



SEND AND INCLUSION POLICY

Date reviewed: Autumn 2023
Date of next review: Autumn 2024

1.0 Introduction

- 1.1 At Pioneer Secondary Academy every young person is equal, valued, and unique. The school aims to provide an environment where all young people feel safe and can flourish. The school will respond to individuals in ways which take into account their varied life experiences and particular needs.
- 1.2 The School is 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.
- 1.3 Staff and Governors of Pioneer Secondary Academy believe that every student has an entitlement to develop their full potential. Educational experiences are provided which allow students achieve and recognises their individuality.
- 1.4 Diversity is valued as a rich resource. In this School, inclusion recognises a child's right to a broad, balanced, and relevant curriculum, which is appropriate to their individual needs, talents, and abilities.

2.0 Aims

2.1 The School aims to:

- Provide appropriate teaching makes 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 barriers to learning
- Provide appropriate resources and experiences to meet diversity of needs
- Provide an appropriately differentiated curriculum
- Support staff, parents, and students
- Recognise and value students' achievements

3.0 Definition of Inclusion

- 3.1 Inclusion is a process, which recognises and values diversity. Inclusion aims to maximise the individual's opportunities to engage within a community, sharing common aims and values and derive benefits which helps to maintain positive life experiences.

4.0 Types of SEN/D

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, 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

5.0 Coordination of Inclusion

5.1 The Senior Assistant Headteacher [Senior Assistant Headteacher] is the Inclusion Coordinator and monitors the Inclusion Policy, reporting to the Headteacher and to the Governing Body.

5.2 The Assistant Headteacher [Student Development] 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
- 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
- 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
- Advise on 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
- 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

5.3 Our Senior Assistant Headteacher [Inclusion/Senior Assistant Headteacher] line manages the Assistant Headteacher [Student Development] and Head of Student Services

5.4 The Governor responsible for SEND and Inclusion is Tajinder Matharu

5.5 The SEND Administrative Assistant completes all Inclusion administrative tasks including record keeping, correspondence, telephone and email enquiries and messages from parents/carers.

5.6 Teachers and Teaching Assistants are responsible for meeting the needs of all students in their classes. Students are part of Year and Tutor Groups at the School and may be taught in ability sets for subjects.

6.0 Specialist and Resource Allocation and Accessibility

6.1 The Headteacher, Senior Assistant Headteacher [Inclusion/Senior Assistant Headteacher] and the Business Manager 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 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).

7.0 Assessment Procedures

7.1 At Pioneer Secondary Academy aims to celebrate the achievements of all our students.

7.2 SEND Support – A Four-Part Cycle

The identification of SEND is built into the overall approach to monitoring the progress and development of all students in school.

Assess

Subject teachers, support staff and the Senior Assistant Headteacher [Inclusion/Senior Assistant Headteacher] and Assistant Headteacher [Student Development] will carry out a clear analysis of a student's needs. This assessment will be reviewed regularly. Where appropriate, outside professionals will help to inform the assessment. Parents/Carers will be asked to contribute to the assessment.

Plan

Parents/Carers will be formally notified. Adjustments, interventions, support, and review dates will be agreed with staff, parents, and students. This will be recorded on the School Information System.

Do

Subject teachers will remain responsible for working with the student on a daily basis and retain responsibility for their progress and outcomes. Subject teachers will plan and assess the impact of support and interventions with any teaching assistants or specialist staff involved. The Senior Assistant Headteacher [Inclusion/Senior Assistant Headteacher] and Assistant Headteacher [Student Development] will support the process.

Review

The effectiveness of the support and interventions and their impact on the student's progress will be reviewed on the agreed date. 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 Senior Assistant Headteacher [Inclusion/Senior Assistant Headteacher] and Assistant Headteacher [Student Development], will revise the support in light of the student's progress. If a student does not make the expected progress over a sustained period of time the school will consider involving specialists. The school liaises with the following services: Educational Psychology Service, School Health and SEND, VI support and EAL support and, where appropriate, Social Services and the Looked After Children Team.

7.3 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.

7.4 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.

7.5 Further details on our inclusive provision for students can be found in the SEND Offer on the School Website and in our Accessibility Plan.

- 7.6 Pioneer Secondary Academy follows this graduated approach of action and intervention as outlined in the Code of Practice [2014].
- 7.7 School assessment data, teacher judgments and, where appropriate, assessments from outside agencies are used to identify children who require additional and/or different provision. A provision map is completed annually, and outlines all SEND support.
- 7.8 At Pioneer Secondary Academy, student needs are recorded in the class chart. These are met in the classroom by teachers and on occasion with additional TA 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.
- 7.9 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 Senior Assistant Headteacher [Inclusion/Senior Assistant Headteacher] and Assistant Headteacher [Student Development] and any relevant outside agencies. Targets are reviewed with parents/carers at Annual Review Meetings. The meetings are where possible chaired by the Senior Assistant Headteacher.
- 7.10 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. The meetings are chaired by a member of the Inclusion Management Team.
- 7.11 All students complete the Diagnostic Reading Analysis Test, and where possible it will be taken every year to track and monitor reading progress.

8.0 Professional Development

- 8.1 The Senior Assistant Headteacher [Inclusion/Senior Assistant Headteacher] ensures staff are informed of local and national developments in relation to SEND and Inclusion.
- 8.2 Training needs are identified and, where appropriate, outside agencies are used to deliver the training, e.g., the social and emotional aspects of learning [SEAL] training for all staff.
- 8.3 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.
- 8.3 The Deputy Senior Assistant Headteacher is currently undertaking the National Award for Special Educational

9.0 Parent/Carer Partnership

- 9.1 Pioneer Secondary Academy has a positive attitude to parents/carers and values their role in their child's education. 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.
- 9.2 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.

10.0 Links with External Services

10.1 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, Deaf Support Team and -when appropriate - Social Services and Looked After Children Team.

11.0 Access to the Curriculum

11.1 At Pioneer Secondary Academy a broad, balanced, and relevant curriculum is differentiated to enable all young people to access the learning. In planning and teaching, teachers aim to provide suitable learning objectives, meet the young people's diverse learning needs, and remove the barriers to learning. For the majority of the week young people with SEND are taught with their peers in mainstream classes. However, 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. Deaf students' needs are evaluated, and adjustments are made to the curriculum when needed.

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

12.0 Student Voice

12.1 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.

13.0 Medical Conditions

1.1 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.

13.2 Pioneer Secondary Academy has a secure medicine cabinet where medicines can be safely stored with the permission of the parent/carer. Where necessary, students are supervised to take medication in school by appropriately trained staff.

14.0 Admission Arrangements

14.1 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 Slough, Buckinghamshire, or Hillingdon Special Educational Needs Assessment Service (SENAS) in consultation with you. You should not directly make an application for a secondary school place at PSA.

14.2 Admissions interviews with EAL students are attended by a member of the Inclusion Team.

15.0 Transition Arrangements

15.1 At Pioneer Secondary Academy transition is carefully planned at KS2-KS3, KS3-KS4 and Post 16 in order to ensure successful transitions. Students and parents/carers will be fully involved in the planning for the transfer to a new setting and key information about SEND provision will be shared with other providers.

15.2 There is an ongoing transition of EAL students throughout the year to help them settle into School and life in the UK.

16.0 Monitoring and Evaluating the Success of Provision:

16.1 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
- Analysis of assessment data shows expected progress is in line with their targets between Key Stage 2 and 4 for all students. However, adjustments will be made in line with their outcomes if they have an EHCP. Students without these but with delayed learning or other issues that affect their learning may also have targets 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 weakness with regard to intervention and progress. They are used to review and see how things can be improved
- Initial EAL assessments & re-assessments are carried out termly. All EAL stages are recorded, tracked, and monitored closely.

17.0 5.3 The arrangements for disabled pupils

PSA 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 extracurricular 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.

- Existing facilities provided to assist access to the school by pupils with disabilities
- The school has a lift to make the first and second floors more accessible.
- Teaching resources and equipment used are accessible to all students regardless of their needs.
- We are able to meet needs in a class setting and do not have a special provision (ARP) if your child needs specialist provision.
- 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 lunchtimes.

See also:

- SEND Offer and Information Report
- Marking and Assessment Policy
- Equality Duty
- Medicine and Supporting Pupils at School with Medical Conditions Policy
- Accessibly Policy and Plan