



# **PONTEFRACT**

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## ACADEMIES TRUST

### **SEND POLICY**

Trust Board Approval Date	November 2018
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Planned Review Date	November 2019

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## **1.0 INTRODUCTION**

1.01 The SENCO is Sarah Soltyssek (Contact 01977 722615).

1.02 Every teacher teaches every pupil, including those with SEND. We believe in raising the aspirations and expectations of pupils with SEND. We focus on the outcomes for pupils and overcoming barriers for learning. All pupils 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/higher education or training.

## **2.0 LINKS TO OTHER POLICIES AND LEGISLATION**

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.

### **3.0 VISION AND PRINCIPLES**

Pontefract Academies Trust's vision is 'Where every child and young person makes outstanding progress'.

### **3.1 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.
- 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 the pupil's additional needs.
- To involve the pupil in planning and in any decision making that affects them.

## **4.0 SUPPORT FOR DISABLED PUPILS**

- 4.01 Carleton Park Junior & Infant School is an inclusive school where we believe all pupils should attend as many mainstream lessons as possible, to allow them to be able to achieve and be successful.
- 4.02 Disabled pupils are supported by meetings in which school, parents/carers and other external bodies meet to discuss pupils' educational needs and requirements. Risk Assessments are put in place where appropriate and pupils are provided with reasonable adjustments to allow them to be a successful member of the school community.
- 4.03 As an inclusive school, we believe that SEND pupils should have the same access to achievement as any other pupils in school. Disabled pupils:
- Attend mainstream lessons (where possible).
  - Have one to one support.
  - On occasion engage in phased re integration.
  - Are supervised at social times if they choose to access this.
- 4.04 These and many other adjustments/ interventions are used to allow them to have the same rights as other pupils in school.
- 4.05 Disabled pupils travel to the school with parents/carers. Those needing additional support are handed over by parents/carers to support staff at the start of the school day and escorted to their classroom. These pupils are also allowed to leave from reception five minutes before the end of the school day, if required, so that they can evade the large number of pupils leaving at 3:10pm.
- 4.06 Most SEND pupils attend mainstream lessons, as we believe pupils should have exposure to a mainstream curriculum. In some cases there may be a need for a more bespoke curriculum to be implemented, with specialised small group and one-to-one work put in place around literacy, numeracy, well-being and life skills.
- 4.07 Physically disabled pupils attend assemblies, and are fully immersed in school life. They have access to the same resources that non-disabled pupils have access to. School encourages disabled pupils to attend extra-curricular activities and other forms of enrichment.

## **5.0 IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

- 5.01 The SEN Code of Practice (2015) does not assume that there are rigid categories of Special Educational Need, but recognises that children’s needs can be described using four broad areas. These are:
- Communication and Interaction
  - Cognition and Learning
  - Social, Emotional and Mental Health difficulties
  - Sensory
  - Physical
- 5.02 The SEN Code of Practice (2015) makes it clear that “all teachers are teachers of pupils with special educational needs.”
- 5.03 Early identification of SEND pupils is important to us. The Trust will use appropriate screening and assessment tools, and ascertain pupil progress through:
- Evidence obtained by teacher observations and assessments
  - Internal assessment (following PAT’s regular and detailed calendar of tracking and assessment)
  - Screening and diagnostic tests
  - Records and feedback
  - Information from parents/carers
  - Test results
  - External agency information
- 5.04 Usually, it is a combination of the above rather than one single factor which is used to determine a pupil’s SEND.
- 5.05 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 pupil.
- 5.06 A pupil has SEND when their learning difficulty or disability calls for special educational provision, 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.
- 5.07 Assessments of progress are made every 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 pupil’s previous rate of progress.
  - Fails to close the attainment gap between the pupil and their peers.
  - Widens the attainment gap.
- 5.08 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 secondary school and adult life.

5.09 Our school identifies the needs of pupils by considering the needs of the whole pupil, not just the special educational needs of the pupil. 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.
- Being in receipt of Pupil Premium Grant.
- Being a Child in Care.
- Being a child of Serviceman/woman.



## **6.0 A GRADUATED APPROACH**

- 6.01 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 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 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.
- 6.02 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 SENCo will consider all of the information gathered from within the school about the pupil's progress. Pupils will be identified as being SEND and recorded on the register if they have a diagnosed condition or an additional need identified but are not making progress. Pupils will have a series of intervention based on three waves of our school offer. This information gathering will include an early discussion with the pupil, their parents/carers and teachers, developing a good understanding of the pupil's areas of strength and difficulty, the parents'/carers' concerns, the agreed outcomes sought for the pupil 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/carers. 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/carers are informed that special educational provision is being made.

## **6.1 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 pupil's records. 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 pupil.

## **6.2 ASSESS**

In identifying a pupil as needing SEND support the SENCo, with support from the teacher, carries out a clear analysis of the pupil's needs in the form of a Supporting Me to Learn Plan. 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/carers, the pupil's own views and, if relevant, advice from external support services. We take any concerns raised by parents/carers seriously 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.

## **6.3 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/carers will be made fully aware of the planned support and interventions.

## **6.4 DO**

The class teachers remain responsible for working with the pupil 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 SENCo supports the class teachers in the further assessment of the pupil's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

## **6.5 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/carers. This then feeds back into the analysis of the pupil's needs. The class teacher, working with the SENCo, revises the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with parents/carers and the pupil.

## **6.6 REFERRAL FOR AN EDUCATION, HEALTH AND CARE PLAN (EHC PLAN) AND MY SUPPORT PLAN**

6.6.1 Where, despite the school having taken relevant and purposeful action, through the SEND Support process, to identify, assess and meet the needs of the pupil, the pupil has not made expected progress, the school or parents/carers should consider requesting an Education, Health and Care (EHC) needs assessment. If we identify that additional funding and support are needed from the Local Authority High Needs Block, the school will then complete a 'My Support Plan', which will lead to an EHC assessment and, if successful, an EHC Plan.

A My Support Plan will also be implemented if we feel additional support is needed from an external agency, such as CIAT, SALT, EPS, etc. This will occur where the complexity of need or a lack of clarity around the needs of the pupil 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 EHC Plan will be taken at a progress review.

- 6.6.2 The application for an Education, Health and Care Plan will combine information from a variety of sources including: parents/carers, teachers, SENCo, social care, health professionals and Educational Psychologists.
- 6.6.3 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 pupil is eligible for an EHC Plan. Parents/carers have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.
- 6.6.4 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.

## **7.0 MANAGING PUPILS NEEDS ON THE SEND REGISTER**

- 7.01 A pupil who has been identified as having a SEND and is on the SEND register, either under the category of SEND Support or EHC Plan, has their progress carefully monitored every term by the teacher, SENCo and Senior Leadership Team. This then highlights any areas of concern or underachievement, taking into account the pupil's difficulties, and action is taken, identifying which wave of support the pupil is receiving. Alongside this, the pupil will have their own Supporting Me to Learn Plan (SMtL), 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 teachers are responsible for maintaining, updating and evidencing progress according to the outcomes described in the plan. Alongside the one-page profile, some pupils may have a personalised provision timetable, which shows when the pupil 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 parents/carers and the pupil. The SENCo 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 to complete a My Support Plan.
- 7.02 Pupils and parents/carers are 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, parents/carers and pupil will be fully aware of their role in meeting the outcomes and helping the pupil overcome their barriers to learning.

## **8.0 CRITERIA FOR EXITING THE SEND REGISTER**

The SEND register is a flexible register. The SENCo and senior leadership will review the register three times a year. If pupils, when having received appropriate identified support, begin to make good progress and close the gap with their peers, they will come off the SEND register, in consultation with parents/carers. If the pupil's needs are being managed successfully within the classroom with no different from or additional to support then the pupil no longer needs to be classed as SEND Support. All pupils with a diagnosis will remain on the register regardless of support received.

## **9.0 SUPPORTING PUPILS AND FAMILIES**

### **9.1 THE VOICE OF THE PUPIL**

- 9.1.1 All pupils should be involved in making decisions, where possible, right from the start of their education. The ways in which pupils are encouraged to participate should reflect the pupil's evolving maturity. Participation in education is a process that will necessitate all pupils 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.
- 9.1.2 At Ponterfract Academies Trust, we encourage pupils to participate in learning by:
- Regular target setting in line with the school's policy.
  - Participation in the Annual Review of EHC Plans.
  - Participation in transition planning.
  - Being involved in decision-making.
  - Pupil Voice activities.
- 9.1.3 The school's SEND Information Report (School Offer) is available on our website for parents/carers to access. The school has links with other agencies which support the family and pupil. Admission arrangements can be found in the school's Admissions Policy.
- 9.1.4 A transition process takes place for those pupils moving into school, moving between classes, moving into secondary school or specialist provision. Arrangements are made for all pupils but an enhanced transition package, where necessary will be put in place for those pupils who have Special Educational Provision, adapted to the needs of the pupil.
- 9.1.5 The Local Authority has a Parent Partnership Service for the parents/carers of any pupil with SEND that provides advice and information about matters relating to those special educational needs and disabilities.

## **10.0 SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS**

- 10.01 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 pupils with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- 10.02 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.

## **11.0 SUPPORTING PUPILS AT SCHOOL WITH MENTAL HEALTH AND WELLBEING**

- 11.01 The mental health and wellbeing of all members of Pontrfract Academies Trust (including staff, pupils and parents) is fundamental to our philosophy and ethos 'achievement without excuses, our people matter, excellence as standard, pupils come first, stronger as one'.
- 11.02 The Trust is committed to developing a whole school positive mental health and wellbeing ethos which raises awareness and understanding and reduces stigma amongst pupils, staff and parent/carers. The Trust aims to help young people express their feelings, build their confidence and emotional resilience and therefore their capacity to learn. Teaching pupils the signs of poor mental health and self-help techniques to support good mental health is key as well as providing support at an early stage in school.
- 11.03 The culture at school promotes pupils' positive mental health and wellbeing and avoids stigma by:
- Having a whole-school approach to promoting positive mental health and wellbeing within an ethos of high expectations and constant support.
  - Having a committed staff community that sets a whole-school culture of positive mental health and wellbeing, support and value.
  - Having a robust regime of continuing professional development (CPD) for staff.
  - Working closely with pupils, parents and carers.
  - Whole school promotion of building individual resilience and tenacity in all areas of the curriculum.
- 11.04 Where staff are concerned about a pupil's mental health, they should discuss this with key individuals and where appropriate a safeguarding referral made to the DSL.



## **12.0 MONITORING AND EVALUATION OF SEND**

12.01 We regularly and carefully monitor and evaluate the quality of provision we offer all pupils. The school reports the evaluations to the Executive Team and School Performance Review Board. This will include the following key review activity:

- A review of the progress of all pupils on the SEND register.
- Review of the quality and consistency of provision and support.
- A review of the quality and impact of staff training.
- A review of the quality of information being report to key partners, particularly SPRB Members.

12.02 These evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

### **13.0 TRAINING AND RESOURCES**

- 13.01 SEND support and interventions are funded through the school's SEND budget. The impact of these interventions and support are carefully monitored. Training needs of staff are identified and planned from termly progress meetings and bi-annual performance management meetings.
- 13.02 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.
- 13.03 All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.
- 13.04 The SENCo regularly attends SENCO network meetings in order to keep up to date with local and national updates in SEND.

## **14.0 COMPLAINTS PROCEDURE**

The school's Complaints Policy can be found on the school's website. If a parent or carer has any concerns or complaints regarding the care or welfare of their pupils, after having spoken to the class teacher or SENCo, they can then request an appointment with a member of the Senior Leadership Team, who will be able to advise on formal procedures for complaint.

## **15.0 REVIEWING THE POLICY**

Our SEND Policy will be reviewed annually in line with the Accessibility Plan, Anti-Bullying and Safeguarding Policies.