The Dales School
North Yorkshire

SEND Policy

Person responsible:	Headteacher
Reviewed and approved by the Full Governing Body:	March 2026
Next Review Date:	March 2027

Signed……... **Date**: ……..

Special Educational Needs and Disabilities (SEND) Policy

Relevant legislation

This policy draws on legislation from the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND, the Equalities Act 2010 and the Special Educational Needs and Disabilities Regulations for 2014, which sets out schools' responsibilities for Education Health and Care Plans (EHCPs), SEND co-ordinators (SENDCOs) and the SEND information report. It is written with guidance from the statutory Special Educational Needs and Disabilities Code of Practice. This policy should be read with reference to our Equality and Accessibility policies and also with reference to our Values and Ethos Statement, and our Curriculum Statement, which can be found on our website.

1. Rationale

As a school that caters solely for pupils with Education Health and Care Plans (EHCPs) the effective implementation of this policy is essential in ensuring that all of our pupils have access to appropriate and challenging learning opportunities.

The Dales School provides a personalised and holistic education, delivered through partnership, enabling and challenging all of our pupils to achieve to the best of their potential, to recognise their achievements and prepare for adulthood.

The Purpose of the SEND Policy

- To ensure that all pupils have access to excellent provision that meets their holistic needs and supports their progress towards personalised outcomes as described in their EHCPs.
- To ensure that all practitioners have an opportunity to actively respond to the needs of our pupils
- To ensure that all systems and practices support our aims and philosophies
- To ensure that our learners' needs are met through high quality holistic education, via effective partnership with all stakeholders and agencies

2. Roles and Responsibilities

The Headteacher is the school's 'responsible person' and manages the school's provision. The Headteacher will keep the Governing Body informed about the provision made by the school.

The Headteacher, in her role as SENDCO will work closely with the Governing Body and staff to ensure the effective day to day operation of the school's SEND policy. The Headteacher will identify areas for development in SEND and contribute to the school's development plan. The Headteacher will take responsibility for provision for all pupils.

Class teams - The school is organised into aged based and personalised learning group classes to enable all pupils to access an appropriate curriculum offer. The level of support available in each class is determined by the range of pupil needs in the class. Across the school the curriculum is personalised for each pupil to ensure a balance between the entitlement of each pupil to engage in a broad, balanced and age-appropriate learning offer and the entitlement of each pupil to have all of their needs – learning, communication, personal care, physical, health and emotional needs - understood and addressed effectively and with the utmost dignity.

Teaching leads plan learning taken from curriculum long term plans and ensure that the activities are in context to support development and offer motivation, promote engagement to develop positive learning behaviours and encompass each pupil's personalised learning intentions. Individual pupil needs are identified through the Education Health and Care Plan, home visits and Annual Review meetings, though not exclusively. The Annual Review process ensures that EHCP outcomes are agreed in consultation with parents, the pupil and all collaborative partners (eg. SALT, Health) involved. The Annual Reviews are based on a Person-Centred Planning model which ensures the participation of both the pupil where appropriate and their families.

These EHCP long- and medium-term outcomes are reflected in the MAPP Personalised Learning Intentions – PLIs. The PLIs are drafted in consultation with parents/carers, therapists and other professionals involved. Annual Reviews of Education Health and Care Plans are key tools in ensuring the individual needs of all pupils are met. The school recognises that all pupils are individuals and staff need to consider the widest possible range of strategies and methodologies to address the complex and extended range of preferred learning styles to meet need. These include the use of Makaton, symbols, communication books, TEACHH techniques, intensive interaction, assistive technology (for communication and mobility), and sensory approaches to learning, underpinned by the THRIVE approach. This list is indicative and not exhaustive.

Support for Specific Needs
Pupils are supported in every aspect of their individual needs by all staff in school. The Dales School believes that in order for pupils to be able to learn effectively, to make outstanding academic progress and to make measurable steps towards becoming self-sufficient and valued members of their local community it is of paramount importance that the holistic needs of the learner are identified, nurtured, met and promoted. With this belief held firmly at the centre of The Dales School ethos the school employs a team of professionals each possessing a wealth of skill and knowledge regarding how best to ensure each and every individual pupil is able to thrive, that they remain healthy, safe, are positive contributors, that they enjoy and achieve in all aspects of life and that they are able to make steps towards achieving lifelong economic, emotional, social, physical and academic wellbeing. The leadership and management team (LMT) review the CPD schedule and ensure that it reflects the developmental needs of the school and provides a comprehensive package for all staff to facilitate best practice and pupil outcomes.

The Support Team
The School Business Manager leads the admin support team, and their vital role in ensuring that all aspects of admin are robustly managed and developed, ensure that the school functions effectively and that class-based staff benefit from efficient systems to support the school's core function.

3. Admission Arrangements

All pupils admitted to The Dales School have an Education Health and Care Plan (EHCP). Through Local Authority procedures school has been identified as the appropriate placement to best meet a pupil's needs or a parent has expressed a preference for their child / young person to be placed at the school.

Subject to the school being able to meet the needs of a pupil, they may join the school at any point throughout their school journey and during the academic year.

Transition into the Dales School

The Dales School is mindful that a successful transition to the school is absolutely vital to each child's wellbeing and ongoing progress. All pupils will be supported on a personalised basis, appropriate to their needs, to support this key step in their lives. This support package may include:

- Prior to admission, where possible each pupil will be visited in their current setting, to initiate relationships with new key members of staff in a setting that is familiar and comfortable for the pupil.
- The lead professional supporting the transition will liaise with other professionals as required to ensure that sharing of information and a collaborative transition package is in place.
- A series of transition visits will be planned which will include the family, and members of staff at the current setting, as required.
- Planning meetings may be held to support sharing of information and/or handing over of key documentation, such as therapy programmes and/or equipment.
- If possible, a member of staff from The Dales School would attend the pupil's annual review prior to transition, but this would only be appropriate if a place at The Dales School has already been agreed by the Local Authority.
- A phased transition can be arranged if by shared agreement and in the best interests of the child.

Transition within the Dales School

As pupils progress through the life of the school, class groups will change with each new academic year. This process is supported via the sharing of information with parents and carers, a whole school transition event involving families, and transition meetings as part of the internal information sharing process.

Transition to another setting

We consider very seriously our role in preparing our pupils for the next stage in their lives. The majority of students leave us at the end of Year 14 when they progress onto a post 19 provider. This is supported in very much the same way as we support pupils to join us from other settings, in that we work very closely with the next provider to facilitate the fostering of new relationships with staff at the next setting, and to share key information to ensure a smooth and effective transition. Again, this is personalised to meet each pupil's needs.

4. Accessibility

We constantly strive to maintain a fully accessible school setting that meets the needs of all of our pupils.

The school Accessibility Plan can be found in our Single Equality Scheme, on the school's website.

The Dales School makes provision for pupils to access their entitlement to a broad and balanced curriculum, meeting their individual holistic needs on a cross curricular basis.

5. Resources

Although schools have a statutory responsibility to meet the needs of all pupils the onus is on individual schools to ensure that there is effective and efficient use of funding to ensure that pupils make progress and achieve their personalised outcomes.
The governors will ensure that the co-ordination of the school's provision in meeting the needs of all pupils is achieved through maintaining the SENDCO role in the Headteacher's responsibilities.

The Headteacher and the Leadership and Management Team will use the funding allocated to the school to make appropriate provision.

Time will be identified for staff to review pupil progress, discuss pupil needs, review strategies against holistic progress on a formal and an informal basis, and to share information with stakeholders as required. We are fully committed to our role of collaborative partner in ensuring that multi-disciplinary partnerships serve to meet the holistic needs of all pupils.

The governing body will ensure that funding is set aside to develop resources in curriculum areas. In addition, the governing body will ensure that staff are kept fully up to date about SEND issues and undertake appropriate relevant training, for example:
Regular competence training and refresher training for all staff including, but not limited to:

- Positive handling training (annual)
- Medication management
- Medical awareness
- Moving and handling

6. Identification, Assessment, Reviews

When a pupil is first admitted to the school, their class team undertake a period of initial observation and assessment. This offers a personalised transition period and allows for the gathering of information from: the child/young person's current supporting documentation; setting observations; discussions with parents/carers and other stakeholders in the pupil's life e.g., health and social care professionals. The information supports in setting personalised learning intentions within the first term. Personalised learning intentions are aligned to EHCP outcomes and are in the core areas of communication & language, thinking skills & cognition, personal and social development, and physical [gross and fine motor skills].

If a teacher, or any other member of staff, has a concern about a child at any time during a pupil's time at the Dales they follow the school reporting protocol, completing a Cause for Concern on the CPOMS electronic system, which then instigates any further steps that need to be taken. This may be a discussion with parents/carers, referral to another agency, a multi- disciplinary discussion and course of action, or other such next steps in order to respond appropriately. This will be aligned with North Yorkshire Safeguarding Children's Partnership guidance and Keeping Children Safe In Education (KCSIE) 2025 and Working Together to Safeguard Children, May 2025.

The Deputy Headteacher, as lead for Quality of Education, monitors the progress of all pupils in collaboration with class teams. The ipsative nature of this process enables early identification of any concerns to enable swift consideration and action as required.

All pupils at the Dales School have an EHCP and therefore have a statutory entitlement to at least one annual review of their needs, progress and provision. This is captured within the whole school EHCP review process.

7. Curriculum

Access to Literacy/Numeracy/ICT

The school curriculum model offers pre and semi formal areas of learning, these include My Communication [Literacy], My Cognition [Maths and ICT]. Each area of learning has a long term plan that supports phase specific learning on a three year rolling programme. Learning and progress are planned for and captured via each pupil's personalised MAPP learning intentions and individualised curriculum area assessment frameworks.

Teacher planning

Teachers take responsibility for planning the provision for all pupils in their base / class group. This is scrutinised termly and feedback supports ongoing quality of provision and performance management.

Differentiation

School's assessment systems are ipsative and support personalised target setting and both qualitative and quantitative progress measures. All provision is highly personalised and differentiated to ensure that individual needs are met to support best holistic outcomes for all.

The curriculum is built upon the statutory requirements of the National Curriculum, adapted accordingly.

8. Access to the full life of school

Every school has a responsibility under the SEN and Disability Act 2001 to ensure that all pupils are involved in the full life of the school.

This is demonstrated in a number of ways, such as whole school assemblies, school council elections, pervasive inclusivity in planning school trips and events, school productions (sometimes virtual and IT supported).

Complaints

If parents have any concerns about the provision for their children, they are asked to initially talk to the class lead or if this is not appropriate then to contact the Headteacher about their concerns. If the concerns cannot be resolved through the Headteacher, ~~parents are advised to contact the Clerk to the Governors.~~ a full copy of the Complaints procedure is available in school and on the school website.

Staff Qualifications and Training

The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Headteacher.

The school recognises the importance of having a staff group that have a combined qualification and skill set that meets the potential range of needs with which any children admitted to the school may present. The CPD schedule is a key component of the school's strategic plan to ensure that operationally the school remains fit for purpose in ensuring that the school environment facilitates the very best holistic outcomes for all pupils at all times.
We are also fortunate to have the following facilities: -

- Hydrotherapy pool
- Forest School designated area and Forest School Lead
- Hall (PE, performances, assemblies)
- Library
- Rebound bed and qualified staff
- Wensleydale Happy Café
- Horticulture facilities on site
- Sensory spaces
- Accessible outdoor space, including, climbing frame and sports areas
- Variety of accessible bikes
- Therapy / extended curriculum space.
- Hoisting facilities
- Fully accessible toileting and personal care spaces

Professional partners

Physiotherapists, Occupational therapists, Speech and Language Therapy and the School Health Team are provided through Harrogate and District NHS Trust. These partners, based at the Child Development Centre in Northallerton, work in collaboration with school staff to ensure the individual needs of each pupil are met and that the holistic approach, supporting best outcomes is of the highest quality, with proactive and positive collaboration across all agencies. For further information please access this link: https://www.hdft.nhs.uk/services/childrens-services/specialist-childrens-services/

The Local Authority Inclusion Service provide additional skilled and experienced professionals to work with schools and families. We are able to request the services of educational psychologists, advisers / advisory teachers specialising in specific subject areas and advisory teachers for hearing and visually impaired pupils.
Many of our pupils and their families have a designated social worker who is invited to attend Annual Reviews. Social workers and family support workers work closely with school to best support the children and young people on their caseloads, recognising the importance of this stakeholder collaboration.

Safeguarding

Safeguarding is the collective responsibility of all of our staff who come into contact with our learners and their families. We provide regular training for our staff and offer Safeguarding drop-in sessions and discussions during term time. Our Designated Safeguarding Leads are Ann-Marie Ellis and Sharon Kettleborough. Our Safeguarding Governor is Andrew Rickard. Our Child Protection and Safeguarding Policies are available on our website or from the school on request.

Working with families and carers

The Dales School is committed to working in partnership with our families to help learners achieve their aspirational outcomes, develop their independence, celebrate their individuality and prepare for next steps. We welcome families at the beginning of their child's journey with us and aim to maintain and develop relationships that are sustained after young people move on from The Dales School. We share each child's personalised learning intentions and the progress that they make on a termly basis, promoting full participation from families as an integral aspect of this process. Tapestry enables both school and families to share each pupil's learning via photographs and statements, capturing their achievements in all settings. Medium term planning is captured and shared with families via half-termly newsletters. Parents/carers are invited to discuss any issues with teaching teams and other professionals through the home schoolbook, telephone conversations, face to face meetings, drop-in sessions, or more formalised meetings as required.

13. Links

This policy links to the following school policies and information:

- Equality Scheme
- SEND Information
- Curriculum Information
- Assessment
- Behaviour, Discipline and Anti-Bullying Policy

Conclusion

This policy must be read in conjunction with the School's Values and Ethos Statement and Curriculum Statement and all other agreed policies.

Equality Monitoring

This statement demonstrates our commitment to ensure we give due regard to:

- Eliminate discrimination and other conduct that is prohibited by the act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it;
- Foster good relations across all characteristics between people who share a protected characteristic and people who do not share it.

The school annually publishes a SEND Information Report to keep stakeholders updated with current status and practice. This is available on the school website. This policy and information report will be reviewed by the full governing body every year. It will also be updated if any changes to the information occur during the year. The annual updated policy and report will be approved by the governing body.