

## Trust Policy

# Trust SEND Policy (LLS Adaptions November 2023)

Approver: Trustees  
Review Cycle: Triennial

### Revision History

Date	Version	Short Description of Changes	Approved by:
Mar 2023	1.0	Policy adopted	Trust Board
22/11/2023	1.0	LLS adaptations of Trust SEND Policy	LGC

### This Policy Applies To:

Secondary Schools  
Primary Schools  
Centralised Trust Employees  
Trustees & Governors

## Document Management Information

<b>Applicable to:</b>	All staff
<b>Development and Consultation:</b>	In line with best practice.
<b>Dissemination:</b>	Made available on the Staff Hub and Trust Website. Staff notified of changes via Latest News.
<b>Implementation:</b>	To be used in the provision of SEND
<b>Training:</b>	All staff will receive training relevant to their post.
<b>Review Frequency:</b>	Triennially
<b>Based on:</b>	Appendix 2 – NYES Template Medical Policy – HandsP03 v2
<b>Policy Author:</b>	Director of SEND
<b>Executive Policy Owner:</b>	Director of Learning
<b>Approval by:</b>	Trustees
<b>Version</b>	1.0
<b>Approval Date:</b>	15 March 2023
<b>Next Review Due:</b>	March 2026

If you require this policy in a more accessible format please contact the Trust Compliance Officer on [compliance@coastandvale.academy](mailto:compliance@coastandvale.academy)

Executive summary text for current policy version:

Schools are asked to complete the template school SEN Policy at appendix 1 and a SEN Report in the September term and these should be approved by the LGC and on the School website by 31 December each year.

Schools are also asked to complete the template Medical Policy at appendix this should be reviewed in the Spring term and approved by the LGC and be published on the school website by 31 March each year.

Schools should review their accessibility plan every year in the Summer Term

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## 1 Statement of intent

- Coast and Vale Learning Trust’s (the Trust's) vision is for our schools to be places ‘where learners and staff thrive’. The Trust is ambitious for all learners whether they have Special Educational Needs or not. The Trust’s Strategic Objectives include providing a “broad range of educational experiences for all youngsters” and learners with SEND have equal entitlement to this.
- We believe that every learner is an individual with unique needs who should all have the same opportunities as their peers. We also believe that every teacher is a teacher of SEND.
- Provision for learners with special educational needs is a matter for each school as a whole. In each school in addition to the Local Governing Committee (LGC), the Headteacher and the SENDCo, all other members of staff, both teaching and support staff, have very important day-to-day responsibilities to ensure inclusion for all.
- Our aim is to raise aspirations, expectations and progress leading to achievement for all learners with SEND.
- We aim to:
  - ensure access to the curriculum for all learners
  - operate a ‘right support, right place, right time’ approach to the management and provision of support for special educational needs
  - identify and provide for learners who have special educational needs and additional needs, including the use of outside agencies and support services!

- work within the guidance provided in the SEND Code of Practice and Equality Act 2010 ensuring we maintain current knowledge of new legislation, guidance, and evidence-based research.
- Develop and maintain partnerships and high levels of engagement with parents and carers
- provide support and advice for all staff working with special educational needs learners
- ensure there is a SEND Champion in all our schools.
- Through successful implementation of this policy, the Trust aims to ensure:
  - the early identification, assessment, graduated provision, and ongoing support for all learners requiring SEND provision.
  - schools are ambitious for their learners with additional needs
  - outstanding academic achievement for all learners.
  - a broad range of educational experiences with equal opportunities for all learners in the Trust.
  - schools eliminate discrimination.
  - foster good relationships between all learners.
  - work in partnership with parents, carers and external agencies to support learner's needs.
  - leadership opportunities for all
- The Trust will work within the following principles, which underpin this policy:
  - Early identification of children and young people's needs
  - High quality provision to meet the needs of children and young people with SEND.
  - All learners have the right to achieve their maximum academic and social potential.
  - The involvement of children, parents and young people in decision-making.
  - Collaboration between education, health and social care services to provide support.
  - Greater choice and control for young people and parents/carers over their support.

- Successful preparation for adulthood, including independent living and employment.
- Working collaboratively across the Trust to support improvement for our learners with SEND.
- Deliver effective CPD to ensure the development of staff working with our learners with SEND.

## 2 Legislation

- This policy has been written as guidance for staff, parents/carers and children with reference to the following guidance and documents:
  - SEND Code of Practice (which takes account of the SEND provisions of the Equality Act 2010) September 2014 (updated April 2020);
  - Ofsted Education Inspection Framework July 2022.
  - Early Years Foundation Stage (EYFS) statutory framework 2021
  - Working Together to Safeguard Children 2020.
  - KCSIE 2022
  - Equality Act 2010;
  - Education Bill 2011;
  - Children and Families Act 2014;
  - Supporting learners with medical conditions at school 2017.
  - Education for children with health needs who cannot attend school 2013.
  - North Yorkshire Local Offer
  - Individual school SEND policies and reports

## 3 Key Definitions

- **The Trust:** All Schools within the Coast and Vale Learning Trust, as well as the Central Team.
- **SEND:** A learner has special educational needs if:
  - They have a learning difficulty, or disability that require additional support, that is, different from or additional to learners of the same age. A learner has learning difficulties if:
    - They have significantly greater difficulty in learning than most others of the same age.

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- Disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream schools or mainstream post-16 institutions.
- Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.
- Many children and young people who have SEN may have a disability under the Equality Act 2010. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.
- The SEND Code of Practice 2020 identifies four broad areas of need:
  - **Communication and interaction (C&I):** This includes children who have speech and language difficulties and also those identified as having an Autistic Spectrum Disorder (ASD).
  - **Cognition and learning (C&L):** This includes moderate and severe learning difficulties, when a child or young person learns at a slower pace than their peers in all areas of the curriculum. It also includes specific learning difficulties (SpLD) which may affect a more specific skill or area of the curriculum such as Dyslexia, Dyscalculia or Dyspraxia.
  - **Social, emotional and mental health difficulties (SEMH):** This can manifest themselves in many different ways, for example a child or young person may become withdrawn or they may display very challenging and disruptive behaviour.
  - **Sensory and/or physical needs:** This includes, among other things: Visual Impairment (VI); Hearing Impairment (HI) or a Multi-Sensory Impairment (MSI).
- **Education and Health Care plan (EHCP)** outlines any special education needs a learner has, and the provision a local authority must put in place to help them. These were introduced in 2014 and gradually replaced Statements of SEN. Most children and young people should have transitioned from a statement to an EHCP.
- **Reasonable adjustments:** The duty to make reasonable adjustments for learners with SEND is anticipatory. It requires thought in advance to what disabled children and young people might require and what adjustments might need to be made to prevent disadvantage and include the provision of auxiliary aids and services.
- **The Local Offer:** the directory published by the Local Authority which includes the education, health and social care services provided for children, young people and families who have SEN or disabilities accessible to learners at the school.  
<https://www.northyorks.gov.uk/send-local-offer>

- Learners will not be regarded as having learning difficulties solely because their language, or form of home language, is different from that in which they are taught.

#### **4 Collaborative policy**

- The Trust SEND policy is a collaborative policy, requiring all parts of the Trust to communicate with each other and work together to ensure all learners and staff thrive.
- The SEND leadership group comprises the Director of Learning, Director of SEND and SENDCos from every school and meets at least termly to share and develop policy, practice, solutions and answers.
- This policy operates in conjunction with the following Trust policies:
  - Information Policy
  - Trust and School Child Protection Policies
  - Supporting Learners with Medical Conditions Policy
  - Admissions Policy
  - Equality Policy
  - Exclusion Policy
- This policy operates in conjunction with the following individual school policies:
  - School SEND Policy
  - School SEND Information Report
  - Behaviour Policy
  - Attendance Policy
  - Anti-Bullying Policy
- Link to NYCC local offer: <https://www.northyorks.gov.uk/send-local-offer>

#### **5 Identification of need**

- As a Trust we identify the needs of learners by considering the needs of the whole child or young person which not only includes the special educational needs of the learner but also other defining factors. These include all those that could impact on progress and attainment, such as attendance and punctuality; health and welfare; being a looked after child.
- We recognise that learners have different educational, physical and behavioural needs, that they acquire, assimilate and communicate in different ways and at different rates and they need a range of teaching approaches and experiences.

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## 6 A Graduated Approach to SEND Support

- Schools should use a graduated approach when supporting learners who have been identified as having a special educational need. Initially, the use of high-quality teaching that has been differentiated for individual learners, is the first step in responding to learners who have or may have SEND. We recognise that additional intervention and support cannot compensate for a lack of Quality First Teaching.
- The SEND Code of Practice 2020 sets out a two-stage approach when a learner has been identified as requiring SEND support and included on the SEND record.
  - **SEND Support:** Classroom teachers have initial responsibility for this and will ensure that parents are regularly kept informed if their child is experiencing difficulties. Learners whose needs are not easily met through normal classroom differentiation will undergo in-house assessment to draw up a support plan supported by the SENDCo.
  - **Education Health and Care Plan:** This stage is identified by the code, as where the local authority takes the lead in assessing learners and providing/reviewing EHCPs.

## 7 Schools follow the 'Assess, Plan, Do, Review' approach.

- **Assess:** A class/subject teacher, working with the SENDCo will carry out a clear analysis of the learners' needs, using a variety of evidence including, the teacher's assessment and experience of the learner and their previous progress and attainment. Where appropriate, the SENDCo may run diagnostic tests and gather information from parents /carers.
- Children in the EYFS will have differing levels of knowledge, skills and abilities across the EYFS Profile and schools will ensure there is a full assessment of all areas of children's development, to inform plans for future activities and to identify any additional support needs. The EYFS Profile will be completed for all children, including those with SEND.
- Reasonable adjustments to the assessment process for children with SEND will be made as appropriate, including specialist assistance.
- **Plan:** Where it is decided to provide a learner with SEND Support, the parents / carers will be notified. The SENDCo will agree in consultation with the parent / carer and the learner the interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.
- **Do:** The class/subject teacher should remain responsible for working with the learner on a usual basis. They will ensure that the curriculum is properly sequenced in reducing barriers experienced by learners with SEND. If interventions are required for small group work or one-to-one teaching away from the main class teacher, they should still retain responsibility for the learner, working closely with



any teaching assistants or specialist staff involved, to plan and assess the impact of interventions.

- The SENDCo will support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of the support.
- Teaching assistants who offer additional support and intervention for learners with SEND will be trained to do so. The SENDCo will ensure that any specialist provision still enables learners with SEND to access the curriculum and that it contains the same level of ambition as that of their peers.
- **Review:** Where a learner is receiving SEN support, schools should talk to parents / carers regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent / carer, the learner and the school. Schools should meet parents / carers at least three times each year, this can be face to face or via Video conference.
  - The effectiveness of the support and interventions and their impact on the learner's progress should be reviewed in line with the agreed date. The impact and quality of support and interventions should be evaluated, along with both parental / carer and learner views. Parents / carers should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning the next steps.
  - Where learners do not make adequate progress, despite additional provision at SEND support, the school will seek advice and involvement from external support services, including specialist teachers and assessors.
  - If deemed appropriate, after relevant evidence has been collected, the school and/or parents / carers may decide to request that the Local Authority undertakes a statutory assessment. This may lead to a learner being provided with an Education, Health and Care Plan.
  - The SENDCo is responsible for providing support, monitoring and ensuring that learners with EHCPs receive the support identified within the EHCP. The SENDCo will take a lead on strategic decisions regarding target setting, monitoring and reviewing outcomes for all learners, in conjunction with members of the senior leadership team and accounting for other school assessment routines.
  - The SENDCo will keep a record of all learners receiving support that is different from or in addition to the provision available for all learners for special educational needs. The details of the support and any interventions will be mapped and the impact monitored by the SENDCo in collaboration with school staff providing the support. Where a learner benefits from the support such that they no longer require additional or different provision, they will not appear on the register. Any changes to the support offered to individual learners will be communicated to parents / carers.

## 8 Working with learners and families

- The SENDCo will support parents / carers in understanding the additional support and information available through the Local Offer.
- Schools will meet parents / carers at least three times each year and provide regular reports for parents on how their child is progressing. Where a learner is receiving SEND support, schools will talk to parents / carers regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parents / carers, the learner and the school.
- These discussions strengthen the impact of SEND support by increasing parental engagement in the approaches and teaching strategies that are being used. They provide essential information on the impact of SEN support outside school and any changes in the learner's needs.
- These discussions will be led by a teacher with good knowledge and understanding of the learner who is aware of their needs and attainment. This will usually be the class teacher, lead for the year group/Key Stage or form tutor, supported by the SENDCo. The views of the learner will be included in these discussions. A record of the outcomes, action and support agreed through the discussion should be kept and shared with all the appropriate school staff.
- All schools provide detailed information of support available. This document, the SEND Information Report is published on the school's websites. The expectation is that this will be reviewed at the beginning of the academic year and published on school's websites by 31 December.
- SEND support includes the planning and preparation between phases of education and preparation for adult life. To support transition, the Trust will share the relevant information with the school, college or other setting that the child or young person is moving to. Parents will be informed of the information that is passed between the organisations.

## 9 Admissions

- The Trust is its own admission authority. Our admissions criteria will not discriminate against learners with SEND. The admission of learners with an EHCP or a statement of Special Educational Needs which names the school falls outside the usual admissions process.
- The Educational Effectiveness Committee has due regard for the practice advocated in the Code of Practice 2020. The School Admissions Code of Practice requires children and young people with SEND to be treated fairly. Admission authorities:
  - must consider applications from parents of children who have SEND but do not have an EHCP on the basis of the school's published admissions criteria as part of normal admissions procedures

- must not refuse to admit a child who has SEND but does not have an EHCP because they do not feel able to cater for those needs
- must not refuse to admit a child on the grounds that they do not have an EHCP

## **10 Access Arrangements**

- The Trust follows national guidance about supporting learners in regard to access arrangements. This is overseen by the Senior Leadership Team within the schools.
- Each school will ensure that a qualified assessor is in place (as per JCQ guidance), ideally as a member of school staff.
- Where this is not possible, the assessor will be a Trust employee from another school or supplied by external provider who has an established working relationship with the school, including from the local authority.
- The SENDCo will take responsibility for ensuring that suitable access arrangements and reasonable adjustments are in place for learners who may need adaptations to the usual procedures during examinations.

## **11 Safeguarding**

- The Trust recognises that children with SEND or certain health conditions can face additional safeguarding challenges. Trust staff will be trained to take steps in removing the additional barriers that can exist when recognising safeguarding concerns in learners with SEND. This includes:
  - recognising abuse and neglect in this group of children
  - not assuming that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
  - acknowledging that these children may be more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
  - recognising the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs;
  - reducing communication barriers and difficulties in managing or reporting these challenges;
  - additional risks that children with SEND face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online.
  - that children with SEND are at greater risk of sexual violence and sexual harassment including child on child abuse

- Headteachers will ensure that children are taught about safeguarding, including online safety, and recognise that some learners with SEND may need a more personalised or contextualised approach.
- When using reasonable force in response to risks presented by incidents involving children with SEND, mental health or with medical conditions, schools will consider the risks carefully and recognise the additional vulnerability of these groups.
- Where the parent/carer of a child with SEND has expressed their intention to remove a child from school with a view to educating at home, school staff will work with the local authority and other key professionals to coordinate a meeting with parents/carers. Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child.

## 12 Roles and responsibilities

- Within our schools each individual Headteacher has overall responsibility for SEND provision. The Board of Trustees delegates responsibility through the scheme of delegation to the Local Governing Committee in each school.
- Individual Schools will:
  - Appoint a Special Educational Needs & Disability Coordinator (SENDCo) – A designated teacher in each school who is responsible for the day-to-day operation of their individual SEND policy.
- SENDCos in each school will:
  - Co-ordinate the day to day running of SEN of the SEND policy and provision in school.
  - Adapt the Template School SEND Policy at Appendix 1 and review this on an annual basis. It should be approved by the LGC. This is done in the Autumn term and should be on the school website by 31 December.
  - Adapt the Template School Medical Policy at Appendix 2 and review this on an annual basis. It should be approved by the LGC. This is done in the Spring term and should be on the school website by 31 March.
  - Review the School Accessibility Plan on an annual basis. It should be approved by the LGC. This is done in the summer term and should be on the school website by 31 July.
  - Consult and liaise with staff, parents and carers, the Trust, external agencies and appropriate professionals.
  - Ensure that support is co-ordinated and targeted appropriately, and that all are informed and updated about children on the SEN register.

- Produce an annual SEND report to the Local Governing Committee which is published on the school website and is available to parents following guidance from the 2014 SEN Code of Practice. This is typically done at the beginning of the academic year and should be on the school website by 31 December.
- The Board of Trustees will:
  - Ensure that SEND provision is an integral part of the school development plan.
  - Have regard to the requirements of the SEND Code of Practice 2014.
  - Be fully informed about SEND issues, by the Director of SEND, so that they can play a part in the school's self-evaluation process.
  - Set up appropriate staffing and funding arrangements and oversee the schools' work for learners with SEND.
  - Ensure that the quality of SEND provision is regularly monitored.
  - Identify a trustee to be the person responsible for SEND for this person to link with the Director of SEND.
- The **Director of SEND** will provide:

#### 12..1 Trust Support

- CPD for SENDCos across Trust
- Support schools in need, for example when the SENDCo is absent from work.
- Support SENDCos who are new to the post or the individual school.
- Advise schools on the best course of action for supporting learners with SEND.
- Support school SENDCos to monitor and evaluate the quality of provision for learners with SEND.
- Provide Bulletins for School Headteachers and SENDCos including updates.
- Developing resources to support schools.
- Bespoke support for schools to improve SEN provision.
- Quality assuring EHCPs before submission to LA as needed.
- Liaise with schools to ensure that there is effective transition and support in place.
- CPD for practitioners including TAs.
- Attendance at National Conferences/Course on behalf of the Trust – to be cascaded to all SENDCos.

- Attendance at Local Conferences – as above.
- Identifying best practice including researched programmes that support SEND.
- Monitor attendance of SEND children with the support of each school.
- Monitor and review SEND provision across the Trust including EHCPs and support plans.
- Develop a Trust strategic overview of SEND.
- Monitor outcomes for those learners with SEND and report to the Trust as appropriate
- Develop and facilitate SEND in-service training and Continuing Professional Development.
- School and SENDCo support pre and post Ofsted.

## 12..2 Trust Central Support

- Analysing patterns and distribution of SEND need across all schools – leading to training.
- Focusing on resources appropriate to need, mapped across the Trust.
- Data analysis of all schools – trends, patterns and progress.
- Reviewing exclusions to ensure we are in line with the Code of Practice.
- SENDCo review meetings across all schools – monitoring provision and practice.
- Promoting every teacher is a SEND teacher.
- Develop partnerships with other Trusts/MATs and behaviour support units and external providers.
- Develop a Trust strategic overview of SEND identification, provision and training and development.
- Participation in Trust SEND reviews.
- Support the Trust during OFSTED.

## 12..3 Additional School support is available outside this remit, in liaison with the Director of SEND and the Trust Central Team:

- Monitoring of SEND register and associated paperwork.
- Discussions with parents/carers.

- Signposting families to the correct support.
- Attendance at NYAPP meetings.
- Advising with writing EHCP/EHCARs.
- Liaising with agencies.
- Intervention strategies.
- And all other associated SENDCo responsibilities under the agreed job description.
- To access this additional support, Headteachers should contact the Director of Learning in the first instance.

### **13 Record Keeping**

- The Trust will retain records evidencing compliance with this policy, as set out in the Trust's Data Retention Policy.

## Appendix 1 – Template School SEND Policy

**This policy template is to ensure that all education and learning settings have a consistent approach throughout the Coast and Vale Learning Trust.**

**In the event of any conflicts, the Trust Policy will take precedence and the school policy should be read alongside the Trust policy.**

Lady Lumley's School SEND Policy

**November 2023**

Name of SENDCo: Sue Robinson

KEY Staff: Anita Frith – Learning Support Co-ordinator

Abbreviations Used:

SEND- Special Educational Needs and Disabilities

SENDCo- Special Educational Needs and Disabilities Co-ordinator

CoP- Code of Practice 2015

LA- Local Authority

MSP – My Support Plan

EHCAR- Education, Health and Care Assessment Request

EHCP- Education, Health and Care Plan

C&L Cognition and Learning

EP Educational Psychologist

ATS Advanced Teaching Support

TA Teaching Assistant

This policy sets out the procedures for Special Educational Needs and Disabilities (SEND) at Lady Lumley's School

To see it in practice - see the School's SEND information Report  
(<https://www.ladylumleys.coastandvale.academy/about-our-school/send/> )

### 14 Coast and Vale SEND vision

- Coast and Vale Learning Trust's (the Trust's) vision is for our schools to be places 'where learners and staff thrive'. The Trust expects high outcomes and progress for all learners whether they have Special Educational Needs or not.

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The Trust's Strategic Objectives include providing a "broad range of educational experiences for all youngsters" and learners with SEND have equal entitlement to this.

- We believe that every learner is an individual with unique needs who should all have the same opportunities as their peers. We also believe that every teacher is a teacher of SEND.
- Provision for learners with special educational needs is a matter for each school as a whole. In each school in addition to the Local Governing Committee, the Headteacher and the SENDCo, all other members of staff, both teaching and support staff, have very important day-to-day responsibilities to ensure inclusion for all.
- Our aim is to raise aspirations, expectations and progress leading to achievement for all learners with SEND.

## 15 School visions & values/ethos

- The vision for all students and staff at Lady Lumley's School is "Being Our Best". Students and staff are encouraged to be the best they can be by embracing the four core school values - Learning, Leading, Ambition and Progress.
- At Lady Lumley's the vision is for every SEND child to "achieve at school, and make a successful transition to adulthood, including finding paid work, living independently and participating in their community" (Children and Families Act 2014).  
This encompasses progress in its many forms – academic, personal, social, emotional – with the vision that SEND students, whilst being supported appropriately, will be exposed to consistent high demand in order to facilitate such progress, preparing them for adulthood and enabling them to lead happy and fulfilled lives.
- This policy refers to children and young people with special educational needs and disabilities (SEND). The guiding principle informing this policy is to ensure that children and young people with SEN and disabilities are given equal opportunities to thrive at school, to make good progress in their learning and to feel valued as members of the school community.

The school community believes that:

- All students are equally valued, and the school has high aspirations for all.
- All students are the shared responsibility of all staff.
- All students are entitled to a broad and balanced curriculum, which is personalised and focused on outcomes.
- Teaching and learning will be adapted to suit the needs of learners and recognise different routes to achievement.

- Early and accurate identification is essential.
- There will be a flexible continuum of provision for students with SEND.
- SEND and high needs funding will be used efficiently to ensure good progress of students with additional needs.
- Staff will be given appropriate training to allow them to meet a wide range of needs.
- Parents will be fully involved as partners in their child's education.
- Students will be encouraged to give their views on what learning is like for them.
- Governors should have access to information which will allow them to monitor and evaluate the effectiveness of the SEND policy.

## 16 Legislation

- This policy complies with the statutory requirements laid out in the SEND Code of Practice (January 2015) and has been written with reference to the following guidance and documents:
- National SEND Code of Practice (which takes account of the SEND provisions of the Equality Act 2010) September 2014 (updated April 2020);
- Ofsted Education Inspection Framework July 2022.
- Working Together to Safeguard Children 2020.
- KCSIE 2022
- Equality Act 2010;
- Education Bill 2011;
- Children and Families Act 2014;
- Supporting learners with medical conditions at school 2017.
- Education for children with health needs who cannot attend school 2013.
- North Yorkshire Local Offer
- The following Lady Lumley's School/Coast and Vale Trust policies:
  - Supporting pupils with medical conditions policy
  - Accessibility policy & plan
  - Positive Behaviour for Learning policy
  - Child Protection policy

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- Trust Admissions policy
- Trust GDPR policies
- Anti-bullying policy

## 17 Key Definitions

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- **SEND:** A learner has special educational needs if:
  - They have a learning difficulty, or disability that require additional support, that is, different from or additional to learners of the same age. A learner has learning difficulties if:
    - They have significantly greater difficulty in learning than most others of the same age.
  - Disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream schools or mainstream post-16 institutions.
  - Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.
  - Many children and young people who have SEN may have a disability under the Equality Act 2010. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.
- The SEND Code of Practice 2020 identifies four broad areas of need:
  - **Communication and interaction (C&I):** This includes children who have speech and language difficulties and also those identified as having an Autistic Spectrum Disorder (ASD).
  - **Cognition and learning (C&L):** This includes moderate and severe learning difficulties, when a child or young person learns at a slower pace than their peers in all areas of the curriculum. It also includes specific learning difficulties (SpLD) which may affect a more specific skill or area of the curriculum such as Dyslexia, Dyscalculia or Dyspraxia.

- **Social, emotional and mental health difficulties (SEMH):** This can manifest themselves in many different ways, for example a child or young person may become withdrawn or they may display very challenging and disruptive behaviour.
- **Sensory and/or physical needs:** This includes, among other things: Visual Impairment (VI); Hearing Impairment (HI) or a Multi-Sensory Impairment (MSI).
- **Education and Health Care Plan (EHCP)** outlines any special education needs a learner has, and the provision a local authority must put in place to help them. These were introduced in 2014 and gradually replaced Statements of SEN. Most children and young people should have transitioned from a statement to an EHCP.
- **Reasonable adjustments:** The duty to make reasonable adjustments for learners with SEND is anticipatory. It requires thought in advance to what disabled children and young people might require and what adjustments might need to be made to prevent disadvantage and include the provision of auxiliary aids and services.
- The Local Offer: the directory published by the Local Authority which includes the education, health and social care services provided for children, young people and families who have SEN or disabilities accessible to learners at the school. <https://www.northyorks.gov.uk/send-local-offer>
- Learners will not be regarded as having learning difficulties solely because their language, or form of home language, is different from that in which they are taught.

## 18 Identification of need

- We identify need through a continual process of assessment. Liaison with primary school colleagues starts early, with discussions re needs of SEND students throughout Year 6, For the highest need students, discussions may start in Year 5.
- We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make. Students complete standardised assessments in reading, spelling, cognitive processing and baseline Maths assessments. Some students will complete further assessments if/when potential concerns are identified.
- Subject teachers continually assess students, with formal assessment data collected at regular points throughout every academic year. This progress data is monitored to identify potential areas of need, as is attendance and behaviour data.

- Class teachers will regularly assess the progress of all pupils and identify any whose progress is significantly slower than that of their peers starting from the same baseline, fails to match or better their previous rate of progress, fails to close the attainment gap between them and their peers or widens the attainment gap. This may include progress in areas other than academic attainment, for example, emotional development or social needs.
- Where necessary, in consultation with the student's parents or carers, we will consider consulting an external specialist, e.g CAMHS, NYC SEND Hub, to support further, specialist assessments.
- For highest need learners, we are in receipt of transition information from the Local Authority.
- Regular liaison with teaching staff, Pastoral Leaders, TAs, ATS and Curriculum Leaders also informs our assessment processes, as does feedback from and discussion with parents and students.
- Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. Potential short-term causes of impact on behaviour or performance will be considered, such as transition or bereavement.

## 19 Special Educational Provision

- Once the student has been identified as having SEND we take action to remove barriers to learning and put effective special educational provision in place. This is called the Graduated Response. It is a 4-part cycle: Assess, Plan, Do and Review.
- The graduated response is as follows:
  1. **Assess.** Assess the student's needs to ensure we obtain a clear analysis of the need. We will ensure that the assessment informs any adjustments, approaches, resources, intervention and/or support required.
  2. **Plan.** The plan – 'My Support Plan' - is written by the SENDCo. The views of the student are vital, and form an important part of the plan. The focus will be on how to overcome the barriers to learning identified.
  3. **Do.** The class or subject teacher remains responsible for the child. Where additional or different provision is provided by TAs or ATS, the responsibility remains with the class or subject teacher. AT's must supplement and not replace teachers. Teachers are still required to plan and assess the impact of adjustments and support. The SENCo will support the class or subject teacher in the further assessment of the child's particular strengths and needs and by advising on the effective implementation of support.

**4. Review.** The SENDCo will review the plan with the parents and the student. The impact and quality of the support and interventions will be evaluated. This will feed back into the analysis of the student's needs and inform the assessment component of the next cycle of the graduated response.

Students with an EHCP will have a formal Annual review of their EHCP. This will involve input from all agencies working with the student, and their local authority SEND Caseworker will be invited to attend. Progress towards EHCP targets will be evaluated/reviewed and preparation for adulthood will be discussed from Year 9. Students with an EHCP will receive bespoke, enhanced transition from Year 6 to Year 7, Year 11 to 12 and Year 13 to next steps.

Whole school approaches to SEND provision:

- All staff contribute to the completion of whole school provision and ensure that strategies are implemented to ensure effective adaptive teaching for all.
- Regular communication takes place between class/ subject teachers, ATS SENCo, parents and students to ensure good progress.
- All staff have appropriate access to up to date information about students with additional needs, notably 'My Support Plan' documentation.
- The SENDCo/Learning Support department offer advice on adaptive teaching to all staff.
- Students are supported alongside their peers whenever possible.
- All students are encouraged to join in extra-curricular activities.
- All students have individualised targets.
- Provision for students with SEND is reflected throughout school self-evaluation and ongoing Quality Assurance.
- Good access arrangements are made so that all students can demonstrate their full potential in tests and exams.
- School uses the local authority's local offer to inform the school offer. This is published on the school website as part of the governors' SEN information report.

Individualised approaches:

- Additional interventions will be implemented as necessary and these interventions will be monitored and evaluated
- Additional help will be sought appropriately from outside agencies.
- All students will have individualised My Support Plans.

- Some students will have individualised behaviour plans, risk assessments or health care plans,
- Higher need students will be allocated a key worker.
- Person-centred reviews will be held regularly with families.
- ATS will be trained so that they can encourage and support students, regardless of communication needs, to make their views known.
- Transition arrangements will be personalised to support additional need.
- Designated finances will be used appropriately to meet needs without reducing independence.
- Staff training will reflect the needs of the current school community.
- Parents will be given clear routes to access support and be encouraged to bring a supporter to meetings if desired.
- The school will follow the latest statutory guidance.

## **20 Monitoring & Evaluating**

- Monitoring and evaluating the progress of students with SEND is an integral part of our whole school system to monitor and evaluate achievement, teaching, behaviour and leadership. However, to ensure good life outcomes for this vulnerable group, additional, focused monitoring takes place. Through regular review meetings the school will monitor the outcomes using the person-centred principles, involving the student, parents, class teachers, teaching assistant and other professionals as appropriate. The graduated response model of assess, plan, do, review is used (Code of Practice 6.45-6.56). However, to ensure good life outcomes for this vulnerable group, additional, focused monitoring takes place. This includes:
  - Termly review of the SEND register.
  - Monitoring and evaluating of interventions through pre/post assessments and analysis of outcomes.
  - Analysis of data examining the progress of different vulnerable groups at regular intervals.
  - Learning walks and student interviews to evaluate the effectiveness of the strategies listed on support plans.
  - Completion of statutory functions by the SENCo related to referral for Education Health Care Plans, termly meetings and Annual reviews.
  - Work scrutiny with selected student groups.

- Focused monitoring and QA by the SENCo, SLT, LA adviser, SEND governor as appropriate.
- Detailed discussions with families and students.
- Attendance, behaviour and suspensions analysis.
- Feedback from support agencies.
- Local authority analysis of information and data about the school.

## 21 Roles & Responsibilities

- **Class teacher/ keyworker**

21..1 Each class teacher is a teacher of SEND and is responsible for:

- The progress and development of every learner in their class through high quality teaching/adaptive teaching.
- Working closely with any Teaching Assistants or specialist staff to plan and assess the impact of the support and interventions and how they can be linked to classroom teaching.
- Working with the SENDCo to review each pupil's/ young person's progress and development and decide any changes to provision.
- Provide information, reports or attend review meetings based on the person-centred principles,

### 21..2 Other relevant staff (Pastoral Officers, Attendance Officer, Career Adviser etc.)

- **Support Staff**

Learning Support Roles 2023-24

This model brings together Learning Support and Pastoral Support to create an overarching student support team.

Each member of the Learning Support Team will continue to have responsibilities to support students, in and out of lessons, and classroom cover, as well as specific responsibilities in the areas of SEND, SpLD, pastoral support or mentoring support.

<b>ATS/TA – SEND support specialist areas of responsibility.</b> <b>Line Manager – Sue Robinson</b>	<b>Pastoral support and attendance.</b> <b>Line Managers – Tanya Elsworth and Alex Carter</b>
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<p>Autism support – Anita Frith</p> <p>Hearing/vision &amp; speech, language and communication support – Ismail Ahmed.</p> <p>Social skills intervention – Emily Holbrook.</p> <p>Medical needs – Ismail Ahmed.</p> <p>SEMH intervention – Demi Simpson.</p> <p>Development of technology to support learning – Emily Holbrook.</p> <p>Specialist sport and trips – Ismail Ahmed, Kevin Le Grande and Emily Holbrook.</p> <p>Specialist intervention support – Literacy – Katy Ashworth, Ismail Ahmed &amp; Christine Freestone.</p> <p>Numeracy – Debbie Smith &amp; John Elsey.</p> <p>Thinking Reading – Katy Ashworth and Ismail Ahmed.</p> <p>Paired reading and classroom support – John Elsey and Fiona Hawley.</p>	<p>Y6 and Y7 – Danielle Allen</p> <p>Y8 – Angela Gilbert</p> <p>Y9 – Lisa Gill</p> <p>Y10 – Kate Gibbs</p> <p>Y11 – Emma Steadman</p> <p>Y12 and Y13 – Fiona Allan</p> <p>Attendance – Toby Virgo</p>
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Anita Frith (Learning Support Co-ordinator) continues with daily management of the team to deploy staff to support students and manage cover requirements etc.

Other key members of the team – Sarah Jackson (School Counsellor), Janine Turner (Exams Officer), Fay Brunton & Toby Virgo (Attendance Support), David Fairclough (Key Stage 4 Leader), Sarah Thompson (Key Stage 3 Leader). In addition, we have support from Anna Lowe (Careers Adviser) and Work Experience support from NYBEP.

## - **SENDCo**

21..1 The SENDCo is responsible for:

- Co-ordinating the day to day running of the SEND policy and provision in school.
- Consulting and liaising with staff, parents and carers, the Trust, external agencies and appropriate professionals.

- Ensuring that support is co-ordinated and targeted appropriately, and that all staff are informed and updated about children on the SEN register.
- Producing an annual SEND report to the Local Governing Committee which is published on the school website and is available to parents/carers following guidance from the 2014 SEN Code of Practice. This is typically done at the beginning of the academic year and should be on the school website by 31 December.
- Working with the Headteacher/SLT and SEND Governor to determine the strategic development of the SEND policy and provision in the school.
- Having day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those with EHC plans.
- Providing professional guidance to colleagues and work with staff, parents and other agencies to ensure that pupils/ young people with SEND receive appropriate support and high-quality teaching.
- Advising on the graduated approach to providing SEND support.
- Evaluate process and practice to improve outcomes.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils'/young peoples' needs effectively.
- Being the point of contact for external agencies.
- Liaising with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned.
- Working with the Headteacher and the Governing Board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensuring the school keeps the records of all pupils/young people up to date.
- Working with Curriculum Leaders, subject teachers and pastoral staff to ensure that high expectations of behaviour and achievements are set.
- Coordinating and leading the majority of review meetings.
- Liaising directly with parents and outside agencies.
- Liaising with feeder Primary Schools for transition arrangements.
- Planning and preparing provision for new entrants.
- Advising staff on adaptive teaching and working with students with SEND.

- Managing the identification of students with Additional Needs, their assessment, support and review.
- Ensuring access arrangements for examinations.
- Meeting with parents and attending review meetings where appropriate.
- Together with the supporting students team, acting as key workers for students and working directly with students to ensure that strengths and needs are identified through 'student voice'.
- Completing personalised support plans and ensuring these are distributed to all relevant teaching staff.
- Planning interventions and providing advice on interventions.
- Liaising with SLT regarding SEND provision.

- **Headteacher**

21..1 The Headteacher will:

- Work with the SENDCo and the SEND Governor to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or disability.
- Liaise with SENCo, staff, and the LGC to ensure that SEND students receive the appropriate provision and resourcing according to their individual and collective needs.
- Liaise with External Agencies where appropriate.
- Report termly to the Local Governing Committee.

- **SEND Governor**

- **The named SEND Governor is Adrian Howe.**

21..1 The SEND Governor will:

- Help to raise awareness of SEND issues at Local Governing Committee meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing body on this.

- Work with the SENDCo and the Headteacher to determine the strategic development of the SEND policy and provision in the school and to evaluate the effectiveness of procedures and impact of the interventions.
- Challenge the leadership of SEND provision through informed questioning.
- Hold the school to account for its use of SEND funding.

## **22 Outside Agencies**

- Some students need to access support from other agencies, and we enjoy good working relationships and effective partnerships with various agencies. If we feel further support is needed from one of these agencies we consult with parents/carers before making a referral.
- The Local Authority offers a range of specialist support and outreach services, including educational psychologists and the SEND Hub, to help schools to deliver appropriate support and interventions. Other specialists such as CAMHS, Compass and speech and language therapists can also offer support schools in this.

## **23 Exam Access Arrangements**

- The Trust has an Exams Policy, which can be found on our website.

## **24 Transition**

- We have very strong transition programmes; KS2 into KS3, KS3 into KS4 and KS4 into KS5. We believe that students and parent/carers should be fully consulted and be involved in all areas of transition; this includes accompanied visits to appropriate Post 16 providers.
- Where appropriate. extra sessions are arranged to support students especially as they move into KS3 and KS5. All students have access to a range of careers events. The school employs an external Careers Adviser and all SEND students have a formal careers interview(s).
- Transition meetings are arranged with all feeder schools and all post-16 destinations, to ensure appropriate sharing of information, in order to fully support SEND students.

## **25 Confidentiality & GDPR**

- We follow the agreed Trust GDPR protocols, ensuring full compliance, in order to maintain confidentiality.

## **26 Complaints**

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- The Trust has a concerns and complaints policy, which can be found on our website.

## **27 Contact details of support services for parents of pupils with SEND:**

- We operate an open door policy and we encourage parents/ carers to come and speak to us whenever they would like to.
- The NYC Local Offer can be accessed on the following link:

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

If parents/ carers would like impartial advice and support SENDIASS is available to all parents/ carers:

<https://sendiassnorthyorkshire.co.uk/>

[info@sendiassnorthyorks.org](mailto:info@sendiassnorthyorks.org)

Tel:01609536923

## **Date policy was developed and agreed by staff and governors**

Reviewed annually alongside the SEND Information Report

## Appendix 2 – School Medical Policy

### 1 General Statement

- 1.1 Our school welcomes and supports learners with medical and health conditions. We aim to include all learners with medical conditions in all school activities, including off site visits, differentiated as appropriate. We recognise that some medical conditions may be defined as disabilities and consequently come under the Equalities Act 2010.
- 1.2 **In addition to this school policy we also use the more detailed North Yorkshire ‘Procedures for Supporting Children & Young People with Medical Conditions August 2021’**

### 2 Aims

2.1 This policy aims to ensure that:

- Learners, staff and parents understand how our school will support learners with medical conditions;
- Learners with medical conditions are properly supported so that they can:
  - play a full and active role in school
  - remain healthy
  - achieve their academic potential
  - access the same opportunities as other learners including school trips and sporting activities
- Parents and learners have confidence in the school’s ability to provide effective support for medical conditions in school

2.2 The Local Governing Committee (LGC) will implement this policy by:

- Making sure sufficient staff are suitably trained;
- Making staff aware of learners’ conditions, where appropriate;
- Making sure there are cover arrangements to ensure someone is always available to support learners with medical conditions;
- Providing supply teachers with appropriate information about the policy and relevant learners;
- Developing and monitoring Individual Health Care Plans (IHCPs).
- Working collaboratively with NYCC and Health Services

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- 2.3 The named person with responsibility for implementing this policy is Sue Robinson, SENCO, and Ismail Ahmed, Medical Coordinator.

### **3 Legislation and Statutory Responsibilities**

- 3.1 This policy meets the requirements under Section 100 of the Children and Families Act 2014, which places a duty on governing boards to make arrangements for supporting learners at their school with medical conditions.
- 3.2 It is also based on the Department for Education's statutory guidance on Supporting Pupils with Medical Conditions at School.
- 3.3 It has been written alongside NYCC's Policy & Procedures for supporting children at school with medical conditions and children who cannot attend because of health needs.
- 3.4 This policy also complies with our funding agreement and articles of association.

### **4 Planning Ahead**

- 4.1 We have a responsibility to plan ahead for learners with medical conditions who may enrol for our school in the future and we do this by:
- Having some staff who have the duties of administering medicines and undertaking health care procedures written into their job descriptions.
  - ensuring other staff are aware that they may volunteer to do these duties and that they also have responsibilities in emergency situations.
  - having record keeping procedures in place for administering medication
  - having storage facilities in place for medication
  - having identified a suitable area within school for undertaking health care procedures
  - having suitable toileting facilities for learners which are clean, safe and pleasant to use
  - Having flexible policies which take into account medical conditions e.g. we do not refuse access to the toilet at any time to any learner with a medical condition that requires this.
  - appointing a member of staff to be our Named Person for medical needs
  - following the guidance provided by the Local Authority in 'Procedures for Supporting Children & Young People with Medical Conditions' August 2021

### **5 Trustees Responsibilities**

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- 5.1 The Trustees have ultimate responsibility to make arrangements to support learners with medical conditions. They approve a Trust wide SEND Policy and ensure that a template is provided to the schools.

## **6 Local Governing Committee (LGC) Responsibilities**

- 6.1 The LGC will approve this policy on an annual basis and satisfy themselves it is being adhered to.
- 6.2 The LGC will ensure that sufficient staff have received suitable training and are competent before they are responsible for supporting children with medical conditions.

## **7 Headteacher's Responsibilities**

- 7.1 The Headteacher holds overall responsibility for the following but may delegate some of the responsibilities to a named person:

- Ensure the school is inclusive and welcoming and that the medical conditions policy is in line with local and national guidance and policy frameworks.
- Liaise between interested parties including learners, school staff, pastoral support/welfare officers, teaching assistants, Health Services, NYCC, parents and governors
- Ensure information held by the school is accurate and up to date and that there are good information sharing systems in place using Individual Health Care plans
- Ensure learner's confidentiality
- Make sure all staff are aware of this policy and understand their role in its implementation
- Ensure that there is a sufficient number of trained staff available to implement this policy and deliver against all Individual Health Care Plans (IHCPs), including in contingency and emergency situations
- Ensure that all staff who need to know are aware of a child's condition
- Take overall responsibility for the development & monitoring of IHCPs
- Make sure that school staff are appropriately insured and aware that they are insured to support learners in this way
- Contact the Growing Healthy 0-19 Service for advice, consultation and support for children and families with Emotional Health & Resilience needs.
- Ensure that systems are in place for obtaining information about a child's medical needs and that this information is kept up to date



- Ensure absences due to medical needs are monitored and alternative arrangements for continuing education are in place
- Check medication held in school, at least termly, for expiry dates and dispose of accordingly
- Inform parents when supply of medicine needs replenishing / disposing
- Quality assure record keeping
- Work together to quality assure staff competency in specific procedures
- Regularly remind staff of the school medical policy and procedures
- Where a learner is open to the Medical Education Service (MES) the head teacher will:
  - Identify a named school contact to liaise directly with the MES
  - Ensure the named contact arranges regular Pupil Reintegration Education Plan (PREP) meetings in a timely way
  - Ensure the learner's teachers liaise directly with the MES & share appropriate resources (laptop/schemes of work/lesson plans etc) prior to provision from the MES starting
  - Arrange an appropriate space in school for the learner to have provision from the MES
  - Ensure school is in regular contact with the learner and parent/carers
  - Maintain safeguarding responsibility & identify the Designated Safeguarding Lead (DSL)
  - Enter the learner for exams & arrange access & invigilation arrangements
  - make arrangements for EHCARs and EHCP Reviews where appropriate
  - facilitate career interviews
  - be active in the monitoring of progress and the reintegration into school, using key staff to facilitate the reintegration into school
  - Support transitions

## 8 School staff Responsibilities

- 8.1 Supporting learners with medical conditions during school hours is not the sole responsibility of one person. Any member of staff may be asked to provide support to learners with medical conditions, although they will not be required to do so. This includes the administration of medicines.

- 8.2 Those staff who take on the responsibility to support learners with medical conditions will receive sufficient and suitable training, and will achieve the necessary level of competency before doing so.
- 8.3 Teachers will take into account the needs of learners with medical conditions that they teach. All staff will know what to do and respond accordingly when they become aware that a learner with a medical condition needs help.
- 8.4 All staff have a responsibility to:
- Be aware of the potential triggers, signs and symptoms of common medical conditions and know what to do in an emergency
  - Understand and implement the medical policy
  - Know which learners in their care have a medical condition
  - Allow all learners to have immediate access to their emergency medication
  - Maintain effective communication with parents including informing them if their child has been unwell at school
  - Ensure learners who carry their medication with them have it when they go on a school trip or out of the classroom e.g. to the field for PE
  - Be aware of learners with medical conditions who may be experiencing bullying or need extra social support
  - Ensure all learners with medical conditions are not excluded unnecessarily from activities they wish to take part in
  - Ensure learners have the appropriate medication or food with them during any exercise and are allowed to take it when needed.

## **9 Teaching Staff Responsibilities**

- 9.1 Teachers at this school have a responsibility to:
- Ensure learners who have been unwell catch up on missed school work
  - Be aware that medical conditions can affect a learner's learning and provide extra help when needed
  - Liaise with parents, healthcare professionals and special educational needs co-ordinator if a learner is falling behind with their work because of their condition
  - If a child is open to the MES the learner's teachers will:

- Liaise directly with the MES
- Share schemes of work, lessons plans & resources with the MES in a timely manner prior to the provision starting
- Moderate & standardise work completed by the learner at least once a term

## **10 First Aider's Responsibilities**

10.1 First aiders at this school have a responsibility to:

- Give immediate help to casualties with common injuries or illnesses and those arising from specific hazards within the school.
- When necessary ensure that an ambulance or other professional medical help is called.
- Check the contents of first aid kits and replenish as necessary.

10.2 We have trained first aiders on site at all times throughout the school day who are aware of the most common serious medical conditions at this school. All PE teachers are first aid trained. Training is refreshed triennially.

## **11 School Educational Needs Co-Ordinator Responsibilities**

11.1 The SEN Co-Ordinator has a responsibility to:

- Ensure that the school's medical condition policy is updated usually in the Spring Term to be published on the school's website by 31 March.
- Know which learners have a medical condition and which have special educational needs because of their condition.
- Ensure teachers make the necessary arrangements if a learner needs special consideration or access arrangements in exams or coursework.
- Where a child has SEN but does not have an EHCP, ensure their SEN is mentioned in their IHCP.
- Where the child has a SEN identified in an EHCP, ensure the IHCP is linked to or a part of that EHCP.

## **12 Learner Responsibilities**

12.1 Learners with medical conditions will often be best placed to provide information about how their condition affects them. Learners should be fully involved in discussions about their medical support needs and contribute as much as possible to the development of their IHCPs. They are also expected to comply with their IHCPs.

## 12.2 Learners will:

- Treat other learners with and without a medical condition equally
- Tell their parents/carers, teacher or nearest staff member when they or another learner is not feeling well. We remind all learners of this on a routine basis in assembly, in tutor and in class.
- Treat all medication with respect
- Know how to gain access to their medication (includes emergency medication)
- Ensure a member of staff is called in an emergency situation

## 13 Parent Responsibilities

### 13.1 Parents are expected to support their child by:

- Telling school if their child has / develops a medical condition
- Immediately informing (the school office) in writing if there are any changes to their child's condition or medication.
- Ensuring that they/ their emergency representative is contactable at all times.
- Administering medication out of school hours wherever possible
- Undertaking health care procedures out of school hours wherever possible
- Ensuring they supply school with correctly labelled in date medication.
- Completing the necessary paperwork e.g. request for administration of medication
- Collecting any out of date or unused medicine from school for disposal
- Keeping their child at home if they are not well enough to attend school / infectious to other people
- Ensuring their child catches up on any school work they have missed.
- Ensuring their child has regular reviews about their condition with their doctor or specialist healthcare professional.
- Being involved in the development and review of their child's IHCP and may be involved in its drafting

- Carrying out any action they have agreed to as part of the implementation of the IHCP, e.g. provide medicines and equipment, and ensure they or another nominated adult are contactable at all times.

13.2 Parents/carers who do not provide this support should be aware that we may not be able to fully support their learner's medical condition in school.

## **14 Equal Opportunities**

14.1 Our school is clear about the need to actively support learners with medical conditions to participate in school trips and visits, or in sporting activities, and not prevent them from doing so.

14.2 The school will consider what reasonable adjustments need to be made to enable these learners to participate fully and safely on school trips, visits and sporting activities.

14.3 Risk assessments will be carried out so that planning arrangements take account of any steps needed to ensure that learners with medical conditions are included. In doing so, learners, their parents/carers and any relevant healthcare professionals will be consulted.

## **15 Procedure To Be Followed When School Is Notified That A learner Has A Medical Condition**

15.1 Notification of a learners medical condition may come via a number of routes e.g. by parents/carers, Healthy Child nurse, admission forms etc.

15.2 Whatever the route the Headteacher / named person must be informed as soon as possible.

15.3 They must then:

- Seek further information about the condition
- Determine with the support of parents and relevant health professional whether an Individual Healthcare Plan is required
- Identify any medication / health care procedures needed
- Identify any aspects of a learners care they can manage themselves
- Identify which staff will be involved in supporting the learner
- Identify what, if any, training is needed, who will provide this and when
- Identify which staff need to know the details of the learners medical condition and inform them as appropriate
- Ensure parent/s written permission is received for any administration of medication

15.4 The school will make every effort to ensure that arrangements are put into place within 2 weeks, or by the beginning of the relevant term for learners who are new to our school.

## **16 Individual Health Care Plans**

16.1 When the school is notified that a pupil has a medical condition, the process outlined below will be followed to decide whether the learner requires an IHCP. NB Please note that the IHCP would normally cover everything that would be covered in a Risk Assessment so it is unlikely that a separate risk assessment would be required.

16.2 The SENCO has overall responsibility for the development of IHCPs for learners with medical conditions. Ismail Ahmed has responsibility for producing them and is overseen by the SENCO.

16.3 Plans will be reviewed at least annually, or earlier if there is evidence that the learner's needs have changed. Plans will be kept according to NYCC guidance & the requirements of the UK GDPR.

16.4 Plans will be developed with the learner's best interests in mind and will set out:

- What needs to be done;
- When;
- By whom.

16.5 Not all learners with a medical condition will require an IHCP. It will be agreed with a Health care professional and the parents when an IHCP would be inappropriate or disproportionate. This will be based on evidence. If there is no consensus, the Headteacher will make the final decision. Any decisions made and the reasons for them must be adequately recorded and the information shared with parents unless there is a safeguarding concern.

16.6 Plans will be drawn up in partnership with the school, parents and a relevant healthcare professional, such as the school nurse, specialist or paediatrician, who can best advise on the learner's specific needs. The learner will be involved wherever appropriate.

16.7 IHCPs will be linked to, or become part of, any Education, Health and Care plan (EHCP). If a learner has SEN but does not have an EHCP, the SEN will be mentioned in the IHCP.

16.8 The level of detail in the plan will depend on the complexity of the learner's condition and how much support is needed. The LGC and Medical Coordinator, will consider the following when deciding what information to record on IHCPs:

- The medical condition, its triggers, signs, symptoms and treatments;

- The learner's resulting needs, including medication (dose, side effects and storage) and other treatments, time, facilities, equipment, testing, access to food and drink where this is used to manage their condition, dietary requirements and environmental issues, e.g. crowded corridors, travel time between lessons;
- Specific support for the learner's educational, social and emotional needs. For example, how absences will be managed, requirements for extra time to complete exams, use of rest periods or additional support in catching up with lessons, counselling sessions;
- The level of support needed, including in emergencies. If a learner is self-managing their medication, this will be clearly stated with appropriate arrangements for monitoring;
- Who will provide this support, their training needs, expectations of their role and confirmation of proficiency to provide support for the learner's medical condition from a healthcare professional, and cover arrangements for when they are unavailable;
- Who in the school needs to be aware of the learner's condition and the support required;
- Arrangements for written permission from parents and the Headteacher for medication to be administered by a member of staff, or self-administered by the learner during school hours;
- Separate arrangements or procedures required for school trips or other school activities outside of the normal school timetable that will ensure the learner can participate, e.g. risk assessments;
- Where confidentiality issues are raised by the parent/learner, the designated individuals to be entrusted with information about the learner's condition;
- What to do in an emergency, including who to contact, and contingency arrangements.

1.1 We send completed and signed Individual Health Care Plans electronically to [insurance@northyorks.gov.uk](mailto:insurance@northyorks.gov.uk) this includes Individual Health Care plans detailed using the NYCC template or any other format.

## **17 Administration of Prescribed Medication at School**

17.1 Wherever possible we allow learner to carry their own medicines and relevant devices and where learner self-administer we will provide supervision as appropriate

- We will only administer medication at school when it is essential to do so and where not to do so would be detrimental to a learner's health.

- We will only accept medication that has been **prescribed** by a doctor, dentist, nurse prescriber or pharmacist prescriber and are in-date, labelled and provided in the original container, as dispensed by the pharmacist, and include instructions for administration, dosage and storage.
- We will not give **Aspirin, Ibuprofen or Paracetamol** to any learner under 16 unless it is prescribed or in line with 18. Parents/carers are welcome to come during lunch breaks to administer. We do not keep any stocks of medication in school.
- The school will accept insulin that is inside an insulin pen or pump rather than its original container, but it must be in date.
- We only give medication when we have written parental permission to do so.
- Where appropriate, CYP are encouraged to carry and administer their own medication with a spare being kept medical cupboard in the main office which is locked.
- Medication not carried by CYP is stored medical cupboard in the main office which is locked.
- Controlled drugs are stored medical cupboard in the main office which is locked.
- Learners who do not carry and administer their own medication know where it is stored and how to readily access it.

## 18 Administration of Non-Prescribed Medication at School

18.1 **Non-prescribed** medication can only be administered in a school where it is absolutely essential to the learner's health and where it cannot be taken out of the school's hours. This should be agreed with Medical Co-ordinator before being brought into school.

- When non-prescribed medicine is administered it must have prior written parental consent form and a record of administration form must be kept. This may take the form of a written letter and/or completion of Microsoft forms which may be requested from Medical Co-ordinator.
- The school should ensure they treat the non-prescribed medication the same as if it were prescribed i.e. checking the packaging, expiry date, dosage, administration instructions, correct storage etc.
- Non – prescribed medication should be given by the parents/carers who are welcome to come into school to do this.
- Aspirin, Ibuprofen or Paracetamol will not be given less than 4 hours since the last dose or the start of the school day if we do not know when the last dose was given.



## **19 Administration of Medication – General**

- 19.1 All staff are aware that there is no legal or contractual duty for any member of staff to administer medication or supervise a learner taking medication unless they have been specifically contracted to do so or it is in their job description.
- 19.2 For medication where no specific training is necessary, any member of staff may administer prescribed and non-prescribed medication to learners but only with a parent/carer's written consent.
- 19.3 Some medicines require staff to receive specific training on how to administer it from a registered health professional.

## **20 Learners Who Can Manage Their Own Needs**

- 20.1 We encourage all learners to manage as much of their own needs as is appropriate. The SENCO and Medical Coordinator will determine after discussion with parents whether a learner is competent to manage their own medicine and procedures. Where a learner has been recently diagnosed, or has an additional disability/condition e.g. visual impairment, we support them to gradually take on more of their own care, over time, as appropriate with the aim of them becoming as independent as possible.
- 20.2 We aim for our learners to feel confident in the support they receive from us to help them do this.

## **21 Safe Storage - General**

- The Headteacher ensures the correct storage of medication at school.
- The Medical Coordinator ensures the expiry dates for all medication stored at school are checked at least termly and informs parents by letter in advance of the medication expiring.
- Some medications need to be refrigerated. These are stored in a clearly labelled airtight container in the fridge located in the admin kitchen. This area is inaccessible to unsupervised learners. Learners will be informed about where their medicines are at all times and be able to access them immediately.
- Medicines and devices such as asthma inhalers, blood glucose testing meters and adrenaline pens will always be readily available to learners and not locked away.
- Medicines will be returned to parents to arrange for safe disposal when no longer required.

## **22 Safe Disposal**

- 22.1 Parents/carers are asked to collect out of date medication.

22.2 If parents/carers do not collect out of date medication, it is taken to a local pharmacy for safe disposal.

22.3 Disposal of medication is recorded on the administration of medication record.

## **23 School Trips**

23.1 Staff organising our school trips ensure:

- They plan well in advance.
- They seek information about any medical / health care needs which may require management during a school trip. This is specifically relevant for residential visits when learners may require medication / procedures that they would not normally require during the daytime.
- That any medication, equipment, health care plans are taken with them and kept appropriately during the trip.
- They do a risk assessment which includes how medical conditions will be managed in the trip. Staff are aware that some learners may require an individual risk assessment due to the nature of their medical condition.

## **24 Unacceptable Practice**

24.1 School staff use their discretion about individual cases and refer to a learner's Individual Healthcare Plan, where they have one, however; it is not generally acceptable to:

- Prevent learners from accessing their inhalers or other medication
- Assume every learner with the same condition requires the same treatment
- Ignore the views of the learner and their parents/carers
- Ignore medical evidence or opinion although this may be challenged
- Send learners with medical conditions home frequently or prevent them from staying for normal school activities e.g. lunch unless it is specified in the learner's Individual Healthcare Plan
- Send an ill learner to the school office or medical room without a suitable person to accompany them
- Penalise learners for their attendance record if their absences relate to their medical condition e.g. hospital appointments
- Prevent learners from drinking, eating or taking toilet breaks whenever they

need in order to manage their medical condition

- Require parents, or otherwise make them feel obliged to come into school to provide medical support to their child, including toileting issues and manual handling issues
- Prevent learners from participating, or create unnecessary barriers to children participating in any aspect of school life, including school trips e.g. by requiring the parent to accompany the learner.

## **25 Emergencies**

25.1 We are aware that certain medical conditions are serious and can be potentially life-threatening, particularly if ill managed or misunderstood.

25.2 We have a procedure in place for dealing with emergencies and all staff know they have a duty to take swift action. The Medical Coordinator ensures that all staff feel confident in knowing what to do in an emergency. Details of how to call an ambulance are kept by main reception by the 'phone at the school office.. This procedure is revisited annually at whole school staff meetings and this needs to include all staff including admin staff.

25.3 If a learner needs to be taken to hospital, an ambulance will be called and, if parents are not available, a member of staff will accompany and school will phone the parent(s)/carer(s) to meet the ambulance at casualty. The member of staff will stay with the learner until a parent/carers arrives. Health professionals are responsible for any decisions on medical treatment in the absence of a parent.

25.4 Staff will not take a learner to hospital in their own car unless it is an absolute necessity and never unaccompanied.

25.5 Staff will follow the school's normal emergency procedures (for example, calling 999). All learners' IHCPs will clearly set out what constitutes an emergency and will explain what to do.

## **26 Staff Training**

26.1 Staff who support learners with specific medical conditions must receive additional training from a registered health professional. Training requirements are determined via Individual healthcare plans. The Medical Coordinator is responsible for ensuring staff are suitably trained by liaising with the relevant healthcare professional. Any member of staff who is trained but feels unable to carry out these duties competently (for example due to having an injury/condition themselves or due to further training being required) must report this as soon as possible to the Headteacher who will make appropriate arrangements.

- 26.2 The Medical Coordinator keeps a training record and ensures training is refreshed as appropriate. The Headteacher is involved in determining the competency of a member of staff in undertaking specific procedures.
- 26.3 Staff who complete records i.e. for dispensing medication or dealing with a learner with a medical condition are shown by the Medical Coordinator how these are to be completed and managed. The Medical Coordinator quality assures this on 6 monthly basis.
- 26.4 Arrangements for induction of new staff are to have a copy of this policy and any additional guidance required for their role.
- 26.5 Staff must not give prescription medicines or undertake healthcare procedures without appropriate training. In some cases written instructions from the parent or on the medication container dispensed by the pharmacist is sufficient and the Medical Coordinator will determine this.

## **27 Whole School Staff Awareness Training**

- 27.1 We aim for all staff to receive basic awareness training in the following more common conditions:
- asthma
  - epilepsy
  - allergic reaction
- 27.2 This training is delivered by an online platform agreed by the Director of SEND and is refreshed every 3 years as a minimum.
- 27.3 This is supported by having generic information about these conditions located in prominent positions
- Staff rooms
  - Pastoral offices
  - SharePoint

## **28 Record Keeping**

- 28.1 The LGC will ensure that written records are kept of all medicine administered to learners for as long as these learners are at the school. Parents will be informed if their learner has been unwell at school.
- 28.2 The following records are kept in school

<b>Name of record</b>	<b>Location of record</b>	<b>Who completes it</b>	<b>Who quality assures it &amp; how often</b>
Whole school administration of medication record	Medical cupboard	Administrator/First aiders and Medical Coordinator	Medical coordinator 6 monthly
Individual administration of medication record - for learners who have frequent & regular medication	Medical cupboard	Administrator/First aiders and Medical Coordinator	Medical coordinator 6 monthly
Staff training log – including first aid	National College	Medical Coordinator  Reports to be run by administrators.	Medical coordinator 6 monthly
School Medical Register	Bromcom	Administrator/Medical Coordinator	Medical coordinator 6 monthly

28.3 All these records will be kept securely and in accordance with our Records Retention and Disposal Schedule & the requirements of the UK GDPR. All electronic records will be password protected.

## **29 Enrolment Forms**

29.1 We ask on our enrolment form if a learner has any medical /health conditions and again at regular times.

## **30 School Medical Register**

30.1 We keep a centralised register of learners with medical needs. The Headteacher / named person has responsibility for keeping the register up to date.

## **31 Asthma**

31.1 School staff are aware that, although it is a relatively common condition, asthma can develop into a life-threatening situation.

31.2 We have a generic asthma plan in place in school which details how asthma attacks are managed. This plan is displayed in prominent locations in school:

- Staff room
- Main Office
- Pastoral Offices
- DT
- Food Tech
- PE Department

31.3 Learners who have asthma will not have an Individual Healthcare Plan unless their condition is severe or complicated with further medical conditions.

31.4 The Trust Board has agreed that Headteachers can choose to keep emergency Salbutamol inhalers and spacers in school for use by learners who have a diagnosis of asthma and whose parents/carers have given us written permission for the learner to use it. This would be in rare circumstances where an inhaler has become lost or unusable. Parents/carers are informed by standard letter if their child has used the school's emergency inhaler.

31.5 Medical Coordinator is responsible for managing the stock of the emergency school Salbutamol inhalers.

31.6 The emergency salbutamol inhalers will be kept in:

- Main office
- KS3 Pastoral Office
- KS4 Pastoral Officer
- Learning Support
- Pastoral Hub

All use of the emergency salbutamol must in record in the logbook provided.

31.7 The Medical Coordinator is responsible for ensuring the emergency inhalers and spacers are disposed of.

## **32 School Defibrillator**

32.1 As part of our first aid equipment schools can choose to purchase a defibrillator. Where this is the case, they will notify their local NHS ambulance service of this decision and ensure all staff are trained in its use. The Medical Coordinator is responsible for checking the unit is kept in good condition. This is done on a monthly basis.

### **33 Data Protection**

- 33.1 We will only share information about a learner's medical condition with those staff who have a role to play in supporting that child's needs. In some cases e.g. allergic reactions it may be appropriate for the whole school to be aware of the needs. In other cases e.g. toileting issues, only certain staff involved need to be aware. We will share medical information with regards to medical information where this is necessary.
- 33.2 Coast and Vale Learning Trust is registered with the ICO as a data controller. We have a number of privacy notices on the Trust website including one related to the processing of learner and parent information and this can be found on the Trust website. The privacy notice details the types of data we collect, including special category data and the legal reasons we rely on. All our staff receive formal Data Protection training as well as regular refreshers.

### **34 School Environment**

- 34.1 We will ensure that we make reasonable adjustments to be favourable to learners with medical conditions. This includes the physical environment, as well as social, sporting and educational activities.

### **35 Physical Environment**

- 35.1 We have an accessibility plan which outlines how we aim to develop our facilities and staffing to meet potential future health care needs e.g. improved physical access, improved toilet facilities.

### **36 Education and Learning**

- 36.1 We ensure that learners with medical conditions can participate as fully as possible in all aspects of the curriculum and ensure appropriate adjustments and extra support are provided.
- 36.2 Teachers and support staff are made aware of learners in their care who have been advised to avoid or take special precautions with particular activities.
- 36.3 We ensure teachers and PE staff are aware of the potential triggers for learner's medical conditions when exercising and how to minimise these triggers.
- 36.4 Staff are aware of the potential for learners with medical conditions to have special educational needs (SEN). The school's SEN coordinator consults the learner, parents/carers and learner's healthcare professional to ensure the effect of the learners condition on their schoolwork is properly considered.

### **37 Home to School Transport**

- 37.1 Parents/carers are responsible for informing SEN transport or Integrated

Passenger transport if their child has a medical need that they may require assistance with during the journey to and from school.

## **38 Dignity and Privacy**

38.1 At all times we aim to respect the dignity and privacy of all learners with medical conditions we do this by only sharing information with those who have a role in directly supporting the learners needs.

## **39 Liability and Indemnity**

39.1 We will ensure that we are a member of the Department for Education's risk protection arrangement (RPA).

39.2 In the event of a claim alleging negligence by a member of staff, civil actions are likely to be brought against the employer.

## **40 Complaints**

40.1 Parents/carers with a complaint about their child's medical condition should discuss these directly with the Medical Coordinator in the first instance. If the Medical Coordinator cannot resolve the matter, they will direct parents to the Trust's complaints procedure.

40.2 For details on how to make a complaint around medical issues in school please follow our complaints procedure available from The Trust's website.

## **41 Monitoring Arrangements**

41.1 The School Policy will be reviewed and approved by the Local Governing Committee every year, this will usually be in the Spring term and on the school's website by 31 March.

## **42 Distribution of the School Medical Policy**

42.1 **Parents** are informed about this school medical policy: via the school's and trust's website,

- At the start of the school year
- In the school newsletter at intervals in the school year
- When their child is enrolled as a new learner
- Via the school's website, where it is available all year round

42.2 **School staff** are informed and reminded about this policy on an annual basis where staff have to acknowledged that they have read and understood the policy by signing it via SendMy

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- Via online school medical register
- At scheduled medical conditions training / school training days
- Whole school staff meetings
- Is available via SharePoint
- Upon induction of new staff to school (and the Trust Central Team where this is appropriate)

42.3 **Local Governing Committees** should review this policy annually by 31 March.

### 43 Links to Other Policies

43.1 This policy links to the following policies:

- Trust SEND Policy
- Trust Data Protection Policy
- Trust Complaints Policy
- Other relevant school procedures:
  - School Accessibility Plan
  - Allergens Procedures
  - First Aid Provision Risk Assessment

## 44 Being Notified a learner has a Medical Condition

