



SEND Policy

UET Pathfinder Douglas Bader Academy

This SEND Policy is applicable to the following schools:

- Danby Wood (Norwich)
- Douglas Bader (Coltishall)
- Rosebery (King's Lynn)
- Brooklands (Gorleston)
- Hooper Lane (Norwich)

Director of Specialist Provision: Katrina Warren
Executive Headteacher: Stephen Plume

Date of ratification: 15th December 2020

Date of latest review: December 2023

Review Due Date: December 24

Incorporating Special Educational Needs Information, in compliance with Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64) and new regulations under the Children and Families Bill September 2014.

To be read in conjunction with the school's Local Offer.
Legislative Compliance

This policy complies with the guidance given in Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64).

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1. Aims

Our SEND policy and information report aims to:

- Set out how our schools will support and make provision for pupils with special educational needs and/or disabilities.
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

We endeavour to achieve maximum inclusion of all pupils, all of whom are vulnerable learners whilst meeting their individual needs. We are committed to providing an appropriate and high quality education to all the young people we serve.

- We believe that all young people, including those identified as having special educational needs and/or disabilities have a common entitlement to a broad and balanced academic and social curriculum that is accessible to them and enables them to be fully included in all aspects of school life.
- Teachers provide differentiated learning opportunities for all pupils and provide materials appropriate to pupils' interests and abilities. This ensures that all pupils have a full access to the school curriculum.
- Special educational need and/or disability may provide context for slower or delayed progress. However, we do not view SEND as a barrier or a limitation.
- We make every effort to increase attainment for all our learners and help them make academic progress.
- English as an Additional Language (EAL) is not considered a special education need. '*Equality of access*' and individual learning opportunities are provided for pupils who are learning EAL as part of our provision for vulnerable learners.
- We aim to make a clear distinction between "underachievement" – often caused by poor early experiences of learning - and special educational needs.
- We aim to create a learning environment that is flexible enough to meet the needs of all members of our school community. We monitor the progress of all learners. Staff monitor and review provision regularly.
- Our schools aim to be centres of excellence and to provide environments in which individuals are respected and encouraged to reach their full potential. Our schools are committed to providing '*equal access*' for all pupils to the broad and balanced curriculum to which they are entitled.
- Each school as a learning community is committed to ensuring success for all. This means that in all work with young people we will aim to ensure that they:
 - Achieve their potential and enjoy their learning.
 - Stay safe and healthy.
 - Can make a positive contribution to the school, the community and the wider world.

- The UET Pathfinder Academy is committed to inclusion. Part of our schools strategic planning for improvement is to develop policies and practices that include all pupils. We aim to engender a sense of community and belonging, and to offer new opportunities to pupils who may have experienced difficulties with education in the past. We believe all young people should be equally valued. We strive to eliminate prejudice and discrimination, and to develop an environment where all young people can achieve and feel safe.
- We believe that educational inclusion is about '*equal opportunities*' for all learners, whatever their age, gender, ethnicity, difficulty, disability, attainment level or background. We take a holistic approach to designing a pupil's individual curriculum that takes account of:
 - Special Educational Needs and Disabilities.
 - Gender.
 - Minority ethnic and faith groups, travellers, asylum seekers and refugees.
 - Learners with English as an Additional Language (EAL).
 - Learners who are identified as having a disability.
 - Those who are Gifted and Talented.
 - Those who are looked after by the local authority.
 - Those who are subject to a Child Protection Plan.
 - Others such as those with medical needs, those who are young carers, pregnant pupils and teenage mothers.

2. Legislation and guidance

This policy is written for staff, parents/carers and pupils with reference to the following guidance and documents:

- SEND Code of Practice September 2014 (Statutory guidance for organisations, which work with and support children and young people who have special educational needs or disabilities).
- Ofsted Section 5 Inspection Framework May 2019.
- Equality Act 2010.
- Part three of the Children and Families Act 2014 (schools' responsibilities for pupils with SEND).
- The Special Educational Needs and Disability Regulations 2014 (information to be included in the SEND information report).
- The School Information (England) (Amendment) Regulations 2012 (specified information to be published on a school's website).
- NCC Local SEND offer.
- Teachers' Standards (Guidance for school Leaders, school staff and governing bodies) July 2011.

3. Definitions

Due to the nature of our schools, pupils often arrive with a history that often indicates that they have difficulty coping within a mainstream school setting. This may indicate that they have an underlying special educational need.

The Code of Practice defines SEND as:

“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) Have a significantly greater difficulty in learning than the majority of others of the same age: or
- (b) Have a disability which prevents or hinders them 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.”

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 SENCO UET Pathfinder Academy

The SENCO UET Pathfinder Academy is Martin Taylor-Bennett who is responsible for the SEND policy and its implementation across the academy within the Unity Education Trust. The SENCO is responsible to the Director of Specialist Provision (UET) and Associate Principal (UET)

The duties of the SENCO include responsibility for the day-to-day operation of provision put in place by the schools for pupils with SEND. The SENCO will provide guidance in the area of SEND in order to secure high quality teaching and the effective use of resources to bring about improved standards of achievement for all pupils. The SENCO will support the writing of EHCP applications and organization of EHCP reviews as requested or due on an annual basis. The SENCO is responsible for implementing the annual reviews for the Local Authority.

The specific duties and responsibilities of the SENCO are outlined in the role description document and relate to the following categories:

- Teaching and learning.
- Progress and achievement of pupils.
- Strategic development of SEND provision.
- Standards and quality assurance.

4.2 Trustees of Unity Education Trust

The Trustees of the UET Pathfinder Academy will:

- Use their best endeavours to ensure that any registered pupil with special educational needs and/or disabilities has the special educational provision, which the pupil requires.
- Once the school has been informed by the Local Authority (LA) that a pupil has a special educational need(s) ensures that systems are in place to advise all relevant staff of that need.
- Ensure that the teachers in the school are aware of the importance of identifying and providing for those pupils who have special educational needs.
- Consult the Local Authority and the governing bodies of other schools in the area, to the extent that this is necessary for co-ordinating provision for pupils with SEND.

4.3 School Managers

School Managers will:

- Work with the SENCO and Review Board to determine the strategic development of the SEND policy and provision within the UET Pathfinder Academy.
- Have overall responsibility for the provision and progress of learners with SEND within their school.

4.4 Class teachers

It is the responsibility of the class teacher as outlined in the Teachers' Standards document (Part 1 (5)) to ensure that:

- Lessons provide '*equality of access*' to a broad curriculum taking into account the individual needs of pupils.
- Use strategies that actively support pupils to achieve targets.
- Use support staff effectively to facilitate pupils to make progress.
- Staff to seek additional advice if they are unsure how to best support a pupil.
- Intervention programmes to be relevant and in place for pupils identified as having a specific learning need.
- Specific interventions relating to literacy and numeracy where appropriate.

This is the first and minimum offer to all our pupils with special educational needs.

We value high quality teaching for all pupils and actively monitor teaching and learning in the school. All lessons are differentiated to meet the individual needs of the pupils.

5. SEND information report (SIR)

The SIR can be accessed at:

<https://www.sssfns.org.uk/special-educational-needs-and-disabilities-send/>

5.1 Identification of SEND

On arrival with the UET Pathfinder Academy, pupils are assessed using a number of methods including standardised testing that relate directly to the four categories of need identified in the SEND Code of Practice:

- Communication and Interaction (C&I).
- Cognition and Learning (C&L).
- Social, Mental and Emotional Health (SEMH).
- Sensory and/or Physical (S&P).

This information allows accurate Individual Learning Plans (ILPs) to be written for every pupil and is the first step in identifying those who may have SEND and adjusting their provision accordingly. This will also be the case for pupils who already have an EHCP in place.

If a pupil is identified as having SEND provision is provided that is 'additional to or different from' the normal differentiated curriculum. This provision aims to enable our pupils to support/overcome barriers to learning.

Staff seek guidance from Provision Expected at SEN Support (PEaSS):

- Autistic Spectrum Condition (ASC)
- Cognition & Learning (C&L)
- Coordination needs
- Hearing Impairment (HI)
- Physical Needs (S&P)
- Social, Emotional Mental Health (SEMH)
- Speech, Language & Communication Needs (SLCN)
- Visual Impairment

<https://www.norfolk.gov.uk/children-and-families/send-local-offer/education-and-learning/how-education-providers-support/special-educational-provision/provision-expected-at-sen-support>

5.2 Identifying pupils with SEND and assessing their needs

Pupils will attend a rigorous assessment process for a maximum of 7 days in order to identify academic underachievement and/or a specific SEND. Following this assessment, appropriate interventions are put in place to empower pupils through carefully planned programmes, which include individualised timetables and provision that address the root causes of any learning difficulty.

The aim of this assessment process is to build a picture of each individual pupil by gathering information from various sources including:

- Parent/Carer and pupil.
- School files and SEND records.
- Other involved professionals and agencies.
- Academic assessments.
- Reading and Spelling tests.
- Teacher assessments and observations.
- Staff discussions with SENCO and other colleagues.
- A range of specialist tests where appropriate.

This information is summarised in the pupil ILP. This includes recommendations regarding the next steps for the pupil, individual barriers to learning and strategies for all staff to try, as well other agencies to involve.

5.3 Consulting and involving pupils and parents

Class teachers, support staff, parents/carers and the pupils themselves will be the first to notice a difficulty with learning. At UET Pathfinder Academy we ensure that the assessment of educational needs directly involves the pupil, their parent and of course their teachers. Our school staff hold the day-to-day responsibility for overseeing and delivering individualised learning to meet the needs of every pupil, with the support of the SENCO and senior managers.

The school will take account of the views of parents/carers in the assessment and decision making process. Young people with SEND will be consulted wherever possible. Procedures for multi-agency referrals will be actively used and reviewed regularly.

We believe in the importance of:

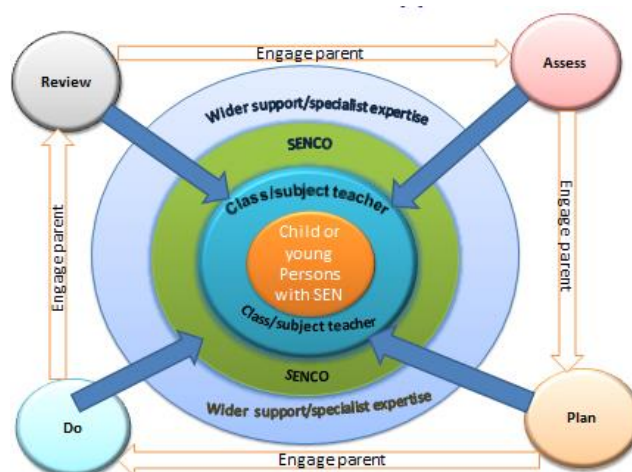
- Listening and talking together to make plans to successfully overcome barriers to learning.

- Listening to pupils views and involving even the youngest child in the decisions that affect their future.
- Identifying pupils' strengths as well weaknesses.
- Recognising the personal and emotional investment of parent/carers.
- Supporting parent/carers' understanding of SEND processes and helping them understand their child's entitlement.
- Respecting different views.
- Seeking constructive ways of reconciling different views.
- Respecting the differing needs, parent/carers may have themselves and offering information, advice and support.
- Recognising the need for flexibility in the timing and structure of meetings.

Schools will always seek parent/carers' permission before making a referral to other agencies for support for their child except where this would endanger the child.

5.4 Assessing and reviewing pupils' progress towards outcomes

We follow the 'graduated approach' and the four-part cycle of **assess, plan, do, review**.



After the assessment (**Assess**) process is complete, teachers and support staff are advised of the pupil's special educational needs (**Plan**), the teaching strategies or approaches required to meet that need(s) and the outcomes sought via their ILP (**Do**). The ILP will be reviewed regularly to consider the effectiveness of the support/interventions and their impact on the pupil's progress. If the interventions are not meeting need, the class/subject teacher will seek further guidance from the SENCO (**Review**). The ILPs will populate Pupil Trackers with initial baseline data and strategies.

5.5 Supporting pupils moving between phases and preparing for adulthood

Transition is a part of life for all pupils, especially within the 'short stay' provision. We will ensure early and timely planning for transfer to a pupil's next phase of education whether this be to an alternative provision, a specialist provider, a post-16 college course or reintegration into mainstream education. Support for the pupil in coming to terms with moving on will be carefully planned and will include visits to familiarise pupils with their new provision. Pupils and parents will be encouraged to consider all suitable options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers will be arranged as

appropriate. Parents will be given a reliable named contact at the next phase provider with whom the SENCO will liaise.

The SENCO will complete an Identification of Needs Descriptors in Educational Settings (INDES) to support post-16 providers with detailed SEND information allowing them to make informed decisions regarding the offer of appropriate courses to pupils' needs and abilities.

5.6 Our approach to teaching pupils with SEND

The UET Pathfinder Academy caters for young people throughout Norfolk. We are an all through environment that provides both short-term education provision for children in all years from Reception to Year 11 as well as long-term specialist provision for pupils with/without an EHCP.

The UET Pathfinder Academy schools has four main functions:

- Educational provision for young people that have been permanently excluded from either primary or secondary mainstream provision. The needs and profile of these young people vary tremendously. The role of the UET Pathfinder Academy is to assess their needs, help identify the best educational setting for them and prepare them for the next stage of their education. This can include a return to mainstream school, specialist provision, and other alternative provision or for Y11s a post-16 provider.
- Educational provision for Norfolk young people who are unable to attend school due to their medical needs. This wide and varied field encompasses pupils with both physical and emotional ill health. Across the region specialist teams of staff work with young people in their homes, in our bases and in hospital.
- Educational provision for children who are missing education (CME). Educational packages are provided for any child in Norfolk who is without a permanent school place until a long-term provision is identified.

5.7 Adaptations to the curriculum and learning environment

- A full accessible and appropriate curriculum for all learners.
- A flexible and bespoke timetable of provision for our learners.
- An intention to secure high levels of progress for all learners.
- To ensure equality of opportunity and to eliminate prejudice and discrimination against young people with SEND.
- Continual monitoring of the progress of all pupils, to identify needs as they arise and provide relevant support and intervention as early as possible.
- To provide specific input, matched to individual needs, in addition to differentiated classroom provision.
- To ensure that pupils with SEND are perceived positively by all members of the school, whilst SEND provision is positively valued and supported by pupils, staff and parents/carers.
- Pupils are taught in small groups with additional adult support, or on a one to one basis.

5.8 Additional support for learning

- Teaching assistants will support pupils on a 1:1 basis when attending on a bespoke timetable.
- Teaching assistants will support pupils in small groups in all class groups.

5.9 Expertise and training of staff

The SENCO holds the following qualifications:

- MA (Advanced Educational Practice - SEND)
- Postgraduate Certificate: Education (Primary)
- Postgraduate Certificate: SEND Coordination.

Professional development days and additional training sessions are held regularly to give opportunities for raising awareness, discussing current issues and for staff to develop further skills and expertise in catering for the learning demands of pupils. Regular team meetings provide opportunities for the professional development of staff.

UET Pathfinder Academy is committed to offering the highest quality training possible to all staff, whatever their role.

We work in close and regular contact with our partner schools and maintain close links with outside agencies. Advice and further training opportunities are sought where appropriate.

5.10 Securing equipment and facilities

The UET Pathfinder Academy is funded as Alternative Provision Academies and as such do not receive SEND funding in the same way as mainstream schools. Due to the specialised nature of our schools, pupils' places are individually funded:

- Education & Skills Funding Agency (ESFA)
- Norfolk County Council; High Needs Block

Due to this funding model UET Pathfinder Academy are unable to access additional funding via INDES or SENPAG through an EHCP Coordinator.

The SENCO utilizes the Provision Mapping Tool to centralize pupil SEND support including assessment information.

5.11 Evaluating the effectiveness of SEND provision

A strategic overview of the effectiveness of SEN provision is obtained through the Inclusion and Provision Self-Evaluation Framework (IPSEF), which requires an audit and action plan to address weaknesses in the allocation of provision. This is uploaded to Norfolk County Council.

Any specialised or personalised strategies, provision, interventions and/or programmes of work are monitored to assess impact by:

- Regular review and updating of pupil ILPs and Pupil Trackers (half-termly).
- Setting new targets with the pupil on their ILPs/Pupil Trackers as appropriate.
- Regular reviews of the effectiveness of strategies and provisions with key staff.
- Tracking pupils' progress regularly in order to identify underperforming individuals or groups.
- Monitoring by the SENCO.
- Holding annual reviews for pupils with EHC plans.
- Using provision maps to measure progress.

If strategies and provisions are not allowing the pupil to overcome their barriers to learning there is an expectation that changes will be made to give the pupil an increased chance of achieving targets set for them.

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

5.13 Support for improving emotional and social development

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

- 1:1 support.
- Referral to other agencies and support parents with appropriate referrals.
- Each school has a Mental Health Champion.
- Pupils with SEND are encouraged to be part of the School Council

5.14 Working with other agencies

We work with the following agencies and specialists to provide support for pupils with SEND:

- Joint Medical Protocol.
- Healthy Child Programme 5-19 Service.
- CAMHS (Child and Adolescent Mental Health Service).
- CAMHS Forensic Service.
- E-Learning Services (Med Needs).
- Virtual School for Children in Care.
- Consultant Community Paediatricians.
- General Practitioners.
- Educational Health Care Plan Co-ordinators.
- Attendance Service.
- Youth Offending Services (YOT).
- Norfolk Early Help and Family Focus (NEHFF).
- Children's Services.
- Just One Norfolk.

5.15 Complaints about SEND provision

Parents/Carers are offered information about working in partnership when their son/daughter starts at UET Pathfinder Academy.

Parents/Carers should not hesitate to contact the relevant member of the school management team if they have any worries concerning their child. Problems and misunderstandings do occur and these can often be resolved quite easily through discussion.

Formal complaints, however, should be directed to the Director of Specialist Education who will follow the Schools established complaints procedure.

The Director of Specialist Education is Katrina Warren.

5.16 Contact details of support services for parents of pupils with SEND

The following support services are available to parents/carers:

- Norfolk SEND Partnership <https://www.norfolkSENDpartnershiass.org.uk/>
- Family Voice (Norfolk) <https://www.familyvoice.org.uk/>
- SEND support events for parent carers <https://www.norfolk.gov.uk/children-and-families/SENDd-local-offer/about-the-local-offer/training-and-support-events/support-events>
- SEND Information, Advice and Support Services (SENDIASS) <https://www.norfolksendiass.org.uk/>

5.17 Contact details for raising concerns

Concerns regarding SEND provision should be addressed to MTaylorBennett@sss.unity-ed.uk or RThornberry@unityeducationtrust.uk

5.18 The local offer

Our contribution to the local offer can be found at:

<https://www.norfolk.gov.uk/children-and-families/SENDd-local-offer/education-and-training-0-25/support-services/short-stay-school-for-norfolk>

The Norfolk County Council local offer is published here:

<https://www.norfolk.gov.uk/children-and-families/SENDd-local-offer/>

6. Monitoring arrangements

This policy is written according to current legislation and guidance, which follows the SEND Code of Practice 2014. It will be reviewed and updated annually, or when any new legislation and guidance is published.

Annual or any other proposed changes to this policy will be reported to the Heads of School and Directors for approval.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to the relevant statutory Unity Education Trust policies, which can be found at:

<https://www.unityeducationtrust.uk/statutory-policies-documents/>

Glossary:

ASC – Autistic Spectrum Condition (ASC)

C&L – Cognition & Learning

EAL – English as an additional language

EHCP – Education Health Care Plan

HI – Hearing impairment

ILP – Individual Learning Plan

INDES – Identification of Needs Descriptors in Educational Settings

IPSEF – Inclusion and Provision Self-Evaluation Framework

NCC – Norfolk County Council

SEMH – Social, Emotional Mental Health

SEND – Special Educational Needs and Disabilities

SENCO – Special Educational Needs Coordinator

SENOPS – Special Educational Needs Operations (NCC)

SENPAAG – SEN Placement Advisory Group

SIR – SEND Information Report

SLCN – Speech, Language Communication Needs

VI- Visual Impairment