

SEND Policy
September 2020

Next Review Date: August 2021

1. Overview

This policy complies with the statutory requirement laid out in the SEND code of Practice (September 2014) and has been written with reference to the following guidance, information and policies:

- SEND Code of Practice 0-25 years (2014)
- The Equality Act 2010 (Advice for schools DFE- 2013)
- Children and families Act (2014)
- Statutory guidance on supporting Students with medical Conditions (April 2014)
- Teacher Standards (2012)
- Pivot Academy Positive Behaviour Policy
- Pivot Academy Disability Equality Scheme and Accessibility Plan 2018 – 2020
- Pivot Academy Equality and Diversity Policy

In accordance with the overarching principle of the new Code of Practice, this policy has been coproduced with: SENCO, Senior Leadership Team, Educational Psychologist, Parents and LA Representatives

At the Academy every pupil has the right to access an innovative curriculum offer and that their needs will be met by Quality First Teaching (QFT) along with specific adaptations where required. These may include intervention and/class support which may be set out in a child's Education, Health and Care Plan (EHCP). We have high expectations of all our pupils and set aspirational targets which are reviewed and monitored regularly.

Some pupils within the Academy may have on, or more, of the following additional needs:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and/or Physical

2. Principles

The 2014 Code of Practice states:

“All children and young people are entitled to an education that enables them to make progress so that they:

- Achieve their best.
- Become confident individuals living fulfilling lives.
- Make a successful transition into adulthood, whether into employment, further or higher education or training.”

At the Academy our guiding principle is one of inclusion – identifying and breaking down barriers to learning. The school works to:

- Reach high levels of inclusion for all.
- Value all pupils in school equally.
- Ensure all pupils have their particular need recognised and addressed.
- Ensure consideration of SEN crosses all curriculum areas and all aspects of teaching and learning.
- Create clear records and maintain them to ensure communication of progress and awareness of need.
- Support clear liaison with staff, parents and outside agencies.

- Develop good working relationships with other agencies and schools before and during transfer to the Academy to ensure continuity.
- Provide in-class support and individual programmes of work where appropriate.

3. Long Term Aim of this Policy

Objectives

- To identify pupils with differing SEN requirements and ensure that their needs are met.
- To ensure that all pupils have equal access to an innovative curriculum which is differentiated to meet individual needs and abilities.
- To provide high quality support.
- To maximise opportunities for pupils with SEN to take part in all aspects of Academy life.
- To ensure that pupils are able to express their views and opinions and are involved in decisions which affect their education.
- To ensure that parents/carers are informed of their child's SEN and to acknowledge and draw on parent/carer's knowledge and expertise in relation to their child.
- To secure effective collaboration with relevant external agencies.
- To reinforce SEN as an issue for the whole academy.
- To outline processes that comprise the cycle of assess-plan-do-review.
- To ensure practice complies with the guidance and expectations of the Disability Equality Scheme and contributes to the discharge of the Academy's Disability Equality Duty.

4. Management of SEN within the Academy

The Governing Body has specific responsibility to:

- Ensure that the necessary provision is made for any pupil who has SEN.
- Ensure that the pupils' needs are made known to all who are likely to teach them.
- Ensure that teachers in academy are aware of the importance of identifying and providing for all pupils and their SEN.
- Ensure that parents are notified of a decision by the school that SEN provision is being made for their child.
- Report to parents annually on the implementation of the SEN Policy (School Information Report)

The Head Teacher has specific responsibility to:

- Ensure the day to day management of all aspects of the Academy's work includes adequate provision for all aspects of SEN.
- Ensure that the Management Board are kept fully informed.
- Work closely with the SENCO to ensure that the policy is maintained.

SENCO responsibility for SEN:

- Strategic direction and development of SEN provision.
- Leading and managing staff as part of the Senior Leadership Team.
- Deployment of staff and resources as part of the Senior Leadership Team.
- Coordination of the SEN provision.
- Liaising/advising staff regarding pupils with additional needs and SEN.
- Overseeing progress of SEN pupils ensuring effective monitoring/record keeping.
- Liaising with parent/carers of pupils with SEN.

- Liaising with other schools and external agencies.
- Contributing to the in-service training of staff.

All staff have a responsibility to:

- Ensure that they are aware of pupils with SEN, their needs and appropriate strategies they can use.
- Ensure that they are aware of pupils with Access Arrangements.
- Ensure that they inform the SENCO of any concerns they have of pupils' needs or potential needs within their classes.
- Ensure that the SEN Policy is followed in conjunction with other school policies.

5. Identification, Assessment and Graduated Approach

All staff at the Academy have a responsibility to identify and support pupils with SEN. All teachers are accountable for the progress and development of all young people in their classes including those with SEND. A graduated response is made by the Academy according to the need – these responses could be action within the Academy, action by external agencies and Education Health Care Plans. When a need is identified the pupil and parent/carer will be consulted and a plan put in place to support needs and monitored accordingly. This also may result in the pupil being placed on the SEND Register. They will be known as 'K' = SEND Support or 'E' – Education Health Care Plan. Support will be given in relation to the specific need and reviewed regularly. However any intervention and support does not replace high quality teaching.

Children and young people are identified as having SEN if they do not make adequate progress through quality first teaching. Pupils' needs should be identified as early as possible. This is done in conjunction with data from other schools and external agencies.

Other indicators include:

- Analysis of data, including entry profiles and baseline assessments.
- Following up parental concerns.
- Tracking individual pupil progress over time.
- Information from other schools/services.

The Code specifies four broad areas of need:

- Communication and Interaction (including Autism Spectrum Disorder)
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs.

Other factors may impact on progress and attainment: attendance and punctuality, English as an Additional Language, being a Looked After Child, health and welfare, being in receipt of Pupil Premium, Disability (the Equality Act and the Code of Practice state that schools and settings have a duty to make 'reasonable adjustments' – these alone do not constitute SEN). Any concerns about a child/young person with behavioural needs would form an underlying part of a wider need (above) which will be recognised and identified clearly.

Every young person on SEN Support has a different profile of needs and we adopt a personalised approach to ensure that we meet those needs. If a young person's needs are more complex, we will use a My Support Plan to record outcomes, provision, resource and strategies to help those pupils make progress.

Some pupils may require further assessments due to the complexity of their needs or additional provision to support their progress. Should this be the case a statutory

assessment will be requested and an EHCP may be provided. Pupils with EHCPs are then reviewed annually to ensure that their plan remains relevant.

A Statutory Assessment may also be requested by a parent or outside agency.

Due to the nature of the cohort the Academy serves the majority of pupils will be expected to enter the Academy on the SEND Register and a high proportion of those will have EHCP's.

6. Partnerships

Parents/Carers

The academy aims to work in partnership with parents and carers and do so by:

- Keeping parents/carers fully informed.
- Working effectively with all agencies to support students and parent/carers.
- Making parents/carers feel welcome.
- Providing all information in an accessible way.
- Encouraging parents/carers to inform academy of any difficulties they perceive their child may be having or other needs which require addressing.
- Instilling confidence that the Academy will listen and act appropriately.

External Agencies

Effective working links are maintained by the SENCO with a variety of agencies including:

- Hearing and Visual Impairment Teams
- Medical professionals
- Educational Psychologists
- SALT
- Post-16 providers.
- Any other services where deemed necessary.

Each service has their own referral methods which the SENCO adheres to and additionally reports back to all involved within the Academy.

Involvement of Pupils

The SEN Code of Practice states that all pupils have the right to be involved in making decisions and exercising choice. Where appropriate all pupils are involved in monitoring and reviewing their progress.

Pupil involvement is encouraged by supporting pupils to:

- State their views about their education/learning
- Identify their own needs and learn about learning
- Share in individual target setting
- Self-review their progress and set new targets

7. Monitoring and Evaluation of SEND

Our monitoring and evaluation cycle is embedded into Academy practice and is a continual cycle of review aimed at improving the provision and outcomes for all pupils. Included in this cycle is:

- Progress data capture half termly
- Regular reviews of Support Plans, at least termly
- Annual reviews of EHCP's

- Learning walks related to SEND
- Work scrutiny
- Curriculum reviews

Parents and pupils have an opportunity to express their views regarding provision and progress through the Support Plan review cycle which feeds into the annual reviews for pupils with EHCP's.

8. Reviewing the Policy

We will review this policy at least annually or when there have been significant legislation changes.

9. Accessibility – Statutory Responsibility

We have an Accessibility Plan that addresses the improvement of access to:

- The curriculum
- The physical environment
- The provision of information.

This plan is reviewed annually, barriers are identified, and plans put in place to remove them.

10. Dealing with Complaints

The Academy has a Parents/Carers Complaints Policy and Procedure which is available on request from:

info@pivot-group.co.uk

Reviewed by: Sarah Smith, SENDCO Pivot Leeds East