



SEND Policy UET Pathfinder Academy (UETPA)

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

Chair of Trustees: John Baumber

SEND Trustee: - TBC

Date of last review: December 2024

Review Due Date: December 2025

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).

Contents

1. Aims: Pages 2 - 3
 2. Legislation and guidance: Page 3
 3. Definitions: Page 4
 4. Role and responsibilities: Pages 4-5
 5. SEND information report: Pages 5-11
 6. Monitoring arrangements: Page 11
 7. Links with other policies and documents: Page 11
 8. Glossary: Page 12
-

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 adaptive teaching 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 view SEND as a barrier or a limitation to learning that requires adjustments and/or resources to support pupils to overcome their difficulties.
- 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 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 is a learning community and is committed to ensuring success for all. This means that all staff who teach/support our pupils 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.
- UETPA 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 2015 (Statutory guidance for organisations, which work with and support children and young people who have special educational needs or disabilities).
- Ofsted Inspection Framework Nov 2025
- 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 (last updated 2021).

3. Definition

Due to the nature of our schools, pupils often arrive with a history that indicates a difficulty managing 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 UETPA

The SENCO for UETPA 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 for pupils with SEND as well as long-term strategic planning. 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 Governors and Trustees

The Governors and Trustees of the Unity Education trust 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 Education Authority (LEA) 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 Education 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 Heads of School (HOS)

Heads of school will:

- Work with the SENCO, Governors and Trustees (SEND) to determine the strategic development of the SEND policy and provision within UETPA .
- 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://pathfinderschools.uk/special-educational-needs-and-disabilities-send/>

5.1 Identification of SEND

Prior to joining the UETPA Transition Team will receive a school referral and any other relevant SEND documentation from the NCC Transition Education Service (TES). On arrival with UETPA, 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 SEN Support Plans (SSPs) to be written to support pupils who are identified in the SEND Register as K (Support) or have an EHCP 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 or an application has been submitted by their previous setting.

If a pupil requires SEND support (additional to or different from the normal differentiated curriculum) classroom strategies and guidance is sought from the 'Provision Expected at SEN Support (PEaSS) provided by NCC for the following needs:

- 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.schools.norfolk.gov.uk/article/29772/Provision-expected-at-SEN-support-PEaSS>

5.2 Identifying pupils with SEND and assessing their needs

Secondary pupils attend a rigorous assessment process at Hooper Lane School (Norwich) for 5 days in order to identify academic underachievement and/or a specific SEND (Primary pupils' transition directly to their allocated school where assessments are completed). Following the Secondary 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.

This information is summarised in a Student Assessment Profile (SAP) for teaching staff. Parents /carers have access to this information and associated documents.

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 UETPA we ensure that the assessment of educational needs directly involves the pupil, their parent and 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 the Senior Leadership Team (SLT).

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:

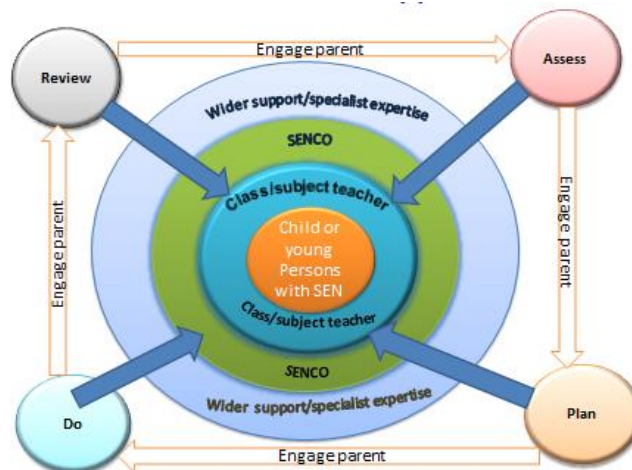
- Listening and talking together to make plans to successfully overcome 'barriers to learning'.

- 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 (**Do**). The strategies 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**).

5.5 Supporting pupils moving between phases and preparing for adulthood

Transition is a part of life for all pupils, and 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 UETPA caters for young people throughout Norfolk. We are an all-through alternative provision (AP - non-specialist) that is commissioned by Norfolk County Council to provide education provision for children in all years from Reception/KS1 to Year 11 that do not attend a mainstreams school or are categorised as a Child Missing Education (CME). These children and young adults are supported by the NCC Transition Education Service (AES).

The UETPA schools has two 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 UETPA 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 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 have opportunities to be taught 1:1, 2:1 or in small groups.

5.8 Additional support for learning

- Exceptional funding may be requested for pupils with an EHCP who require permanent 1:1 support to meet need.
- Exceptional funding may be requested for pupils to attend an alternative provision which provides vocational qualifications.

5.9 Expertise and training of staff

The SENCO has 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.

UETPA 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

UETPA is funded as an alternative provision and therefore 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 UETPA are unable to access additional funding via INDES or SENPAG through an EHCP Coordinator. However, NCC have agreed that the SENCO can request 'Exceptional Funding' for pupils with an EHCP who require additional provision e.g. 1:1 support or an alternative provision to support learning, attendance, behaviours (which includes increased risk of PEX) through the NCC Head of SEND Specialist Provision and Funding.

5.11 Evaluating the effectiveness of SEND provision

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

- Regular review and updating of SEN Support Plans, Positive Behaviour Management Plans by teaching staff.
- Setting new targets with the pupil on pupil's SSP (K - Support).
- Reviewing Outcomes (Section E of EHCP) in SSPs.
- Pupil Progress Meetings (PPM) organized by HOS (Termly).
- Regular reviews of the effectiveness of strategies and provisions with key staff.
- Monitoring/quality assurance by the SENCO.
- Holding annual reviews for pupils with EHC plans.

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. There is an expectation that reasonable adjustments will be put in place.

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/Medical Needs.
- Healthy Child Programme 5-19 Service.
- CAMHS (Child and Adolescent Mental Health Service).
- CAMHS Forensic Service.
- Virtual School for Children in Care.
- Children's Services (Social 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.
- Access Through Technology (ATT) et al.

5.15 Complaints about SEND provision

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

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 or the Chair of Trustees who will follow the schools established complaints procedure.

The Director of Specialist Education is Katrina Warren.

The Chair of Trustees is John Baumber

The Trustee responsible for SEND is - TBC

Complaints should be sent in writing to:

The Trust Administrator
Unity Education Trust (Specialist Provision) C/O
Dereham Sixth Form College
Crown Road

Dereham
Norfolk
NR20 4AG

Complaints Policy & Procedures:

<https://unityeducationtrust.uk/wp-content/uploads/2024/10/Final-UET-Complaints-policy-2024-27.pdf>

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.norfolkSENDdpartnershiass.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 KWarren@unityeducationtrust.uk

5.18 The local offer

The Norfolk County Council local offer is published here:

<https://www.norfolk.gov.uk/SEND>

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 Trustees.

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/>

9. Glossary:

Adaptive teaching - a responsive teaching strategy where educators adjust their instruction and materials in real-time to meet the immediate needs of all students in the classroom.

AES – Alternative Education Service

AP – Alternative Provision

ASC – Autistic Spectrum Condition

ATT – Access Through Technology

CAMHS – Child & Adolescent Mental Health Services

CME – Child Missing Education

C&L – Cognition & Learning

EAL – English as an additional language

EHCP – Education Health Care Plan

GP – General Practitioner

HI – Hearing impairment

HOS – Head of School

ILP – Individual Learning Plan

INDES – Identification of Needs Descriptors in Educational Settings

IPSEF – Inclusion and Provision Self-Evaluation Framework

JMP – Joint Medical Protocol

JON – Just One Norfolk

NCC – Norfolk County Council

PEX – Permanent exclusion

PMT – Provision Mapping Tool

PPLP - Pupil Profile & Learning Plan

PPM – Pupil Progress Meetings

SEMH – Social, Emotional Mental Health

SEND – Special Educational Needs and Disabilities

SENCO – Special Educational Needs Coordinator

SENOPS (NCC) – Special Educational Needs Operations

SENPAAG – SEN Placement Advisory Group

SIR – SEND Information Report

SLCN – Speech, Language Communication Needs

VI- Visual Impairment

VS – Virtual School

YOT – Youth Offending Service