Pakefield High School
SEND policy and
Information report

Approved by:	PHS LGB	**Date:**	9th November 2022
Last reviewed on:	9th November 2022		
Next review due by:	9th November 2023		

Contents

1. Aims

Our SEND policy and information report aims to:

Set out how our school 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

Pakefield is committed to ensuring that pupils with Special Educational Needs (SEN) have access to a high quality curriculum, including extra-curricular activities. All staff are leaders of SEND. Not all pupils with disabilities have special educational needs, and not all pupils with SEN meet the definition of disability. This policy covers all of those pupils. It has been developed in the light of current legislation and guidelines regarding good practice.

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, SEND co-ordinators (SENDCOs) and the SEND information report

Academies, including free schools, if applicable, add/amend: This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil 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.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is Dr. A Tuck (atu@pakefield.org.uk)

They will:

Work with the headteacher, assistant headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school

Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching

Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans

Advise on the graduated approach to providing SEND support

Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively

The HLTA with responsibility for EHCP compliance is Mrs Corine Gillard (cgi@pakefield.org.uk) and the HLTA with responsibility for interventions is Mrs Michelle Clarke (mtc@pakefield.org.uk)

They will:

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 pupils with SEND 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 headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The Headteacher

The headteacher will:

Work with the assistant headteacher, SENDCO 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

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 SEND policy

5. SEND information report

5.1 The kinds of SEND that are provided for

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

Communication and interaction

Students with Speech, Language and Communication Needs (SLCN) experience difficulties in communicating with others. They have difficulty in saying what they want to, or understanding what is said to them. Students with SLCN may also struggle to understand or use social, or 'unwritten,' rules of communication. Students with Autistic Spectrum Disorders (ASD) are likely to experience particular difficulties with social interaction, imagination and communication. Additionally, these students may be easily distracted or upset by certain stimuli and experience difficulties adapting to changes in routine.

Cognition and learning

Students with learning difficulties will learn at a slower pace than other children and may demonstrate significantly greater difficulty in acquiring age-appropriate literacy or numeracy skills. Learning difficulties cover a wide range of needs, including Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) and Specific Learning Difficulties (SpLD). A student with a Specific Learning Difficulty (SpLD) may present difficulties with one or more aspects of learning. There may be a discrepancy between achievement and underlying cognitive abilities – although SpLD can occur across the range of abilities. SpLD can include things such as dyslexia and dyspraxia.

Social, emotional and mental health (SEMH) difficulties

Students may experience a wide range of social and emotional difficulties which may be displayed in a number of ways. Students can appear isolated or withdrawn; present challenging, disruptive or disturbing behaviour. These behaviours can be indicative of underlying mental health issues such as anxiety or depression, self-harming, substance misuse and/or eating disorders – requiring SEND Policy September 2021 5 effective pastoral support and outside agency intervention. Schools should have clear processes to support children, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. Other students may have other medically diagnosed disorders such as Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD).

Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy. This will also include any students with medical needs, such as diabetes.

5.2 Identifying pupils with SEND 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, along with information shared by the pupil's primary or previous school. We will investigate concerns raised by parents or carers, teachers or support staff, and outside agencies such as social workers, GPs and other health professionals.

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 needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

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

We will have an early discussion with the pupil and their parents when identifying whether they need special 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

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.

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

There are set points through the year when parents will be consulted. Formal arrangements include parents' evenings and annual review meetings for Educational Health Care plans, and informal arrangements include SEND 'drop-in' events.

Pupils under the care of the Local Authority who have Special Educational Needs are supported in their review meetings by the SEND department, both in the sharing of information around their specific needs and the provision in place to meet these and in the provision of support for the pupil in the meetings.

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 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 or 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

The assessment will be reviewed regularly.

The school evaluates the effectiveness of its provision by assessing and reviewing pupil progress in the following ways:

- Assessing pupils' progress in learning against national measures such as Attainment 8
- Subject teachers regularly assess each pupil and progress reports are published during the year

5.5 Supporting pupils moving between phases and preparing for adulthood

Transition liaison takes place from year 5 and throughout year 6 of primary school for pupils moving to Pakefield High School. Pakefield High School SEND staff liaise with primaries to manage the specific needs of the SEND pupils in the new cohort

We offer in-year transition support for identified pupils

A Moving into Adulthood form is completed and there may be Youth Service involvement at Education Health Care Plans/Statement Reviews for pupils in years 9, 10 and 11

Careers Advice is provided through the School's own dedicated Careers Advisor and supported college visits

Pupils with SEND are given the same choice of work experience placements as all the pupils in Pakefield, however work experience placements may be chosen specifically to support them if preferred and they will be visited by members of the SEND team where appropriate.

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.

5.6 Our approach to teaching pupils with SEND

We have a "Leaders of SEND" whole-school strategy. All teachers are teachers of pupils with SEND.

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 SEND. This will be differentiated for individual pupils.

5.7 Adaptations to the curriculum and learning environment

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, etc.

Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Scaffolding, by adapting our resources and staffing

Personalisation, by using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, and any other appropriate and useful strategy.

Teachers use seating plans to identify individual contexts ensuring they have the appropriate support in place for lessons.

Teaching assistants may be placed in classrooms to offer additional support, especially where there is a greater level of need.

5.8 Additional support for learning

We have 10 teaching assistants who are trained to deliver a variety of interventions. Our intervention programme is arranged in six week blocks, with timetabled interventions taking place one to three times each week, for 15-20 minutes each time. Interventions may be academic, such as Accelerated Reader or RM Easimaths. They may be non-academic, such as Lego Therapy (which develops social skills around adopting roles and responsibilities in small groups), or a "Talkabout"-type programme (which develops personal and social awareness). They may be skills-based, such as exam technique practice and preparation.

Teaching assistants will work with teachers to support pupils in small groups when appropriate.

Additionally, our TAs 'check in' with specific pupils, to support them in attending school and taking part in school life, and in their learning.

5.9 Expertise and training of staff

Our SENDCO has five years' experience in this role and has worked as a teacher, Specialist Leader in Education, and Head of Year. They hold a Doctorate in Education, with a specialism in Inclusion.

They are allocated 50% time to manage SEND provision.

We have a team of ten teaching assistants and two higher learning teaching assistants who are trained to deliver SEND provision. Both higher level teaching assistants have responsibilities to support with EHCP provision and the other to over see interventions.

5.10 Securing equipment and facilities

We produce an annual provision forecast, detailing the provision we expect to deliver on a pupil basis. Using this, we apply termly to the Local Authority for Higher Tariff Needs Funding where appropriate.

5.11 Evaluating the effectiveness of SEND provision

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

Reviewing pupils' individual progress towards their goals each term

Reviewing the impact of interventions after six weeks

Collating student voice

Liaising with families to discuss their views

Monitoring by the SENDCO and HLTAs

Using provision maps to measure progress

Holding annual reviews for pupils with EHC plans

SEND and departmental quality assurance monitoring

Learning walks of the school to look at the quality of education offered to SEND students.

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

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 any residential trip(s)

All pupils are encouraged to take part in sports day, which incorporates inclusive sports, and school plays

No pupil is ever excluded from taking part in these activities because of their SEND or disability

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities.

The environment is adapted to the needs of pupils

as required. This includes:

• Ramps

• A lift to first floor

• Corridor width

• Disabled parking bays

• Disabled toilets and changing facilities

We will have formal discussion with students/parents/carers joining us with needs and try to address any issues within the school Site that impact on access.

Our school will use a range of communication methods to ensure information is accessible.

This includes:

• Internal signage

• Large print resources

• Braille

• Pictorial or symbolic representations

• To assist anyone with visual impairments – corridors are painted different colours depending on department and resources are printed on different colour paper.

For further information, please see the accessibility policy; https://www.pakefield.org.uk/docs/Policies/PHS_Accessibility_Plan_Feb_2021.pdf

5.13 Support for improving emotional and social development

We work closely with our Standards Team through daily liaison and weekly LABS (learning, attendance, behaviour and safeguarding) meetings, who offer pastoral support to all pupils and engage with outside agencies where specialist support is needed. The Standards Team also work with pupils to prevent bullying. We have a zero tolerance approach to bullying.

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

Pupils with SEND are encouraged to be part of the school council

Pupils with SEND are encouraged to be part of all school clubs and extra-curricular activities

5.14 Working with other agencies

We use Suffolk County Council referral system to request additional support from outside agencies including:

•   Speech and Language (SALT)

•   Educational Psychology

•   Pupil Referral Unit (PRU)

•   Hearing Impairment Services

•   Sight Impairment Services

•   Education Welfare Officer (EWO)

•   School Health

•   Child and Adolescent Mental Health Service (CAMHS)

•   ADHD Specialists

•   County Inclusion Support Service (CISS)

•   Looked After Children Educational Service (LACESS)

•   Suffolk SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Service)

5.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENDCO 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 SEND

We work with parents of pupils with SEND, and signpost them to Suffolk SENDIASS for additional support:

•   Suffolk SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Service) 01473 265210 https://suffolksendiass.co.uk/

5.17 Contact details for raising concerns

Dr. A Tuck (SENDCO) (atu@pakefield.org.uk)

Mrs. C Gillard (HLTA) (cgi@pakefield.org.uk)

Mrs. M Clarke (HLTA) (mtg@pakefield.org.uk)

5.18 The local authority local offer

Our contribution to the local offer is in our inclusive, solution-focused approach, detailed in this document.

Our local authority's local offer is published here: www.suffolk.gov.uk/children-families-and-learning/send-and-the-local-offer/

6. Monitoring arrangements

This policy and information report will be reviewed by the SENDCO **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.

7. Access arrangements and reasonable adjustments

7.1 Access arrangements

Access arrangements are agreed **before** an assessment. They allow candidates with **specific needs**, such as special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do without changing the demands of the assessment. The intention behind an access arrangement is to meet the needs of an individual candidate without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010* to make 'reasonable adjustments'. (AA Definitions)

7.2 Reasonable adjustments

The Equality Act 2010* requires an awarding body to make reasonable adjustments where a candidate, who is disabled within the meaning of the Equality Act 2010, would be at a **substantial disadvantage** in comparison to someone who is not disabled. The awarding body is required to take reasonable steps to overcome that disadvantage. An example would be a Braille paper which would be a reasonable adjustment for a vision impaired candidate who could read Braille. A reasonable adjustment may be unique to that individual and may not be included in the list of available access arrangements. Whether an adjustment will be considered reasonable will depend on several factors which will include, but are not limited to:

• the needs of the disabled candidate;
• the effectiveness of the adjustment;
• the cost of the adjustment; **and**
• the likely impact of the adjustment upon the candidate and other candidates.

An adjustment will not be approved if it:

• involves unreasonable costs to the awarding body;
• involves unreasonable timeframes; **or**
• affects the security and integrity of the assessment.

This is because the adjustment is not 'reasonable'. (AA Definitions)

*References to legislation are to the Equality Act 2010. Separate legislation is in place for Northern Ireland (see AA 1.8). The definitions and procedures in AA relating to access arrangements and reasonable adjustments will also apply in Northern Ireland

7.3 The assessment process

Assessments are carried out by an assessor(s) appointed by the head of centre. The assessor(s) is (are) appropriately qualified as required by JCQ regulations in AA, section 7.3.

7.4 The qualification(s) of the current assessor(s)

CCET + AAC = CPT3A

RT Validated by BPS and accredited by Middlesex

7.5 Appointment of assessors of candidates with learning difficulties

At the point an assessor is engaged/employed in the centre, evidence of the assessor's qualification is obtained and checked against the current requirements in <u>AA</u>. This process is carried out prior to the assessor undertaking any assessment of a candidate.

7.6 Checking the qualification(s) of the assessor(s)

The Head of Centre has appointed the SENCo as the assessor, a copy of the qualification is kept on staff file for evidence for the JCQ inspection.

7.7 Reporting the appointment of the assessor(s)

Assessor is SENCo and was trained under the direction of the school.

Evidence is held in the access arrangements file and in the assessor's personnel file.

7.8 Process for the assessment of a candidate's learning difficulties by an assessor

A full picture of need is painted by the collation of reports, academic acievement and teacher and parent input over time. Where concerns arise, various screening tools are used which, when appropriate, lead to formal assessments by the approved assessor.

Where privately commissioned assessment reports are out of date, formal assessments will be conducted by the assessor.

The picture of need along with the outcomes of assessment are detailed on a Form 8 where appropriate, or in the production of an annotated EHC Plan and/or File Notes where no Form 8 is needed.

This confirms that the correct procedures are followed as in Chapter 7 of the JCQ publication *Access Arrangements and Reasonable Adjustments*.

7.9 Painting a 'holistic picture of need', confirming normal way of working

A full picture of need is produced prior to formal assessment in the way detailed above. The SENCo is the assessor, the process is consistent. Adjustments and arrangements are the candidate's normal way of working.

7.10 Processing access arrangements and adjustments

Arrangements/adjustments requiring awarding body approval

Access arrangements online (AAO) is a tool provided by JCQ member awarding bodies for centres to apply for required access arrangement approval for the qualifications covered by the tool. This tool also provides the facility to order modified papers for those qualifications included. (Refer to <u>AA, chapter 8 </u>(Processing applications for access arrangements and adjustments) and chapter 6 (Modified papers).

AAO is accessed within the JCQ Centre Admin Portal (CAP) by logging in to one of the awarding body secure extranet sites. A single application for approval is required for each candidate regardless of the awarding body used.

The SENCo (assessor) works closely with the Examinations Officer to complete online applications. Assessments are generally completed by the middle of Year 10 and applications for arrangements are in place prior to internal 'mock' examinations.

All documents, including parent and candidate permissions, EHC Plans, Form 8s, File Notes, AAO approval and evidence of the normal way of working are held in a locked filing cabinet in the SENCo's office.

Centre-delegated arrangements/adjustments

All centre-delegated arrangements/adjustments are agreed by the SENCo and Exams Officer. Documents are held in individual files in a locked filing cabinet in the SENCo's office. Seating plans are held by the Exams Officer.

7.11 Centre-specific criteria for particular arrangements/adjustments

Word Processor Policy (Exams)

An exam candidate may be approved the use of a word processor where this is appropriate to the candidate's needs and not simply because the candidate now wants to type rather than write in exams or can work faster on a keyboard, or because they use a laptop at home. The use of a word processor must reflect the candidate's normal way of working within the centre.

Separate Invigilation Policy

A decision where an exam candidate may be approved separate invigilation within the centre will be made by the ALS lead/SENCo.

The decision will be based on:

- whether the candidate has a substantial and long term impairment which has an adverse effect **and**
- the candidate's normal way of working within the centre (AA 5.16)
- Separate invigilation is agreed by the SENCo and Exams Officer according to the criteria stated above