David Ross Education Trust
Broadening Horizons

DRET SEND Policy – Appendix for individual academies

The purpose of this appendix to the overarching trust-wide SEND policy is to clarify local protocols and procedures in this academy. Nothing contained in this policy appendix changes the expectation that all teachers have a responsibility to plan and deliver lessons that meet the needs of all pupils, including those with SEND.

Information

Name of academy:	Thomas Hinderwell Primary Academy
Principal:	Chloe Webster
Special Educational Needs Co-ordinator (SENCo):	Rachel Milner
NASENCo qualification:	Yes
Senior leader responsible for SEND:	Rachel Milner

Monitoring arrangements for SEND provision in mainstream classes

The SENCo, as a qualified teacher with a post-graduate qualification in SEN, is regarded as a specialist practitioner, able to identify where provision for pupils with SEND is or is not meeting their identified needs. It is essential that the postholder plays an active role in monitoring the quality of provision in classes across all year groups and departments, identifying both good practice and where improvement is required.

The SENCo has the responsibility and authority to:

i. monitor the quality of provision for pupils with SEND in all classes
ii. provide feedback directly to teachers about the quality of this provision
iii. follow up this feedback with further monitoring where necessary
iv. raise unresolved concerns with teachers' line managers.

Monitoring arrangements for SEND provision such as interventions

The academy recognises that all children are individuals with individual needs, however being fair and consistent with expectations is essential to ensuring all children are able to learn and achieve. We also recognise that, for a small minority of pupils with particular SEND, the support we provide to help them to manage their own regulation will need to be adapted. We are committed, in accordance with equality legislation and the SEND Code of Practice, to implement provision that is additional to, or different from, that made for other pupils where this is necessary to meet an individual's SEND.

The SENCo has the responsibility and authority to:

i. monitor the quality of additional or different provision made for pupils with SEND
ii. provide feedback to those planning and delivering the provision about its quality
iii. follow up this feedback with further monitoring where necessary
iv. use this information as part of the performance management process.

Local protocols for managing C3 and C4 situations with individuals with identified SEN that affect their communication and interaction

The academy recognises that consistency is a key and positive aspect of reinforcing good behaviour and managing unwanted behaviour. We also recognise that, for a small minority of pupils with particular SEND, a different response may be needed for identified individuals to avoid rapid escalation where this is unhelpful and unnecessary in meeting their needs. We are committed, in accordance with equality legislation and the SEN Code of Practice, to making provision that is additional to, or different from, that made for other pupils where this is necessary to meet an individual's SEND.

Under these circumstances, it is the policy of this academy that the SENCo and SEN team, the pastoral team and senior leaders will cooperate as follows:

i. Meeting with the parents, class teacher and wider team to discuss provision
ii. Adaptions to the Termly Support Plan, behaviour plans and risk assessments as required
iii. Ongoing monitoring and adaptions to support and strategies
iv. Liaise with outside agencies

Local authority

Local authority: North Yorkshire
LA resources: SEND Local Offer | North Yorkshire Council

Casework Officer: Dave Bevan