



# **PONTEFRACT**

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## ACADEMIES TRUST

### **SEND POLICY**

Trust Board Approval Date	November 2018
Implementation Date	November 2018
Planned Review Date	November 2019
Reviewed by:	Andy Dean

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## **COMPLIANCE**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (Jan 2015) and has been written with reference to the following guidance and documents:

- The Equality Act 2010
- SEND Code of Practice 0 – 25 years (Jan 2015)
- Schools SEND Information Report Regulations ( Sept 2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (Dec 2015)
- Keeping Children Safe in Education (Sept 2018)
- Safeguarding Policy
- Accessibility Plan

## **SECTION 1**

The SENDCO is Andy Dean (Contact 01977 781555)

The Inclusion Coordinator is Martine Jenkins

Every teacher is a teacher of every child including those with SEND. We believe in raising the aspirations and expectations of children with SEND. We focus on the outcomes for each child and to overcome the barriers for learning. All children and young people are entitled to an education that enables them to make progress so that they can:

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

## **SECTION 2 VISION AND PRINCIPLES:**

PAT's vision is:

We believe that local children should attend local schools and we are not, and never will be, selective in our admissions: we are fully inclusive and welcome children from vulnerable groups, e.g. SEND, CIC and Disadvantaged etc

## **OBJECTIVES:**

- to work within the guidance provided in the SEND Code of Practice, Jan 2015;
  - to identify and provide for pupils who have special educational needs and additional needs;
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- to continually monitor the progress of all pupils, to identify needs as they arise and to provide intervention and support as early as possible;
- to provide full access to the curriculum through quality first teaching and differentiated planning;
- to involve parents/carers at every stage in plans to meet their child's additional needs;
- to involve the children themselves in planning and in any decision making that affects them.

### **SECTION 3: SUPPORT FOR DISABLED PUPILS**

Carleton High School is an inclusive school where we believe all students should be in as many mainstream lessons as possible to allow them to be able to achieve and be successful. Disabled students are supported initially by a series of transitional meetings in which school, parents and other external bodies meet to discuss student's educational needs and requirements. Risk Assessments are put in place and students are provided with extensive reasonable adjustments to allow them to be a successful member of the school community. As being an inclusive school, we believe that SEND students should have the same access to achievement as any other students in school. Disabled students are in mainstream lessons where possible, have one to one support, given passes to move around the school site freely, use lifts if working in classrooms on the first floor (where possible), sometimes do phased re integrations, supervised at social times, have access to Ed Lounge etc. These and many other adjustments/ interventions are used to allow them to have the same rights as other students in school. Where possible disabled students are educated on the ground floor or if required in the Learning Support Area which is accessible by a lift. Disabled students travel to the school mainly with parents but some do arrive via school buses. Students who need additional support are met by support staff on the gates and escorted in to school.

Most students SEND students are in mainstream lessons with a small minority who are not in their languages lessons and instead they do additional Literacy, Numeracy and Risk & Resilience. We believe that students should be in as many lessons as possible maximising their exposure to a mainstream curriculum. There is a broad and balanced curriculum including Social Sciences, PE, Engineering, Construction, Hair and Beauty, Performing Arts, as well as ebaac subjects/ core subjects. Disabled students also attend form time, attend assemblies and are fully immersed in school life and have access to all resources that non-disabled students have. There is also a drive-in school to encourage and track the number of disabled students attending extra-curricular activities and other forms of enrichment.

### **SECTION 4: IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

The Code of Practice identifies 4 broad categories of need: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health difficulties; Sensory and/or Physical. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. We believe that identifying need at the earliest point and then making effective provision improves long-term outcomes for the child. A pupil has SEND when their learning difficulty or disability calls for special educational provision,

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namely provision different from or additional to that normally available to pupils of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. Assessments of progress are made every half-term and those pupils making less than expected progress, given their age and individual circumstances, are identified. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

At Carleton High School we identify the needs of pupils by considering the needs of the whole child, not just the special educational needs of the child. The following are NOT SEND but may impact on progress and attainment:

Disability ( the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)

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

#### **SECTION 4: A GRADUATED APPROACH**

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from Teaching Assistants or specialist staff. The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. All teachers, supported by the Senior Leadership Team, assess progress of all pupils every half-term. The Senior Leadership Team regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, by classroom observations and half-termly progress meetings. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered. Where pupils are falling behind or making inadequate progress given their age and starting point they will be placed on a focused and carefully monitored intervention programme. In deciding whether to make special educational provision, the SENDCO will consider all of the information gathered from within the school about the pupil's progress. Pupils are only identified as SEND if they do not make adequate progress once they have had all the intervention, adjustments and good quality personalised

teaching. This information gathering will include an early discussion with the pupil, their parents and teachers, developing a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps. Consideration of whether special educational provision is required starts with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents. This then helps determine the 'different from' or 'additional to' support / provision that is needed. The overriding purpose of this early action is to help the pupil achieve the identified outcomes and remove any barriers to learning. When it is decided that a pupil does have SEND, the decision is recorded in the schools SEND register and the pupil's parents are informed that special educational provision is being made.

### **SEND Support in schools**

When a pupil is identified as having SEND, our aim is to remove their barriers to learning and put effective special educational provision in place, which is recorded on the child's one-page profile. This SEND Support takes the form of a four-part cycle, known as the graduated approach, which supports the pupil in making good progress and securing good outcomes. This draws on more detailed approaches and more specialist expertise in successive cycles in order to match interventions to the SEND of the child.

#### **Assess**

In identifying a child as needing SEND support the SENDCo, with support from the teacher carries out a clear analysis of the pupil's needs in the form of a one-page profile. This draws on the teacher's assessment and experience of the pupil, their previous progress and attainment, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. We takes seriously any concerns raised by a parent and compare to our own assessment and information on how the pupil is developing. This assessment is reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed.

#### **Plan**

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will be recorded on their one- page profile. The support and intervention provided is selected to meet the outcomes identified for the pupil. Parents will be made fully aware of the planned support and interventions.

#### **Do**

The class teacher remains responsible for working with the child in class on a daily basis, even when the interventions involve group or one-to-one teaching. They work closely with support staff or specialist teachers to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCO supports the

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class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

## **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress are reviewed every term, along with the views of the pupil and their parents. This then feeds back into the analysis of the pupil's needs. The class teacher, working with the SENDCo, revises the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

## **Referral for an Education, Health and Care Plan (EHC Plan)**

Where, despite the school having taken relevant and purposeful action, through the SEND Support process, to identify, assess and meet the SEND of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care (EHC) needs assessment. If we identify that additional funding and support are needed from the LA High Needs Block, we will then complete a 'My Support Plan', which will lead to an EHC assessment and, if successful, an EHC plan. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including: parents, teachers, SENDCo, social care, health professionals and Educational Psychologists.

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. The decision will be made by a panel which will include people from education, health and social care about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Where a pupil has an EHC plan, the local authority must review that plan as a minimum every twelve months. The local authority can require schools to convene and hold annual review meetings on its behalf. The "assess / plan / do / review" cycle will still continue, and further agencies and professionals may get involved.

## **SECTION 5: MANAGING PUPILS NEEDS ON THE SEND REGISTER**

The children who have been identified as having a SEND and are on the SEND register, either under the category of SEND Support or EHC plan, have their progress carefully monitored every half-term by the teacher, SENDCo and SLT. This then highlights any areas of concern or underachievement, taking into the account the child's difficulties, and action is taken. Alongside this, each child will have their own one-page profile which identifies their barriers to learning, needs, clear outcomes and incorporates the assess/plan/do/review graduated approach set out by the Code of Practice (Jan 2015). The class teacher is responsible for maintaining, updating and evidencing progress according to the outcomes described in the plan. Alongside the one-page profile, some children will have a personalised provision timetable, which shows when the child is receiving provision that is in addition to or

different from their peers. These will both be reviewed as part of the 'assess / plan / do / review' process every term, involving a meeting with the parent and child. The SENDCo may also be in attendance. If we identify that we are unable to fully meet the needs of a pupil through our own provision arrangements, we can then refer to external agencies and professionals.

Pupils and parents involved at every part of the process, their considerations and views will be taken into account and termly review meetings will be arranged. The teacher, parent and pupil will be fully aware of their role in meeting the outcomes and helping the child overcome their barriers to learning.

## **SECTION 6: CRITERIA FOR EXITING THE SEND REGISTER**

The SEND register is a flexible register. If children, when having received appropriate identified support, begin to make good progress and close the gap with their peers, can, in consultation with parents, come off the SEND register. If the child's needs are being managed successfully within the classroom with no different from or additional to support then the child no longer needs to be classed a SEND Support.

## **SECTION 7: SUPPORTING PUPILS AND FAMILIES**

### **The voice of the child**

All students should be involved in making decisions where possible right from the start of their education. The ways in which children are encouraged to participate should reflect the child's evolving maturity. Participation in education is a process that will necessitate all children being given the opportunity to make choices and to understand that their views matter. Confident young people, who know that their opinions will be valued and who can practice making choices, will feel safe secure and supported throughout their educational experience.

At Pontefract Academies Trust, we encourage students to participate in learning by:

- regular target setting in line with Academy policy
- participation in the Annual Review of EHC Plans
- participation in transition planning
- being involved in decision making
- Student Voice activities

The schools SEND Information Report (Local Offer) is available on our website for parents to access. School have links with other agencies which support the family and pupil. Admission arrangements can be found in our admissions policy.

A transition process takes place for those children moving into school, moving between classes and into secondary school and into Post 16 education. Arrangements are made for all children but additional arrangements are put in place for those children who have Special Educational Provision, these are adapted to the needs of the child.

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The LA has a Parent Partnership Service for the parents/carers of any child with SEND that provides advice and information about matters relating to those special educational needs and disabilities.

## **SECTION 8: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITION**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEND) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (Jan 2015) is followed. Specific personalised arrangements are put in place in school to support pupils with medical conditions.

## **SECTION 9: MONITORING AND EVALUATION OF SEND**

We regularly and carefully monitor and evaluate the quality of provision we offer all pupils. The school reports the evaluations of all provisions to the Academy Council Representatives and the SEND Representative. These evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

## **SECTION 10: TRAINING AND RESOURCES**

SEND support and interventions are funded through the schools SEND budget. The impact of these intervention and support is carefully monitored. Training needs of staff identified and planned from half-termly progress meetings and bi-annual performance management meetings.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The School SENDCo regularly attends SENDCo network meetings in order to keep up to date with local and national updates in SEND.

## **SECTION 11: COMPLAINTS PROCEDURE**

The Academy complaints procedure is in line with the policy of Pontefract Academies Trust. If a parent or carer has any concerns or complaints regarding the care or welfare of their child, after having spoken to the class teacher or Learning Manger they can then request a further appointment with a member of the SLT, who will be able to advice on formal procedures for complaint.



## **SECTION 12: REVIEWING THE POLICY**

Our SEND policy will be reviewed annually in line with the accessibility plan, bullying and safeguarding policies.

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