

SEND Policy

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AIMS AND OBJECTIVES

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 pupils. We believe children deserve better and are dedicated to providing our pupils with equal opportunities and chances for life and aim to inspire, enthuse and equip all our pupils to fulfil their potential.

Our SEND Policy aims to:

- Have due regard to the Special Educational Needs and Disability Code of Practice;
- 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;
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil;
- Make sure the SEND policy is understood and implemented consistently by all staff.

VISION AND VALUES

Our School's Aims and Objectives are:

- 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 create an inclusive environment where provision is tailored to meet the needs and abilities of pupils, no matter how varied;
- To provide all our pupils with a broad and balanced curriculum that is differentiated to the needs and ability of the individual;
- To communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil;
- Have high ambitions and expectations for pupils with special educational needs and disabilities;
- To ensure all pupils make effective progress and have the chance to thrive and realise their full potential;
- To ensure all pupils take a full and active part in school life and become confident individuals living fulfilling lives;
- To help pupils with SEND to make a successful transition into adulthood;
- To be sympathetic to each pupil's needs by providing a strong partnership between pupil, parents/carers, governors, Local Authority and outside agencies;
- 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 our SEN information report are 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 local authorities' and schools' responsibilities for Education, Health and Care (EHC) Plans, SEN co-ordinators (SENCOs) and the SEN information report;
- The Equality Act 2010 (Section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities;
- The Public Sector Equality Duty (Section 149 of the Equality Act 2010), which sets out the school's responsibilities to eliminate discrimination, harassment and victimisation: and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it.

INCLUSION AND EQUAL OPPORTUNITIES

In our schools we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

DEFINITIONS

Special Educational Needs

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.

Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so they are not at a substantial disadvantage compared with their peers.

The 4 Areas of Need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

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
PIVOT 6	Mrs Laura Johnson	Laura.johnson@pivot-group.co.uk	01484 766350
Kirklees Upper	Mrs Erica Strickland	erica.strickland@pivot-group.co.uk	01484 295350
Kirklees Lower	Mrs Annette Holder	annette.holder@pivot-group.co.uk	01484 295350
Leeds	Mrs Jayne Theodorou	Jayne.theodorou@pivot-group.co.uk	0113 3204069

In each setting, the SENCO will:

- Inform any parents that their child may have previously unidentified SEN and then liaise with them about the pupil's needs and any provision made;
- 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 and differentiated teaching methods appropriate for individual pupils;
- Advise on the deployment of the school's SEND budget and other resources to meet pupils' needs effectively;
- Be a point of contact for external agencies, especially the local authority (LA) and its support services and work with external agencies to ensure that appropriate provision is provided;
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned;
- When a pupil moves to a different school or setting, make sure all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner;
- 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 and accurate;
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN and incorporate this into the school's plan for continuous professional development;
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer;

- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy;
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

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;
- Work with the SENCO and other leaders to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
- Have overall responsibility for, and awareness of, the provision for pupils with SEND and their progress;
- Have responsibility for monitoring the school's SEND budget and any additional funding allocated by the LA to support individual pupils;
- Make sure the SENCO has enough time to carry out their duties;
- Have an overview of the needs of the current cohort of pupils on the SEND register;
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review;
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development;
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer;
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

Class Teachers

Every class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach;
- The progress and development of every pupil in their class;
- Working closely with any Learning Behaviour Mentors or specialist staff to plan and assess the impact of support and interventions and consider 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 and the SEN information report;
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them;

- Discuss the activities and support that will help achieve the set outcomes;
- Identify the responsibilities of the parent, pupil and the school;
- Listen to parents concerns and agree their aspirations for the pupil.

Parents or Carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child;
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs;
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil;
- Given an annual report on the pupil's progress.

The school will take into account the views of the parent or carer in any decisions made about the pupil.

The Pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about their support. This might involve the pupil:-

- Explaining what their strengths and difficulties are;
- Contributing to setting targets or outcomes;
- Attending review meetings;
- Giving feedback on the effectiveness of interventions.

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

SEN SCHOOL INFORMATION REPORT

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

OUR APPROACH TO SEND SUPPORT

Identifying pupils with SEN and assessing their needs

A high number of our pupils 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 pupil's educational priorities and learning programmes and progress will be monitored and reviewed on an ongoing basis.

Where pupils 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 needs 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 pupil's learning programmes and will be reviewed on a termly basis.

Consulting and involving pupils and parents/carers

We will have an early discussion with the pupil and their parent to discuss each pupil'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 pupil;
- 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.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

Plan: In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system Arbor and will be made accessible to staff in a One Page Profile.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

Do: The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the class or subject teacher, they still retain responsibility for the pupil. They will work closely with any support staff or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

Review: Schools will regularly review the effectiveness of the support, the interventions and their impact on the pupil's progress. This evaluation will be based on the views of the parents/carers and pupils, the level of progress the pupil has made towards their outcomes and the views of the teaching staff who work with the pupil.

Where an EHCP is already in place for the pupil, 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 pupils do not have an EHCP, schools will use a Support Plan (SP) to document needs and strategies and to monitor progress against termly targets.

If a pupil with an SP 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.

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.

Consultation 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 SP 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.

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 pupils with ASC and by the Therapeutic Lead who provides advice and support for pupils 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. Training is provided regularly and the headteacher and SENCO continuously monitor to identify any staff who have specific training needs and incorporate this into the school's plan for continuous professional development. All staff have had recent training relevant to the needs of the pupils within their settings.

LINKS WITH EXTERNAL PROFESSIONAL AGENCIES

In addition to our growing team of Pivot Group specialists whenever necessary the school will work with external support services. The services we work with include (but are not limited to):-

- 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;
- General practitioners or paediatricians;
- Education Welfare Officers;
- Social services;

- Voluntary sector organisations accessed via the Local Offer.

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

ADMISSIONS AND ACCESS ARRANGEMENTS

Admissions Arrangements

Our Admissions Policy sets out our arrangements for the admission of prospective pupils with SEN or a disability. This policy can be found on our website.

Accessibility Arrangements

Our Accessibility Policy sets out the steps we have taken to prevent disabled pupils being treated less favourably than other pupils and the facilities we provide to help disabled pupils access our school. This policy can be found on our website.

COMPLAINTS ABOUT SEND PROVISION

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

Where parents or carers have concerns about SEN provision in our school, they should be made to the class teacher or SENCO in the first instance. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents or carers are welcome to submit their complaint formally.

Parents and carers can request support from SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service) who provide legally based, impartial, confidential and accessible information, advice and support for parents of children and young people with SEND.

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

Local Authority	Telephone Number (s)	Email Address / Website
Calderdale / Kirklees	01422 266141 0300 330 1504 07771 977 384	joanne.grenfell@calderdale.gov.uk jayne.stuttard@calderdale.gov.uk
Leeds	0113 378 5020	Via a webform on: https://forms.leeds.gov.uk/SENDIASSGetInTouch
Bradford	01274 513300	BradfordSENDIASS@barnardos.org.uk https://www.barnardos.org.uk/what-we-do/services/bradford-sendiass
Wakefield	01924 965588	wesail@family-action.org.uk
North Yorkshire	01609 536 923	info@sendiassnorthyorks.org

Formal complaints about SEND provision in our school should be made to the headteacher in the first instance. They will be handled in line with the school's Complaints Policy which can be found on our website.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice which can be found here;

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission;
- Exclusion;
- Provision of education and associated services;
- Making reasonable adjustments, including the provision of auxiliary aids and services.

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

Details of the disagreement resolution and media services for our local authorities can be found here:

Calderdale

<https://new.calderdale.gov.uk/schools-and-learning/local-offer-send/assessing-needs/advice-support#:~:text=Disagreement%20Resolution%20and%20Mediation%20services,using%20trained%20and%20experienced%20mediators>

Kirklees

<https://new.calderdale.gov.uk/schools-and-learning/local-offer-send/assessing-needs/advice-support#:~:text=Disagreement%20Resolution%20and%20Mediation%20services,using%20trained%20and%20experienced%20mediators>

Bradford

<https://localoffer.bradford.gov.uk/service/768-collis-resolving-send-disagreement-resolution-mediation-and-complaints-overview--collis-mediation-ltd->

Leeds

<https://sendiass.leeds.gov.uk/parents-and-carers/my-childs-ehcp/mediation-and-tribunal-appeals#:~:text=To%20arrange%20mediation%3A,info%40communityaccord.com>

Wakefield

<https://wakefield.mylocaloffer.org/education-health-and-care-plan-ehcp-information/appeals-and-disagreements/mediation/>

North Yorkshire

<https://sendiassnorthyorkshire.co.uk/mediation/>

MONITORING AND EVALUATION ARRANGEMENTS

Evaluating the Effectiveness of the Policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in this policy.

We will evaluate how effective our SEND provision is with regards to:-

- All staff's awareness of pupils with SEND on an ongoing basis;
- How early previously unidentified SEND needs are recognised;
- Pupils' progress and attainment;
- Whether pupils feel safe, valued and included in the school community;
- Comments and feedback from pupils and their parents.

Monitoring the Policy

This policy will be reviewed by the Pivot Group SEN Lead **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year. It will be approved by the Directors.

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:

- SEN information report;
- The Local Offer of our surrounding local authorities;
- Accessibility Plan;
- Admissions Policy;
- Behaviour Policy;
- Equality Policy and Action Plan;
- Medical Conditions policy;
- Attendance policy;
- Safeguarding policy;
- Complaints policy.