

SEND & Inclusion Policy

2025 - 2026

‘Because Children Deserve Better’

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1. Aims and objectives

As a school we are committed to

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

Our SEND policy aims to:

- Set out how our school will support and make provision for learners with special educational needs (SEN) following the Special Educational Needs and Disability Code of Practice (SEND).
- Explain the roles and responsibilities of everyone involved in providing for learners with SEND.
- communicate with, and involve, learners with SEND and their parents or carers in discussions and decisions about support and provision;
- Ensure the SEND policy is understood and implemented consistently by all staff.

2. Vision and values

Pivot's aims and objectives are:

- to identify learners 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 learners 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 learners, no matter how varied;
- to provide all our learners with a broad and balanced curriculum that is differentiated to the needs and ability of the individual;
- to communicate with learners with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the learner;
- have high ambitions and expectations for learners with special educational needs and disabilities;
- to ensure all learners make effective progress and have the chance to thrive and realise their full potential;
- to ensure all learners take a full and active part in school life and become confident individuals living fulfilling lives;
- to help learners with SEND to make a successful transition into adulthood;
- to be sympathetic to each learner's needs by providing a strong partnership between learner, 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.

3. Legislation and guidance

This policy, together with our SEND Information Report, is based on the statutory Special Educational Needs and Disabilities (SEND) Code of Practice 2014 and the following legislation:

- SEND_Code_of_Practice_January_2015.pdf (publishing.service.gov.uk)
- Part 3 of the Children and Families Act 2014, which sets out school's responsibilities for learners with SEN and disabilities: <https://www.legislation.gov.uk/ukpga/2014/6/part/3>
- 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: <https://www.legislation.gov.uk/uksi/2014/1530/contents/made>
- The Equality Act 2010 (Section 20), which sets out the school's duties to make reasonable adjustments for learners 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.

4. Inclusion and equal opportunities

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

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

5. Definitions

Special Educational Needs

A learner has SEND 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 significantly 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

Learners 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 learners with disabilities, so they are not at a substantial disadvantage compared with their peers.

The 4 Areas of Need

The needs of learners with SEND are grouped into 4 broad areas. Learners 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 learner's particular area(s) of need, at the relevant time.

Area of need	
Communication and Interaction	<p>Learners present with differences in communicating and interacting 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 and interaction.</p> <p>Learners who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and Learning	<p>Learners 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 learners 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. Learners 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 learner becoming withdrawn or isolated.</p>

Sensory and/or Physical	<p>Learners with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Learners 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 learners may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>
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6. 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	Mr Mark Lee Mark.Lee@Pivot-Group.co.uk	01484 766350
Kirklees: Technology House and Salus House	Mrs Erica Strickland erica.strickland@pivot-group.co.uk	01274 456350
Leeds Elevate	Miss Keira Carnie Keira.Carnie@Pivot-group.co.uk	0113 3204069
Leeds: Core, Nurture and Links	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 SEND and then liaise with them about the learner'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 learners with SEND, including those who have EHC Plans;
- provide professional guidance to colleagues and work with staff, parents and other agencies to ensure that learners 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 learners;
- advise on the deployment of the school's SEND budget and other resources to meet learners' 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 learners and their parents are informed about options and a smooth transition is planned;
- when a learner moves to a different school or setting, make sure all relevant information about a learner'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 learners 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 regarding reasonable adjustments and access arrangements;
- have overall responsibility for, and awareness of, the provision for learners 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 learners;
- make sure the SENCO has enough time to carry out their duties;
- have an overview of the needs of the current cohort of learners on the SEND register;
- advise the LA when a learner 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 learner needs through a graduated approach;
- the progress and development of every learner 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 learner'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, learner and the school;
 - listen to parents concerns and agree their aspirations for the learner.

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 learner on the SEND register will always be given the opportunity to provide information and express their views about the learner'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 learner's needs;
- given the opportunity to share their concerns and, with school staff, agree their aspirations for the learner;
- given an annual report on the learners' progress.

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

The learner

We recognise that all students have the right to be involved in making decisions and exercising choice within our provision. The SENCO is responsible for reflecting students' voice within their EHCP and to ensure this is heard and acted on. Learners will 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 learner:

- explaining what their strengths and difficulties are;
- contributing to setting targets or outcomes;
- attending review meetings;

- giving feedback on the effectiveness of interventions.

Learner views are sought in making decisions that affect them, whenever possible.

7. SEND school information report

The school publishes a SEND 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.

8. Our approach to SEND support

Identifying learners with SEND 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 will be monitored and reviewed on an ongoing basis. Termly Targets are created termly as small steps towards meeting their EHCP outcomes. Parent/carer have the opportunity to review these during consultation meetings. Staff regularly gather learner feedback on their progress towards their Termly Targets.

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

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

We will assess each learner'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. We will also consider any evidence that the learner may have a disability and if so, what reasonable adjustments the school may need to make.

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

Consulting and involving learners and parents/carers

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

- everyone develops a good understanding of the learner's areas of strength and difficulty;
- we consider 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 learner's record and given to their parents.

Assessing and reviewing learner'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 learner's needs considering; the teacher's assessment and experience of the learner, 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 learner'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 learner's need. For many learners, 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 learner, 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 learner will be made aware of the learner'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 learner'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 learner. 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.

The SENCO will support the teacher in further assessing the learner's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

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

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 learners and parents. The EHCP will be reviewed on an annual basis.

Where learners 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 learner with an SP is not making the 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 learner's progress the SEN Team may issue an EHCP outlining outcomes to be met and additional provision to be provided.

9. Evaluating the effectiveness of SEN provision

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

- reviewing learners' individual progress towards their goals each term;
- reviewing the impact of interventions each term;
- using learner 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 learners with EHC Plans.

Consultation review meetings are held at least termly for all learners. Parents and learners 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 learners 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 SEND Team.

10. 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 learner 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 learners within their settings.

11. 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 pediatricians;
- 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.

12. Admissions and access arrangements

Admissions Arrangements

- Our Admissions Policy sets out our arrangements for the admission of prospective learners 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 learners being treated less favorably than other learners and the facilities we provide to help disabled learners access our school. This policy can be found on our website.

13. Complaints about SEND provision

Each school works, wherever possible, in partnership with parents/carers to ensure a collaborative approach to meeting learners' 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	joanne.grenfell@calderdale.gov.uk jayne.stuttard@calderdale.gov.uk
Leeds	0113 378 5020	Via a webform on: https://forms.leeds.gov.uk/SENDIASSGetInTouch Or Leeds Local Offer- Leeds SEND Local Offer Leeds Local Offer
Bradford	01274 513300	BradfordSENDIASS@barnardos.org.uk https://www.barnardos.org.uk/what-we-do/services/bradford-sendiass
Wakefield	01924 379015	SENDIASSWakefield@kids.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 learner 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

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%20t>

[rained%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%20tained%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/>

14. 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 learners with SEND on an ongoing basis;
- how early previously unidentified SEND needs are recognised;
- learners' progress and attainment;
- whether learners feel safe, valued and included in the school community;
- comments and feedback from learners and their parents.

Monitoring the policy

This policy will be reviewed by the Pivot Group Strategic Lead for SEN & Inclusion 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.

15. 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:

- SEND Information Report
- The Local Offer of Our Surrounding Local Authorities
- Accessibility Plan

- Admissions Policy
- Assessment Policy
- Behaviour Policy
- Equality Policy and Action Plan
- Medical Conditions Policy
- Attendance Policy
- Safeguarding Policy
- Complaints Policy