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SEND POLICY

Document Control

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Aims

Our SEND policy and information report aims to:

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

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.

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 students with SEND and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCOs) and the SEND information report

Definitions

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

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the 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.

Roles and responsibilities

The SENCO

The SENCO is Janet Knowles and can be contacted by email jknowles@pleckgate.com or by phone on 01254 249134

They will:

- Work with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet students' 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 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 students with SEND up to date

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 Headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

The Headteacher

The Headteacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

Class teachers

Each class teacher is responsible for:

- The progress and development of every student 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 student's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

Priorities of the SEND department

- All students have the right to access and enjoy every aspect of school life, regardless of any physical or learning disability.
- All students 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 students to achieve equality of opportunity.
- To ensure an inclusive and supportive environment for all.

Practice

The Learning Support team:

- Maintains a register of students 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 students' 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 student progress to teachers, students, their parents and other involved parties as appropriate.

- Monitors Individual Education Plans for IPRA students 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 SEND issues.
- Liaises with outside agencies and acts on their advice.
- Supports with the development of resources for students with SEND.
- 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 students 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.
- Ensures staff are suitably trained to support all students.

Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for students with SEND by:

- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions
- Using student questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for students with EHC plans

Specialist Facilities

- Two dedicated Learning Support classrooms, 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 and attainment.
- Reading rulers, overlays and coloured exercise books for use by dyslexic students.
- Magnifiers, large print texts, pens and exercise books recommended by and purchased from RNIB, for use by visually impaired students.
- Specially adapted IT equipment for use by physically disabled students.
- Writing slopes and handwriting packs for use by students 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 students transferring to Pleckgate.

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

For those students 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 student who may be experiencing difficulty, gather information and inform the SENCO.

SEND monitoring:

The SENCO and subject teachers manage the student'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 hearing impairment, visual impairment, 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.

We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

Everyone develops a good understanding of the student's areas of strength and difficulty

We consider the parents' concerns

Everyone understands the agreed outcomes sought for the child

Everyone is clear on what the next steps are

Notes of these early discussions will be added to the student's record and given to their parents.

We will formally notify parents when it is decided that a student will receive SEND support.

Monitoring

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

For issues relating to student 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 those with IPRA's 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 students with statements, IPRA's and Education, Health and Care Plans.
- allocating support to particular lessons and evaluating its effectiveness through teacher feedback, observations and student progress.
- issuing student enquiry forms to teachers, interventions and TAs prior to reviews.
- monitoring progress in interventions by observations, oversight of assessments and analysis of student 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 deputy headteacher line manages the SENCO.

Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

The parents of students 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

Monitoring arrangements

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

It will be approved by the governing board.



Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting students with medical conditions