**Pivot Academy**

**SEND Policy and Information Report**

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| Approved By: A Kitterick |
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# Aims

As a school we are committed to providing a safe, happy and nurturing environment and we celebrate and embrace the individuality and unique qualities of all our learners. We believe children deserve better and are dedicated to providing our learners with equal opportunities and chances for life and aim to inspire, enthuse and equip all our learners to fulfil their potential.

Our SEND Policy and information report aims to:

* Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
* Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

Our School’s Aims and Objectives are:

* To have due regard to the Special Educational Needs and Disability Code of Practice
* To identify pupils with special educational needs and disabilities as early as possible and to meet their needs
* To have in place a system of **Non Negotiables** whereby teachers are aware of such pupils and how we will consistently support them in school and through any transitional periods
* To provide all our learners with a broad and balanced curriculum that is differentiated to the needs and ability of the individual
* To have high ambitions and expectations for pupils with special educational needs and disabilities
* To be sympathetic to each learner’s needs by providing a strong partnership between learner, parents/carers, governors, Local Authority and outside agencies
* To ensure all learners make effective progress and realise their full potential
* To ensure all learners take a full and active part in school life
* To work with other schools and the Local Authority to share good practice in order to improve this policy

# Legislation and Guidance

This policy and information report is based on the statutory Special Educational Needs and Disabilities (SEND) Code of Practice 2014 and the following legislation:

* Part 3 of the Children and Families Act 2014, which sets out schools’ responsibilities for pupils with SEN and disabilities
* The Special Educational Needs and Disability Regulations 2014, which set out schools’ responsibilities for Education, Health and Care (EHC) Plans, SEN co-ordinators (SENCOs) and the SEN information report

# Definitions

At different times in their school career, a student may have a special educational need (SEN). A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have;

* A significant greater difficulty in learning than the majority of others of the same age, or
* A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational provision that is **additional to, or different from,** that made generally for other children or young people of the same age by mainstream schools, which is intended to overcome any barriers to their learning.

# Roles and Responsibilities

## The SENCO

Each of our settings has a dedicated and experienced SENCO the contact details of which are:-

|  |  |  |  |
| --- | --- | --- | --- |
| **School** | **SENCO** | **Email Address** | **Contact Number** |
| Bradley | Mrs Melinda Kelly | Melinda.kelly@pivot-group.co.uk | 01484 733650 |
| Cleckheaton | Mrs Erica Strickland | Erica.strickland@pivot-group.co.uk | 01484 766350 |
| Leeds | Mr Barbara Moores | Barbara.Moores@pivot-group.co.uk | 0113 3204069 |

In each setting, the SENCO will:

* Work with the Senior Leadership Team to determine the strategic development of the SEND policy and provision in the school
* Have 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 who have EHC Plans
* Provide professional guidance to colleagues and work with staff, parents and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
* Advise on the graduated approach to providing SEND support
* Advise on the deployment of the school’s SEND budget and other resources to meet pupils’ needs effectively
* Be the point of contact for external agencies, especially the Local Authority and it’s support services
* Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
* Work with other leaders and the governing board to ensure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
* Ensure the school keeps the records of all pupils with SEND up to date

## The Headteacher

In each setting, the Headteacher will:

* Work with the Senior Leadership Team to determine the strategic development of the SEND policy and provision in the school
* Have overall responsibility for the provision and progress of leaners with SEN and/or a disability

## Class Teachers

Every class teacher is responsible for:

* The progress and development of every pupil in their class
* Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
* Working with the SENCO to review each pupil’s progress and development and decide on any changes to provision
* Ensuring they follow this SEND policy

# School Information Report

## The kinds of SEN that are provided for

Our schools cater for a wide range of needs, including:

* Communication and interaction, for example, Autistic Spectrum Condition (ASC), speech and language difficulties etc.
* Cognition and learning, for example, dyslexia, dyspraxia, moderate learning difficulties etc.
* Social, emotional and mental health difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD), anxiety, attachment disorder etc.
* Sensory and/or physical needs, for example, visual or hearing impairment, sensory processing disorder etc.

## Identifying pupils with SEN and assessing their needs

A high number of our learners have an Education, Health and Care Plan (EHCP) which is reviewed on an annual basis. Outcomes set in the EHCP will form the basis of each learner’s educational priorities and learning programmes and progress monitored and reviewed on an ongoing basis.

Where learners do not have an EHCP, we aim to identify barriers to learning at the earliest possible opportunity in order to ensure every pupil experiences success in their learning and achieves to the highest possible standard and to enable all pupils to participate in lessons fully and effectively.

We value and encourage the contribution of all pupils to the life of the school and work in close partnership with parents and, where appropriate, external agencies to support the need of individual pupils. We ensure all staff have access to training and advice to support quality teaching and learning for all pupils.

We will assess each pupil’s current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. In school we use a range of assessment tools and standardised tests. This may include assessment in areas other than attainment, for example Social, Emotional and Mental Health needs.

The assessment and ongoing review of progress form the basis of each learner’s learning programmes and will be reviewed on a termly basis.

As we are a specialist setting and all of our learners are in receipt of educational provision that is **additional to, or different from,** that made generally for other children or young people of the same age by mainstream schools, every learner at our schools will be added to the Special Educational Needs Register.

## Consulting and involving pupils and parents/carers

We will have an early discussion with the pupil and their parent to discuss each learner’s special educational provision. These conversations will make sure that:

* Everyone develops a good understanding of the pupil’s areas of strength and difficulty
* We take into account the parents’/carers’ concerns
* Everyone understands the agreed outcomes sought for the learner
* Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil’s record and given to their parents.

## Assessing and reviewing pupil’s progress towards outcomes

Each school follows the graduated approach and the four-part cycle of **assess, plan, do, review** as defined in the SEND Code of Practice 2014 as follows:

***Assess****:* The class teacher and SENCO will clearly analyse a pupil’s needs considering; the teacher’s assessment and experience of the pupil, their previous progress, attainment and behaviour, the individual’s development in comparison to their peers and national data and where relevant, other teachers’ assessments. The views and experiences of parents, the pupil’s own views and where relevant advice from external support services will be sought.

***Plan****:* Parents/carers will be kept fully informed of the pupil’s learning programmes and how staff will support the learner. 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.

***Do****:* The class or subject teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or 1:1 teaching away from the main teacher, he/she still retains responsibility for that pupil’s learning.

***Review****:* Schools will regularly review the effectiveness of the support, the interventions and their impact on the pupil’s progress.

Where an EHCP is already in place for the learner, this cycle will be linked with the Outcomes in their plan and termly targets set with pupils and parents. The EHCP will be reviewed on an annual basis.

Where learners do not have an EHCP, schools will use a My Support Plan (MSP) to document needs and strategies and to monitor progress against termly targets.

If a learner with an MSP is not making expected progress or achieving at a considerably lower level than is within the national expectations for their age, a decision may be made to request formal assessment for an EHCP. Applications are made to the SEN Team at the Local Authority and can only be made following two full cycles of Assess, Plan, Do and Review. On gathering all relevant advice about a pupil’s progress the SEN Team may issue an EHCP outlining outcomes to be met and additional provision to be provided.

## Our approach to teaching pupils with SEN

We recognise and respond to the individual needs of our learners and provide them with a relevant and challenging curriculum. We aspire to achieve this by:-

* Providing a positive and well-resourced learning environment staffed by trained and committed professionals
* Encouraging learners to develop a positive attitude to learning through celebration of successes and achievements
* Maintaining high expectations in terms of attendance, behaviour and co-operation in learning
* Providing a broad, balanced and relevant curriculum, including the National Curriculum, which excites and challenges learners
* Ensuring a safe and caring environment where individual views on religious and cultural issues are respected and our learners are supported to develop into responsible citizens
* Working closely with parents, carers, the local community and other professionals
* Managing the funding and resources available in an effective and efficient manner

## Adaptations to the curriculum and learning environment

Our school buildings have full flights of stairs. Bradley and Leeds sites also have lift access. The school will have regard to the Equality Act, the Children and Families Act and the SEND Code of Practice 2014 in terms of admitting pupils with disabilities.

There are facilities for small group/individual teaching. All members of the school community, including pupils, are invited to inform the school of any disability they have.

The Inclusion Policy, Medical Conditions Policy, Equality Policy and Plan should be read in conjunction with this policy.

We make the following adaptations to ensure all pupils’ needs are met:

* Differentiating our curriculum to ensure all pupils are able to access it, for example by grouping, 1:1 work, teaching style, content of the lesson etc.
* Regularly reviewing and adapting our resources and staffing to best meet the needs of all pupils
* Using recommended aids such as coloured overlays, visual timetables, laptops etc.
* Differentiating our teaching, for example giving longer processing times, pre-teaching of key instructions, reading instructions aloud etc.

## Securing equipment and facilities

To enable access to the curriculum for pupils with SEND, each school provides:

* A highly qualified and skilled staff team who receive quality training specific to the needs of our learners, on an ongoing basis
* Access to a range of Pivot groups specialists including an Educational Psychologist and ASC Specialist
* Differentiated planning
* Individual teaching programmes, where needed
* Individual timetables, where needed
* Specialist equipment where appropriate

We will also provide the following support/interventions:

|  |  |
| --- | --- |
| **Area of Need** | **Support / Intervention** |
| Physical Needs | * Access to supporting writing aids e.g. sloping writing boards, pencil grips, range of pens and other writing apparatus * Theraputty and programmes to improve finger strength * Access to a range of ICT to aid recording e.g. computers * Access to reading aids e.g. coloured overlays, coloured paper, larger font etc. * Visual timetables * Referrals to Occupational Therapist for assessment and advice |
| Speech and Language Needs | * Access to a Pivot Group ASC Lead * Access to assessment by a Speech and Language Therapist * SULP (Social Use of Language) trained support assistants * Personalised support strategies for learners informed by assessment * Delivery of individual programmes devised by speech and language therapists e.g. Black Sheep |
| Sensory Impairment | * Working closely with external professionals and the school nurse to ensure learning aids are appropriate and used correctly * Classroom environment audits to ensure the learning environment takes consideration of the sensory impairment and how best to support the learner * Access to speech and language therapists * Access to Local Authority specialist services |
| Social, emotional and mental health difficulties | * Experienced and specialised staff who build strong relationships with learners in order to fully understand their needs and how best to support them * Timetabled lessons on Mindfulness and Wellbeing * All learners have access to calm areas * Access to school pets to build responsibilities and offer calm time * Access to a Pivot Group Social Worker * Access to a Pivot Group Educational Psychologist * Access to a Pivot Group Therapeutic Lead * Access to local mentoring groups * Supported breaks and lunchtimes where staff model and mediate good social interaction * Excellent relationships with pupils, staff and families * Variety of after school clubs to promote self esteem |
| Challenging Behaviour | * Strong expectations set out in our Behaviour Policy * Creation of individual behaviour plans, where needed * Highly qualified staff who have strong relationships with learners and can employ de-escalation methods when a learner is heightened * Patient understanding from experienced staff * Individual Risk Assessment for all pupils |
| Additional Literacy support | * Specialist staff trained in Dyslexia screening and delivery of support programmes * Individualised programmes e.g. Rapid Phonics, Precision Teaching, Beat Dyslexia, Toe by Toe, Additional Literacy and Further Literacy * Dyslexia aware staff and Dyslexia friendly classrooms * Small intervention groups for catch up phonics |
| Additional Numeracy support | * Support assistants to deliver individualised programmes * Targeted ICT programmes * One to one tuition for targeted children |
| Medical Needs | * Individualised care plans created by a team around the child including the school nurse, parents and first aiders in school * Intimate care plans carefully drawn up with parents * Team of trained first aiders across all phases of school * Regular care plan reviews with family and pupil |
| Resource Allocation | * 1:1 support and resources as specified in a student’s EHCP * Support assistants to deliver in class support, group intervention, individual targeted intervention etc. * Pupil progress is regularly reviewed and provision matched to needs |
| Staff Training | * Regular training sessions for all support staff on SEN issues * Whole school training part of School Development Plan * Commitment to maintain levels of training if staff leave * Well planned programme of CPD (Continued Professional Development) accessing both external agencies and in-school support * All staff have access to Pivot Group SEN Lead for guidance, support and advice |

## Supporting pupils moving between phases/moving schools

For all of our learners, a Transition Plan will be in place for every key move e.g. starting school, moving from year group to year group, between Key Stages or when moving school. This Transition Plan will clearly identify the strengths and needs of the pupil and strategies for support.

Examples of strategies include pre-entry meetings between learner and their families and school staff, reduced initial timetables, allocation of key workers, the use of social stories, extended transition visits, accompanied transition visits, travel training, pupil booklets containing key information/photographs etc.

We will share information with the teacher, school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

## Additional support for learning

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

Support is tailored to meet the needs of the pupils and may include 1:1 support, small group support/intervention, classroom support or a mix of these. We have a number of support staff who are trained to deliver a wide range of intervention programmes.

Each school ensures funds and resources are managed in an effective and efficient manner to ensure the needs of each learner are met.

## Expertise and training of staff

At each of our schools the SENCO is a highly experienced member of staff and part of the Senior Leadership Team. We understand the importance of the SENCO role in our schools and ensure each SENCO is allocated sufficient time each week to effectively manage SEN provision. In addition, our SENCOs are supported by the Pivot group SEN Strategic Lead who acts as mentor, by the Pivot group Educational Psychologist who provides one to one supervision, by the Pivot group ASC Lead who provides advice for learners with ASC and by the Therapeutic Lead who provides advice and support for learners who need therapeutic input.

All of our staff take continuing professional development seriously and a comprehensive programme for professional development for SEND is planned according to the school pupil profile. All staff have had recent training relevant to the needs of the learners within their settings.

## Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

* Reviewing pupils’ individual progress towards their goals each term
* Reviewing the impact of interventions each term
* Using pupil and parent questionnaires
* Monitoring by the SENCO (including half termly data reviews, learning walks, work scrutiny, moderation and curriculum reviews)
* Using individual provision maps
* Holding annual reviews for pupils with EHC Plans

Review meetings are held at least termly for all pupils. Parents and pupils are invited as well as the class teacher and support staff, if involved. Representatives from external agencies may also be invited, if appropriate. If a decision is made at the meeting to draw up a new MSP the class teacher will hold a copy and the SENCO will file a copy centrally and send a copy to parents/carers and any external agencies involved.

For pupils with an EHCP, an Annual Review is also held to review progress towards objectives/outcomes outlined in the EHCP. A copy of the report is sent to all invitees, including parents/carers and the Local Authority SEN Team.

## Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

* Pupils with SEN are encouraged to be part of the school council
* Pupils with SEN are encouraged to be part of all extra-curricular clubs and activities to promote teamwork / building friendships etc.
* All pupils are encouraged to go on school trips and to take part in special workshops; no pupil is ever excluded from these activities because of their SEND
* Experienced staff give one to one support programmes to help with self-esteem
* Every year staff receive training from our specialist team, including Educational Psychologist, in order to meet the needs of children with SEMH needs. The focus depends on the staff development required to enable them to meet the needs of the learners.
* Staff receive training in Attachment and how to meet the needs of complex learners
* Staff are ASC (Autism) and ADHD aware and use appropriate strategies to support those pupils
* All staff have access to individual supervision to promote staff problem solving and well-being
* We have access to specialist support through our network of specialists and through support from the SEN Team from Calderdale
* Supported playtimes and lunchtimes
* Excellent relationships with pupils, staff and families

We have a zero tolerance approach to bullying.

## Working with other agencies

In addition to our growing team of Pivot Group specialists, we have regular contact with the following services who give us support and advice:-

* Local Authority Specialist Inclusion Service, including the ASC Team
* Local Authority SEN Team
* Speech and Language Therapy
* Occupational Therapy
* Yorkshire Mentoring
* CAMHS (Children and Adolescent Mental Health Service)
* Local Authority Virtual School
* Locality Early Intervention Team
* School Nursing Service
* Voluntary sector organisations accessed via the Local Offer

We hold weekly cross group SEN Team meetings where expertise is shared between schools.

## Complaints

Each school works, wherever possible, in partnership with parents/carers to ensure a collaborative approach to meeting pupils’ needs.

Complaints about SEN provision in our school should be made to the class teacher or SENCO in the first instance. They will then be referred to the school’s complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

* Exclusions
* Provision of education and associated services
* Making reasonable adjustments, including the provision of auxiliary aids and services

## Contact details of support services for parents of pupils with SEN

SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service) provides legally based, impartial, confidential and accessible information, advice and support for parents of children and young people with SEND.

They can be contacted on:-

|  |  |  |
| --- | --- | --- |
| Local Authority | Telephone Number | Email Address |
| Calderdale / Kirklees | 01422 266141 | [joanne.grenfell@calderdale.gov.uk](mailto:joanne.grenfell@calderdale.gov.uk) |
| Leeds | 0113 378 5020 | Via a webform on:  <https://forms.leeds.gov.uk/SENDIASSGetInTouch> |

## The Local Authority local offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their local and surrounding areas and how to access them. It includes provision from birth to 25, across education, health and social care.

We work collaboratively with our Local Authorities. Our local area offers can be found here:-

|  |  |
| --- | --- |
| Local Authority | Local Offer Website Address |
| Kirklees | <https://www.kirkleeslocaloffer.org.uk/> |
| Leeds | <https://leedslocaloffer.org.uk/#!/directory> |
| Calderdale | <https://www.calderdale.gov.uk/v2/residents/education-and-learning/local-offer/send> |
| Wakefield | <http://wakefield.mylocaloffer.org/Home> |
| Bradford | <https://localoffer.bradford.gov.uk/> |

# Monitoring arrangements

This policy and information report will be reviewed by the Pivot Group SEN Lead **every year**. It will also be updated if any changes to the information are made during the year.

# Links with other policies and documents

This policy should be read in conjunction with the following documents, all of which are available on the school website:

* Accessibility Plan
* Behaviour Plan
* Equality Policy and Action Plan
* Medical Conditions Policy
* The Local Offer of our surrounding Local Authorities