



THE PILGRIM SCHOOL

SEND: PUPILS WITH SPECIAL AND EDUCATIONAL NEEDS AND DISABILITIES

POLICY

School Lead: SENDCo

Governor Lead: Standards Committee

Last reviewed: December 2017

Approved: 

Headteacher

Date of next review: December 2018

Signed by Chair of Governors: _____ **Date:** _____

THE PILGRIM SCHOOL

POLICY FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) 2015

Named SENDCo Clare Andrews

Purpose of the policy

This policy describes how The Pilgrim School will respond to the requirements and agenda of the Special Educational Needs and Disability Act and SEND Code of Practice (2014 & 2015). In addition it has regard to the Disability and Equalities Act (2010), in order to meet, most effectively, pupils' special or additional educational needs.

At The Pilgrim School we welcome all pupils including those who have different learning styles and may be identified as having Special Educational Needs and Disabilities (SEND). We have high expectations for our pupils and will ensure that all pupils have the opportunity to achieve, to realise their potential and make progress in their academic as well as social and emotional development.

Parents, Carers and pupils are actively involved with their assessment and decisions. We aim to empower them, focussing on what is important to them now and in the future. Inclusion is at the centre of our aims and values and as such we have a commitment to a whole school approach; that is, the provision for pupils with SEND is the responsibility of the whole staff and all members of the school community. **Every teacher is a teacher of a pupil with SEND.** We believe that inclusion is successful when attitudes are welcoming, positive and empathetic; when there is sufficient and appropriate support for the pupil, the parents and the school, ensuring the establishment of good links. Our priority is to ensure that a pupil with SEND has access to the right support and to this end we work hard to maintain links with parents, health and education professionals.

The Pilgrim School follows the national guidance on Special Educational Needs and Disabilities (SEND), which is set out in the Special Educational Needs and Disability Act and SEND Code of Practice (2014 & 2015).

Aims of SEND at The Pilgrim School

- To raise the aspirations of and expectations for all pupils with SEND
- To raise the expectations for all pupils with SEND
- The school will provide a focus on outcomes including achievement, attainment, emotional resilience and transition

Objectives

- To identify and provide for pupils who have special educational needs and additional needs
- To work within the guidance in the SEND Code of Practice 2015
- To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
- To provide and support a Special Educational Needs Co-ordinator (SENDCo) who will work within the SEND guidelines
- To provide support and advice for all staff working with special educational needs pupils

Definition of special educational needs and Disabilities (SEND)

A pupil at The Pilgrim School is defined as having SEND when their learning needs require support above and beyond that normally provided in school.

The needs might be associated with different learning style, emotional, mental, physical, communication, sensory needs or a combination of these. The SEND Code of Practice 2015 describes four areas of needs and support. It is recognised that some pupils will experience difficulties in more than one area:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or physical needs

School ethos

We aim to provide an enjoyable, positive educational experience, promoting psychological wellbeing to aid recovery. Staff will work sensitively with pupils and parents who may already be traumatised by the experience of serious illness, a complicated medical condition or mental health difficulty. Central to our approach is a focus on the strengths of the pupil and the development of his/her capacity to cope with difficulties.

We aim to provide continuity and a broad and balanced curriculum through a tailored individual curriculum which is appropriate to the needs of the pupil at that time. This will change over time, dependent on the pupil's medical condition.

We consider all teachers at The Pilgrim School to be teachers of pupils with special needs and the likelihood is that all teaching sessions contain pupils with diverse needs that need to be considered when planning activities, lessons and schemes of work.

Aim of the SEND Policy

The aim of this policy is to communicate with parents/carers, staff, the local community and the Local Authority about how we will make high quality provision for pupils with SEND and remove or negotiate barriers to learning.

Identification of SEND

All pupils admitted as dually registered (or occasionally, singly registered) are classified as 'School Support'

The Case Managers and SENDCo are responsible for planning to meet the special educational needs of the pupil and this includes sharing information with Pilgrim School staff.

We will ensure continuity of education for pupils with special educational needs by carrying out a needs analysis and drawing up an individual passport. Targets and provision will be monitored and reviewed on a regular basis. This will include details from their existing Education, Health and Care Plan.

Access

Physical Access:

The teaching bases are accessible to pupils with SEND as far as possible within the confines of rented Local Authority venues, Youth Centres and Children's Centres.

Curriculum Access:

Whenever possible and appropriate, all pupils, whatever their special educational needs will be incorporated into the academic, social and general life of The Pilgrim School.

We provide support and differentiated activities to give pupils access to a tailored, individual curriculum at an appropriate level. Individual learning programmes, intervention strategies and specialist staff support will be provided.

We use a variety of curriculum frameworks to support planning, curriculum content and delivery. Aims and objectives will be discussed and shared with the learner so that assessment may be fed back and the pupil is actively involved in his/her learning programme. Some learning may be self-directed or resourced, but in all situations teaching and learning activities will be adapted to meet individual needs.

Inclusion

The School supports the principles of an inclusive education service and actively promotes the involvement of pupils with SEND in all areas of school life. We believe that inclusion is successful when attitudes are welcoming, positive and empathetic; when there is sufficient and appropriate support for the pupil, the parents and the school, ensuring the establishment of good links. We continue to strengthen our commitment to inclusive practice by:

- Developing an inclusive ethos
- Providing a broad and balanced curriculum for all and planning to meet individual needs by including differentiated activities in all school schemes of work, lesson plans and group teaching.
- Removing barriers to learning in everyday situations and through monitoring and reviewing the school accessibility plan
- Providing and supporting staff training
- Involving pupils with SEND in their own learning and listening to and learning about their needs and expectations by, for example, encouraging self-advocacy, choice making, active involvement in the target setting and reviewing process and contributions to the statutory assessment process. All pupils are encouraged and helped where necessary to complete a pupil review form prior to review meetings and a yearly pupil survey.
- Developing the role of the Reintegration & Support Officers (RSO) and Learning Mentor to improve access for all students

Assessment

Assessment is used to inform teaching and learning and baseline assessment includes:

- Liaising with parents and health professionals

- Liaising with mainstream school
- Working with the pupil
- Observational assessment
- Completion of standardised assessment schedules e.g. Alfiesoft, Accelerated Reader Reading Test
- Pilgrim emotional assessment (Pilgrim 16-a in house devised progressive scaled self assessment)

Individual assessment for impact of interventions (entry and exit)

Appropriate pupil self-assessment and contribution to the target setting process is encouraged.

This is all applicable within an assess- plan- do –review cycle and are assessed as part of their Pilgrim review, annual EHCP reviews and additional Team Around The Child (TAC) and Child In Need (CIN) meetings, all of which involve the pupil and their parents.

Multi-Agency Working

The Pilgrim School is committed to working with outside agencies to support pupils with SEND. We have established strong links with the Local Authority advisory services and there are strong multidisciplinary networks to help plan and implement programmes to meet individual needs.

The Pilgrim School has established good links with, for example: Parents, CAMHS, Education Welfare, Social Services, Educational Psychology Service, NHS, Working Together Team, The Speech Therapy Department, Occupational Therapy, Physiotherapy and the Visual Support service.

Health Professionals are invited to give guidance as necessary for:

- Contributions to the review meetings and the assessment process for an EHCP application or continuation
- Referrals e.g. for education support
- Additional assessments as part of the assess- plan- do- review cycle

The role of the SENDCo and Headteacher

The role of the SENDCo is to:

- manage the day-to-day operation of the policy and monitor the graduated approach and assess-plan-do- review cycle
 - Gather evidence in preparation for making a request for a needs assessment, if appropriate
- co-ordinate the provision for and manage the responses to children’s special needs;
- support and advise colleagues;
- oversee the records of all children with special educational needs;
- act as the link with colleagues who are working with parents;
- assist colleagues in their liaison with external agencies and other support agencies;
- monitor and evaluate the special educational needs provision and interventions and outcomes and report to the governing body;
- manage a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs;

- contribute to the professional development of all staff.

The 'responsible person' in this school is the SENDCo. The SENDCo ensures that all those who teach a pupil with an EHCP are aware of the nature of the specific needs.

The SENDCo reports to the governing body to make them aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

Allocation of resources

The SENDCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with EHCPs.

The role of the Governing Body

The Governing Body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.

The Governing Body is committed to securing the necessary provision for any pupil identified as having special educational needs. The Governors ensure that all teachers are aware of the importance of providing for pupils with SEND. They consult the LA and other schools, when appropriate.

Training

In-service training and the continuing professional development (CPD) of all staff is valued as a means of improving the effectiveness and quality of service provided to pupils with SEND.

Training of all staff is tailored to their individual needs, the needs of pupils and the Pilgrim School. There is opportunity to participate in 'in-school' and 'out of school' professional learning courses and coaching.

Monitoring and review

The SENDCo and the Headteacher hold regular meetings to review the work of the school in this area.

The Governing Body reviews this policy annually and considers any amendments in the light of the annual review findings.

The SENDCo reports the outcome of the review to the governing body.