

Special educational needs and disabilities (SEND) policy and Information report

Pakefield High School



Approved by:	Local Governing body	Date:
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1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school will:
 - Support and make provision for pupils with special educational needs and disabilities
 - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
 - Help pupils with SEND fulfil their aspirations and achieve their best
 - Help pupils with SEND become confident individuals living fulfilling lives
 - Help pupils with SEND make a successful transition into adulthood
 - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

2. Vision and values

Pakefield High School 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.

At our school we will provide all pupils with access to a broad and balanced curriculum.

We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

3. Legislation and guidance

This is based on the statutory guidance [Special Educational Needs and Disability \(SEND\) Code of Practice](#), [Keeping Children Safe in Education](#) and [working together to improve school attendance](#).

This policy is also based on the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The governance guide for [academy trusts](#) which sets out governors' responsibilities for pupils with SEND

- › The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

This policy also complies with our funding agreement and articles of association.

4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

5. Definitions

5.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires 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 most 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.

5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>

AREA OF NEED	
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

6. Roles and responsibilities

6.1 The SENCO

The SENCO at our school is Dr. A Tuck (atu@pakefield.org.uk)

They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN 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 pupils with SEN, including those who have EHC plans

- › Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- › Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- › Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- › Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided
- › Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned
- › When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- › Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- › Make sure the school keeps its records of all pupils with SEND up to date and accurate
- › With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- › With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- › Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- › With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.2 The governing board

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- › Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- › Do all it can to make sure that every pupil with SEND gets the support they need
- › Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- › Inform parents/carers when the school is making special educational provision for their child
- › Make sure that the school has arrangements in place to support any pupils with medical conditions
- › Provide access to a broad and balanced curriculum
- › Have a clear approach to identifying and responding to SEND
- › Provide an annual report for parents/carers on their child's progress
- › Record accurately and keep up to date the provision made for pupils with SEND
- › Publish information on the school website about how the school is implementing its SEND policy, in an SEN information report
- › Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans

- › Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- › Determine their approach to using their resources to support the progress of pupils with SEND
- › [Make sure that all pupils from year 8 until year 13 are provided with independent careers advice

6.3 The SEND link governor

The SEND link governor is Pat Sarson.

The SEND governor will:

- › Help to raise awareness of SEND issues at governing board meetings
- › Monitor the quality and effectiveness of SEND 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

6.4 The headteacher

The headteacher will:

- › Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- › Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- › Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- › Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- › Make sure that the SENCO has enough time to carry out their duties
- › Have an overview of the needs of the current cohort of pupils on the SEND register
- › Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- › With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- › With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- › With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.5 Class teachers

Each class teacher is responsible for:

- › Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- › 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 consider how they can be linked to classroom teaching
- › Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision

- › Ensuring they follow this SEND policy and the SEN information report
- › Communicating with parents/carers regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents'/carers' concerns and agree their aspirations for the pupil

6.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- › Invited to termly meetings to review the provision that is in place for their child
- › Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- › Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- › Given an annual report on the pupil's progress

The school will take into account the views of the parents or carers in any decisions made about the pupil.

6.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- › Explaining what their strengths and difficulties are
- › Contributing to setting targets or outcomes
- › Attending review meetings
- › Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

7. SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- › Is significantly slower than that of their peers starting from the same baseline
- › Fails to match or better their previous rate of progress

- › Fails to close the attainment gap between them and their peers
- › Widens the attainment gap

This may include progress in areas other than attainment; for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

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

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, 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/carers. 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.

If a pupil is joining the school, and:

- › Their previous setting has already identified that they have SEN
- › They are known to external agencies
- › They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

8.2 Consulting and involving pupils and parents/carers

The school will put the pupil and their parents/carers at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents/carers. These conversations will make sure that:

- › Everyone develops a good understanding of the pupil's areas of strength and difficulty
- › We take into account any concerns the parents/carers have
- › 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/carers.

We will formally notify parents/carers if it is decided that a pupil will receive special educational provision.

8.3 The graduated approach to SEN support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents/carers will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents/carers and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, SIMS, and will be made accessible to staff via ClassCharts in a Inclusion Plan.

Parents/carers will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents/carers and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents/carers.

8.4 Levels of support

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

8.5 Evaluating the effectiveness of SEN provision

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

- › Tracking pupils' progress, including by using provision maps
- › Carrying out the review stage of the graduated approach in every cycle of SEN support
- › Using pupil questionnaires
- › Monitoring by the SENCO
- › Holding annual reviews for pupils with EHC plans
- › Getting feedback from the pupil and their parents/carers

9. Attendance

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.

Our approach to supporting pupils who are absent from school due to their SEND is set out in our attendance policy.

10. Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our safeguarding/child protection policy.

11. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

12. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary, the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

13. Admission and accessibility arrangements

13.1 Admission arrangements

All Clarion Corvus Schools follow either Norfolk or Suffolk County Council admissions process.

Please see relevant websites for further information.

Norfolk - <https://www.norfolk.gov.uk/education-and-learning/schools/school-admissions>

13.2 Accessibility arrangements

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

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

This plan will be made available online on the [school website](#), and paper copies are available upon request. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

14. Complaints about SEND provision

Where parents/carers have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the SENCO in the first instance. They will be handled in line with the school's complaints policy.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

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/>

15. Monitoring and evaluation arrangements

15.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- › All staff's awareness of pupils with SEND at the start of the autumn term
- › How early pupils are identified as having SEND
- › Pupils' progress and attainment once they have been identified as having SEND
- › Whether pupils with SEND feel safe, valued and included in the school community

› Comments and feedback from pupils and their parents/carers

15.2 Monitoring the policy

This policy will be reviewed by the Local Governing Body **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the Local Governing Body.

16. SEND information report

16.1 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 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.

16.2 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.

16.3 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.

16.4 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

16.5 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.

16.6 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.

16.7 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.

16.8 Additional support for learning

We have 14 teaching assistants who are trained to deliver a variety of interventions. Our intervention programme is arranged into 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 Maths based. 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.

16.9 Expertise and training of staff

Our SENDCO has seven 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.

16.10 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.

16.11 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.

16.12 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](#)

16.13 Support for improving emotional and social development

We work closely with our Standards Team through daily liaison and fortnightly key stage meetings where we discuss student 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

16.14 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
- Specialist Education Service (SES)
- Suffolk SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Service)
- Just One Norfolk

16.15 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

16.16 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/>

16.17 Contact details for raising concerns

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

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

Mrs. S Turrell (HLTA) (set@pakefield.org.uk)

16.18 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-andlearning/send-and-the-local-offer/

17. Links with other policies and documents

This policy links to the following documents:

- › The local offer
- › Accessibility plan
- › Behaviour policy
- › Equality information and objectives
- › Supporting pupils with medical conditions policy
- › Attendance policy
- › Safeguarding / child protection policy
- › Complaints policy