SEND Information Report

2026 - 2027

‘Because Children Deserve Better’

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1. Introduction and aims

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, please read our SEND and Inclusion policy.

You can find it on our website here: https://pivot-group.uk/schools-academies/policies-procedures/

If you are unable to access the policy online, you can ask a member of staff to send you a copy of the policy.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the glossary at the end of the report.

2. What types of SEN does the school provide for?

Learners attending Pivot may present with a range of special, educational needs and disabilities (SEND). These needs fall within one or more of the four broad areas of need identified in the SEND Code of Practice as outlined below. Many learners have strengths and needs that span multiple areas.

Our schools provide for learners with the following needs:

Area of need	**Examples of Conditions**
Communication and interaction	Autism spectrum condition **(ASC)** Speech, Language and Communication Needs **(SLCN)** Social Communication difficulties
Cognition and learning	Specific learning difficulties **(SpLD),** including dyslexia, dyspraxia, dyscalculia Moderate learning difficulties **(MLD)** Severe learning difficulties **(SLD)**
Social, emotional and mental health	Attention deficit hyperactive disorder **(ADHD)** Attention deficit disorder **(ADD)** Anxiety Attachment Difficulties and Attachment disorder Developmental trauma
Sensory and/or physical	Hearing impairment **(HI)** Visual impairment **(VI)** Physical impairment Sensory processing differences **(SPD)**

3. Which staff will support my child, and what training have they had?

Our SENCOs (special educational needs co-ordinator)

School	**SENCO**	**Email address**	**Contact number**
Pivot 6, KS3 Tech and Kirklees Post 16	Mr Mark Lee	Mark.Lee@pivot-group.co.uk	01484 766350

Kirklees - Salus House, KS4 Tech House and POP	Mrs Erica Strickland	Erica.strickland@pivot-group.co.uk	01484 295350
Leeds – Venture and LINKS	Mrs Jayne Theodorou	Jayne.theodorou@pivot-group.co.uk	0113 3204069
Leeds - Elevate	Ms Keira Carnie	Keira.Carnie@pivot-group.co.uk	0113 3204069

SENDCO team

Pivot SENCOs are qualified teachers and have achieved, (or are working towards, the **National Award in Special Educational Needs Co-Ordination (NASENCO**) or the **National Professional Qualification** (NPQ) for SENCOs. They bring a wealth of experience in special educational needs and disabilities, alongside expertise gained from a range of educational and specialist support roles.

To ensure that learners with SEND receive high-quality support, the majority of our SENDCo's have little or no teaching commitments, enabling them to dedicate their time to leading SEND provision, supporting staff, working with families and coordinating specialist interventions.

Each site is also supported by an Assistant SENDCO, who works under the direction of the SENDCO to help ensure effective implementation of support plans, provisions, exam access and inclusive practice across the school. The SEND team is further supported by a SEN Administrator.

Our class / subject teachers

Teachers at Pivot are committed to providing an inclusive and supportive learning environment in which every learner can thrive. Teachers receive ongoing SEND training as part of their professional development. This is supported with in-house SEN training together with direct support from the SENCO team to meet the diverse needs of learners. Through ongoing training, coaching and collaboration teachers develop the skills and confidence needed to adapt teaching, remove barriers to learning and promote positive outcomes for all learners.

Staff training and professional development

Staff have received recent training in the following areas:

- Understanding SEND – Knowing Your Learners
- The Pivot Curriculum
- Building Relationships with our Learners
- Zones of Regulation
- Trauma Informed Practice
- Therapeutic Practice
- Autism Friendly Practice
- Nurture Principles
- Statutory Safeguarding Training
- Site specific medical training

Additional on-site staff

We have additional staff on site who provide a wide range of support for our learners. All of our staff participate in an extensive induction programme when joining Pivot and receive

continued professional development relevant to learner needs and their role. Our wider on-site staff team includes:

- Transition Lead – our Transition Leads work with learners and their families prior to starting school to provide a structured transition programme to enable the learner to have a supported and successful start to their education journey with Pivot. They also work with our learners, their families and next settings when learners are moving to a new provision or transferring to post-16 provision. Our Transition Leads work closely with our SENCOs to ensure an appropriate transition plan is in place for each learner
- Intervention Mentor – we provide a range of academic and holistic interventions, and these are delivered by our Intervention Mentors on an individual or small group basis dependent on the needs of the learner. The intervention programme for each learner is developed by the SENCO in conjunction with other staff, and delivered by the Intervention Mentors
- Learning Mentors (LMs) – working in class alongside the class teacher, our Learning Mentors support learners' academic development and well-being. All of our classes are supported by LMs to ensure high adult to pupil ratios where learners can be provided with the support, they need to access the curriculum
- Designated Safeguarding Lead (DSL) – our DSLs work full time in their role. They support our learners and families in a number of ways and are responsible for any child protection issues in school. All of our DSLs are under the supervision of our lead Social Worker
- Pastoral and Welfare Lead (PWL) – our PWLs are available throughout the day to support learners when they need time away from the classroom environment to enable them to become regulated and ready for learning

Pivot specialists

We have a number of specialists the SENDCO can collaborate with who are able to work with learners (where appropriate) and offer support and guidance to our school staff. These include an:

- Educational Psychologist
- Social Worker
- SEND and Inclusion Lead
- Autism Specialist
- Therapeutic Lead
- Teaching and Learning Lead
- Speech and Language Therapist (Traded)

This team enables immediate access to an extensive and comprehensive package of support for our learners and their families and provides ongoing training and support to all staff to ensure they have the skills and knowledge to meet the complex needs of our learners.

External services

Sometimes we need extra help to offer our learners the support they need. Whenever necessary we will work with external support services to meet the needs of our learners with SEND and to support their families. These include:

- Local Authority Specialist Inclusion Service, including the ASC Team

- Local Authority SEN Team
- NHS Speech and Language Therapy
- NHS 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

4. What should I do if I think my child has SEN?

While many of our learners have an Education, Health and Care Plan (EHCP) which identifies and outlines their SEND, we recognise that needs evolve over time. In addition, we also support a small proportion of our learners who do not have an EHC plan and may require support to meet their full potential. Where concerns are identified, teaching staff discuss these with the SENDCO to gather a picture of needs.

The SENDCO will work collaboratively with the learner, their parents or carers, teachers and other relevant professionals to consider the most appropriate next steps. This may involve further assessment, targeted interventions, additional support strategies or referrals to specialist services. We are constantly reviewing learners needs and aim to identify barriers to learning at the earliest possible opportunity. Together we will develop an approach that enables the learner to success, participate in school life and achieve their best possible outcomes.

Parent/carer input into this is vital and we encourage parents/carers to advise us of any concerns in the following way:



If you think your child might have SEND, or additional needs, the first person you should contact is your child's teacher.

You can discuss concerns with the teacher during the consultation meetings or ask to speak to the teacher at any other point of time by calling the school office.

After speaking to the teacher, if necessary, they will pass details on to the SENCO, who will be in touch to discuss your concerns.

You can also contact the SENCO direct using the telephone number located at the front of the document.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs additional support, we will agree this with you and your child.

If your child is not already on the school's SEND register, they will be added at this stage.

5. How will the school know if my child needs SEND support?

To ensure we have a good understanding of all of our learners and their needs, baseline assessments are completed when a learner joins our school with regular follow up assessments to understand progress or gaps in learning. These assessments are supplemented with regular ongoing assessments and reviews enabling us to monitor progress, identify needs and address any learning gaps or development needs as soon as possible.

All of our teachers are skilled in recognising and responding to a wide range of SEND needs. Teachers will raise any concerns with the SENDCO. Through regular observations, assessment and communication with learners and their families, staff remain alert to signs that a learner may require additional support. This includes concerns in relation to academic progress, communication and interaction, social development and wellbeing, attendance or engagement with learning. For example, a learner may experience difficulties with reading, writing, sensory regulation, communication or building positive relationships with peers and adults teachers will raise any concerns with the SENCO.

The SENCO will work with you, the learner and the staff involved in teaching or supporting the learner and consider the appropriate next steps.

Throughout our conversations with you and the learner we will make sure that:

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

6. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs. The graduated

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

As part of the planning stage of the graduated approach, we will work together to set outcomes that we want to see your child achieve. Where there is already an EHCP in place, these outcomes will be linked to the outcomes in the EHCP.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can measure and see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a learner has made progress, they may no longer need the additional provision which is being made. For others, the cycle will continue and the targets, strategies and provisions will be revisited and refined. All learners have Progressive Termly Targets in place; these are small step targets under the four areas of SEND, linked to the learners' EHCP and or needs. These are reviewed termly with learners and teaching staff.

Where an EHCP is already in place for the learner, this cycle will be linked with the EHCP 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 an Assess, Plan, Do, Review (APDR) format and / or Support Plan (SP) to document needs and strategies and to monitor progress against progressive termly targets.

If a learner with an APDR or SP is not making expected progress or is continuing to work 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 SEND Team at the Local Authority and can only be made following two full cycles of an Assess, Plan, Do and Review. On gathering all relevant advice about a learner's progress the SEND Team may agree to assess which may lead to issuing an EHCP outlining outcomes to be met and any additional provision to be provided. This process can take 20 weeks or more depending on the assessment needs.

7. How will I be involved in decisions made about my child's education?

We provide three reports per year on your child's progress. In addition, where your child has an EHCP this will be reviewed annually and you will be invited to attend and contribute to the review together with your child.

Every term we have a parent / carer consultation meeting with you and your child. Your child's class / form teacher will meet you to:

- Gather up to date child and parent/carer views and feedback
- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress

- Identify what we will do, what we will ask you to do, and what we will ask your child to do
- Review and update your child's Pupil Profile
- Review the Progressive Termly Targets progress and impact

The SENCO or other appropriate staff may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision and support up to date and as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This will be recorded on an Assess, Plan, Do, Review form we may also inform you of progress on the Progressive Termly Target Sheet which will be shared with all relevant staff, and you will be given a copy.

If you have any concerns that arise between these meetings, please raise these with your child's class teacher. You can speak to them when dropping off / collecting your child or by arranging an appointment by contacting the school: Contact us - Pivot Group Education

8. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that all children are individuals and no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Complete an All About Me Profile – gather their up-to-date views and feedback
- Update their Learner Profile
- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing etc
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey or questionnaire

9. How will the school adapt its teaching for my child?

Our approach to teaching learners with SEN

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

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

Adaptations to the curriculum and learning environment

Your child's teacher is responsible and accountable for the progress and development of all the learners in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will change how we teach to suit the way your child works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

We make the following adaptations to ensure all learners' needs are met:

- Adapting our curriculum to make sure all learners are able to access it, for example by grouping, 1:1 work, teaching style or content of the lesson etc
- Regularly reviewing and adapting our resources and staffing to best meet the needs of all learners
- Using recommended aids such as coloured overlays, visual timetables, laptops, large font etc
- Adapting our teaching, for example giving longer processing times, pre-teaching of key instructions, reading instructions aloud etc
- Providing high adult / pupil ratio classes
- Learning Mentors (LMs) will support learners in small groups or 1:1 basis when needed

We will also provide the following support/interventions as appropriate:

Area of need	Support / Intervention
Physical Needs	• Access to supporting writing aids e.g. sloping writing boards, pencil grips, range of pens and other writing apparatus • Theraputty and programmes to improve finger strength • Access to a range of ICT to aid recording e.g. computers • Access to reading aids e.g. coloured overlays, coloured paper, larger font etc • Visual timetables • Referrals to Occupational Therapist for assessment and advice
Speech and Language Needs	• Access to a Pivot Autism Lead • Access to assessment by a Speech and Language Therapist as required • SULP (Social Use of Language) trained support assistants • Personalised support strategies for learners informed by assessment

	• Delivery of individual programmes devised by speech and language therapists e.g. Black Sheep, Talk About Programmes etc.
Sensory Impairment	• Working closely with external professionals to ensure learning aids are appropriate and used correctly • Classroom environment audits; sensory profiles, to ensure the learning environment takes consideration of the sensory impairment and how best to support the learner • Access to speech and language therapists • Access to Local Authority specialist services
Social, emotional and mental health difficulties	• Experienced and specialist staff who build strong relationships with learners in order to fully understand their needs and how best to support them through observations, assessments using Boxall Profile etc • Discreet teaching of self-regulation strategies through the Zones of Regulation curriculum (and 1:1 where needed) • Timetabled lessons on Mindfulness and Wellbeing • All learners have access to calm areas • Access to school pets to build responsibilities and offer calm time • Access to a Pivot Group Social Worker • Access to a Pivot Group Therapeutic Lead • Access to local mentoring groups • Supported breaks and lunchtimes where staff model and mediate good social interaction • Excellent relationships with learners, staff and families • Interventions, enrichment activities to promote self esteem
Challenging Behaviour	• Strong expectations set out in our Behaviour Policy • Creation of individual behaviour plans, where needed • Highly qualified staff who have strong relationships with learners and can employ de-escalation methods when a learner is heightened • All staff trained in Team Teach • Patient understanding from experienced staff • Individual Risk Assessment for all learners
Additional Literacy support	• Specialist staff trained in Dyslexia screening and delivery of support programmes • Reading rulers and reading overlays, accessibility options • Individualised programmes e.g. Rapid Phonics, Precision Teaching, Beat Dyslexia, Toe by Toe, Active Literacy Kit; Additional Literacy and Further Literacy • Dyslexia aware staff and Dyslexia friendly classrooms • Small intervention groups for catch up phonics; spelling, reading, handwriting programmes • Online Academy 21 programmes where required (Leeds site only)
Additional Numeracy support	• Intervention Mentors or LBMs to deliver individualised programmes • Targeted ICT programmes • One to one tuition or catch-up for targeted children
Medical Needs	• Individualised care plans created by a team around the child including the school nurse, parents and first aiders in school • Intimate care plans carefully drawn up with parents • Team of trained first aiders across all phases of school • Regular care plan reviews with family and learner
Resource Allocation	• 1:1 support and resources as specified in a learner's EHCP • Learning Behaviour Mentors and Intervention Mentors to deliver in class support, group intervention, individual targeted intervention etc.

	• Learner progress is regularly reviewed and provision matched to needs
Staff Training	• Regular training sessions for all support staff on SEND needs • Whole school Rolling Programme of training part of School Development Plans • Commitment to maintain levels of training if staff leave • Well planned programme of CPD (Continued Professional Development) accessing both external agencies and in-school support • All staff have access to Pivot Group SEND Strategic Leads; Safeguarding, Health and Wellbeing and Teaching and Learning Leads for guidance, support and advice

These interventions are part of our contribution to the local offers of the local authorities we work with.

Additional support for learning

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

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

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

Expertise and training of staff

At each of our schools the SENCO is a highly experienced member of staff and part of the schools 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 SEND provision. In addition, our SENCOs are supported by the Pivot SEND Strategic Lead who acts as mentor, by the Pivot 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 throughout the year in line with the School Development plan and SEND action plan. All staff have ongoing training relevant to the needs of the learners within their settings.

10. How will the school evaluate whether the support in place is helping my child?

We evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their Progressive Termly Targets and EHCP outcomes each term
- Reviewing the impact of any interventions in place
- Using Assess, Plan, Do, Review Meetings in consultation with staff, learner and parent/carer feedback
- Providing regular opportunities for gathering learner and parent/carer feedback

- 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

For learners with an EHCP, an Annual Review is held to review progress towards objectives/outcomes outlined in the EHCP. A copy of the EHCP is updated, if required, and an Annual Review report will capture the meeting discussion and review outcomes and any agreed actions to support your child's SEND. Following the annual review the documents are sent to all invitees, including parents/carers and the Local Authority SEN team, who will make the decision to update the plan.

11. How will the school resources by secured for my child?

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

- A highly qualified and skilled staff team who receive quality training specific to the needs of our learners, on an ongoing basis
- Access to a range of Pivot specialists including an Autism (ASC) Specialist
- Liaison with external specialists where needed to get recommendations on what will best help your child access their learning
- Differentiated planning
- Individual teaching programmes, where needed
- Individual timetables, where needed
- High adult / learner ratios in all classes
- Specialist equipment where appropriate

12. How will the school make sure my child is included in activities alongside learners who don't have SEND?

All of our extra-curricular activities and school visits are available to all our learners.

All learners are encouraged to go on our school trips, including any residential trips.

All learners are encouraged to take part in sports activities, school workshops, off site activities and other appropriate visits e.g. careers fayres.

No learner is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

13. How does the school make sure the admissions process is fair for learners with SEN or a disability?

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 - https://pivot-group.uk/policies-procedures/

14. How does the school support learners with disabilities?

Our school buildings have full flights of stairs. The school will have regard to the Equality Act; the Children and Families Act and the SEND Code of Practice 2014 in terms of admitting

learners with disabilities.

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

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

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

15. How will the school support my child's mental health and emotional and social development?

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

- Learners with SEN are encouraged to share their ideas about school through a range of mechanisms
- All learners are encouraged to go on school trips and to take part in special workshops; no learner is ever excluded from these activities because of their SEND
- Experienced staff give one to one support programmes to help with self-esteem
- Every year staff receive training from our specialist teams, including an Educational Psychologist, in order to meet the needs of children with SEMH needs. The focus depends on the staff development required to enable them to meet the needs of the learners
- Staff receive training in Trauma Informed Practice; Behaviour as Communication, relational Approaches and Attachment; Zones of Regulation and mental health and wellbeing approaches and how to meet the needs of complex learners
- Staff are able to support neurodiverse learners using Autism friendly (ASC) sensory approaches and ADHD strategies to support those learners needs
- All staff have access to individual supervision to promote staff problem solving and well-being
- We have access to specialist support through our network of specialists
- Supported playtimes, breaks and lunchtimes
- Learners with SEND are encouraged to be part of the school council
- Excellent relationships with learners, staff and families

We have a zero-tolerance approach to all types and forms of bullying.

16. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

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

Examples of strategies include:

- pre-entry meetings between learner and their families and school staff
- phased and or reduced initial timetables

- allocation of key workers
- the use of social stories; Talking Mats, Sensory profiles, Learner Profile updates, exam access
- extended / accompanied transition visits
- travel training
- Learner booklets containing key information/photographs etc

We will share information with the teacher, school or other setting the learner is moving to.

We will agree with parents and learners which information will be shared as part of this.

Preparing for Adulthood

We have a Pivot Careers plan and we also work with an external careers advice service to ensure we provide all our learners with appropriate advice on paths into work or further education.

We work with the learner to help them achieve their ambitions, which can includes goals in higher education, employment, independent living and participation in society.

17. What support is in place for looked-after and previously looked-after children with SEN?

We have a Pivot Social Worker who works across all schools. Each school has a Designated Safeguarding Lead (DSL). Our DSLs are:

School	Safeguarding	Email Address	Contact number
Pivot 6 - Bradford	Tom Laurie	Tom.laurie@pivot-group.co.uk	07511037629
Kirklees – Technology House	Emma Goddard	emma.goddard@pivot-group.co.uk	07511037627
Kirklees – Salus House	Emma-Jane Barber	Emma-Jane.Barber@pivot-group.co.uk	07589304727
Leeds - Venture	Jean Chamley	Jean.chamley@pivot-group.co.uk	07539832764
Leeds - LINKS and Elevate	Amy Lawrence	Amy.lawrence@pivot-group.co.uk	07521389795
Kirklees - Pivot Outreach Programme (POP)	Amy Thornton	Amy.Thornton@pivot-group.co.uk	07935352007
Wakefield - POP	Rebecca Hall	Rebecca.hall@pivot-group.co.uk	07860312737

Our SENCOs act as designated teacher and work with teachers to make sure they all understand how a looked-after or previously looked-after learner's circumstances and their SEND might interact, and what the implications are for teaching and learning. They are supported in this by our specialist SENCO and Therapeutic Lead.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after learners will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another and that meetings are coordinated together to support inclusion.

18. What should I do if I have a complaint about my child's SEND support?

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 and then the SENCO if the issue is not resolved. 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.

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 Pivot'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://www.calderdalesendiass.org.uk/wp-content/uploads/2020/11/what-if-i-do-not-agree.pdf

Kirklees
https://www.kirkleeslocaloffer.org.uk/information-and-advice/general-information-and-advice/complaints-and-disagreements/

Bradford
https://localoffer.bradford.gov.uk/kb5/bradford/directory/service.page?id=ghK7K-XJ8EI&localofferchannel=0

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/

19. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family. Our DSL and school staff can work with you to provide you with support and to give you information about local charities and other services who support families of children with SEND.

To see what support is available to you locally, have a look at your local authority's local offer. The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their local and surrounding areas and how to access them. It includes provision from birth to 25, across education, health and social care.

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

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

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

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
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

National charities that offer information and support to families of children with SEND are:

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

20. Glossary

- **Access arrangements** - special arrangements to allow learners with SEND to access assessments or exams
- **Annual review** - an annual meeting to review the provision in a learner's EHC plan
- **Area of need** - the 4 areas of need describe different types of needs a learner with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **ASC** - autism spectrum condition
- **CAMHS** - child and adolescent mental health services
- **Differentiation** - when teachers adapt how they teach in response to a learner's needs
- **EHC needs assessment** - the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** - an education, health and care plan is a legally binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** - a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** - an approach to providing SEN support in which the school provides support in successive cycles of assessing the learner's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the learner
- **Intervention** - a short-term, targeted approach to teaching a learner with a specific outcome in mind
- **Local offer** - information provided by the local authority which explains what services and support are on offer for learners with SEN in the local area

- **Outcome** - target for improvement for learners with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports learners with SEN
- **SEN support** – special educational provision which meets the needs of learners with SEN
- **Transition** – when a learner moves between years, phases, schools or institutions or life stages