



SEND Policy

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Pleckgate Ethos

Pleckgate is a school that promotes a common purpose, shared beliefs, tolerance and a mutual respect for all. Our students decided on four words that summed up our philosophy:

Aspire

We will motivate your children to have the highest expectations.

Believe

We will support and encourage your child to believe in themselves.

Act

We will guide your children to work hard and make positive actions at school.

Succeed

We will work hard with your children to ensure they are successful.

Priorities of the SEND department

- All pupils have the right to access and enjoy every aspect of school life, regardless of any physical or learning disability.
- All pupils have the opportunity to make progress at their own pace and reach their potential, whatever their starting point.
- To work together with outside agencies, teachers, parents and pupils to achieve equality of opportunity.
- To ensure an inclusive and supportive environment for all.

Practice

The Learning Support team:

- Maintains a register of pupils with Special Educational Needs and Disabilities and disseminates this and other relevant information, including EAL details, to staff.
- Ensures the early identification of need through liaison with feeder primary schools, analysis of Key Stage 2 results, reading and comprehension tests on entry and CAT tests, communication with class teachers and regular review of school assessment data.
- Provides effective provision for pupils' needs in the form of in class support, small set teaching, interventions (including Literacy Catch-up, Numeracy Catch-up, Spld, Language and Communication, Motor skills), homework assistance, mentoring and specialist teaching.
- Ensures accurate records are kept to monitor progress and effect movement within the staged response set out in the Code of Practice.
- Regularly reviews and communicates pupil progress to teachers, pupils, their parents and other involved parties as appropriate.
- Monitors Individual Education Plans for Statemented/IPRA pupils and those with an Education, Health and Care Plan.
- Ensures there is an enriched alternative curriculum to facilitate personalised learning programmes where appropriate.
- Liaises with and advises teachers, providing training on SEN issues.
- Liaises with outside agencies and acts on their advice.
- Supports with the development of resources for pupils with SEN.
- Keeps up to date with relevant curriculum and research material.
- Accesses appropriate staff development.



- Complies with the statutory requirement that parents are involved in reviews of all pupils with EHC Plans (and IPRA's). The SENCO is available at every Parents' Evening and also at key events in the school calendar, such as Options' Evening and Open Evening.

Specialist Facilities

- A dedicated Learning Support area that includes a large classroom, in which there are life skills' facilities such and an environment that supports the transition to adult life, in addition to several small group intervention rooms.
- A medical room and a wet room with a hoist and sling system, as well as a height adjustable bed and a commode.
- Lifts to ensure easy access to all areas of the school

Resources

- A well trained, well-resourced and dedicated team of TAs to assist students in lessons, removing barriers to learning, promoting independence and enabling better progress.
- Reading rulers, overlays and coloured exercise books for use by dyslexic pupils.
- Magnifiers, large print texts, pens and exercise books recommended by and purchased from RNIB, for use by visually impaired pupils.
- Specially adapted IT equipment for use by physically disabled pupils.
- Writing slopes and handwriting packs for use by pupils with poor motor skills.

Process of Identification

The SENCO visits all feeder primary schools in the summer term, meeting with the year 6 teachers and primary SENCOs, to gather information on all pupils transferring to Pleckgate.

The SENCO also attends year 5 and year 6 SEND review meetings for prospective pupils. Pupils whose KS2 scores are below age-expected are tested for reading on entry to the school and all pupils sit baseline assessments and CAT tests.

For those pupils identified as having additional needs, the SEND Code of Practice 2014 recommends a staged model, so the following procedure is applied:

Initial raise of concern:

- Subject teachers identify a pupil who may be experiencing difficulty, gather information and inform the SENCO.

SEND monitoring:

- The SENCO and subject teachers manage the pupil's special educational provision.

SEND support:

- Subject teachers and SENCO are supported by specialist support from outside the school. The educational psychologist or advisory teacher for behaviour or autism may be involved at this stage, for example.

Education, Health and Care Plan:

- The school or parents/carers requests that the LA consider the need for statutory assessment and, if appropriate, the LA makes a multidisciplinary assessment.



- The LA considers the requirement for an Education and Health Care Plan (EHCP) and, if appropriate, issues a plan and asks the school to arrange to monitor and review provision on an annual basis.

Parents/carers are informed at every stage of the above.

Monitoring

The responsibility for monitoring this policy lies with: The Head of Learning Support (SENCO).

For issues relating to pupil identification, support and monitoring.

This is achieved by:

- making available the Learning Support Register and EAL lists to all staff and ensuring these are regularly updated.
- conducting statutory annual reviews for Statemented pupils, those with IPRAs and those with Education, Health and Care Plans.
- acting upon causes for concern and referrals from teaching staff.
- the drawing up, implementation and evaluation of IEPs for pupils with statements, IPRAs and Education, Health and Care Plans.
- allocating support to particular lessons and evaluating its effectiveness through teacher feedback, observations and pupil progress.
- issuing pupil enquiry forms to teachers, interventions and TAs prior to reviews.
- monitoring progress in interventions by observations, oversight of assessments and analysis of pupil results.

The Senior Leadership Team.

There is regular liaison with the SENCO and the Senior Leadership Team regarding whole school issues such as teaching and learning, working with TAs, staffing needs and putting the policy into practice. The Headteacher line manages the SENCO.