap with their peers, they can be removed from the SEND register. If a child's needs are being managed successfully within the classroom with no different or additional support, then the child no longer needs to be classed as SEND Support (K code). Upon this decision, families will be informed by the school.

4.4 Referral for an Education, Health and Care Plan (EHCP)

4.4.1 Where, despite the school having taken relevant and purposeful action, to identify, assess and meet the SEND of the child or young person and the child or young person has not made expected progress, the school or parents/carers should consider requesting an Education, Health and Care (EHC) needs assessment referral (EHCAR).

4.4.2 If we identify that additional funding and support are needed from the LA High Needs Block, we will then complete a funding request as per Local Authority procedures. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

4.4.3 The decision to make a referral for an Education, Health and Care Plan (EHCP) will be taken at a progress review. The application for an Education, Health and Care Plan will combine information from a variety of sources including parents/carers, teachers, SENDCo, social care, health professionals and Educational Psychologists.

4.4.4 Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set.

4.4.5 Families also have the right to personally initiate an EHCP with their Local Authority if they wish to do so. Where a student has an EHCP, the LA must review that plan as a minimum every twelve months. The local authority can require schools to convene and hold annual review meetings on its behalf. The "APDR" cycle will continue, and further agencies and professionals may get involved.

4.5 SEND Tribunal

4.5.1 All disagreements about an EHC plan will be attempted to be resolved as quickly as possible, without the pupil's education suffering.

4.5.2 Craven PRS will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the SEND Code of Practice.

4.5.3 Craven PRS will fully cooperate with the LA by providing any evidence or information that is relevant.

4.5.4 All staff involved in the care of the child will cooperate with families to provide the child with the highest standard of support and education reasonably possible.

Key links

North Yorkshire SEND local offer

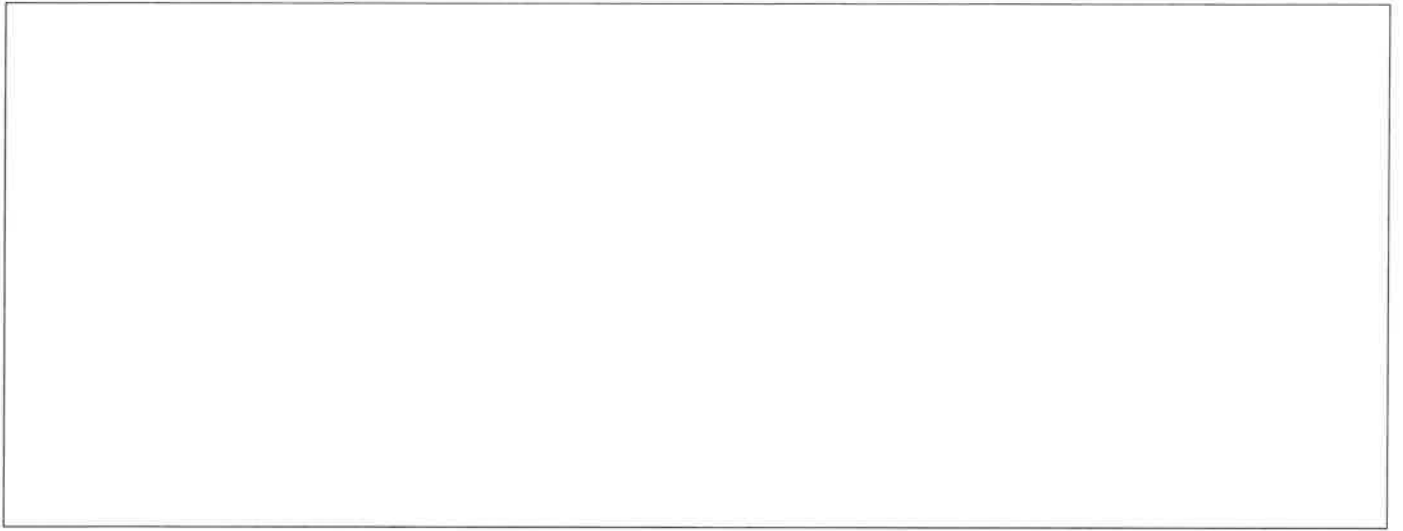
<https://www.northyorks.gov.uk/children-and-families/send-local-offer>

Bradford SEND local offer

<https://localoffer.bradford.gov.uk/kb5/bradford/directory/home.page>

SEND CODE of Practice 0-25

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



Date: