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SEND POLICY

DOCUMENT CONTROL

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Contents

Pleckgate Ethos.....3

Priorities of the SEND department3

Practice3

Specialist Facilities4

Resources.....4

Process of Identification4

Monitoring.....5

The Senior Leadership Team.5



Pleckgate High School 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 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 Statemented/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 SEN issues.

- Liaises with outside agencies and acts on their advice.
- Supports with the development of resources for students 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 students with EHC Plans (and IPAs). 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 to support the students' 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 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 High School.

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.

Monitoring

The responsibility for monitoring this policy lies with: Miss Janet Knowles, the 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 Statemented students, 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.