

SEND and Inclusion Policy

Pioneer Educational Trust



Pioneer Educational Trust

aspire inspire

Key document details

Ratified: December 2018

Approver: Trust Board

Next review: December 2020

Contents

1. Introduction.....	3
2. Aims.....	3
3. Definitions.....	4
4. Roles and responsibilities	4
5. Identification, Assessment and Provision.....	5
6. Monitoring arrangements	10
7. Links with other policies and documents	10

.....

1. Introduction

- 1.1 This SEND and Inclusion Policy has been reviewed and updated in line with the statutory Special Needs and Disability Code of Practice (January 2015), the Local Education Authority and other current school policies. We also comply with 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

(FPS see Appendix 1: 1.1)

- 1.2 The implementation of the policy is the responsibility of all teaching staff and will be monitored by the Head Teacher, the Inclusion Leader and the Governing Body.
- 1.3 We are proud that the Trust provides a broad and balanced curriculum for all of the pupils on roll. Diversity is valued as a rich resource and we believe that all pupils have a common entitlement to a broad academic and social curriculum in order full all pupils to fulfil their potential.
- 1.4 Some pupils may have barriers to learning that means they have special needs and require particular support by the school. These needs may exist throughout the school career of a pupil or at any time during the school years. (FPS see Appendix 1: 1.4)
- 1.5 We strive to offer excellence and choice to all our pupils whatever their ability needs. We understand that in order to succeed children need to feel happy, secure and valued and we promote these principles within school. We respect the fact that children:
- have different educational and behavioural needs and aspirations;
 - are unique and may require different strategies for learning;
 - acquire, assimilate and communicate information at different rates;
 - need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
 - planning to develop children's understanding through the use of all of their senses and of varied experiences;
 - planning for children's full participation in learning, and in physical practical activities;
 - helping children to manage their emotions, particularly trauma or stress, and to take part in learning.
- 1.6 Teachers and support staff ensure that these pupils' needs are met by careful curriculum planning and the graduated approach of 'Assess, Plan, Do, Review' as outlined in the SEND Code of Practice. Further information on this strategy can be found in section 5 of this document.

2. Aims

- 2.1 This policy outlines the purpose of inclusion and the identification, assessment, and teaching and learning of pupils with Special Educational Needs and Disabilities.
- 2.2 Our SEND and Inclusion Policy aims to:
- Set out how the Trust and schools within the Trust will support and make provision for pupils with special educational needs and disabilities (SEND);

- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND;
- Create an environment that meets the special educational needs of each child;
- Ensure that the special educational needs of children are identified, assessed, planned for, delivered and carefully reviewed to ensure continued rapid progress;
- Enable all children to have full access to all elements of the school curriculum;
- Ensure that parents or carers are able to play their part in supporting their child;
- Ensure that all children's voices are heard in this process.

3. Definitions

- 3.1 The Special Needs and Disability Code of Practice (January 2015) is clear that a pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.
- 3.2 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
- 3.3 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.
- 3.4 Disabled children and young people: Many children and young people who have SEN may have a difficulty under the Equality Act 2010 – that is “a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.” ‘Long-term’ here is defined as ‘a year or more’ and ‘substantial’ is defined as more than ‘minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children with such conditions do not necessarily have SEN but there is a significant correlation of which we are aware. As such, where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO will:

- Work with the headteacher and SEN governor 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 headteacher 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 SEND Governor

The SEND Governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the Head Teacher and SENDCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Head Teacher

The Head Teacher will:

- Work with the SENDCO and SEND governor 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 SEND and/or a disability

4.4 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 SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. Identification, Assessment and Provision

5.1 The kinds of SEN that are provided for

Pioneer Educational Trust currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction: for example, autistic spectrum disorder, Asperger's Syndrome, 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/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

5.2.1 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

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

- 5.2.3 Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. For example, it is not uncommon to find an attainment gap between summer born pupils and others in their year group born nearer the start of the academic year, particularly in the lower primary years. Any lower attainment here when compared to their peers does not necessarily imply SEN, simply that chronological ages may be nearly a year apart. We are therefore careful to look at the wider context for pupils.
- 5.2.4 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.

5.3 Consulting and involving pupils and parents

- 5.3.1 All Pioneer Educational Trust schools welcome the opportunity to liaise with parents for the best educational outcomes for pupils. If you have any initial concerns, the class teacher, Form Tutor or subject teacher should be your first contact. Where a decision has been made to refer a pupil to the SENDCO we will have an early discussion with the pupil and their parents when identifying whether they need special educational provision.
- 5.3.2 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
 - Everyone is clear on what the next steps are
- 5.3.3 Notes of these early discussions will be added to the pupil's record and given to their parents. We will also formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

- 5.4.1 The Pioneer Educational Trust follows the recommended graduated approach and the four-part cycle of **assess, plan, do, review**.

Assess: A clear analysis of the pupil's need in relation to SEND should be carried out and reviewed regularly. This will include teachers' assessments and experiences of the pupil, their previous progress and attainment, the views of the pupil and their family and additional advice from the SENDCO and/or any external agencies.

Plan: Parents will be formally notified if their child is identified as having SEND. The SENDCO will have a consultation with the child and their family to agree the interventions and support needed as well as the expected impact on progress and development. This meeting should also identify a clear review date.

Do: The subject teachers remain responsible for working directly with these pupils each lesson. Pupils may also access 1:1 or group interventions with Teaching Assistants. Specialist staff from external agencies may also be called in to support pupils.

Review: The impact and quality of any interventions and support will be closely monitored to determine the impact they are having on pupil progress.

- 5.4.2 The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:
- The teacher's assessment and experience of the pupil
 - 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
 - Any wider contexts
 - Advice from external support services, if relevant

- 5.4.3 An Individual Education Plan (IEP) will be drawn up detailing desired outcomes and support. The IEP will be reviewed termly and is an opportunity for all stakeholders to check progress, monitor the available support, and amend the plan if necessary.
- 5.4.4 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

- 5.5.1 We recognize that transition can be a stressful time for children. SEN support includes planning and preparing for transition to an alternative setting or school. (FPS see appendix 1:5.5.1)
- 5.5.2 When pupils leave one setting to move on to another phase in their education we work closely with the next school to ensure a smooth transition. There will usually be organized transition visits for the pupils to help allay any fears they may have about moving on to another school. We 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 process.

5.6 Our approach to teaching pupils with SEN

- 5.6.1 Teachers are responsible and accountable for the progress and development of all the pupils in their class.
- 5.6.2 High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.
- 5.6.3 The Trust provides a range of the following interventions:
- Nurture Group
 - Learning Mentors
 - ELSA support (Emotional Literacy Support Assistant)
 - Specific Literacy Support
 - Specific Numeracy Support
 - Reading programmes
 - Speech and Language Support
 - Pet Therapy
 - Circle of Friends

5.7 Adaptations to the curriculum and learning environment

- 5.7.1 We make the following adaptations to ensure all pupils' needs are met:
- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, task type, etc.
 - Adapting our resources and staffing
 - Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
 - Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

- 5.8.1 We have a number of teaching assistants who are trained to deliver interventions such as ELSA, Speech and Language, Numicon, Read, Write, Inc., Pet Therapy, etc.
- 5.8.2 We deploy Teaching Assistants to support pupils in a variety of ways.

- 5.8.3 TAs can support pupils on a 1:1 basis when their needs are significant and it has been shown, perhaps by an Education, Health and Care Plan, that a pupil needs continuing 1:1 support to make further progress.
- 5.8.4 Teaching assistants will support pupils in small groups either when directed to do so by the class teacher for the benefit of delivering differentiated support, or when delivering separate interventions.
- 5.8.5 We work with the following agencies to provide support for pupils with SEN:
- Speech and Language Team
 - Occupational Therapy
 - Educational Psychologist
 - SHINE Autism Team
 - Children and Mental Health Service
 - Sensory Consortium
 - RISE
 - Education Welfare Officer
 - Early Help Hub

5.9 Expertise and training of staff

- 5.9.1 The Trust is dedicated to ensuring all our staff have access to high quality Continuing Professional Development. We have a number of TAs and HLTAs in each of our schools who help support the delivery of the curriculum to all pupils.
- 5.9.2 We ensure that TAs delivering specific interventions have appropriate training in order to maintain a high quality delivery. We have a supportive line management procedure in each school to oversee the quality of interventions being delivered.

(FPS see Appendix 1: 5.9.1; TMS see Appendix 2: 5.9.1; UGS see Appendix 3: 5.9.1)

5.10 Evaluating the effectiveness of SEN provision

- 5.10.1 We evaluate the effectiveness of provision for pupils with SEN by:
- Reviewing pupils' individual progress towards their goals each term via the IEP
 - Reviewing the impact of interventions after each half term by assessing pupil progress
 - Using pupil questionnaires
 - Monitoring by the SENDCO
 - Using provision maps to measure progress
 - Holding annual reviews for pupils with EHC plans
 - Ongoing staff training and development

5.11 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

- 5.11.1 Pioneer Educational Trust values diversity. We take our duty to pupils of all abilities very seriously and ensure that activities are available to all pupils.
- All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.
 - All pupils are encouraged to go on our residential trip(s).
 - All pupils are encouraged to take part in sports day/school plays/special workshops, etc.
 - No pupil is excluded from taking part in these activities because of their SEN or disability.

- 5.11.2 Please see the Equal Opportunities Policy on your school's website to see how we meet the needs of all learners, including those with disabilities.
- 5.11.3 Pioneer Educational Trust has an Accessibility Plan available on the websites of all school that outlines the aims for ensuring all pupils have access to both the academic curriculum and the wider life of the school. These aims are reproduced below:
- To increase access to the curriculum for pupils with a disability: to include teaching and learning, the wider curriculum of the school such as participation in afterschool clubs, leisure and cultural activities or school visits and residential visits.
 - To improve and maintain access to the physical environment of the schools to include all building works and contingency planning during upgrades and developments.
 - To improve the delivery of communications and information for disabled students and their families. The information should take into account any disabilities that students and their families may have and their preferred formats. These will be made available within a reasonable timeframe in response to the needs.

In the Accessibility Plan you can also find information on how we maintain and improve the accessibility of our school sites and buildings such as the regular audits of:

- school approaches and car parking
- routes and external level change including ramps and steps
- entrances, including reception
- horizontal movement and assembly (corridors, classrooms etc.)
- vertical movement and internal level change
- doors
- lavatories
- fixtures and fittings
- information
- means of escape

5.12 Support for improving emotional and social development

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

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to join a range of extra-curricular clubs to promote teamwork/building friendships etc.
- We offer ELSA 1:1 and group work to pupils who may need further support with emotional literacy
- Our experienced TA teams can offer Circle of Friends support to help develop confidence and improve friendships
- Our schools also have Inclusion Managers whose role it is to ensure that pupils with different emotional needs can be supported

5.12.2 We have a zero tolerance approach to bullying.

5.13 Working with other agencies

5.13.1 There are occasions when schools need to seek involvement from specialist services such as occupational therapy, autism support or CAMHS. A variety of support can be offered by these services to support pupils both in school and in other settings if necessary.

5.13.2 Typically, the SENDCO or Inclusion Manager would make a referral to external agencies to seek support for pupils. Agencies ask for all relevant information on pupils so they can make informed decisions on what route to take with a pupil that would best meet their needs. Best practice is usually when the school, parents/carers, pupil and external agency work together to seek the best outcomes for pupils.

5.13.3 There can be considerable differences between waiting times for different agencies. Most agencies do have their own set of guidelines to reduce waiting times as much as possible.

5.14 Complaints about SEN provision

5.14.1 Complaints about SEN provision in our school should be made to the SENDCO in the first instance. If you are unsatisfied with the outcome, the complainant can then be referred to the school's complaints policy.

5.14.2 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

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

5.15.1 There are support services within the local borough that can support parents who feel they need to take an issue further. We would advise contacting IAS, the Information, Advice and Support Service. They will offer impartiality and access to independently trained IAS staff to discuss questions and/or concerns on matters relating to SEN and disability.

5.16 Contact details for raising concerns

5.16.1 Please see the appendices at the end of this document for SENDCO and Head Teacher information at your school if you need to raise a concern.

5.17 The local authority local offer

5.17.1 All local authorities must provide information about services available to pupils and families in the local area.

The Slough local offer can be found here:

<https://www.sloughfamilyservices.org.uk/kb5/sloughcst/directory/localoffer.page?directorychannel=5>

RBWM's local offer can be found here:

<http://directory.rbwm.gov.uk/kb5/rbwm/directory/localoffer.page>

6. Monitoring arrangements

This policy and information report will be reviewed by the Trust's Associate Director of Inclusion (Debra Roscoe) every two years. It will also be updated if any changes to the information are made during the year.

It will be approved by the Trust Board. Appendices relating to specific schools will be ratified by the LGB.

7. Links with other policies and documents

This policy links to our policies on:

- Anti-bullying policy
- Accessibility plan
- Behaviour
- Equality information and objectives
- Equal Opportunities Policy

- Supporting pupils with medical conditions

Foxborough Primary School:

For Review by: LGB	Ratified by the Governing Body:
Head Teacher: Pauline Sweetman	School SENDCO: Adam Spinks
Review Schedule: 2 years	Chair of Governors: Mahesh Yannambakkam Signature:
Last reviewed on: November 2018	
Next review due by: November 2020	

1.1 As part of a multi-academy trust this policy also complies with our funding agreement and articles of association relevant to Pioneer Educational Trust.

1.3 The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. Some pupils may have barriers to learning that means they have special needs and require particular support by the school. These needs may exist throughout the school career of a pupil or at any time during the school years.

5.5.1 We recognize that transition can be a stressful time for children. SEN support includes planning and preparing for transition to an alternative setting or school. (FPS see appendix 1:5.5.1) In advance of Reception entry to Foxborough Primary School we initially meet the child in their home setting. We have a successful transition plan that allows pupils to make short visits to the school to become familiar with the setting. Our focus in Reception is learning through play and we encourage playful activities that make the child feel happy and secure.

5.9.1 The Trust is dedicated to ensuring all our staff have access to high quality Continuing Professional Development.

Our SENDCO has 20 years' experience as a teacher in the education system. He works full time in this role. The SENDCO manages a team of 3 HLTAs and 8 TAs. He also oversees the work of the HLTA who is responsible for the delivery of the Speech and Language programme at school, and oversees the work of the Learning Mentor in the nurture room and delivering ELSA.

Trevelyan Middle School:

For Review by: LGB	Ratified by the Governing Body:
Head Teacher: Nicola Chandler	School SENDCO: Debra Roscoe
Review Schedule: 2 years	Chair of Governors: Mark Jervis
Last reviewed on: November 2018	Signature:
Next review due by: November 2020	

1.1 As part of a multi-academy trust this policy also complies with our funding agreement and articles of association relevant to Pioneer Educational Trust.

1.3 The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children in Years 5 and 6. Some pupils may have barriers to learning that means they have special needs and require particular support by the school. These needs may exist throughout the school career of a pupil or at any time during the school years.

5.5.1 We recognize that transition can be a stressful time for children. SEN support includes planning and preparing for transition to an alternative setting or school. In advance of entry to Trevelyan Middle School we invite our feeder primaries and junior schools to take part in our transition days. We have a successful transition plan that allows pupils to make short visits to the school to become familiar with the setting. Where one of our feeder schools flags an SEN pupil for transition to TMS we would make contact with the SENDCO to gain information to ensure the transition is smooth. Where needed, we can arrange extra transition sessions for pupils should the need arise.

5.9.1 The Trust is dedicated to ensuring all our staff have access to high quality Continuing Professional Development.

Our SENDCO has 22 years' experience as a teacher in the education system. She has worked across the three key phases of education (primary, middle and secondary). The SENDCO manages a team of 6 TAs and two HLTAs.

The HLTAs have main responsibilities for Literacy and Maths respectively. They are highly skilled with many years' experience in their role in both this and previous settings. They and the TAs have been provided with further training over the past year to ensure they remain highly skilled. Two TAs have become accredited ELKLAN-trained Speech and Language specialists. We have two further TAs who have specialist training in autism, and one of our TAs is an experienced ELSA.

Upton Grammar School:

For Review by: LGB	Ratified by the Governing Body:
Head Teacher: Mark Pritchard	School SENDCO: Marium Rafiq
Review Schedule: 2 years	Chair of Governors: Rajesh Sharma Signature:
Last reviewed on: November 2018	
Next review due by: November 2020	

1.1 As part of a multi-academy trust this policy also complies with our funding agreement and articles of association relevant to Pioneer Educational Trust.

1.3 The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. Some pupils may have barriers to learning that means they have special needs and require particular support by the school. These needs may exist throughout the school career of a pupil or at any time during the school years.

5.5.1 We recognize that transition can be a stressful time for children.

SEN support includes planning and preparing for transition to an alternative setting or school. In advance of entry to Upton Court Grammar School we invite our feeder primaries to take part in our transition days. We have a successful transition plan that allows pupils to make short visits to the school to become familiar with the setting. Where one of our feeder schools flags an SEN pupil for transition to UCGS we would make contact with the SENDCO to gain information to ensure the transition is smooth. Where needed, we can arrange extra transition sessions for pupils should the need arise.

5.9.1 The Trust is dedicated to ensuring all our staff have access to high quality Continuing Professional Development.

Our SENDCO has 15 years' experience as a teacher in the education system. The SENDCO manages of team of 2 TAs.

