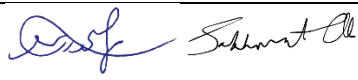


Pioneers Academy

SEND and EHCP Policy

The Pioneers
ACADEMY



<i>Policy to be reviewed</i>	April 2025
<i>Date policy approved</i>	April 2024
<i>Head Teacher and Proprietor</i>	

- 1. Definition of special educational needs (SEN)**
- 2. Guiding Principle**
- 3. Objectives**
- 4. Roles and Responsibilities/ Co-ordination of provision**
- 5. Admissions and Inclusion**
- 6. Allocation of Resources**
- 7. Identification and Assessment of Students with Special Educational Needs**
- 8. Differentiation**
- 9. Intervention**
- 10. Referral for an Education, Health and Care (EHC) Plan**
- 11. Access to the Curriculum, Information and Associated Services**
- 12. Evaluating the Success of Provision**
- 13. In Service Training (CPD)**
- 14. Working in Partnership with Parents**
- 15. Student Participation**
- 16. Links with other Mainstream Schools and Special Schools**
- 17. Links with other Agencies and Voluntary Organisations**
- 18. Appendix 1 Additional Needs – Assessment and Monitoring Form**
- 19. Appendix 2 INDIVIDUAL EDUCATIONAL PLAN (IEP)**

1. Definition of special educational needs (SEN)

According to section 20 of the Children and Families Act 2014:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they have a significantly greater difficulty in learning than the majority of others of the same age or 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.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

New legislation (The Children and Families Act 2014) enacted on the 13th March 2014 came into force from the 1st September 2014. A new SEN Code of Practice also accompanies this legislation. The updated SEND Code of Practice can be found on the DfE's website:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care Plan (EHCP). These plans are being supported by an Education, Health and Care Plan Pathway:

https://www.birmingham.gov.uk/info/50142/education_health_and_care_plans/854/education_health_and_care_plans_for_children_and_young_people

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need.

The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Further information, guidance, advice, forms and templates for professionals working with children for an EHC assessment is available here:

<https://www.localofferbirmingham.co.uk/>

<https://www.localofferbirmingham.co.uk/professionals-and-education-settings/>

2. Guiding Principle

At The Pioneers Academy, our guiding principle is one of inclusion and achieving participation and engagement for all students. We want to identify and break down possible barriers to learning.

All teachers are teachers of special educational needs. We recognise that it is the teacher's responsibility to meet the needs of all children in their class through their classroom organisation, teaching materials, teaching style and differentiation and use of scaffolding/ support. However, if the student does not make adequate progress even when teaching approaches are targeted at a student's identified area of weakness, then the student may be identified as having special educational needs.

Some students find work difficult because their first language is not English. They do not have special educational needs unless they also have a learning difficulty.

3. Objectives

- We value all the students in our school equally.
- At The Pioneers Academy, we will ensure that all students have equal access to a broad, balanced curriculum which meets individual needs and abilities.
- Our aims of education for students with difficulties and disabilities are the same as those for all students.
- Our teachers will take on the responsibility (with support from the SENCO) to identify and meet the Special Educational Needs of students as early as possible.
- Every child is entitled to have his or her particular needs recognised and addressed through appropriate provision.
- We will maximise the opportunities for students with special educational needs to join in with all the activities of the school.
- There will be consideration of SEN across all curriculum areas and all aspects of teaching and learning.
- We will ensure parents are fully involved both through providing a better understanding of SEN procedures and practices and providing regular feedback on progress and to acknowledge and draw on parent knowledge and expertise in relation to their child.
- We will seek the views of the child and take them into account. Students participation will be encourage through wider opportunities such as School Council, school performances, sports, and a school prefect system.
- At The Pioneers Academy, we will work with external agencies when a student's need cannot be met by the school alone. Some of these services include:-
 - Visiting SENCo (Ms. Felicity Hilton)
 - Educational Psychology Service
 - Children's Speech and language Therapy

- Child and Adolescent Mental Health Services (CAMHS)
- Children's Occupational Therapy
- Paediatric Physiotherapy
- Schools Nursing Service
- Health transition Services

This policy will contribute to achieving these objectives by ensuring that provision for students with SEN is a matter for the whole school and is a part of the continuous cycle of assessment and review.

4. Roles and Responsibilities/ Co-ordination of provision

Provision for students with special educational needs is a matter for the school as a whole.

The Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for students with SEN. The Headteacher keeps the Proprietor fully informed and works closely with the school's teaching staff.

The School Staff

All teachers are teachers of children with SEN and do their best to adapt the curriculum to meet their need. All staff are aware of the procedures for identifying, assessing and making provision for students with SEN.

The Special Educational Needs Co-ordinator (SENCO). The Visiting SENCO is Ms. Felicity Hilton. In-House SEN (Mrs. Garnier and Ms. Deifallah) Responsibilities include:

- overseeing the day-to-day operation of the school's SEN policy;
- coordinating provision for children with special educational needs;
- liaising with the relevant teacher where a looked after student has SEN;
- advising on the graduated approach to providing SEN support;
- advising on the deployment of the school's budget and other resources to meet students' needs effectively;
- liaising with parents of students with SEN;
- liaising with other schools, educational psychologists, health and social care professionals and independent or voluntary bodies;
- being a key point of contact with external agencies, especially the local authority and its support services;
- liaising with potential next providers of education to ensure a student and their parents are informed about options and a smooth transition is planned;
- working with the SLT and Proprietor to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.

All staff will have access to:

- The SEND Policy;

- A copy of the full SEN Register.
- Guidance on identification of SEN in the Code of Practice
- Information on individual students' special educational needs, including student intervention plan.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through Birmingham SEND Local Offer

5. Admissions and Inclusion

Students with SEN are admitted to the school if it is felt that the students' needs can be met.

6. Allocation of Resources

Students on an Education Health Care Plan (EHCP) will be funded by the local Authority. For students with other needs, The Pioneers Academy plans and provides for students with SEN from our budget including:

- learning support teachers and assistants;
- training for all teachers and learning support assistants so they can meet student's needs more effectively;
- specialist resources.

7. Identification and Assessment of Students with Special Educational Needs

All students are entitled to a balanced and broad curriculum. This policy ensures that teaching arrangements and strategies are fully inclusive. The majority of students will have their needs met through normal classroom arrangements and appropriate differentiation, which may include short-term support.

At The Pioneers Academy, we will ensure appropriate provision for all students identified as having need of special educational provision.

8. Differentiation/Scaffolding

Differentiation means teaching a student in ways and at levels, which ensure progress; this normal differentiation is part of our inclusion process and a key part of our teaching and learning. It involves setting suitable learning challenges; responding to students' diverse needs and overcoming potential barriers to learning and assessment for individuals and groups of children.

All students, whether they have a special need or not, will be challenged to meet the same curriculum objectives by the use of scaffolding. All students will receive help through differentiation but if the student does not make adequate progress, the school will do more to help. All staff are responsible for identifying students with special educational needs. The SENCO will work with staff to ensure that those students who may need additional or

different support are identified at an early stage. Normally such students are identified on an intervention plan. A register of our students on intervention will be kept. The progress made by all students is regularly monitored and reviewed.

9. Intervention

Through intervention, the student will get help that is either extra to and/or different from the help that the school usually gives students through differentiation. Please see our Assessment, Recording and Reporting Policy.

If there are concerns that the student is not making adequate progress due to a special need, the class teacher will discuss these concerns with the SENCO. The SENCO will gather information from the student, parents, class teacher, form tutor and subject teachers. The information gathered will help the school to decide what help may be needed.

Moving from normal school practice to more specialised interventions for those with SEN, The Pioneers Academy will employ the four-part cycle: Assess, Plan, Do, Review. The cycle allows earlier decisions and actions to be revisited, refined and revised with a growing understanding of a student's needs and what supports the student in making good or better progress and securing good outcomes.

Support available to students through intervention may include:

- one to one support
- small group work with a support teacher;
- a support teacher working closely with them within a full class setting;
- lunch time or after school study support;
- pastoral support with emotional and behavioral difficulties.

The SENCO may decide that an internal Individual Educational Plan (IEP) is required. If necessary, this will be monitored and regular progress checks by teachers and the SENCO will be used to decide whether this is sufficient to support the student or not.

If the student does not make adequate progress after receiving intervention and an IEP, the school may seek further advice and support from specialist services e.g. Educational Psychologist, Speech therapist, Physiotherapist, and Occupational Therapist. Students and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

The range of support available at this stage will typically be more intensive, individualised and sustained. Advice from outside professionals will be incorporated and these professionals will be invited to contribute to the monitoring and review of progress. The Individual Education Plan will have fresh targets and strategies which will be implemented at least in part in the normal classroom setting.

10. Referral for an Education, Health and Care Plan (EHCP)

If a student demonstrates significant cause for concern, the school will refer for an EHCP. Whilst the statutory assessment is being carried out, the student will continue to receive intervention provision. A request for an EHC needs assessment is usually made by the school but can be made by the student's parents, or the student if he is aged 16-24.

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an EHCP will be taken at a progress review as required.

The application for an EHCP will combine information from a variety of sources including:

- parents;
- teachers;
- SENCO;
- social care;
- health professionals.

Information will be gathered relating to the current provision, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a team of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can be found via the SEND Local Offer:

<https://www.localofferbirmingham.co.uk/> or by speaking to an Education, Health and Care Plan Co-ordinator at: <https://www.birmingham.gov.uk/info/50258/sendiaass>

Telephone: 0121 303 5004

Email: sendiaass@birmingham.gov.uk

Following Statutory Assessment, an EHCP will be provided by Birmingham Local Authority, if it is decided that the student's needs are not being met by the support that is ordinarily available. The school and the student's parents will be involved developing and producing the plan.

Parents have the right to appeal against the content of the EHCP. They may also appeal against the school named in the EHCP if it differs from their preferred choice.

Once the EHCP has been completed and agreed, it will be kept as part of the student's formal record and reviewed at least annually by staff, parents and the student. The annual review enables provision for the student's needs to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

11. Access to the Curriculum, Information and Associated Services

Students with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual.

Every effort will be made to educate students with SEN alongside their peers in a normal classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements.

In class provision and support will be deployed effectively to ensure the curriculum is differentiated where necessary. We will make sure that individual or group tuition is available where it is felt students would benefit from this provision.

12. Evaluating the Success of Provision

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and students throughout the year. Student progress will be monitored on a termly basis. These reflect information passed on by the SENCO at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly by the SENCO and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

13. In Service Training (CPD)

At The Pioneers Academy, we aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of students with SEN. Staff members will be kept up to date with teaching methods which will aid the progress of all students.

14. Working in Partnership with Parents

We believe that a close working relationship with parents is vital in order to ensure: early and accurate identification and assessment of SEN leading to appropriate intervention and provision; continuing social and academic progress of students with SEN and appropriate setting of personal and academic targets are set and met effectively.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual student's needs. The SENCO may also signpost parents of students with SEN to the Birmingham Special Educational Needs & Disability Information, Advice and Support Service (SENDIASS) offers impartial information, advice and support to children and young people with special educational needs or disabilities:

<https://www.birmingham.gov.uk/info/50258/sendias>

where specific advice, guidance and support may be required.

If an assessment or referral indicates that a student has additional learning needs the parents and the student will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up

to date and consulted on any points of action drawn up in regards to the provision for their child.

Partnership with Parents

The school will always inform parents when their child is receiving help for their SEN.

Partnership with parents plays a key role in enabling students and young people with SEN to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a student's needs and the best ways of supporting them. All parents of students with special educational needs will be treated as partners and supported to play an active and valued role in their student's education.

Parents of any student identified with SEN may contact SENDIASS for independent support and advice.

15. Student Participation

We will adopt a student-centred approach to all our SEND provision. Students and young people with special educational needs often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their education. They will be encouraged to participate in all the decision-making processes including the setting of learning targets and contributing to Individual Education Plans and the EHCP.

16. Links with other Mainstream Schools and Special Schools

The SENCO will liaise with the SENCOs of the secondary schools serving the area to ensure that effective arrangements are in place to support any SEN students at the time of transfer.

When students move to another school their records will be transferred to the next school within 5 days of the student ceasing to be registered, as required under the Education (Student Information) Regulations 2005.

In addition, the SENCO will make arrangements to ensure a smooth transition is made for all students with SEN and Disabilities via liaising with the new school SENCO and support staff.

17. Links with other Agencies and Voluntary Organisations

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

The school continues to build strong working relationships and links with external support services in order to fully support our SEN students and aid school inclusion.

Sharing knowledge and information with Local Authority support services is key to the effective and successful SEN provision at The Pioneers Academy. Any one of the support

services may raise concerns about a student. This will then be brought to the attention of the SENCO who will then inform the child's parents.

18. Appendix 1 Additional Needs – Internal Assessment and Monitoring Form

Date:

Student			
Subject		Teacher	

Please use X to indicate answer.

		No concerns	Requires occasional support	Requires continuous support	Not applicable
Concentration: Staying on task, ignoring distractions, focusing on the teacher, remembering instructions etc.					
Organisational Skills: Physical organisation of self and equipment, planning ahead with work, thinking about consequences before actions etc.					
Speech and Language: Understanding their first spoken language, acquiring new vocabulary, ability to express themselves clearly in sentences etc.					
English / Literacy	Reading: Ability to read a paragraph or more with ease and fluency.				
	Spelling: Ability to consistently spell common words and make a good attempt at unfamiliar words.				
	Extended Writing: Ability to write a correctly punctuated paragraph or more with ease and fluency.				
	Handwriting: Ability to write legibly, with ease and at a pace equivalent to peers.				
English as Additional Language: Understanding English as a <u>second</u> language, acquiring new vocab etc.					
Numeracy/Maths: Demonstrating a basic grasp of number, algebra, data, shape / space and measure etc.					
Physical/Hearing/Visual: Ability to access all activities despite physical, hearing or visual difficulty etc.					
Social: Forming and maintaining positive relationships, conforming to social norms etc.					
Emotional: Showing awareness of own feelings and that of others, managing feelings, confidence etc.					
Homework/Coursework: Ability to study independently, to produce work to deadlines etc.					
Exams: Ability to prepare for and sit an exam without close adult support.					

Overall, how well is this student progressing in your lesson/s? (please include NC Levels / GCSE targets & current attainment where possible)

19. Appendix 2 INDIVIDUAL EDUCATIONAL PLAN (IEP)

Name:		Year Group:	
--------------	--	--------------------	--

Area of Need/s:	
------------------------	--

Intended Outcome/s of the IEP:	
Monitored by:	Monitoring Forms, IEP Meetings, Annual Reviews, Attainment, Behaviour Watch.

Strengths & Difficulties:
•

Support Strategies:
✓

School Interventions:	
Access Arrangements:	
External Agencies:	

Related documents:	
---------------------------	--

Last reviewed:		by:		Date:	
-----------------------	--	------------	--	--------------	--