

Contents

1. Aims	3
2. Legislation and guidance	3
3. Definitions	3
4. Roles and responsibilities	3
5. SEN information report	6
6. Monitoring arrangements.....	12
7. Links with other policies and documents	12

1. Aims

Our SEN policy and information report aims to:

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

2. Legislation and guidance

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

- ❖ Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities.
- ❖ The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- ❖ A 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 or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

Michelle Skelton

They will:

- ❖ Work with the head teacher and SEN management committee member (MCM) to determine the strategic development of the SEN policy and provision in the school
- ❖ Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans

- ❖ Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- ❖ Advise on the graduated approach to providing SEN support
- ❖ Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- ❖ Be the point of contact for external agencies, especially the local authority and its support services
- ❖ Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- ❖ Work with the head teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- ❖ Ensure the school keeps the records of all pupils with SEN up to date

4.2 The intervention Manager

Laura Spires

- ❖ Strategic oversight of the pastoral and social/ emotional wellbeing of students
- ❖ Line manages the team of support workers who deliver the social emotional interventions and pupil support.
- ❖ Manage and identify pupils who need specific targeted support for social and emotional issues.
- ❖ Works closely with all agencies for the best outcome for all young people.
- ❖ Provides the link for external agencies and other professionals.
- ❖ Line Manages the Primary Mental Health Specialist.

4.3 The SEN Management Committee Member

Nigel Harrisson

The SEN MCM will:

- ❖ Help to raise awareness of SEN issues at management committee meetings
- ❖ Monitor the quality and effectiveness of SEN and disability provision within the school and update the management committee on this
- ❖ Work with the head teacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.4 The Head teacher

Louise Leader

The headteacher will:

- ❖ Work with the SENCO and SEN Governor/ Management committee member to determine the strategic development of the SEN policy and provision in the school
- ❖ Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.5 Class teachers

Each class teacher is responsible for:

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

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- ❖ Specific Mental Health support
- ❖ Home tuition for pupils unable to attend due to significant medical needs
- ❖ Communication and interaction, for example, Autism, speech and language difficulties
- ❖ Cognition and learning, for example, dyslexia, dyspraxia,
- ❖ Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- ❖ Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- ❖ Moderate to severe and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

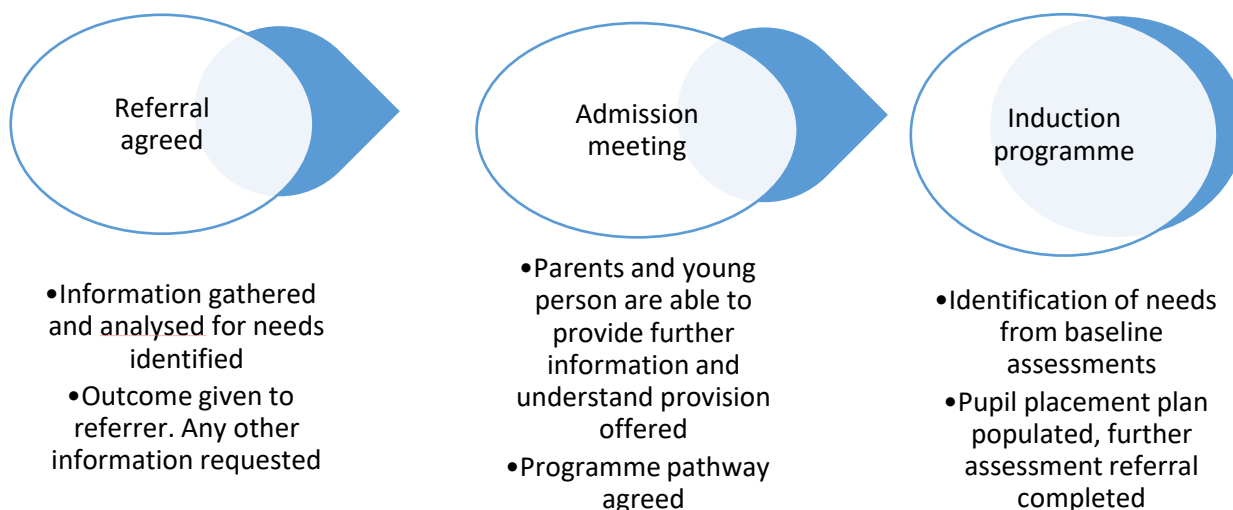
- ❖ Is significantly slower than that of their peers starting from the same baseline
- ❖ Fails to match or better the child's previous rate of progress
- ❖ Fails to close the attainment gap between the child and their peers
- ❖ Widens the attainment gap

This may include progress in areas other than attainment, for example, social and emotional needs.

Slow progress and low attainment will not automatically mean a pupil has a specific SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Over view of how we begin the assess, plan, do review cycle.



5.3 Consulting and involving pupils and parents

We are always open to discussing with the pupil and their parents any issues or concerns we may have or you may have. We always discuss with pupils and parents when identifying whether there are other aspects needed to secure an appropriate educational provision. These conversations will make sure that:

- ❖ Everyone develops a good understanding of the pupil's areas of strength and difficulty
- ❖ We take into account the parents' concerns
- ❖ Everyone understands the agreed outcomes sought for the child or young person
- ❖ Everyone is clear on what the next steps are
- ❖ Notes of these early discussions will be added to the pupil's record and given to their parents.

At Pathways Learning Centre we work as a partnership with parents and carers and young people. To facilitate this we encourage young people to contribute in the pupil voice opportunities and to be part of the reviews held for them. We aim for 3 reviews a year

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the student's needs. This will draw on:

- ❖ The teacher's assessment and experience of the student
- ❖ Their previous progress and attainment and behaviour
- ❖ Other teachers' assessments, where relevant
- ❖ The individual's development in comparison to their peers and national data
- ❖ The views and experience of parents
- ❖ The pupil's own views
- ❖ Advice from external support services, if relevant

Staff all contribute to the information we gather for pupils. This ensures we are aware of progress, needs and how interventions or approaches are working for our young people. The data on progress in learning is collected 3 times a year, Social and emotional data is gathered 3 times a year and the information and voice of our young people and those working with them is also collated through review meetings and communication at a minimum of 3 times a year.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

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

We work with main schools and next education provisions to ensure the needs of pupils and young people are identified and where possible any information pertinent to the development of the young person is shared appropriately.

Our CEIAG team and staff provide support to young people ensuring they have the information and sign posing to understand their options and choices for continuing education.

We work with forwarding schools to ensure we are able to support transition to appropriate education provision when pupils both join and leave us. This is completed on an individual basis.

Young people have access to the transition to adulthood team who are part of South Gloucestershire Local authority

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide intervention, some of these are:

- ❖ Literacy
- ❖ Numeracy
- ❖ ELSA
- ❖ Sand tray therapy
- ❖ Zones of Regulation
- ❖ Counselling (referral process for this)

5.7 Adaptations to the curriculum and learning environment

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

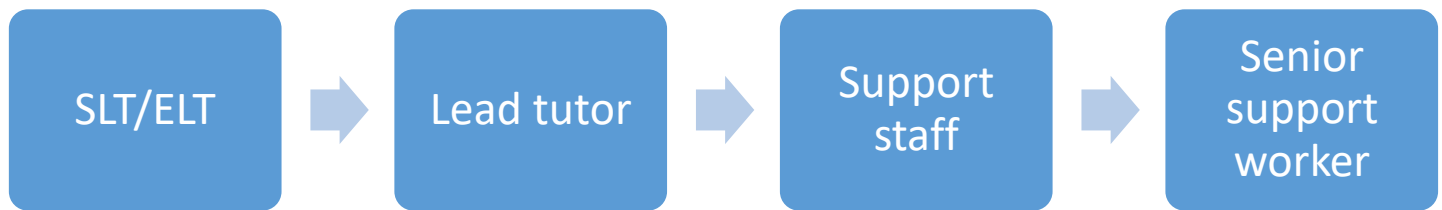
- ❖ Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lessons.
- ❖ Using different pathways for pupils dependent on the need of individual pupils.
- ❖ Adapting our resources and staffing
- ❖ Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- ❖ Using adaptive teaching methods, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, breaking up tasks into small chunks, written instructions etc.

5.8 Additional support for learning

We have a number of teaching assistants who are trained to deliver interventions such ELSA, Zones of Regulation, therapeutic mentoring and literacy and numeracy support.

Teaching assistants will support pupils wherever possible and there are key identified staff for each student as their "go to" staff. This is supported through our tutor model

Tutor model



We work with the following agencies to provide support for pupils with SEN:

- ❖ Education Psychologists
- ❖ CAMHs
- ❖ Occupational therapists
- ❖ Speech and Language assessors
- ❖ Youth offending team
- ❖ Visual impairment and sensory team
- ❖ Hearing impairment team

5.9 Expertise and training of staff

All teachers are teachers of SEN. As part of the training and guidance, the SENCo, Education Psychologists, and other specialist staff provide training for staff in line with the need of both students and staff.

Training and staff support is available weekly in SENCo surgeries and CPD drops, termly in staff meetings and in inset time.

More in-depth training and individualised training is identified and supported through the performance management cycle and staff having ownership over their own personal professional development.

5.10 Securing equipment and facilities

Where it is identified that specialist equipment is needed and essential for the progress of learning, we engage with appropriate agencies and suppliers to acquire the equipment needed.

5.11 Evaluating the effectiveness of SEN provision

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

- ❖ Reviewing pupils' individual progress towards their goals each term
- ❖ Reviewing the impact of interventions after 6 weeks
- ❖ Using pupil questionnaires
- ❖ Monitoring by the SENCO
- ❖ Using provision maps to measure progress
- ❖ Review of placement meetings
- ❖ Review meetings and parent meetings
- ❖ Holding annual reviews for pupils with EHC plans

We use a list of measures and evidence to ensure we are providing effective SEN provision. Below are examples of the questions we use to ensure we evaluate and understand how effective our approaches are.

What are the needs of the students?

How do we know?

What progress is being made?

Do CYP know what progress they are making and how to make progress?

Are parents/ carers aware of SEN provision and progress of their children?

How are we involving CYP and parents in the process of planning?

Do teachers appropriately differentiate in their planning to meet the individual needs of CYP?

Do teachers know the individual requirements of CYP with EHCPs?

5.12 Support for improving emotional and social development

The Intervention manager will ensure all appropriate non-academic support available to pupils at PLC is considered in support of their individual needs. (see roles and responsibilities)

As requested, the SENCO and Intervention Manager provide information for the Management Committee as requested, including an annual report to the FMC; the content of which is subsequently shared with parents and partner agencies through the annual SEND report (to be placed on the website)

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

- ❖ Our curriculum is designed around a trauma informed curriculum that supports all pupils' social and emotional wellbeing.
- ❖ Pupils have access to a range of interventions and specialist support for social and emotional development.
- ❖ Pupils are encouraged to access support and build relationships through key staff.
- ❖ We have a zero tolerance approach to bullying.

5.13 Working with other agencies

As a provision we work closely with many different professionals and agencies to support the progress and needs of the pupils.

This is in the form of working with social, health and other key agencies to access appropriate support and guidance.

As a provision, we welcome all collaborative opportunities to ensure the best outcomes for all our children and young people.

5.15 Complaints about SEN provision

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

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

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

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

South Gloucestershire local authority work with Special Educational Needs Information, Advice and Support Service and Global Mediation to support parents. Other services such as:

- ❖ South Gloucestershire Parents and Carers
- ❖ South Gloucestershire Children's Partnership
- ❖ SEND and You (SENDIASS)
- ❖ The South Glos Way Inclusion Toolkit
- ❖ National Autism Society
- ❖ Raising awareness for DLD -Raddled
- ❖ British dyslexia association

5.17 Contact details for raising concerns

If you have any concerns or would like to talk to a member of staff please contact the lead member of staff for the unit your child is attached to or alternatively, please contact their key member of staff initially.

6. Monitoring arrangements

This policy will be reviewed by Michelle Skelton **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Management Committee.

7. Links with other policies and documents

This policy links to our policies you can find on our [website](#).