



Pace Independent Special School SEND Policy

Date Published:	April 2016	Signed:	
Reviewed:	2017, 2018, 2019, 2020		
Review Date:	April 2021		
This policy must be read in conjunction with:			
<ul style="list-style-type: none">• Safeguarding Policy• Behaviour Policy• Admissions Policy• Equalities Policy			

Pace SEND Policy

Contents

Contents	Page 1
Introduction	Page 2
The Children and Families Act 2014	Page 2
Special educational needs and disability	Page 3
Meeting special educational needs	Page 3
Identifying students who are having difficulties with learning and/or special educational needs	Page 5
Teaching students with SEND	Page 6
Social & emotional development of students	Page 9
Assessing & reviewing progress	Page 10
SEND expertise and training of staff to support students with SEND	Page 12
Involving parents in their child's education	Page 13
Consulting children and young people with SEND and involving them in their education	Page 14
Working with other professionals and practitioners	Page 15
Preparing for transition	Page 16
Inclusive Practice	Page 17
Evaluating the effectiveness of SEND provision	Page 18
Arrangements for handling complaints about SEND provision	Page 19
Monitoring and Evaluation	Page 19

Introduction

At Pace we believe that every child should be given the opportunity and encouragement to reach their full potential. Some children with educational, physical or behavioural difficulties may require extra help to achieve this. We feel that by identifying needs early and providing the appropriate help, we are able to give all children the chance to achieve their potential.

This policy sets out how Pace provides support to ensure that children and young people who have special educational needs and/or disabilities can access an education which is inclusive and responsive to their individual needs. It describes our graduated response to providing support which will enable all our students to succeed and have high aspirations.

It describes the national requirements introduced by The Children and Families Act 2014 and how the school will meet the requirements. It also sets out under what circumstances we would refer to the local authority for an Education, Health and Care needs assessment.

The Children and Families Act 2014

The Act sets out a new context for ensuring that children and young people who have SEND are supported to access and benefit from the range of educational opportunities that are available, so that they are enabled to have fulfilling lives as members of their community. The Act is supported by statutory guidance, '[Special educational needs and disability code of practice: 0-25](#)'. It is this guidance to which all local authorities, all publically funded early years and education settings, including academies and free schools, and a range of national and local NHS bodies must 'have regard'.

[The Children and Families Act \(2014 \)](#) phased out Statements of SEND and, since the Summer of 2017, the statutory support plan is called an Education Health and Care Plan. All statutory assessments fall under the new regulations. The Act also introduces a single pre-statutory stage called 'SEND Support' and this is relevant at all age levels and educational settings.

Special educational needs and disability

Many children and young people who have special educational needs may also have a disability. The Equality Act 2010 defines disability as ‘a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities’. In this context ‘long term’ means over a year and ‘substantial’ means ‘more than minor or trivial’. This definition includes long term health conditions such as asthma, diabetes, epilepsy, cancer and sensory impairments. Many children and young people who have these medical/health conditions will not have special educational needs and their safe and full access to learning and progress will be covered by the duties set out in The Equality Act, including the requirement on all public bodies to make reasonable adjustments.

This means that, where a child or young person has a disability, the way in which their needs are met will depend on the impact the disability has on their access to education. If, with the appropriate non-discriminatory practices and reasonable adjustments, they can access education and make progress commensurate with their peers by accessing the resources ‘normally available’ to their educational setting, there will not be a need for them to be protected by an Education, Health and Care Plan. Some of these children and young people with long term health conditions should have a Health Care Plan which addresses their safety, health and wellbeing.

We have used this guidance to develop The Pace SEND policy in school.

Meeting special educational needs

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. The Code of Practice (2014) has the following definitions in paragraphs xiii to xvi.

“A child of compulsory age or a young person has a learning difficulty or disability if he or she:

- *Has a significantly greater difficulty in learning than the majority of others of the same age, or*

- *Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions”.*

The Code of Practice defines special educational provision in paragraph xv as:

“Special educational provision for children aged two and over is education provision that is additional to or different from that made generally available for other children or young people of the same age by mainstream schools, maintained nursery schools, and mainstream post 16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind”.

Although the needs of children and young people often cross more than one ‘area of need’, the COP uses four main categories of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

At Pace we will ensure that we meet the needs of all our pupils through the provision we have available, the advice and support of other specialist professionals and practitioners and by ensuring that we have the resources available. Our SENCO leads the support for pupils with the following special educational needs;

- Hearing impairment
- Visual impairment
- Cognition and learning difficulties
- Social, emotional and mental health needs
- Physical disabilities
- Speech, language and communication difficulties
- Autistic spectrum disorders
- Dyslexia

Identifying students who are having difficulties with learning and/or special educational needs

The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils.

At Pace we assess each pupil's skills and levels of attainments on entry through baseline and screening tests, building on information from previous settings where appropriate. At the same time, the school considers evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

Parents, the class teacher or other professionals, within or outside the school, may also express concerns which trigger an assessment. These may refer to a child's difficulties in coping with the normal demands of the school with regard to: attendance; punctuality; medical concerns; speech and language; learning; behaviour; and possible neglect or abuse.

All staff make regular assessments of progress for all pupils in order to track progress and identify barriers or underperformance. This process allows for the identification of needs where this has not taken place through initial assessment.

We are also alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Where there are long lasting difficulties, the school will consider whether the student has SEND.

When identifying SEND, the school is mindful of the following:

- Slow progress and low attainment do not necessarily mean that the child has SEND
- Attainment in line with chronological age does not mean there is no learning difficulty or disability
- Pupils with English as an additional language who require support should not be regarded as having SEND unless assessment shows that they have learning difficulties in addition to second language support
- Persistent disruptive or withdrawn behaviours do not mean that a pupil has SEND.

In line with the CoP 'graduated response', Pace develops a personalised approach involving support and intervention for those students who may not

achieve expected progress. If pupils do not make adequate progress as a result of quality-first teaching then pupils are assessed to identify their individual needs as the first stage in the; 'assess-plan-do-review' cycle.

Where it is decided that a pupil does have SEND, the pupil is added to the SEND Register and parents are formally informed that the school has decided to provide SEND support.

Teaching students with SEND

Pace recognise that children with SEND are entitled to a broad and balanced curriculum. All students follow a core curriculum in English, Mathematics and IT. The highly personalised curriculum delivery model ensures that students who attend Pace access and engage successfully in the curriculum. The school offers a range of qualification pathways including GCSEs, Functional Skills and ASDAN Awards.

Most learning needs are met through quality first teaching where class teachers use a range of differentiation. Students are grouped by ability and needs and the lessons are planned to allow all students to reach the objectives of the lesson. Staff are aware of the learning difficulties of the SEND pupils and follow the guidelines and strategies provided by the SENCO. Lesson planning is quality assured by the SENCO who ensures planning details the support strategies for targeted pupils, including those with SEND. Classroom organisation and management ensure that children are given the opportunities to take part in a range of learning contexts with appropriate support.

Where additional support is provided in class, it is deployed thoughtfully and sensitively to promote independence and to avoid them becoming dependent. Support is used to assist the child in achieving the best they can do and to provide opportunities for over learning to promote confidence and raise self-esteem.

Any arrangements for withdrawal are organised by the SENCO in line with the Individual Support Plan and Education, Health and Care Plan for the particular pupil.

Where additional intervention outside the classroom is provided, sessions aim to:

- Emphasise key concepts and skills required for attainment in that subject
- Clarify difficult concepts and misconceptions covered recently in those subjects
- Pre-teach difficult concepts ahead of quality first provision
- Allow learners to demonstrate learning and reinforce it through application and assessment for learning
- Develop social and interpersonal skills to enable learners to communicate and interact with others successfully
- Instil self-confidence of learners in the subject and equip them with the skills to increase learning in that subject
- Allow learners to enhance capability and performance in internally assessed components.

Focused, robust and timely intervention in English and Mathematics for pupils with SEND aims to enhance literacy and numeracy levels so that pupils can access all aspects of the curriculum.

Ancillary aids and assistive technologies are also utilised to enhance provision and ensure access. Learning aids are deployed to specific pupils with SEND.

The SENCO will coordinate and apply for special arrangements for exams where appropriate. Depending on the needs of the pupils concerned these special arrangements may comprise of up to 25% additional time, a separate room with invigilator, a reader, a scribe and enlarged text papers.

Support for students with visual impairments

The school utilises a range of resources to support visually impaired pupils including: enlarged texts and test papers; hand held magnifiers; brailers and other relevant software.

Staff will also receive Visual impairment and Braille awareness training as appropriate.

Support for students with hearing impairments

Pupils with Hearing Impairments are provided with the appropriate hearing aids/radio aids in liaison with the medical and advisory staff. These are regularly monitored and advice is sought from the Support Services. Hearing Impairment training is provided for all staff as appropriate.

Support for students with Speech Language and Communication Difficulties

Pupils with Speech Language and Communication Difficulties receive support with spoken and written vocabulary. Programmes/advice provided by the Local Authority Speech and Language Therapists are implemented to support pupil progress with receptive and expressive skills.

Support for students with other Specific Learning Difficulties

Appropriate strategies are used in lessons and intervention to support pupils with other specific learning difficulties. Dyslexia Training is provided for staff as appropriate.

Support for students with Physical Disabilities

Pupils with Physical Disabilities, who are wheelchair users, will be provided with an escort to and from lessons. Mobility plans will be created including an evacuation plan in the event of a fire.

The Local Offer

To support children, young people and their families the Children and Families Act requires all local authorities to set out a local offer. The Local Offer is a description of support and services which are available to children and young people who have SEND, and their families, how services can be accessed and any criteria for accessing them. It is the opportunity to bring together in one place, information about provision including how this can be accessed from a wide range of statutory and non-statutory providers including voluntary organisations. Information on The Local Offer can be accessed from the SEND Team at the local authority.

Social and emotional development of our students

The social and emotional well-being of our pupils is paramount to us. Though we treat all our pupils as individuals who at various times will have additional support needs, we recognise that those pupils who have SEND are more vulnerable.

The curriculum

Our curriculum is designed to foster curiosity and a desire for learning in all pupils, regardless of their backgrounds, strengths and needs. The curriculum aims to:

- Shape pupils into good citizens, with a sense of responsibility for their actions
- Encourage participation within their community
- Give pupils opportunities and experiences which allow them to explore different cultures
- Allow pupils to explore their spiritual and moral individuality
- Empower pupils with the necessary skills and abilities to play a full role within society

Our Personal, Social and Health Education Curriculum provides a curriculum context for the personal and social development of our pupils. The school recognises that development of self-confidence and self-esteem in children is best achieved by encouraging pupils to take responsibility for their own learning. As such, pupils engage in decision-making, problem-solving and negotiation, and are given opportunities to develop and practice these skills.

4R's Framework

The Behaviour Policy and 4R's Framework make clear our expectations for pupils and the ways in which we promote outstanding behaviour. We set high expectations for behaviour and encourage pupils to behave well through rewarding positive behaviour.

The school has developed a rewards system to encourage and promote positive behaviour and ensures sanctions are clear and enforced through the 4R's Framework.

Assessing and reviewing progress

In supporting students with SEND, the school follows a cycle of 'assess, plan, do, review' which leads to an ever-increasing understanding of needs and how to address them. This is known as the 'graduated response'.

Assess

- The SENCO carries out a clear analysis of the students' needs
- The analysis includes data on progress, attainment, approaches to learning, the views of the pupil and their parent/carers and advice from any other support staff (including external agencies where necessary).

Plan

- We notify parents formally that the school has decided to provide a pupil with SEND support
- We plan provision which can remove the barriers to learning for the pupil using evidence based and effective teaching approaches, appropriate equipment, strategies and interventions
- All those working with the pupil are informed of their individual needs, the support that is being provided and any teaching strategies that are required
- We draw up an Individual Support Plan

Do

- We provide support which may include differentiation, additional programmes, small group and/or individual support
- The group teacher retains the responsibility for the learning of the pupil even if the pupil is receiving support away from the rest of the group, for example, in a small group
- Support with further assessment of the pupil's strengths and weaknesses problem solving and advising on the implementation of effective support is provided by the SENCO.
- We review student's progress and development at least termly as part of the Individual Support Plan Review and decide on any changes to be made in consultation with the pupil and their parent/carers
- Each half term, where pupils are not on track to meet targets or make the progress expected, a Review Meeting is arranged. These review

meetings centre on target setting, agreeing support and to ensure gaps in learning are addressed.

- The progress of children with an Education, Health and Care Plan is formally reviewed at an Annual Review with all adults involved with the child's education
- Where progress is limited we take advice from external specialists/practitioners and discuss their input, advice and support with parents and all staff involved
- Where assessment indicates that specialist services are required, we make referrals promptly.

Where ongoing assessment and intervention reveals that a child's needs are so complex that they cannot be met from the resources which are normally available to a school, they may require an Education, Health and Care needs assessment which may result in an Education, Health and Care plan.

Education, Health and Care plans are required by those pupils:

- Where the resources required to meet their special educational needs, cannot reasonably be provided from the resources normally available to mainstream providers and
- Who have a significantly greater difficulty in learning than the majority of other of the same age.

Low attainment does not automatically indicate a need for an Education, Health and Care Plan needs assessment as the progress made may still represent adequate progress relative to the child/young person's ability.

In all circumstances Pace will ensure that, prior to submitting a referral to the local authority it has:

- Used all the resources available within the last 12 months
- Made any appropriate health referrals
- Made provision which is appropriate to the young person and specific to them/ their needs
- Undertaken an assessment of unmet needs where appropriate
- Fully and appropriately involved parents
- Involved relevant professionals/practitioners
- Evidenced that their advice/strategies being followed and evaluated

SEND expertise and training staff to support students with SEND

Our SENCO has responsibility in school for:

- Working with the Headteacher to determine the strategic development of SEND policy and provision in the school
- Day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils with SEND
- Providing professional guidance to colleagues and working closely with staff, parents and other agencies
- Being aware of the provision in the Local Offer and working with professionals to provide a support role to families to ensure that pupil with SEND receive appropriate support and quality first teaching
- Advising on the graduated approach to providing SEND support
- Advising on the deployment of the school's resources to meet pupils' needs effectively
- Liaising with parents of pupils with SEND
- Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the Headteacher to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records on all pupils with SEND up to date.

Training

We see training and professional development as a key to effective SEND support. At Pace we ensure all staff, receive professional development and are equipped with the skills and knowledge so that they can identify when a pupil may have a special educational need which requires additional and different resources to those which have already been applied.

Our SEND Training Programme includes:

- Differentiation
- Visual Impairment
- Hearing Impairment
- Speech Language and Communication needs
- Dyslexia training
- ASD training
- Social, emotional and mental health needs.

SEND briefings are delivered on a regular basis to meet needs identified by staff.

The SENCO produces a SEND Handbook which contains all relevant information to enable staff to support pupils appropriately. This includes information of the nature of each pupil's SEND need, equipment and resources, strategies, recent advice, Education Health and Care Plans etc.

Involving parents in their child's education

Parents are key partners in their children's education. Evidence shows that children make most progress where their key adults work together. The school demonstrates this by:

- Always discussing any concerns we have with the student's parents at the earliest point
- Listening, and hearing, what parents say
- Identifying any outcomes to be achieved with parents
- Planning any interventions with parents
- Meeting with parents to review their child's interventions and progress
- Being honest, open and transparent about what we can deliver
- Making sure parents know who to contact if they have any concerns.

Where children and young people are 'looked after' by the local authority we have an additional role as we are all corporate parents. National figures show that children who are looked after are significantly over represented at school support stages and through statutory needs assessments. In order to ensure that we are responding appropriately we:

- Do not make assumptions based on a pupil's care status

- Monitor the progress of all our children who are looked after termly
- Have an up to date Personal Education Plan which is easily understood by everyone involved
- Ensure close working with the specialist services who support children who are looked after including the social worker and Virtual Headteacher
- Normalise life experience wherever possible
- Ensure our children who are looked after, especially those with SEND are fully included in the activities available, accepting that sometimes this will mean additional arrangements to allow them to take part in activities.

Consulting students with SEND and involving them in their education

The Children and Families Act is clear that:

- All children and young people need to be supported to develop aspirations for their future lives as active members of their community
- All children and young people have the right to have their voice heard
- Involving children and young people in discussions about their learning, progress and how provision is made

At Pace we ensure all students are encouraged and supported to make their views known. Strategies we use include written comments, talking to a preferred adult and buddy systems.

All students are also encouraged to monitor and judge their own progress in a positive and supportive environment. Any interventions or strategies are fully explained and discussed with students.

Students whose learning is vulnerable and who require individualised support, are supported by an Individual Support Plan which identifies the areas of need, the outcomes which need to be achieved and the provision which will be required to meet those outcomes. When developing an Individual Support Plan we discuss the individual targets on the plan with students and identify their achievements and areas for development from the work they have done in class or otherwise.

Pupils who have an Education Health and Care Plan are also consulted through the pupil advice paperwork in preparation for their SEND interim and Annual Reviews and are also present at the meetings.

Any reviews undertaken are always outcome focussed where outcomes reflect what is important to, and for, the student.

Working with other professionals and practitioners

At Pace we are committed to working with other professionals and practitioners to maximise the learning opportunities and well-being of our students.

In order to do this we:

- Listen to parents to ensure we know which services they use and are valued by them
- Ensure that we contact all partners working with our students to invite them to relevant meetings and reviews
- Use person centred approaches with all our pupils who have SEND to ensure that interventions are coordinated and so add extra value
- Value the contribution of all
- Engage with local authority services in a timely and professional way.

The SENCO and other relevant staff meet regularly with external stakeholders including;

- The local authority SEND officer at admission/planning meetings and at interim and Annual Reviews
- The Educational Psychology Service to assess and advise on academic and social support for pupils with significant and complex difficulties which affect their learning and development
- CAMHS to assess and advise on social, emotional and mental health support for learners
- Social Care Team/Social Workers ensuring appropriate provision for 'Looked After Children' (LAC) for those subject to CP or CiN plans
- Speech and Language Services working with pupils with speech, language, communication or swallowing difficulties
- The School Nursing Service- delivering the school health services programmes.

Preparing for transition

Transition is ever present in our planning for pupils as we are constantly aware of the skills pupils will need in order to access the next part of their learning. When that learning is to take place in a new setting or phase, transition planning for this is a key task.

In order to ensure a smooth transition into Pace;

- There is close liaison with the SENCO and the SENCO or link person from the student's previous school to ensure students are fully understood prior to them arriving in school
- Meetings are held and a transition visit is booked with parents and the pupil: a tour is given and any concerns/queries addressed
- Further transition meetings may take place with the home school SENCO/link person bringing the student to school to meet with the Pace SENCO
- The student takes part in some lessons and opportunities, break or lunchtimes
- Parents and students are invited to an admission meeting where they get to know more about the school offer and address individual concerns.

This rounded approach ensures students attend with confidence, and an awareness of the school day. Students are also familiar with staff and surroundings.

Pace have high aspirations for all pupils with SEND and supports them in preparing for the next phase of education or training and beyond into adult life. We provide opportunities for all pupils to practice developmental and transferable skills which will prepare them for life as members of their community.

Students with SEND also receive independent and impartial advice about all of the mainstream education, training and employment opportunities on offer, regardless of their individual circumstances. They are also given information on the full range of specialist provision that is available and the support available to help them access the provision. Where a pupil has an Education, Health and Care Plan, all reviews of that plan from Year 9 at the latest, and onwards, include a focus on preparing for adulthood, including employment, independent living and participation in society.

Where a pupil with SEND progresses to further education, the SENCO liaises with link staff at post-16 providers to ensure a smooth transition.

All documentation about special needs included in a student's record is transferred to the provider when required.

Inclusive practice

We ensure that all our pupils, but particularly those with SEND are fully included in the activities available, accepting that sometimes this will mean additional arrangements to allow them to take part in activities.

The school ethos supports inclusion in all areas of school including educational visits. Staff plan early to overcome any inclusion issues and reasonable adjustments are made to accommodate any young person with disabilities as long as the adjustments do not unduly impinge on the rest of the group. Sometimes additional safety measures for outside visits may need to be made. Arrangements for taking any necessary medication are also need to be taken into consideration. Staff supervising excursions are aware of any SEND and medical needs and relevant emergency procedures. Where necessary, an additional supervisor or parent might accompany a particular pupil. Where staff are concerned about whether they can provide for a pupil's safety, or the safety of others on a trip, they seek further advice from parents, School Nurse or child's GP.

Evaluating the effectiveness of SEND provision

The Headteacher is accountable for the progress of vulnerable groups of pupils in the school. Teaching staff are accountable for pupil progress in their groups including those from vulnerable groups, through regular and robust line management dialogue and continuous scrutiny of progress data.

At Pace we adopt robust and high quality monitoring and evaluation of curriculum planning and delivery through internal quality assurance processes including:

- Lesson observations, learning walks and informal drop-ins
- Scrutiny of teachers' lesson plans
- Scrutiny of pupil work
- Analysis of data on pupil performance
- Pupil, staff and parent feedback questionnaires

There is focus in all of our monitoring on the progress of SEND pupils. Lesson observations are undertaken at least once per term to check the quality of teaching and its impact on pupil learning and progress, including those with SEND. Termly monitoring of the quality of lesson planning for pupils with SEND is also undertaken by the SENCO.

The school makes use of tracking systems to ensure that pupils at risk of underachievement including those who have SEND are making expected progress. Where individual or additional interventions to quality first teaching are used these are evidence based and progress tracking allows the school to verify that the interventions are effective.

SEND student's feedback on the support they are accessing at their reviews which informs individual plans and our policy.

Arrangements for handling complaints about SEND provision

We know that all parents want the best for their child and we will always seek to resolve any concerns quickly. Where parents have a concern about the provision being made, they should contact the Headteacher who will try to resolve the issue.

Any individuals wishing to raise a formal complaint relating to the support provided for pupils with special educational needs should follow the school's Complaint Policy.

Monitoring and Evaluation

The SENCO, Deputy SENCO and Headteacher review and implement the SEND policy and procedures.

Whole school data and feedback on SEND pupil progress and SEND provision and the impact of this policy will be monitored and adjusted to secure excellent SEND provision and comply with SEND Code of Practice: 0 to 25 years 2014 and The Children and Families Act 2014.