

SEND & Inclusion Policy

2026 - 2027

‘Because Children Deserve Better’

Reviewed By: Fiona Gallagher, Strategic Lead - SEN & Inclusion
Approved By: Kathryn Parkinson, CEO
Responsible Person: Kathryn Parkinson, CEO
Policy Number: 5:1 V2
Date: September 2026
Next Review Date: September 2027

Contents

- 1. Aims and objectives**
- 2. Vision and values**
- 3. Legislation and guidance**
- 4. Inclusion and equal opportunities**
- 5. Definitions**
 - Special Educational Needs
 - Disability
 - The 4 Areas of Need
- 6. Roles and responsibilities**
 - The SENCo
 - The Headteacher
 - Class teachers
 - Parents or carers
 - The learner
- 7. SEN school information report**
- 8. Our approach to SEND support**
 - Identifying learners with SEND and assessing their needs
 - Consulting and involving learners and parents/carers
 - Assessing and reviewing learner's progress towards outcomes
- 9. Evaluating the effectiveness of SEN provision**
- 10. Expertise and training of staff**
- 11. Links with external professional agencies**
- 12. Admissions and access arrangements**
 - Admissions arrangements
 - Accessibility
- 13. Complaints about SEND provision**
- 14. Monitoring and evaluation arrangements**
- 15. Links with other policies and documents**

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 Pivot will identify, assess, and provide support and make provisions for learners with special educational needs (SEN) following the Special Educational Needs and Disability Code of Practice (SEND)
- Clarify the roles and responsibilities of everyone involved in providing learners with SEND
- Ensure that learners with SEND receive appropriate provision and reasonable adjustments to enable them to participate fully in school life
- To promote a graduated approach of Assess, Plan, Do and review to support continuous progress and development
- 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.
- Foster a culture of high expectations, achievements and positive outcomes for all learners

2. Vision and values

At Pivot, inclusion is everyone's responsibility. We believe that every learner has the right to feel safe, respected, understood and represented within our school community.

We are committed to developing a culture where differences are embraced as strengths and where all learners are encouraged to participate, achieve and belong.

Our vision is to create an environment in which barriers to learning are identified early and removed wherever possible, enabling all learners to flourish academically, socially and emotionally.

To achieve this Pivot aims:

- To identify learners with special educational needs and disabilities as early as possible and provide timely intervention and support to meet their needs
- To have in place a system of non-negotiables whereby teachers are aware of learners needs and how to consistently support them in school and through transitional periods and 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 accessible and adapted to the needs and abilities of the individual
- To place the learners at the centre of decision making and provision planning

- To communicate with learners with SEND and work in partnership with their parents or carers including involving them in discussions and decisions about support and provision for the learner
- Maintain high aspirations and expectations for learners with special educational needs and disabilities
- Regularly review SEND provision to ensure it remains effective, inclusive, and responsive to the changing needs
- To promote learners' resilience, independence and self-advocacy skills
- To ensure all learners make effective progress and have the chance to thrive and realise their full potential
- To support learners to participate fully in school life including enrichment opportunities; educational visits and leadership opportunities, prepare learners for key transitions; including further or higher education; employment and independent living to make a successful transition into adulthood
- To be sympathetic to each learner's needs by providing a strong partnership between learner, parents/carers, directors, Local Authority and outside agencies
- To collaborate with schools and the Local Authority to share best practice and continually improve outcomes for learners with SEND

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 statutory guidance and 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 outlines the 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), including 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 requires schools 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
- Pivot will ensure that SEND provision is delivered in accordance with current legislation, statutory guidance and best practice while maintaining a person centred approach that places the learners and their families at the heart of decision making

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 aspirational curriculum; offering learners the chance to thrive and fulfil their aspirations. We are committed to creating

an environment where diversity is recognised, respected and valued and where learners experience a strong sense of belonging.

We achieve this by delivering high, quality inclusive teaching that meets the needs of all learners; making reasonable adjustments to teaching approaches, the curriculum content, assessment arrangements, communication methods and the school environment to make sure that learners with SEND access targeted interventions and are included in all aspects of school life.

We are committed to supporting learners social, emotional, physical and mental wellbeing and ensuring that all learners are fully included in the wider life of the school. We support learners to develop independence, confidence and resilience working collaboratively with families and external agencies to secure the best possible outcomes.

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 usual 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 Four Areas of Need

The SEND Code of Practice identifies four broad areas of need and support. These categories help school plan provision and identify appropriate support and strategies. Many learners have needs that span across more than one area, and their needs may change over time. Interventions are selected that are appropriate for the learner's particular area(s) of need, at the relevant time. Provision is reviewed regularly to ensure it remains effective.

Area of need	
Communication and Interaction	Learners with communication and interaction needs may experience difficulties with speech language and communication or with social interaction. They may 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. Autistic learners may require specific support to access learning and social situations.
Cognition and Learning	Learners with learning difficulties may learn at different pace than their peers and require additional support to develop skills. A wide range of needs within this area includes: • Specific learning difficulties (SpLD), which impact one or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties (MLD) • Severe learning difficulties (SLD) • Profound and multiple learning difficulties (PMLD), which is where learners are likely to have severe and complex learning difficulties as well as physical disability or sensory impairment.
Social, Emotional and Mental Health	Learners with Social, Emotional and Mental Health Needs (SEMH) may experience challenge that affect their emotional wellbeing, relationships behaviours and ways of communicating needs. These needs may reflect a wide range of underlying difficulties or disorders. Learners may have: • 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 These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the learner becoming withdrawn or isolated. We address underlying causes and differences through a trauma informed and relational approach.
Sensory and/or Physical	Learners with sensory and or physical needs may require specialist support, equipment and or adaptations to access education and participate fully in school life. Learners may have: • A sensory impairment such as visual impairment, hearing impairment or multi-sensory impairment • A physical disability • Medical conditions that impact learning and participation These learners may require ongoing additional support, equipment and reasonable adjustments to access all the opportunities available to their peers.

6. Roles and responsibilities

The SENCO

Each of our settings has access to a qualified, dedicated, and experienced SENCO who leads the strategic development and day-to-day SEND provision across their school. The contact details of which are:

School	SENCO/email address	Contact number
Kirklees: Pivot 6, KS3 Tech House, Post 16	Mr Mark Lee Mark.Lee@Pivot-Group.co.uk	01484 766350
Kirklees: Technology House and Salus House, Pivot Outreach Provision (POP), Primary Provisions	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: Venture and Links	Mrs Jayne Theodorou jayne.theodorou@pivot-group.co.uk	0113 3204069

Each setting is supported by an Assistant SENCO and SEN Administrator.

In each setting, the SENCO will:

- Lead the strategic development of SEND provision across their setting
- Promote a culture of inclusion, high expectations and ambitious outcomes for learners with SEND
- Work in partnership with parents/carers and inform them that their child may have previously unidentified SEND and liaise with them about the learner's needs and any provision made
- Work collaboratively with the Senior Leadership Team; Strategic Lead for SEND & Inclusion and directors to ensure statutory responsibilities are fulfilled and determine the strategic development of the SEND policy and provision in the school
- Contribute to the school improvement planning and quality assurance processes related to SEND
- 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

- Coordinate effective transitions between classes, key stages, phases and educational settings. Liaise with receiving schools and next providers of education to ensure learners and their parents are informed about options; and a smooth transition is planned with continuity of support
- Support learners in developing independence and self-advocacy skills in preparation for adulthood
- 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 directors 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
- Support the Headteacher in monitoring the effectiveness and impact of SEND Provision in school; regularly review and evaluate the breadth and impact of the SEND support the school offers and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Contribute to the annual review updates of the SEND Policy and SEND Information Report
- Ensure the school meets the responsibilities under the SEND Code of practice, 2015 and Equality Act 2010 and fulfils its duty to make reasonable adjustments for learners with SEND
- Work with the Headteacher and teaching staff, to 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

The headteacher has overall responsibility for ensuring that the school provides an inclusive environment where all learners can achieve, participate, and thrive.

In each setting, the Headteacher will:

- Work with the Senior Leadership Team to determine the strategic development of the SEND policy, development, implementation and provision in the school
- Work with the SENCO and other leaders to make sure the school meets its responsibilities under the SEND Code of Practice 2015; 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
- Monitor patterns of SEND identification, processes, and outcomes; targeted interventions; impact and support to inform strategic planning and improve provision
- Ensure that SEND and Inclusion remain key priorities within whole school improvement planning
- Have responsibility for monitoring the school's SEND budget and any additional funding allocated by the LA to support individual learners

- Ensure the SENDCO is appropriately qualified, supported and provided with sufficient time and resources to fulfil their duties and responsibility effectively
- 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
- Work with the SENCO, to identify, plan, develop, identify training for 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 provision and 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 SEND, 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 and accountable for:

- planning and delivering high-quality inclusive teaching that is adapted to meet learner individual needs and accessible through a graduated approach
- Developing an inclusive classroom environment where all learners feel safe, heard valued and supported
- Maintain high aspirations and expectations for all learners
- Contribute to the development of Pupil Profiles, Support Plans, Termly Targets and EHCP outcomes where relevant
- Regularly review the progress and development of every learner in their class
- Use assessment information to identify emerging needs and inform provision and seek support and advice from the SENDCO where necessary
- Working closely with the SENCO; Learning Mentors; pastoral 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
- Implement and contribute to the Assess, Plan, Do, Review cycle for learners receiving support
- Review the effectiveness of interventions and classroom strategies and adapt practice accordingly
- Contribute to Educational Health Care Plans (EHCP) annual reviews and EHCP needs assessments
- Engage in training and professional development relating to SEND and Inclusion
- Ensuring they follow this SEND policy and the SEN information report
- Develop positive and effective relationships with learners and parent/carers
- Communicating regularly with parents and carers to:
 - set clear outcomes and review progress towards them
 - Work collaboratively to agree outcomes, strategies, next steps and discuss the activities and support that will help achieve the set outcomes

- identify the responsibilities of the parent/carer learner and the school
- listen carefully to parents views, concerns and aspirations for the learner ensuring these inform planning and decision making

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

At Pivot we believe that learners should be active participants in decisions that affect their education, wellbeing, and future aspirations. We are committed to ensuring the views, wishes and feelings of learners are heard, respected and acted upon in accordance with their age, understanding and communication needs. We recognise that all learners have the right to be involved in making decisions and exercising choice within our provisions. The SENCO is responsible for reflecting learners' 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:

- Share their strengths and difficulties
- Express their views about learning and support
- Contribute to setting personalised targets or outcomes
- Participate and attend review meetings and discussion about their provision where appropriate
- Giving feedback on the effectiveness of interventions and support
- Develop confidence, independence, and self-advocacy skills

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

The SENCO will ensure that learner voice is reflected within SEND Support Plans and Education, Health and Care Plans (EHCPs), and that learners are supported to contribute meaningfully to the planning and review process.

A range of approaches may be used to gather learner views, including conversations, questionnaires, person-centred reviews, learning walks, pupil voice activities and advocacy

support where appropriate.

Learners' views will be considered alongside those of parents, carers, professionals and school staff when making decisions about provision and support.

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. Progressive Targets are created 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 Progressive 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 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. The graduated approach ensures that support is tailored to individual needs and remains responsive to the learner's progress, strengths and aspirations and follows:

Assess: the class teacher and SENCO will work collaboratively to assess, analyse a learner's needs considering; the teacher's screening and assessment tools, observations 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 provision 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 and gather their views and feedback¹²

Plan: following assessment the class teacher, SENDCO and in consultation with the parents and the learner, will agree which adjustments, interventions and support will be put into place, the expected outcomes and a clear date for review.

Planning will identify:

- The learners' strengths and areas of need
- Desired outcomes and success criteria
- Teaching strategies and reasonable adjustments
- Targeted interventions and support
- Staff responsibilities
- Timetable for intervention and review

All staff who work with the learner will be made aware of the learner's needs, the outcomes sought, the support provided with recommended 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 reflected in a Pupil Profile and the EHCP where appropriate.

Parents/carers will be fully involved in the planning process and supported to contribute to the agreed interventions and outcomes both at school and home.

Do: the learner's class or subject teacher remains responsible for their progress.

Where the plan involves small group or individual 1-to-1 teaching away from the class or subject teacher, the class teacher will continue to retain responsibility for the learner; monitor progress and oversee the quality of provision. 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 provide guidance and support to all staff, helping them to assess needs accurately; implement evidence informed strategies and evaluate the effectiveness of provision. The SENCO will support the class teacher in further assessing the learner's particular strengths and weaknesses, in problem solving and advising on how to adapt teaching in response to emerging needs and progress and implement support effectively.

Review: Provision and progress will be reviewed regularly to evaluate the impact of support and determine the next steps. Schools will regularly review the effectiveness of the interventions and their impact on the learner's progress. This evaluation will be based on

- progress towards outcomes
- the views and feedback of the parents/carers and learners
- assessment information and attainment data
- attendance, engagement and wellbeing
- the level of progress the learner has made towards their outcomes and progressive targets
- the views of the teaching staff support staff and external professionals who work with the learner

Outcomes of reviews may include:

- Continuing current provision
- Setting new targets
- Involving additional SENCO screening and assessments
- Developing evidence-based interventions and support
- Request for support from in school 'experts at hand' and or specialist services and outside agencies

Where an EHCP and/or Pupil Education Plan (PEP) is already in place for the learner, this cycle will be linked with the outcomes in their EHC plan and progressive 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 an Assess, Plan, Do, Review (APDR) plan to document needs and strategies and to monitor progress against progressive targets.

If a learner with an APDR plan 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

At Pivot we are committed to ensuring SEND provision is responsive, evidence informed and has a positive impact on learners' educational, social and emotional outcomes.

We evaluate the effectiveness of provision through:

- reviewing learners' individual progress towards outcomes, termly targets their goals each term

- Evaluating and reviewing the impact of termly interventions and support programmes through measurable outcomes and progress data
- Gathering and analysing feedback from learner and parent questionnaires, consultations, review meetings SENDO monitoring activities including half termly data reviews, quality assurance processes; learning walks, work scrutiny, moderation and curriculum reviews)
- Using individual provision maps
- Assess, Plan, Do, Review meetings and cycles
- 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. During the meeting Progressive Termly Targets will be discussed as well as provision and support. If a decision is made at the meeting to draw up a new support plan, following Pivot guidance and the Assess, Plan, Do, Review (APDR) processes, the class teacher will refer to the SENDCO for support and guidance. The SENDCO may create an APDR plan where class teachers will be part of the process and have access to a copy; the SENDCO will file a copy centrally as well as send a copy to parents/carers and any external agencies involved. The APDR support plan will be reviewed every 6-8 weeks with learners, parent/carers, key staff and the SENDCO. 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 strategic leads for SEND & Inclusion who acts as mentor; Strategic Lead for Teaching and Learning and Strategic lead for Safeguarding as well as the Pivot group Educational Psychologist. The Leeds site has additional support from an ASC Lead who provides advice for learners with ASC. All SENCOs can access support and guidance from the Pivot central team as well as the Therapeutic Lead who provides advice and support for learners who need therapeutic input for mental health and wellbeing.

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-sendiaass
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%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/>

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 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 Pivot 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
- Supporting Children with Medical Conditions Policy