



SIKH ACADEMIES TRUST

Faith Inspired Education

SAT Send Information Statement Policy

A. SPECIAL EDUCATIONAL NEEDS AND DISABILITIES INFORMATION REPORT

B. SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

1) Introduction

At SAT every young person is equal, valued, and unique. SAT aims to provide an environment where all young people feel safe and can flourish. The schools will respond to individuals in ways which take into account their varied life experiences and particular needs.

The schools are committed to providing an appropriate and high-quality education to everyone within its community. The school seeks to promote progress, raise achievement, remove barriers to learning and ensure inclusion for all young people.

Trustees, governors and staff believe that every student has an entitlement to develop their full potential. Educational experiences are provided which allow students to achieve their best and recognise their individuality.

This document is intended to provide information regarding the ways in which we ensure we support all of our students, including those with Special Educational Needs and/or Disabilities (SEN/ D), in order that they can reach their full potential. It may not list every skill, resource and technique we employ in order to achieve this, as these are continually developed and used to modify our provision to meet the changing requirements for individual students.

- Set high expectations, making learning challenging and enjoyable
- Provide equality of educational opportunities for all
- Ensure implementation of government and LA inclusion recommendations
- Ensure this Policy is implemented consistently
- Identify and remove barriers to learning
- Provide appropriate resources and experiences to meet a variety of different needs
- Provide an appropriately adapted curriculum
- Support staff, parents, and students
- Recognise and value students' achievements

2) Legislation and Guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report. This document should be read in conjunction with our SEN/D Policy, Accessibility Plan, Anti-Bullying Policy and Referral System documents. If you would like further information about what we offer here at PSA, then please do not hesitate to contact us directly.

3) Definition of SEND

A pupil has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Students identified as having SEN/D will have specific needs-based plans which help to support their development and accelerate progress.

4) Types of SEND

- Communication and interaction, for example, autistic spectrum disorder, speech, and language difficulties
- Cognition and learning, for example, dyslexia, processing challenges
- Social, emotional, and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate Learning Difficulties

5) Admission Arrangements

If your child is due to start primary school and has an Education, Health and Care (EHC) plan, the process of identifying an appropriate school to meet your child's needs is linked to their EHC plan and will be made by the Local Authority SENAS in consultation with you.

If your child is in Year 6 and has an Education, Health, and Care (EHC) plan, the process of identifying an appropriate school to meet your child's needs is linked to their statement or EHC plan and will be made by Buckinghamshire Special

Educational Needs Assessment Service (SENAS) in consultation with you. You should not directly make an application for a secondary school place at PSA.

6) The arrangements for disabled pupils

- SAT will take steps to prevent disabled pupils from being treated less favourably than other pupils. We will use our best endeavours to ensure that no child is unable to attend any of our schools because of any special need or disability. In order to promote equality of opportunity for disabled children we will make reasonable adjustments to prevent them from being disadvantaged.
- In practice, we ensure that classroom and extra-curricular activities encourage the participation of all pupils, including those categorised as having Special Educational Needs. Staff organise human and physical resources within the school to increase access to learning and participation by all pupils.
- All communication is tailored to specific needs where identified.

Need the description of what is being provided:

- Existing facilities provided to assist access to the school by pupils with disabilities ground floor is accessible via ramps.

- Accessible lifts and resources to make the first floor more accessible.
- Teaching resources and equipment used are accessible to all students regardless of their needs.
- After school clubs and extra-curricular provision are accessible to all students including those with special needs.
- Pupils have access to after school homework clubs.
- Pupils have access to the Inclusion Club at lunch times.

7) Transition Arrangements - How do we support pupils moving between phases and to prepare for adulthood?

If your child is moving to another school, we will contact the School's Special Educational Needs and Disabilities Co-ordinator and ensure they know about any special arrangements or support that need to be made for your child.

- We will make sure that all records about your child are passed on as soon as possible.
- All Reception and Year 6 students attending PSA are invited to the school. This gives students the opportunity to become accustomed to the school.
- All parents/carers of Reception and Year 6 students coming to PSA are invited to Induction Evening to find out about the ethos and expectations of the school.
- If a student has SEN/D they may be invited to attend the school on additional days. This is particularly useful if they have difficulties managing change or are very anxious about attending. During this visit, they will be able to ask to see specific things of interest and to meet the members of staff that they will be seeing on a regular basis once they join the school. It will also give them an opportunity to meet the SENCO.
- The SENCO will attend the Annual Review of any students with EHC plans who will be joining PSA. This gives the parent and the student an opportunity to discuss any provision that they think will be necessary to implement when the student arrives.
- The SENCO will visit the primary school to discuss the specific needs of your child with the SENCO of their primary school. Transitional mentoring will be given to those students, if deemed appropriate.
- We liaise closely with staff when receiving and transferring students to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.

We work closely with the Careers to support the transition of SEND students.

8) SEN/D Local Offer information:

Schools have to provide details of the school specific offer. This is reflected in the

Buckinghamshire Local Authority Local Offer, which can be found at Family Information Service | [Buckinghamshire Family Information Service](#) along with other useful information.

Due to Pioneer Secondary Academy's location, you may also wish to look at:

- Slough Local Authority's Local offer, which is published here: [Slough's Local Offer](#)
- [| Slough For You \(sloughfamilyservices.org.uk\)](#)
- Royal Borough of Windsor and Maidenhead Local Authority's Local Offer which is published here: [AfC Info website - Windsor and Maidenhead :: SEND Local Offer](#)

9) Please see below details of SEN/D at SAT, in question and answer form.

a) How do we identify pupils with SEN?

PSA uses the graduated response as outlined in the “Special educational needs and disability code of practice: 0 to 25 years” (January 2015). To help with this process, a variety of screening procedures are used, which are then disseminated to teaching staff.

We will assess each pupil’s current skills and levels of attainment on entry, which will build on previous settings and Key Stages. Assessment forms a part of our setting. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child’s previous rate of progress
- Fails to close the attainment gap between the child and their peers

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents.

We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

b) How are Looked After Children with SEN provided for?

- The Designated Teacher responsible for LAC students liaises closely with the SENCO to ensure that LAC students’ needs are being met.
- If the student is new to the school, the student is closely monitored and
- professionals, such as the SENCO, work closely with the child to ensure a smooth transition.
- Teachers, carers, social workers and other professionals use the standard school and local authority assessments to identify any special needs and take steps to address such needs effectively.
- We follow a staged and graduated approach to identifying and assessing needs, using the ‘Assess, Plan, Do, Review’ model and, if the student is identified as having a special educational need, strategies will be devised to support the student and shared with teachers through an Individual Support Plan (ISP).

c) What is our approach to teaching pupils with SEN?

High quality teaching is our first step in responding to all students, particularly those who have been identified as having SEN. Our approach to teaching is underpinned by the latest research into how the mind learns and retains information. Combining the best of traditional pedagogy with the most recent innovations from cognitive science, teachers prioritise memorisation and practice in lessons.

- Teachers are expected to adapt their teaching resources to meet the needs of all students in the class. This aims to give every child an opportunity to access the curriculum.
- Teachers are provided with information about the child’s SEN needs. This document explains the student’s area of need and provides the teacher with strategies to support the student with the learning.
- Specific resources and strategies will be used to support your child individually and in groups.
- Class planning and teaching will be adapted, if needed, to meet your child’s learning needs.
- Good practice is regularly disseminated to staff.

- Different types of groupings may be used to promote learning and progress, such as:
- Classes set according to ability. Students who are of a similar ability are placed in the same class for a particular subject, so that the teacher can adapt the work more effectively and work at a pace that helps the students learn more effectively.
- Sometimes small groups or an individual may be withdrawn from their subject to enable staff to address their particular needs more directly.
- On an occasion, individual students may be withdrawn from a lesson for one-to-one work. This provides intensive support for learning or guidance.
- An alternative educational off-site provision may be arranged for students to meet their needs. SEND Information (2024 - 25).

d) How are the teachers in SAT helped to work with students with SEN/D and what training do they have?

- The SENCO co-ordinates support within the school and gives advice and recommends strategies to staff.
- The SENCO ensures staff are informed of local and national developments in relation to SEND and Inclusion.
- Training needs are identified and, where appropriate, external specialists and agencies are deployed to deliver the training, e.g., the social and emotional aspects of learning [SEAL] training for all staff.
- Early Career Teachers [ECT] are offered support and in school training by the Inclusion Team. New members of the Inclusion Team are inducted and trained.
- SAT provides training for all staff to improve the teaching and learning of students, including those with SEN/D. This includes training on the needs of each EHCP child and the most effective strategies to use with them. Training is also available for SEN/D needs such as ASD and speech and language difficulties.
- Individual teachers and intervention teachers can undertake training courses run by external agencies and all staff have the opportunity to complete online SEN courses from recognised providers.

e) What additional support is available for learning?

- We ensure that all students who have special educational needs have their needs met to the best of the schools' ability with the funds available.
- All students with an EHC plan are taught by qualified teachers.
- All interventions are done by qualified teachers and highly trained TA's.
- SAT has a rolling programme of screening for Access Arrangements support for assessments and examinations. A qualified assessor conducts further tests in order to provide the necessary evidence for JCQ in Key Stage 4 and 5. Some pupils will qualify for extra time and/or rest breaks and, in some cases, a reader or a scribe. – PLEASE CHECK.
- We have regular INSET sessions for staff:

The following individuals and agencies work with pupils with SEN/D, directly funded by the schools: Educational Psychology, School Health, Teaching and Support Service, Therapy consultation services and when appropriate Social Services and Looked After Children Team.

- SENCO
- Specialist Subject Teachers
- Subject Intervention Teachers/Heads of Year

- Mental Health Agencies
- Service delivered schools on an as and when basis:
- Social Services
- Careers Advisor
- Speech and Language Therapy
- School Counsellor

f) How do we adapt the curriculum and learning environment?

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, strategic seating, teaching style, content of the lesson, etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, visual timetables, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Smaller groups where appropriate.

Young people with SEND are actively encouraged and supported to join in and benefit from additional activities and clubs.

At Pioneer Secondary Academy a broad, balanced, and relevant curriculum is adapted to enable all young people to access the learning. In planning and teaching, teachers set high expectations and provide suitable learning objectives, meet the young people's diverse learning needs, and remove the barriers to learning. Young people with SEND are taught with their peers in mainstream classes. Where appropriate and in order to maximise learning, some young people are withdrawn either individually or in small groups, to take part in targeted, time-limited interventions, planned to meet particular needs.

g) How do we enable pupils with SEN/D to engage in activities available to those in the school who do not have SEN/D?

- Teaching resources and equipment used are accessible to all students, regardless of their needs.
- After school and extra-curricular provision is accessible to all students, including those with SEN/D.
- There are a number of educational visits and school trips throughout the year. The educational visits are usually linked to specific subjects.
- Students with SEN/D are able to access the trips if they are studying the curriculum subjects that these are linked to.
- If a student has specific needs, we will provide the necessary support, where feasible, to ensure that the trip is successful.
- A risk assessment is carried out prior to any off-site activity to ensure everyone's Health and Safety will not be compromised.
- All pupils whose education, health and care (EHC) plans name the school will be admitted before any other places are allocated.

h) What support is there for my child's overall wellbeing?

We are an inclusive MAT; we treat others with kindness and celebrate diversity. We believe that having high self-esteem is crucial to a child's wellbeing. An important feature of the MAT is to enable all students to develop emotional resilience and social skills, both through direct teaching and indirectly

with every conversation adults have with students. Pupils with SEND are encouraged to be part of the school council. Pupils with SEND are also encouraged to attend the Fun Club to promote teamwork/building friendships.

The responsibility for the behavioural, medical and social welfare of every student in a year group is overseen by the Key Stage Leader in the primary school and by the Head of Year in PSA. Therefore, this member of staff would be the parents' first point of contact.

If further support is required, the Key Stage Leader/Head of Year liaises with the SENCO and the Designated Safeguarding Lead for further advice and support.

This may involve working alongside outside agencies, such as Health and Social Care, and/or specialist educational services. For some students with the most need for help in this area, we are also able to provide the following:

- Mentor time with their Key Worker/ Mentor
- Access to therapy
- Counselling support
- An external referral to Child and Adolescent Mental Health Service (CAMHS)

The following support is available at SAT:

Tutor

When a student joins the school, they are allocated a tutor group and are part of a Year Team. Every student has a tutor, who they see every morning at registration. Part of their role is to support the students in their group, in terms of their social and emotional wellbeing. Students and parents are able to discuss any concerns relating to pastoral care with the Head of Year.

Key Stage Leader (in the primary school)

In the primary school, Key Stage Leaders are responsible for Early Years (EYFS), Key Stage 1 (KS1) and Key Stage 2 (KS2). The Key Stage Leader's role is to help co-ordinate support for the health and wellbeing of students in their key stage.

Head of Year

The tutor group is part of a Year Team. The Head of Year oversees the entire year group and is supported by a member of the SLT. The Head of Year's role is to help co-ordinate support for the health and wellbeing of students in their year group.

Behaviour Team comprising of Heads of Year and members of SLT

- Some students who struggle to manage their behaviour are placed on a Behaviour Support Plan (primary school) or Pastoral Support Plan (PSP). PSPs are designed to support students who are at risk of permanent exclusion or are at risk of becoming disaffected through repeated fixed term exclusions. The PSP is a school-based, student-centred approach to address the inclusion of students with challenging behaviour from a range of perspectives. Targets are set for both the student and for the range of agencies involved with the student. Key to this process is the regular
- review of the PSP that enables close monitoring of the student within the school environment.
- Students in the primary school may be escalated from a Behaviour Support Plan to a Pastoral

- Support Plan if the school feels that the student has become a cause for concern.

Deputy Designated Safeguarding Lead also oversees Welfare Officers.

The Welfare Officer oversees all students with health and/ or disability concerns. Students with a medical need have a health care plan detailing the adjustments being made. The Welfare Officer also liaises with medical professionals when necessary to ensure that students are getting appropriate medical support.

Attendance Team

- The attendance and punctuality of students is recorded onto the system.
- The attendance officer monitors attendance closely and identifies students that are having difficulties with attendance and/or punctuality.
- Parents are informed and invited to attend a meeting to establish the cause and resolve any difficulties.

Personal Development

- We cover aspects of emotional well-being in our Personal Development curriculum delivered either through timetabled lessons or during assemblies and during tutor time sessions. We have a zero-tolerance approach to bullying.

i) What support do we have for you as a parent of a child with SEN/D?

- In the primary school, the Key Stage Leaders are available to discuss your child's progress or any concerns you may have.
- In the secondary schools the Head of Year is available to discuss your child's progress or any concerns you may have and to share information about what is working well so that similar strategies can be used at home and school.
- The SENCO is available to discuss your child's progress or any concerns you may have.
- Support plans will be reviewed with you.
- EHC plans will be reviewed with you at the end of each year.
- There will be several opportunities during each school year when you will be invited to attend school to discuss your child's progress.
- All information from external professionals will be discussed with you and with the professional involved directly, or where this is not possible, in a report.
- The school planner can be used to support communication with parents of students with SEN/D.
- Parents are informed and actively encouraged to support shared goals at home.
- Access to Bucks SENDIAS Service on sendias@buckinghamshire.gov.uk or by phone on 01296 383 754

j) Which external agencies do we work with?

Links with a range of external services are well established. Regular multi-agency meetings take place involving colleagues from the following services - Educational Psychology, School Health, Teaching and Support Service, Therapy consultation services and -when appropriate - Social Services and Looked After Children Team.

k) How do we assess and review pupils' progress towards outcomes?

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions.

High quality teaching, adapted for individual students is the first step in responding to students who have or may have SEND. Our school uses a graduated approach to remove barriers to learning and put effective special educational provision in place. This is a four-part cycle of **Assess, Plan, Do, Review**.

Assess: We assess and monitor each student's levels of attainment on entry and throughout their education in order to ensure that they are making progress which:

- Is similar to that of peers starting from the same baseline
- Matches or betters the student's previous rate of progress
- Closes the gap between the student and their peers

Where progress is found to be less than expected, the class teacher and SENCO will assess whether the child has SEND by identifying barriers to learning. The views and concerns of the child, their parents/carers and, where relevant, outside agencies, will be taken into account and additional teaching strategies or further interventions will be put in place and monitored regularly. The student's response to this will help to identify their particular needs.

Plan: The SENCO will consult with parents and the student to determine the adjustments, interventions and support to be put in place. The expected impact on progress, and/or behaviour will be discussed, along with a date for review. Close home-school links are encouraged and parents are given advice on how to help their child at home.

Do: The student's class teacher and/ or the intervention teacher will remain responsible for working with the child on a daily basis and implementing their individualised programme. An agreed amount of time is suggested for additional provision to demonstrate impact before it is reviewed. Throughout this process, parents will be consulted and kept informed.

Review: The effectiveness of the support and interventions will be reviewed regularly with staff, the student and their parents. The class teacher, working with the SENCO, will revise the support in light of the student's progress. Where a student has an Education, Health and Care (EHC) plan, the Local Authority must review that plan at least every twelve months. We co-operate with the Local Authority in the review process and convene and hold the annual review meetings on their behalf.

The effectiveness of the support and interventions and their impact on the student's progress are reviewed systematically. A formal 'Review' will be held with parents/carers once a year. Parents/carers

will also have the opportunity to discuss progress with SEND staff on Academic Mentoring Day, Parents' Evenings, Inclusion Coffee Mornings, and Inclusion Parents evenings. Additional reviews will be arranged according to need. Subject teachers, working with the SENCO will revise the support in light of the student's progress. If a student does not make the expected progress over a sustained period the school will make the appropriate referrals in consultation with parents and carers. The school liaises with the following services: Educational Psychology Service, therapy services and professionals, School Health and SEND, EAL support and, where appropriate, Social Services and the Looked After Children Team. Sustained progress may result on the removal of a pupil from the SEND support register.

Tracking Data

Your child's progress is continually monitored by their class teacher in the primary school and by subject teachers/leaders in the secondary schools.

Their progress is reviewed formally every (half) term in all subjects.

- Your child will receive a progress report at least 3 times a year.
- Reports are completed by all subject teachers and state how much effort your child has put into a subject, their behaviour and also their completion of homework.
- It will also give the working level or GCSE grade that your child is working at and their target for the end of the year.
- Once a year your child will receive a more comprehensive report where all
- subject teachers will comment on the progress made by your child.

Annual Review Day

The progress of students with an EHC plan is formally reviewed at an Annual Review (AR) with all adults involved with the child's education. The purpose of the AR is to:

- Assess the student's progress over the year in terms of the targets set at the previous AR.
- Collate and record information that the school and others can use in planning future support for the child or young person.
- Consider the continuing appropriateness of the student's plan in light of their performance during the previous year, and any additional SEND which may have become apparent within that time and therefore consider whether or not the EHC plan needs to be amended or ceased.
- Set new targets for the next 12 months.
- Bring together the views of everyone who helps the student.
- Consider the student's progress in terms of seeing if the support or placement has been successful in meeting their needs.
- Record any changes in the student's circumstances.
- Review any special provision that is being made for the student.

Parents' Evenings

- Parents will get an opportunity to discuss their child's academic progress with tutors and subject teachers at Parents' Evenings.
- If you are a parent of a child with an EHC plan, you will also be able to discuss your child's progress with the SENCO and SEND Team.

1) How do we evaluate the effectiveness of SEND provision?

- All students, including those with SEN/D, are assessed on a regular basis, in accordance with the school's Assessment Procedures.
- Teachers formally assess and review progress and attainment up to six times a year, which is communicated to parents/carers via a report that is sent home three times a year.
- Additionally, Parents' Evenings are held once a year when there is an opportunity to discuss progress, attainment and next steps.
- All students with an Education, Health and Care Plan have an Annual Review. All students who are on the SEN/D register will also have a termly review.
- The MAT has a Quality Assurance process that assesses the effectiveness of teaching and learning for all students, including those with SEN/D, and the outcomes of these evaluations are used to create and implement development plans for all aspects of school life.
- Staff evaluate the impact of this provision by monitoring the academic progress of SEN/D students, bearing in mind the behaviour and equality policies.
- Additionally, progress and attainment data for students is analysed for effectiveness and value for money.
- The impact of the support given is carefully measured to ensure that the learning outcomes have been achieved and, if not, what adaptations are necessary. It may be decided that a further period of support would be beneficial to your child.

m) How do we involve pupils and parents?

If your child is identified as not making progress the school will contact you to:

- Discuss any concerns you may have
- Plan any additional support your child may receive
- Discuss with you any referrals to outside professionals to support your child's learning.

n) How will my child be able to contribute their views?

At SAT, we value student participation and believe that students have an important part to play in helping their school to improve in every aspect of its life.

- Students who have educational support plans discuss and set their targets with relevant staff.
- There is an annual student questionnaire where we actively seek the viewpoints of students.
- If your child has an EHC plan their views will be sought before any review meetings and they will be invited to attend, where possible.

o) How can parents/carers let the school know they are concerned about their child's progress at school?

- Pioneer Secondary Academy has a positive attitude to parents/carers and values their role in their child's education. Co-production is at the core of the Academy's work with SEND pupils.
- Parents/Carers are always informed when their child is placed on the Class Chart and the graduated response, outlined in the Code of Practice, is explained to them. They are fully involved in the review process.
- Interpreters are arranged for parents/carers who require translation during meetings.
- If you are concerned about your child's progress, you should speak to your child's Key Stage Leader in the primary school and to the Head of Year in the secondary school.
- If the Key Stage Leader /Head of Year feels it is appropriate, they will liaise with the SENCO.

- The Year Teams at the School are proactive in supporting parents/carers in a variety of ways, including home visits, liaising with agencies, organising activities, and facilitating and delivering training. They attend and contribute to the 'Review Meetings' set out in the Code of Practice.

p) What If I need to complain?

Parents have the following rights of redress, should the schools, Trustees or LA fail in their duty to provide, or if the parent disagrees with a decision or feels that there is discriminatory practice:

- The SATs or LA's complaints procedure.
- The disagreement resolution service (for disagreements between parents/young person and the LA or parents/young person and the educational provider.
- Complaints to OFSTED (about whole SEN/D provision rather than in relation to individual students and where the complaints procedure has not resolved the complaint).
- An appeal to the SEN/D First-Tier Tribunal about EHC assessments/plans and/or disability discrimination. This must follow mediation, unless it is a complaint over the naming of a school placement.
- A complaint to the LA Ombudsman (for complaints against LAs if not resolved through the LA complaints procedure).
- Complaint to the Secretary of State (against schools or LAs).

q) Role of the SENCO, governor, teacher and TA responsibility:

The SENCO is the Inclusion Coordinator (supported by the Deputy SENCO) and monitors the Inclusion Policy, reporting to the Headteacher and to the Governing Body. The SENCO (supported by the Deputy SENCO) is also responsible for ensuring all Pioneer Secondary Academy's students are fully included in all aspects of school life. They will:

- Manage the day-to-day implementation of the Policy
- Coordinate the provision for students with SEND
- Receiving and evaluating referrals made by teachers using the relevant procedures.
- Maintain the SEND list and regularly update the SEND provision map
- Maintain resources and specific interventions to ensure appropriate provision is made
- Track progress using School-based and statutory assessment data
- Complete referrals to outside agencies when required
- Complete relevant documentation required for additional funding for students at School Support, those with Top-up Funding and High Needs Funding
- Support and advise colleagues, providing additional training where required.
- Monitor and evaluate the SEND provision and report to the Governing Body
- Act as a link with outside agencies
- Liaise with the Designated Teacher where a looked after student has SEND
- Implement the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Liaise with parents/carers of students with SEND, carrying out co-constructed reviews on a regular basis in line with statutory requirements.
- Receiving and responding to all applications received, in consultation with
- the Headteacher.
- Liaise with primary feeder schools, other schools, educational psychologists, health, and social care professionals, and independent or voluntary bodies

- Be a key point of contact with external agencies, especially the Local Authority and its support services
- Liaise with potential next providers of education to ensure a student and their parents/carers are informed about options and a smooth transition is planned
- Work with the Headteacher and Governors to ensure that the school meets its responsibilities under the Equality Act [2010] with regard to reasonable adjustments and access arrangements, including those for public examinations
- Ensure that the school keeps the records of all students with SEND up to date

Teachers and Teaching Assistants are responsible for meeting the needs of all students in their classes.

r) Specialist and Resource Allocation and Accessibility

- The Headteacher, SENCO (along with the Deputy) are responsible for the operational management of the budget for special educational needs provision and Inclusion. The school will use a range of additional funding including the notional SEND budget and, where applicable, Pupil Premium is also used to provide high quality appropriate support for students. The SEND provision map specifies the cost of supporting students categorised as SEN Support (K) and those that have an EHCP (E).
- Additional Top-Up Funding, where a student's needs exceed the nationally prescribed threshold [currently £6,000] additional funding will be applied for from the Local Authority.
- Education, Health, and Care Plans (EHCP) where, despite having taken relevant and purposeful action to identify, assess and meet the SEND needs of a student and the student has not made expected progress, then the school or parents/carers may consider requesting an Education, Health, and Care Assessment. The school will provide the Local Authority with evidence of the action taken as part of SEND support.
- Further details on our inclusive provision for students can be found in the SEND Offer on the School Website and in our Accessibility Plan.
- Pioneer Secondary Academy follows this graduated approach of action and intervention as outlined in the Code of Practice [2014].
- School assessment data, teacher judgments and, where appropriate, assessments from external agencies are used to identify children who require additional and/or different provision. A provision map is completed annually, and outlines all SEND support.
- At Pioneer Secondary Academy, student needs are recorded. These are met in the classroom by teachers and where appropriate with additional TA support. TAs liaise with teachers on a regular basis in order to ensure the provision of high-quality support. Progress is monitored in accordance with the whole school system. However, if concerns are raised by parents/carers or staff, a review meeting is called to address the difficulties.
- Students with an EHCP are provided with a Key Worker who meets with these students once a week. Individual and small group interventions are planned with the SENCO and relevant external agencies. Targets are reviewed with parents/carers at Annual Review Meetings. The meetings are normally chaired by the SENCO.
- Those children with Top-up Funding or who have undergone statutory assessment for their high needs and have an EHCP have detailed individual costed provision plans. The additional support/resources are matched to the provision plan. The purpose is to improve outcomes for young people with high additional needs and prepare them for adulthood. Targets are reviewed with parents/carers at Review Meetings.

s) Student Voice

- At Pioneer Secondary Academy, the views of all students are valued. Students' questionnaires and forums are used to gather their views on their progress three times a year. All young people with SEND are aware of their individual targets and are involved in the process of setting them. All students with EHCPs have weekly individual meetings.

t) Medical Conditions

- Pioneer Secondary Academy will follow the recommendations of the Children and Families Act 2014 with regard to arrangements to support students with medical conditions. Where a student also has SEND, their provision will be planned and delivered in a coordinated way with their Healthcare Plan.
- Pioneer Secondary Academy has a secure medicine cabinet where medicines can be safely stored with the permission of the parent/carer. Students are supervised to take medication in school by appropriately trained staff.

u) Monitoring and Evaluating the Success of Provision:

A variety of methods are used to monitor and evaluate the provision and achievements for all students, particularly those with SEND:

- Regular observation of teaching and feedback to teachers. Lessons are revisited where necessary to ensure the required standards are met through robust follow-up.
- Analysis of assessment data shows expected progress is in line with their targets between Key Stage 2 and 4 for all students. Students without these but with delayed learning or other issues that affect their learning may have a target adjusted.
- Assessment records that illustrate progress over time, e.g., reading scores,

CAT4 Testing for all incoming Year 7 students to assesses their cognitive

levels to make sure teaching styles match their needs to maximise progression

- Pre - and post - assessments for those students who are withdrawn for targeted interventions
- Success rates in respect of individual targets
- Monitoring by the governor with responsibility for SEND
- The views of parents/carers and students
- Provision Mapping – used as a basis for monitoring the impact of interventions
- Case studies to evaluate strengths and weaknesses with regard to intervention and progress. These are used to review and see how things can be improved

v) Who to contact for more information or to discuss a concern

If you are worried about your child, you can talk to a number of professionals depending on your concern. All staff listed below may be contacted through the school's main switchboard.

- PSA SENCO: Diane Yousofian
- KPS SENCOs: Marta Agrawal
- The PSA Governor responsible for SEND and Inclusion is Tajinder Matharu
- The KPS Governor responsible for SEND and Inclusion is Tarvinder Singh