

The Pears Family School

(Keeping a child's mind in mind)

SEND Policy

Date Approved by Governors	July 2024
Review Date	July 2025
Headteacher	Matthew Hillman
Headteacher Signature	<i>M.Hillman</i>
Named Governor	

At the heart of all policies at the Pears Family School are the following principles:

- Every young person in our school, whatever his or her personal circumstances can learn and achieve.
- Every young person in our school, whatever his or her self-perception and previous experiences, has academic and creative potential to become a valuable member of society.
- The key to learning at the Pears Family School lies within the quality of the relationships between pupils, family members, staff and the intermediate agencies with whom we work.
- The success of our school is based on high expectations, mutual trust, caring for each other and taking responsibility.
- Every young person in our school is capable of becoming an agent for change in his or her local community.
- We have carefully considered the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Our vision is to provide our pupils with the confidence, academic progress, and ambition to take the next steps towards a successful and productive life and to be able to contribute positively within their local community and wider society.

Legislative Compliance

This policy complies with the guidance given in **Statutory Instrument : Special Educational Needs (Information) Regulations (Clause 64)**. It has been written as guidance for staff, parents or care-givers and children with reference to the following guidance and documents.

Special Education and Disability 0 – 25 Code of Practice September of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) September 2014

Ofsted Section 5 Inspection Framework

Ofsted SEN Review 2010 “A Statement is not enough”

Equality Act 2010

Education Bill 2011

Children and Families Act 2014

Inclusion Statement

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the children within the school and provide materials and contexts for learning appropriate to children’s interests and abilities. This ensures that all children have full access to the school curriculum.
- Although a child may be subject to Special Educational Needs The Pears Family School will make every effort to diminish the difference in attainment between vulnerable groups of learners and their peers.
- English as an Additional Language (EAL) is not considered a Special Education Need.
 - Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- The Pears Family School focuses on individual progress as the main indicator of success.
- The Pears Family School will strive to make a clear distinction between “underachievement” – often caused by a poor early experience of learning and missed opportunities to learn - and special educational needs.
 - Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is The Pears Family School’s responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.
 - Other pupils will genuinely have special educational needs (these can be undiagnosed at point of referral) and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is The Pears Family School’s responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers.
 - Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils.

Aims and Objectives of this Policy

The aims of our inclusion policy and practice in this school are:

- To provide appropriate and relevant curriculum access for all
- To secure high levels of achievement and education for all (considering starting point and levels of need)
- To meet individual needs through a range of provision, support and differentiation.
- To attain high levels of satisfaction and participation from pupils, parents and care-givers.
- To map provision for all learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise in order to meet pupils needs, through well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others.

Our SEND Policy tries to build on best practice, accumulated wisdom and research:

“At their best, alternative provision schools are experts in dealing with behavioural or other needs which present a barrier to learning. They deploy their specialist skills in both mainstream and alternative provision settings to help children get back on track”

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“Although the majority of children in alternative provision have some form of SEND, it serves a distinct purpose that is different to special schools, primarily supporting children to stay in or re-integrate back into mainstream education. Alternative provision addresses behaviour that presents a barrier to learning and supports children whose physical or mental health needs prevent them attending school ”

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*“Special educational provision is educational or training provision that is **additional to or different from**” that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching”*

SEN Code of Practice (2014)

This is not necessarily “more literacy” or “more maths” but would be interventions which address the underlying learning needs of the pupil in order to improve his or her access to the curriculum.”

“Achievement for All” (National Strategies: 2009)

“Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEN, should simplify the process of

Arrangements for co-ordinating SEND provision at the Pears Family School

The key principle that all teachers and members of staff at PFS are teachers of SEND holds true across the whole school. Effective SEND teaching is the responsibility of all.

The SLT and SENCO's have overall responsibility for the day-to-day management of all aspects of the school's work including provision for children with special educational needs and disabilities. The SLT, SENCO's and the teacher responsible for T&L have responsibility for:

- Co-ordinating provision for children with special educational needs and disabilities, including: implementing and monitoring Pastoral Care and Learning Plans; organising reviews; and liaising with external agencies.
- Maintaining the school's SEN register and ensuring that all teaching and non-teaching staff are aware of individual pupil needs.
- Updating the school's SEND provision map

All teaching and non-teaching staff are responsible for implementing agreed programmes of support for pupils with SEN and for the school's procedures for the identification and assessment of SEN.

Identification and Assessment

The majority of pupils will arrive at the Pears Family School with a record of identified additional needs. However, **a significant minority arrive with either unidentified needs or are in the process of assessment.** As an AP school we represent 'additional support which is different from that received' in the student's mainstream school and so, as detailed in our SEN report, all our students are placed on our register. All pupils will, in addition, be screened for literacy and numeracy levels to guide intervention. They will also have a Behaviour For Learning (B4L) assessment, **and work on their metacognition via the teaching of executive function skills**

Identification and assessment are ongoing, particularly as a pupil's behaviour and engagement may change when entering a new environment. Regular observation and review of pupils by teaching and non-teaching staff will be used to inform the identification of any additional need.

Provision:

- Access to a balanced and broadly based curriculum, meeting the specific needs of the learner is achieved through the following actions.
- The smallest teaching groups available within the resources available to the Pears Family School.

- Individual and small group support (1-6 pupils) to address specific learning or emotional/behavioural needs.
- Advice, support and sessions from outside agencies and individuals (e.g. Educational Psychologist, SALT, Child and Adolescent Mental Health Service, Occupational Therapy, Charities and Community Mentoring).
- PSHE programmes incorporating social skills, co-operation, reflection and confidence building. Each child has a taught PSHE session each week.
- Multi-family groups to develop relationships and understanding within the family
- Smart Gym – see smart gym curriculum
- Individual coaching and mentoring from staff and volunteers.
- Engagement and enrichment activities focused upon the interests and motivation of the learner.
- **A curriculum that focuses on metacognition and the development of executive function skills.**

Resources for additional needs and inclusion are purchased as and when appropriate and are matched to recurring needs throughout the school. Specific individual resources are purchased where this is viable and are used to support other children where appropriate. Specialist resources for children with EHC Plans will be accessed through the provisions in Section F.

Progress, Review and Monitoring

Children and families at the Pears Family School have a Personalised Care and Learning Plan (PCLP). This plan will identify the areas of concern, the proposed support and resources to meet those needs and the contribution of the pupil and parent/carer-giver. The PCLP will, in agreement with the pupil and their parent / care-giver, set specific targets for improvement. Targets will be focussed on addressing the barriers to learning to re-engage the learner and on their curriculum based targets. These targets will be used by all teaching and non-teaching staff to focus work on the needs of the individual and develop a personalised programme of activities to support their progress. PCLPs will be reviewed termly in consultation with the pupil and parent/care-giver. Progress will be measured against the targets set and improvement will be assessed in a holistic way to include:

- engagement with the learning process and ability to access the curriculum;
- emotional wellbeing, social or personal skills; and
- improvements and / or changes in behaviour.

Pupil and Parent / Care-giver Involvement

The views of the pupils are of paramount importance and it is the responsibility of all teaching and non-teaching staff to engage positively with the child and view the world through their eyes. Targets and the PCLP are written in agreement with the pupil

who will be encouraged to set meaningful and realistic targets and self-assess their progress regularly. The school has implemented 3 review days a year, during this time Families work together with the pupil the teacher and TA to review current targets and to set new ones (Each family gets a dedicated 1 hour time slot). The celebratory focus of these Review Days reflects our values as a school and are an opportunity to live these in how families are approached with warmth.

It is central to the model of the Pears Family School that we value the contribution that parents / care-givers can make and believe to be the most effective way of working with a child. Parents or care-givers have a vital role to play and it is, therefore, important to ensure that information is accessible, their views are sought and they feel welcome in our school.

The Pears Family School will follow these principles.

- Ensure that parents are aware of our policies and procedures and how to contact members of staff.
- Ensure parents / care-givers are invited to all meetings and that arrangements are made as accessible as possible to enable the parents / care-givers to attend.
- Welcome parents / care-givers into the school at any time.
- Ensure that a member of the teaching / non-teaching team makes telephone contact with parents / care-givers on a weekly basis to provide an update on progress.
- Celebrate the gains and successes made by the pupil through review days and assemblies as well as the school rewards offer.

External Support Services

The Pears Family School works positively with a large range of external support agencies and will liaise with and co-ordinate advice from appropriate services to ensure the needs of the child are met. These support services are listed below. Teams of support vary across boroughs and The Pears Family School works hard to access all support available

- Social Care
- Educational Psychologist
- Child and Adolescent Mental Health Service
- Speech and Language Service
- Occupational Therapy
- Youth Offending Team
- The Police
- School Nursing Team

- Charities and Community Mentors.

Provision varies according to Local Authority.

Monitoring the Effectiveness of our SEN provision

Monitoring of practice against this policy will be carried out by the Headteacher, SEN governor and lead teacher for – T&L

- Lesson observations
- Learning walks
- Book scrutiny
- Monitoring the progress of SEN pupils against starting points using NC assessment
- Behaviour for Learning (B4L) tracking data
- Obtaining formal and informal feedback from pupils and parents / care-givers at review meetings
- Reviewing the attendance of pupils with SEN.

Effective Transition

- We will ensure early and timely planning for transfer to a pupil's next phase of education or to another placement. Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings.
- A transition timeline will be produced, with specific responsibilities identified.
- Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits. Pupils will be included in all "class transition days" to the next phase where appropriate.
- Pupils, parents or care-givers will be encouraged to consider all 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 may also be arranged.

Responsibilities of governors

Working with the SLT and the SENCO the school governors ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements for pupils with Special Educational Needs and Disabilities.

SEN report and policy review

The SEN policy will be reviewed by the governing body and a report will be put on The Pears Family School's website.

Complaints

If a parent or care-giver wishes to complain about the SEN provision or policy they should, in the first instance, raise it with the Headteacher or the lead teacher for T & L who will try to resolve the situation. If a parent or care-giver remains concerned the parent or care-giver should submit a formal complaint in writing or any other accessible format. The Headteacher will reply in line with our complaints policy

Any issues that remain unresolved at this stage will be managed according to The Pears Family School Complaints policy and will in the first instance be referred to the chair of the governing body (see our complaints policy).