



SEND & Inclusion Policy

Approved by: SSEI

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Dissemination of the Policy: All staff and Governors, School Website

Date	Version	Change	Origin of change e.g. change in legislation, request by TU	Changed by

Purpose and aim of the policy and procedures

Pittville School is committed to offering an inclusive environment and curriculum, removing barriers to learning and raising achievement for all students. Every young person at Pittville School is valued, respected and is an equal member of the learning community. As such, provision for students with SEND (Special Educational Needs and Disabilities) is a responsibility of the whole school community. All teachers are teachers of students with SEND. We recognise that students with special and additional needs may, at times, require additional resources if they are to achieve their potential.

In accordance with the 'Special Educational Needs and Disability Code of Practice: 0 to 25 years' (June 2014) students have a learning difficulty if they:

- (a) Have significantly greater difficulty in learning than the majority of children 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.

Special education provision means:

Educational provision which is **additional** to or otherwise different from, the educational provision made generally for children of their age in schools, other than special schools, in the area.

An overview of SEND provision at Pittville School

The SENDCo at Pittville School is Emily Bottell. Emily holds a Master's Degree in Education (Special Educational Needs) and completed the National Award in Special Education Needs Coordination in 2011. During her time at Pittville School, Emily has obtained a Level 7 qualification in psychometric testing and examination access arrangements. Emily is a Gloucestershire Autism Champion. She can be contacted by calling 01242 524787 or emailing ebottell@pittville.gloucs.sch.uk

Our SENDCo is supported by two Assistant SENDCo who hold responsibility for Key Stage 3 and Key Stage 4 respectively.

Admissions Arrangements

Pittville School fully acknowledges its responsibility to admit students with already identified special and additional educational needs as well as identifying and providing for those not previously identified as having SEND.

Pittville School provides for students who have a wide range of abilities and/or disabilities. Places are allocated in line with the whole school admissions policy. Where a young person has an EHC Plan, Pittville School will coordinate with the Local Authority to ascertain whether the school is able to meet their needs.

SEND Facilities

- Within the main school building, there is a lift to provide access to the first floor
- There are ramps to provide access to the main school building and to the technology block and outdoor PE activities
- There are accessible toilet facilities in the SSC (Student Support Centre) and adjacent to the main school toilets on the ground floor and we have a hygiene suite
- The Student Support Team and subject teachers aim to ensure that a range of teaching and learning experiences allows for a positive and productive learning experience for all
- Additional facilities are provided for students with specific needs

Objectives with regard to SEND provision:

This policy is in keeping with the school's aims and its teaching and learning policy. The objectives of the governing body and staff in making provision for students with SEND are:

- To ensure that all students enjoy a broad, balanced and relevant curriculum; which is differentiated to meet individual needs
- To enable students with SEND to have high aspirations and maximise their achievements
- To ensure that students with SEND are identified, assessed, provided for, and their needs and progress regularly reviewed
- To ensure successful transition and transfer processes for students with SEND
- To develop teaching and learning styles that take into account a wide range of ability and aptitudes
- To work in partnership with parents to enable a greater understanding of the needs of the student and to allow parents to make an active contribution to the education of their child
- To listen to views of the student, to accurately record these and take them into account
- To promote effective partnerships with specialist outside agencies where appropriate
- To ensure that students with SEND have the opportunity to participate in all the activities that the school has to offer.
- To maximise the potential for ICT for students with SEND

Roles and Responsibilities

1. The Governing Body

The Governing Body, in co-operation with the Headteacher, determines the school's general policy and approach to provision for children with SEND. The SEND Governor will liaise regularly with the SENDCo and report back to the full Governing Body annually.

2. The Headteacher

The Headteacher has responsibility for the day to day management of all aspects of the school's work, including provision for children with SEND. The Headteacher should keep the governing body fully informed and also work closely with the SENDCo.

3. The SENDCo

The SENDCo, in collaboration with the Headteacher and Governing Body, plays a key role in determining the strategic development of the SEND policy and provision in the school, in order to raise the achievement of children with SEND.

4. The Student Support Team

The Student Support Team work with the SENDCo to provide support for children with Special Educational Needs across the school. They have clearly defined roles as set out in their job descriptions. Their roles are to support the SENDCo in removing barriers to learning, raise levels of achievement and ensure students with SEND achieve their potential.

Co-ordinating and managing provision

1. Line Management

The line manager for the department is Emily Bottell (SENDCo)

2. The SENDCo, in collaboration with the Headteacher and Governing body, plans the strategic development of the SEND policy and its provision within the school.

Key responsibilities are:

- Overseeing the day to day operation of the school's SEND policy
- Overseeing the co-ordination of provision for children with Special Education Needs.
- Liaising with and advising other teachers
- Managing and overseeing the work of specialist teachers and assessors/TAs
- Overseeing the records of all children with SEND
- Overseeing and ensuring effective liaison with parents/carers of children with SEND
- Contributing to the in-service training of staff regarding the needs of individual children
- Liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies
- Tracking the progress of SEND students as a separate sub-group within each cohort

3. The Teaching Staff

- The Curriculum Leader is responsible for ensuring that the needs of students with SEND are met in their subject area
- All teachers are teachers of children with Special Educational Needs, and actively seek to adapt the curriculum to meet their needs through informed planning, and high quality teaching.

4. The Student Support Team

The Student Support Team work with the SENDCo to provide support for children with Special Educational Needs across the school; liaising with class teachers, providing support within the classroom or extracting groups or individuals as appropriate. Their role also involves maintaining records of the children they work with, and attending reviews and meetings as requested. All members of the team will case hold a group of learners.

5. The Role of Parents/Carers of Students with SEND

Parents/Carers are supported by the school to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision-making processes about Special Educational Provision.
- Parents/Carers are able to contact the student's tutor, Head of House or a member of the Student Support Team as needed either by telephone, email or appointment.

Information about the school's policies for the identification, assessment, allocation and provision of resources and review process for all students with SEND

Pittville School monitor students through the use of the assess, plan, do, review cycle which is often, but not always, coordinated alongside the Early Help Partnership.

Identification and Assessment

Pittville School is committed to early identification of Special Educational Needs. All children throughout the school are monitored regularly to ensure they continue to access the curriculum successfully and to help early identification of any area of concern through regular data entry points three times a year.

The Transition Manager and a member of the Student Support Team visit all key feeder primary schools prior to transition from Key Stage 2 to Key Stage 3. During these visits, all key information with regard to students who have identified SEND is gathered. The SENDCO will attend the annual reviews for students in Year 6 where Pittville School has been named within the EHC plan.

Students attend a transition day in July. ~~During this time parents/carers are able to speak to Student Support colleagues to share any concerns.~~ Further transition events for identified students and families are arranged to meet specific needs.

With the information gathered from these visits, a learner profile and possibly a 'My plan' or 'My plan +' document is drawn up. This document contains information with regard to; the nature of learning need, strategies that may help overcome barriers to learning, student and parents' viewpoint and any relevant assessment scores. All teaching staff and Senior Leaders have access to copies of these documents as required.

Within their first weeks at Pittville School, students complete a reading assessment and ~~spelling assessment alongside a CAT4 (cognitive ability test).~~ The results of these tests are circulated to all staff to inform teaching and learning.

The results from these tests may also highlight any previously unrecognised difficulty. If a difficulty is suspected, parents/carers are informed and provided with the opportunity to discuss the concerns raised. Where required, and with full parental permission, further assessment to ascertain a more detailed understanding of the difficulty may be undertaken.

Students who arrive during the course of the academic year will also undergo reading and ~~spelling~~ assessments as part of their induction.

Curriculum team responsibility for identification and assessment of need is a standing item on curriculum team agendas. Students who are not making the progress expected should be notified to the SENDCo. With parental permission, this may lead to further assessment taking place. Additional support will be put into place and progress monitored.

What to do if Parents/Carers have concerns

Parents/Carers are welcome to contact the SENDCo directly or via any member of staff if they have concerns with regard to learning difficulties.

If there are grounds for sufficient concern, the SENDCo will arrange for further appropriate assessments to take place; either by specialist teachers within school, or, by contacting the appropriate external agencies. Areas of concern that may impact upon learning can include:

- Communication and interaction
- Cognition and Learning
- Sensory and/or physical needs
- Social, emotional and mental health difficulties
- Medical concerns
- Ability to access exams

What happens when a student is placed on the Special Educational Needs Register?

Where it is decided to provide a student with SEND support, parents/carers will be formally notified. In consultation with parents/carers, the adjustments, interventions, planned support and the anticipated milestones of progress will be agreed. Plans will include parental involvement to reinforce or contribute to progress at home.

The appropriate level of support required is determined by a graduated approach. The majority of students will have their needs met through normal classroom arrangements and reasonable adjustments which may include support from TAs under direction from the class teacher.

When a student also requires a My Plan this will highlight:

- The nature of difficulty and impact upon student
- Student strengths
- Teaching strategies to be used to remove barriers to learning
- Targets
- Review dates

Where a student requires a My Plan + a My Assessment will be undertaken which will capture:

- The nature of difficulty and impact upon the student
- Student strengths
- Teaching strategies to be used to remove barriers to learning
- The involvement of external agencies
- Targets
- Review dates

Provision is put in place at various stages within the Special Needs Register:

Monitoring

- To monitor the progress of a student who has previously received additional support.
- To monitor the progress of students who have been identified by subject staff and/or parents as causing concern. This is done whilst assessment is taking place. These students will have a Learner Profile.

SEND support which may include:

- In class support where appropriate
- Small group work or extraction for a time limited period
- Differentiated curriculum
- Access to ICT and specialist equipment and materials as necessary
- Input from external professionals
- Specialist teaching and/or support

□ Integrated working with specialist external agencies

Social, Emotional and Mental Health support may include:

□ Mentoring

□ Access to school nurse

□ Access to school counsellor

□ Supervised breaks and lunch times

□ Integrated working with external agencies

□ Support from the Student Support Team

Dyslexia

Pittville School has undertaken significant work to train staff with regards to supporting young people with dyslexia. This whole school training has led to us developing schemes of work across every curriculum area that benefit all students by allowing multiple opportunities to attach new learning experiences to prior knowledge, to question and interrogate subject matter further, and opportunities to 'overlearn' knowledge in order for long term retrieval.

Considerable work has been undertaken to develop awareness among teachers and other professionals.

Pittville School will therefore make the following arrangements to ensure that students' needs are met swiftly and appropriately:

We operate an early identification process, in collaboration with the English Department, through whole school Literacy testing, to screen for students who may be experiencing dyslexic type difficulties.

□ We will contact Parents/carers to discuss any raised concerns We will assess students within school to ascertain initial levels of dyslexia type difficulty where there exists evidence of there being barriers to progress

□ We will provide written feedback and copies of reports to Parents/carers after testing has taken place.

□ We will offer Parents/carers an opportunity to discuss the report further in the medium that is most appropriate to them; (email, telephone call or face to face)

□ We will make all staff aware of the nature of difficulties that a student faces and suggest methods of teaching and learning that may alleviate difficulties.

□ If, despite our efforts to ameliorate the student's difficulties, it is felt there is still a discrepancy between a student's underlying skills and attainment, we may, with parental permission, refer the student for further external assessment e.g. an Educational Psychologist

□ Students with identified additional support needs may have a Learner Profile or My Plan composed depending on their individual level of difficulty and the findings of all assessments carried out.

□ Both documents will set out the provision that we can make from our own resources and the strategies which class teachers can adopt to help students access the curriculum.

□ We will seek to be as sensitive as possible within class to reduce any embarrassment or anxiety a child may feel whilst ensuring that our expectations remain high

□ Teachers will take into account difficulties when marking a student's work for example, concentrating on content not spelling and will be aware of the need to try to find alternative ways of assessing progress rather than always through the written tests and exams where possible.

□ We will suggest ways in which parents can support their child's learning at home as we believe that parents contribute a great deal to an education programme for example reading to their child on a regular basis, undertaking paired reading, supporting homework etc.

Autism

~~All staff at the school have received training on how to support the needs of young people on the autistic spectrum.~~ Pittville School recognise that every young person is an individual and we will adjust our support and inclusion of young people with autism in response to their needs.

Monitoring

All students, including those with special educational needs have individual subject targets as determined by subject teachers.

A range of evidence is collected through the usual assessment and monitoring arrangements, as well as regular formal discussions between the support leads and the class teachers and Curriculum Leaders. If these suggest that any student is not making the expected progress or their needs have changed, the class teacher works with the SENDCo in order to decide whether additional and/or different provision is necessary. If the school has evidence that a student is not making sufficient progress despite significant support and intervention at a school level, then it may be necessary to seek further advice and support from outside professionals. Any external professionals involved will be invited to contribute to the monitoring and review of progress. Students and parents/carers will be fully informed and kept up dated about the involvement of external agencies and proposed interventions.

Access to the Curriculum

All students have the entitlement to a broad, balanced and relevant curriculum. All students with SEND are taught with their peers in mainstream classes. All teaching and support staff strive to:

- Provide suitable learning challenges
- Meet the student's diverse learning needs
- Remove the barriers to learning and assessment

Young people are supported in a variety of different ways as appropriate to their needs, which include individual support, in small groups and in class. This support is monitored regularly and reviewed as necessary. Withdrawal sessions are used judiciously to

support students with specific academic, behavioural and/or emotional difficulties. Withdrawal is timetabled in consultation with the class teacher to minimise the impact of withdrawal on delivery of the curriculum thus actively seeking to ensure curriculum needs are met.

Access to Examinations

An Exam Access Arrangement (EAA) is a provision or type of support given to a student (subject to exam board approval) in a national/ public exam, where a particular need has been identified and is provided so that the student has appropriate access to the exam. This can be in the form of:

□ **A scribe:** a trained adult who writes for the student. The student would dictate their answers. The scribe would write exactly what they say.

□ **A reader:** most often a computer reader or a trained adult who would read the question and any relevant text (with the exception of the reading section within an English Language GCSE Exam if an adult is reading) for the student. The student would then write the answer/s themselves.

- **Access to a computer for an exam** (if appropriate – not for subjects such as Maths) so the student would word process their answers. Spelling and grammar checks are most often disabled and a special exam account would be used with no internet access. In some exceptional circumstances students may be entitled to use a spell check enabled computer.

□ **Extra time:** students may be entitled to an allowance of up to 25% depending on the history of evidence of need and the recommendation of the designated Specialist Teacher. In some exceptional circumstances students may be entitled to an allowance up to 50%.

□ **Supervised rest breaks:** where students are permitted to stop for short break/s during the exam and the time stopped is added to the finish time, with the effect of elongating the exam but not actually using any extra time.

□ **Prompter:** where a student has little sense of time or loses concentration easily, a trained adult can prompt them with a few permitted phrases to refocus, move the student on to the next question or indicate how much time is left.

□ **Bilingual translation dictionaries and extra time:** students with English as an Additional Language (EAL) may be entitled to up to 10% extra time depending on their length of time in the country and the use of a bilingual dictionary in exams where this is permitted (not English, English Literature, MFL, History, RE or Geography).

When might students require access arrangements?

Scribe

Where their writing:

□ is illegible and may impede their ability to be understood

□ speed is too slow to be able to complete the exam in the allotted time

	□ is scribed by another adult as their normal way of working
Reader	Where a member of staff reading material for them in class is their normal way of working
ICT	Where their writing: □ is illegible and may impede their ability to be understood □ speed is too slow to be able to complete the exam in the allotted time □ is typed on a laptop in class as their normal way of working
Extra time	Where a student's ability to process information is slower than average as evidenced by a processing speed assessment taken from Y9 onwards and where extra time is given as a normal way of working in class
Rest breaks	Where a student has a physical disability or medical condition which prevents them from concentrating for long periods of time. This is now the recommended option from the exam boards before considering extra time
Prompter	For a student who loses concentration/focus, and is not aware of time
Separate room	For a student with a medical condition or psychological condition where it isn't appropriate for them to sit an exam in the main exam hall (evidence is required to support this arrangement)

Access arrangements for examinations and controlled assessments will be planned and implemented where there is sufficient evidence that individual learners have additional educational needs. Access arrangements are a form of additional learning support that ensures that a learner is not significantly disadvantaged during assessments due to an additional educational need, thereby ensuring equal opportunities. Access arrangements are not intended to give candidates an unfair advantage, but to give all candidates the equal opportunity in which to demonstrate their skills, knowledge and understanding.

Procedures and practices relating to the awarding of access arrangements are governed by the statutory duty to make reasonable adjustments to provision under guidelines produced by the Joint Council for Qualification (JCQ).

Procedures

How would students be identified for Exam Access Arrangements?

Students are identified in the following ways:

- They would have received Exam Access Arrangements at KS2 for SATs
- Results from baseline testing completed at the start of Year 7
- Parental Referral
- Subject Teacher Referral
- Information from Primary schools
- Additional Testing

KS2 SAT Exam Access Arrangements

Students who have EAA at KS2 are screened for EAA at KS3 and KS4. Although they may have received EAA at KS2, it doesn't necessarily mean that they automatically receive it at KS3 or KS4 because their needs may have changed. For example, a student who had a Reader for KS2 may not qualify for a Reader at KS4 because their reading has improved to the extent it does not meet the exam board criteria.

Baseline Testing in Year 7

All students in Year 7 are tested at the start of the Autumn Term. These tests can help identify learning difficulties and the Student Support Team will contact parents where this is the case, do further testing, and if necessary put an appropriate intervention into place.

Parent/Carer Referral

Parents can contact the school to ask for advice about testing if they have concerns with the progress and learning of their child. Once contact has been made with the parent, the Student Support Team will investigate their concerns by sending a "round robin" to the young person's teachers to gain information. Following this, a decision will be made as to whether it is appropriate to test a student.

Teacher Referral

As with Parent Referrals, teachers can refer a student to the Student Support Team where they have concerns about the learning and progress of a student in their class. All of the students' current teachers will be asked to give feedback to gain information, and following this a decision will be made as to whether to test a student for Exam Access Arrangements.

Additional Testing

During Year 9 / 10, identified students are assessed by a specialised teacher in order to provide evidence and meet the requirements of the JCQ exam access arrangements.

The role of the SENDCo responsible for whole school SEND provision:

The SENDCo will inform subject teachers of candidates with special educational needs and any special arrangements that individual candidates will need during the course and in any assessments/exams.

Ensuring there is appropriate evidence for a candidate's access arrangement is the responsibility of SENDCo/specialist teacher.

How do staff and parents know whether a student has Exam Access Arrangements?

All subject teachers and support staff are given access to the Exams Access Arrangements. This can be found in the SEN folder on the 'staff/share' drive. The Exam Access Arrangements are updated whenever students become entitled. Staff are informed of any changes to the Exam Access Arrangements via internal school communication systems. It is updated whenever changes have been made to the students' entitlements. The information about results of assessments for Exam Access Arrangements kept confidentially in line with school policy and are shared on a need to know basis.

Parents/carers will be informed of any tests results via a letter home which states what they are entitled to, why and when.

Internal subject specific tests

Access arrangements reflect the support that is usually given to the student in the classroom, internal exams and mock examinations. This is commonly referred to as a 'normal way of working.'

To allow all students with an additional learning needs equality of access to internal subject tests and exams the following reasonable adjustments are followed:

- Curriculum Leaders are responsible for ensuring that all students in their subject areas have full equality of access to all internal tests and mock exams.

- Where and when appropriate, the Student Support Team can provide a separate room, access to ICT, a reader and a scribe with the required amount of notice. In the case of extra time, subject teachers, where ever possible, should ensure students who need extra time are able to do this in the normal learning environment. This will require other students to remain quiet, whilst the student completes the test in exam conditions.

- When this is not possible, the teacher should make arrangements with the Student Support Team for the student to take the assessment in the SSC.

Subject staff are asked to liaise with the Student Support Team at least two weeks prior to an internal tests/mock exam so that appropriate support can be provided for students who require it during class tests/assessments/exams.

Access to the Wider Curriculum

In addition to the statutory curriculum the school provides a wide range of additional activities. These include a range of musical, creative and sporting activities/clubs etc. Students with SEND are actively encouraged and supported to join in and benefit from these activities. Students with SEND are encouraged to apply for positions of responsibility such as becoming a prefect.

Monitoring and Evaluating the Success of the Education Provided for Students with SEN

The school, including the Governing Body, is committed to regular and systematic evaluation of the effectiveness of its work.

The school employs a series of methods to gather data for analysis including:

- Regular observation of teaching by senior teachers and faculty leaders
- Analysis of the attainment and achievement of different groups of students with SEND
- Scrutiny of teacher's planning and student's work
- The views of parents and students
- Regular monitoring by the Governing Body through regular meetings.
- Regular meetings with the Assistant Head (Pastoral) and SENDCO
- As a result of the above the school reports to Governors three times a year upon its successes and identifies aspects for future development.

Records Management

When a student moves to another school, their records will be transferred to the next school within 15 days of the student ceasing to be registered, as required under the Education Regulations 2000.

EAL Support

Aims

We acknowledge fully that a young person with English as an additional language is not a young person with a special educational need unless a further learning difficulty in their home language has been identified. Students that have EAL are not placed on the SEND register. Students that have EAL often have additional needs in terms of accessing the language used by staff and peers, and related learning issues which can lead to underachievement and isolation.

Therefore, we will endeavour at all times to:

- Ensure students with EAL have full access to the curriculum and other school opportunities
- Be proactive in removing any barriers that stand in the way to them achieving their full potential
- Provide our students with EAL – particularly those who are new arrivals to the UK – with a safe, welcoming environment where they are accepted, valued and encouraged to participate

Key Principles

- Students with EAL will take approximately 5-7 years of English speaking education to acquire academically fluent English
- Pittville School believe that immersing young people in the learning environment is the best way for this to be achieved alongside structured interventions as appropriate to the individual young person
- Students with EAL are not lower ability and should not be labelled as such nor selected to be in lower ability groups
- Staff and students of Pittville School will recognise that there is a social, emotional and cultural element to meeting the needs of learners that have EAL
- Students with EAL will be graded with reference to the DfE English Proficiency codes A to E with the basic explanation of levels as follows:

- o A – New to English
- o B – Early Acquisition
- o C – Developing Competence
- o D – Competent
- o E – Fluent

Provision

Pittville School has three EAL Specialist Teachers with vast experience of supporting young people with English as an additional language. Provision is personalised to the individual young person's needs and can include, where appropriate:

- In class support
- Intervention sessions either one to one or in a small group
- Support for class teachers with preparation of resources
- Differentiated assessment materials
- Support for home language GCSE entry where language is available
- Support for revision and homework
- Support for relevant transition points such as primary, mid-year entry to the school and post 16

Arrangements for Dealing with Complaints from Parents

The school follows the guidelines set by the Local Authority in respect of complaints from parents.

Arrangements for In-Service Training

The school audits training needs for all staff taking into account school priorities as well as personal professional development. SEND staff attend the appropriate training provided by a range of external providers.

Links with Other Schools and Facilities

External support services play an important part in helping the school identify, assess and make provision for students with Special Educational Needs.

- The school may seek advice from external agencies this may include Educational Psychologists, Early Help and the Advisory Teaching service.

Multi-agency liaison meetings are held as appropriate to ensure effective collaboration in identifying and making provision for vulnerable students, and communication is maintained between times.

- There is a designated transition manager who liaises with the feeder primary schools.

- The SENDCO attends Y6 – transition reviews where possible.

This policy will be reviewed annually and should be read in conjunction with:

The Accessibility Plan

Behaviour Policy

Admissions Policy

Equality and Diversity Policy

SEND Information Report