

Introduction:

At E-ACT Pathways Academy we welcome everybody into our community. The Staff, Governors, pupils and parents work together to make a happy, welcoming place where children and adults can achieve their full potential and develop as confident individuals. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school family, thus providing a learning environment that enables all pupils to make the greatest possible progress and achieve their full potential in a caring, supportive and fully inclusive environment.

We are committed to narrowing the attainment gap between SEND and non-SEND pupils. All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives
- make a successful transition into adulthood.

Inclusion Manager:

If your child has special educational needs and/or a disability and you would like to know more about what we offer at Pathways Academy then please contact us on 0114 2310044.

Inclusion Manager - Miss Fiona Mason

The Inclusion Manager is responsible for the implementation of the SEND Policy and will support other members of staff where necessary. She will liaise with parents and relevant outside agencies. She will attend and cascade appropriate in-service training in order to meet new developments with policy and practice. The Inclusion Manager is also responsible for overseeing the SEND register.

Types of additional need:

We refer to the term "Special Educational Needs" if a child:

- a. Has significantly greater difficulty in learning than the majority of children of his or her age in one or more areas of learning.
- b. Has a disability which either prevents or hinders him or her from making use of educational facilities of a kind generally provided in schools within the area of the Local Authority concerned for children of similar age.

The difficulty or disability may relate to:

- communication and interaction
- cognition and learning
- social, emotional or mental health issues
- sensory or physical conditions

Special Educational Provision is that which is additional to or different from that which is made generally for most children in school.

Assessment is an ongoing core process throughout the school. It is a check that each child is making **adequate progress** against the national expectations set for each year group from Nursery through to Year 6.

If a child is not making the expected progress, then we identify a need and determine the reasons why.

Adequate progress is defined as that which:

- closes the attainment gap between the child and children of a similar age
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than the majority of their peers
- matches or is better than the previous rate of progress
- ensures that a child has full access to the curriculum in line with their peers
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvement in a child's behaviour allowing them to be receptive to learning.

Assessment and Identification:

The school promotes a graduated approach to assessing, identifying and providing for pupils' special educational needs. This approach follows a model of action and intervention to help children make progress and successfully access the curriculum. It recognises that there is a continuum of SEN and that where necessary increasing specialist expertise should be involved to address any difficulties a child may be experiencing.

Throughout the Early Years Foundation Stage, Key Stage 1 and Key Stage 2 the children are assessed to check their progress across all areas of learning / subjects. It is through this process that children who are not making expected progress are highlighted. Teachers and Support Staff play a vital role in raising concerns about other barriers to learning, such as behavioural, social and emotional matters.

A rigorous assessment procedure to track children's progress is continuously used. If a child fails to make expected progress the next stage would be to move to the use of school interventions and/or outside agency involvement for the identification, assessment and recording of children's learning difficulties. We incorporate these procedures into our normal working practice.

Following assessment and Staff consultation a child's special needs are identified and the needs are recorded on the SEND Register.

An **IEP (Individual Education Plan)** may be devised in collaboration with the child, when necessary. The IEP is sent to parents who are invited to discuss this initially with the Class Teacher and contribute to the IEP.

Teachers are supported by the Inclusion Manager who will meet with parents for Review meetings at least annually, in addition to parental meetings.

Provision:

Class Teachers

Teachers have responsibility for enabling all pupils to learn. To achieve this they:

- plan appropriate work activities for their pupils
- ensure that support is available for all children (inclusive 'quality first' teaching)
- differentiate the curriculum to take account of different learning styles, interests, abilities
- ensure that all children can be included in tasks / activities
- monitor individual progress
- celebrate achievement
- identify those children who require additional or different support in order to make progress
- collaborate with the Inclusion Manager in order to set targets on IEPs and discuss these with parents and pupils

Teachers are familiar with the relevant equal opportunities legislation covering the protected characteristics: race, gender, disability, sexual orientation, religion or belief and age.

Support Staff

- through 'quality first' teaching, support the teachers in enabling all children to access the learning
- support the teachers in enabling children with SEND to have access to an appropriate curriculum
- encourage and promote independence in the children
- liaise with the Class Teacher
- help to prepare resources and adapt materials
- lead interventions to close the gap for children experiencing difficulty
- promote the inclusion of all children in all aspects of life at school

INTERVENTION:

Intervention is carried out by the school and is '**additional to or different from**' the usual differentiated curriculum. It can take the form of:

- using different learning materials in the classroom
- making reasonable adjustments within the physical environment
- making reasonable adjustments to routines
- Support Staff in the classroom
- a more focused level of support in a small group withdrawn from the class
- focused work to be completed at home

FREQUENCY & TIMING OF SUPPORT

This is arranged and timetabled by the Inclusion Manager in collaboration with teaching staff. Teachers, generally provide the intervention so that they can adapt provision according to need. When more specialist provision is required the Inclusion Manager will work closely with staff and outside agencies in order to meet children's needs.

ORGANISATION OF SUPPORT

Our inclusive approach to provision means that the majority of pupils have their needs met by accessing differentiated planning that is used across the school and is carefully matched to the children's level of attainment and need. The lessons for Maths and English are taught in ability sets in order to allow staff to adapt their teaching styles, pedagogy and pitch and challenge to best meet the needs of children.

The school adopts a flexible approach to support provision in order that a child's individual needs can be met. The support provided usually falls into one of the following categories:

- Direct or indirect support in the classroom
- Focused withdrawal support from the classroom

We encourage emphasis being placed on learning within the normal peer groups. Although the needs of the pupils are considered individually they may not necessarily be supported individually.

SOCIAL, EMOTIONAL AND MENTAL HEALTH

Bespoke pastoral and learning support is also provided as part of the work by our 2 Senior Learning Mentors. Specific interventions are offered to support children who have social and emotional needs. In addition they work closely with outside agencies that can offer family support and guidance when needed.

External Services:

When a child is demonstrating further cause for concern or their learning need is more **complex** and **persistent** than can be met by the school interventions already put in place, **school will engage with relevant external services. This is triggered when:**

- a child continues not to make adequate progress
- continues working at levels substantially below that of children of a similar age even when teaching approaches have been targeted on an identified area of weakness
- continues to have difficulty in developing Literacy and Numeracy skills
- has emotional or behavioural difficulties which substantially or regularly interfere with the child's own learning or that of the other learners, despite taking part in an individualised behaviour management programme
- has sensory or physical needs and require additional specialist equipment or require regular advice or visits by a specialist service
- has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- a child's learning needs are manifesting themselves either in a more complex or in a more specific way as they move on through the school For these children, the difference between their attainment and that of the other children is widening and this needs further investigation.

A request for support from **external services** is likely to follow a decision taken jointly by school staff in consultation with parents. In seeking the support of external support services, those visiting the school will need to have access to the child's records in order to establish which strategies have already been tried and parental permission must be given.

The external specialist may:

- act in an advisory capacity to refine targets set by the school
- extend the expertise of the teaching Staff
- provide additional assessment
- be involved in supporting the child directly
- suggest that a statutory assessment is advisable
- consult with all parties involved with the child

Outside agencies include:

- Speech and Language Therapy
- Educational Psychology Services
- Early Years Inclusion Team
- Autism Team
- Hearing / Visual Support
- Ryegate Children's Hospital - which provides support across the medical fields eg physiotherapy, occupational therapy, communication clinics, ADHD Support etc.
- CAMHS - Child and Adult Mental Health Support

Links with outside agencies are well established and transition to and from our feeder and transfer schools is very good due to our close liaison with these schools.

Statutory Assessment: EHC Plan (Educational Health Care Plan)

When a child is demonstrating a **significant** cause for concern or their learning need is more **complex and persistent** than can be met by the interventions already put in place statutory assessment will be considered. The EHC Plan incorporates all information about the child from birth to 25. All parties, including health and other agencies involved with the child contribute to this plan. If a Statutory Assessment is required the school, in consultation with the child, parents and outside agencies, will submit reports for consideration by the Local Authority's Provision Panel. The request is made to the Local Authority (LA)

The Local Authority will need to have:

- information about the child's progress over time
- documentation in relation to the special educational need
- details of action taken by the school to meet the child's special educational needs particulars of any special resources or arrangements put in place.

This information includes where relevant:-

- Individual Education Plans (IEPs) for the child
- records of regular reviews and their outcomes
- health reports, including medical history where relevant

- national assessment levels and reports or records of progress compiled by the teachers
- educational and other assessments, for example from an advisory teacher or an Educational Psychologist
- reports from other professionals involved with the child (Social Services, Educational Welfare services, Health and Education services).

The views of the parent and child are sought. Parents may also make a Request for Statutory Assessment.

All of the evidence is gathered and sent to the Local Authority Special Educational Needs Officer who in turn sends it for review to the Special Educational Needs Panel. If the request is successful, then further evidence is gathered from all of the agencies who have involvement with the child. If the Provision Panel agrees to the need for an '**Education Health Care Plan**', the Local Authority will lead on the process. School will prepare the necessary documentation and send it to the Local Authority.

Statements / EHC Plans are subject to annual review which will include parental views about the child's progress. Further reviews can be arranged at any time if significant concerns arise. Children under 5 years of age are subject to 6 monthly reviews.

Partnerships:

The partnership between parents and school plays a key role in promoting a culture of positive expectation for pupils with SEND. Parent partnership is encouraged through termly parent's consultations, newsletters, annual reports and SEND review discussions. The school also appreciates the importance of informal discussions with parents and we encourage parents to speak staff whenever they have concerns or questions. Whenever possible the pupil's views are sought and included as part of any additional support offered. Eg when compiling IEPs or Pupil Profiles.

Parents are encouraged to participate in a range of opportunities to develop their own skills through our range of family learning courses.

Fiona

Mason

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