**Special Educational Needs and Disabilities (SEND) Policy**

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| Approved by: | Management committee , SLT |
| Last reviewed on: | 2nd Feb 2023 |
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15. **Preface**

This policy is written in line with the requirements of:

* Children and Families Act 2014
* SEN Code of Practice 2015
* SI 2014 1530 Special Educational Needs and Disability Regulations 2014
* Part 3 Duties on Schools – Special Educational Needs Co‐ordinators
* Schedule 1 regulation 51– Information to be included in the SEN information report
* Schedule 2 regulation 53 – Information to be published by a local authority in its local offer
* Equality Act 2010
* Schools Admissions Code, DfE 1 Feb 2012
* SI 2012 1124 The School Information (England) (Amendment) Regulations 2012 SI 2013 758 The
* School Information (England) (Amendment) Regulations 2013

This policy should be read in conjunction with other The Pavilion Study Centre policies.

This policy will be reviewed annually.

1. **Definition of SEN**

At The Pavilion Study Centre we follow the definition of SEN as outlined in the SEND Code of Practice:

‘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 him or her.

A child of compulsory school age or a young person has a learning difficulty or

disability if he or she:

• has a significantly greater difficulty in learning than the majority of others of

the same age, or

• has a disability which prevents or hinders him or her from making use of

facilities of a kind generally provided for others of the same age in

mainstream schools or mainstream post-16 institutions’

**(SEN Code of Practice 2015)**

1. **Definition of Disability**

At The Pavilion Study Centre we follow the definition of disability in the Equality Act 2010:

‘You’re disabled under the Equality Act 2010 if you have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative effect on your ability to do normal daily activities.

**Equality Act 2010**

1. **Information about SEN at The Pavilion Study Centre**

Under the new Code of Practice (2014), SEN is categorised in to four key areas that may create barriers to learing:

* Communication and Interaction
* Cognition and Learning
* Social, Emotional and Mental Health Difficulties
* Sensory and/ or Physical Needs

At The Pavilion Study Centre, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities.

In order to achieve this aim, we will:

* Use our best endeavours to ensure that a child with SEND receives the support they need in a timely manner.
* Ensure that students with SEND engage in activities alongside those students who do not have SEND
* Inform parents/ carers and any relevant outside agencies when special educational provision is put in place.

Every student’s skills and attainment will be assessed through induction upon entry to the school, we will also consider whether a young person has a disability under the Equality Act (2010) and, if so, what reasonable adjustments may need to be made.

We consider all of our pupils to be vulnerable and to have a degree of SEN on the basis that it has been deemed appropriate that they attend our provision. We identify this as SEMH as this covers the primary needs of nearly all of our pupils (we recognise that this is not always the case).

The Pavilion also has a separate referral process for pupils with Medical Needs who may access our Hospital Education (Discovery Classroom), Outreach and Meadway 2 provisions, this is led by the Deputy Head along with medical outreach panel (consisting of representatives from the local authority). Panel meet each half term to consider referrals and plan for the medical needs of pupils when they are too unwell to remain in their referring schools.

If a pupil is not making what is deemed as appropriate progress through our Ordinarily Available provision, an Assess, Plan, Do, Review Cycle will be implemented, in line with the Graduated Approach as outline in the SEN Code of Practice (2015). At this point we will engage with parents/ carers about any concerns we have and look at outside agencies that can be engaged with to provide support – for example, the Educational Psychology Team at Barnet Education and Learning Service.

If a pupil on our permanent roll is deemed to still not be making adequate progress after a period of rigorous interventions being in place then, with parental permission, an EHCP application may be made. This would be initiated by referring schools when a pupil is on dual roll with The Pavilion.

The SEN Code of Practice characterises inadequate progress as progress which:

• Is significantly slower than that of their peers starting from the same baseline

• Fails to match or better the child’s previous rate of progress

• Fails to close the attainment gap between rates of progress

• Widens the attainment gap

**SEN Code of Practice (2014)**

The needs of pupils are evaluated and monitored through a range of indicators, including:

* Outcomes from baseline assessments and data received from referring schools
* Regular formative and summative assessment of all pupils by subject teachers and identification of pupils making less than expected progress. The first response to any student that falls below expected progress is highly targeted differentiation and academic intervention, following this, if there has been no improvement, the subject teacher, in conjunction with the SENCo, should gather further evidence
* Concerns raised by parents/carers, the young person and outside agencies and to take account of any information they provide
* Standardised screening and assessment tools
* Behaviour and attendance data
* Students raised as a concern by any member of staff via the Cause for Concern sheets

1. **Role of the Governing Body**

The Governing Body must have regard for the Code of Practice (Children and Families Act 2014) when carrying out their duties towards all students with SEND. The Governing Body and Headteacher are responsible for the school’s policy and approach to meeting student’ special educational needs and disabilities.

1. **Roles and Responsibilities**

The Headteacher has overall responsibility for management of SEND provision. For students with any need other SEMH, on a day to day basis, this responsibility is delegated to the SENCo or Heads of Site, who keep the Governing Body fully informed, through the line management system. The Headteacher has overall responsibility for students with SEMH but delegated to site leads and the whole staff through our intervention and mentoring sessions.

The SENCo is responsible for the day to day operation of the school’s SEN policy. The SENCo will co-ordinate additional support for pupils with SEN and liaise with their parent, teachers and other professionals who are involved with them. The SENCo is crucial for early identification and intervention for students with special educational needs and will be a useful contact for parent/ carers who have any concerns about their child’s development. The SENCo will collaborate with curriculum co-ordinators at the school to make sure that the learning requirements of all children with SEN are given equal emphasis and priority.

SEN Co-ordination across all sites on a day to day basis will be undertaken by the Special Educational Needs Co-ordinator who will oversee:

• Overseeing the day-to-day operation of the school’s SEND Policy;

• Co-ordinating the provision for students with SEND;

• Overseeing completion and storing of the records on all students with SEND;

• Liaising with parents of students with SEND;

• Ensure that where appropriate Access Arrangements are put in place;

• Liaising with external agencies including those who may be giving advice or support to families or students. This may include the Local Authority, health, social care, and independent or voluntary bodies;

• Keeping abreast of changes within the borough regarding special educational needs and sharing this information readily with all staff;

• Developing, reviewing and updating the SEND Policy and SEND Information Report with participation from parents, teachers, governors and young people;

• Auditing, monitoring and evaluating the policy and its implementation;

The Special Needs Co-ordinator will support staff in the following ways:

• Raise awareness of students individual needs and strategies for working with students with special educational needs;

• Contribute to the in-service training of staff;

• Advise staff on making assessments accessible to all students;

• Feedback to staff weekly on induction levels of new students;

• Manage staff working one-to-one with students in intervention and feedback regularly to staff on outcomes.

All teachers have a key role in ensuring that students’ needs are identified and met. They are responsible for the progress, development and attainment of all SEND students in their classes, including where students access support from support staff or any other specialist staff.

Teaching Support staff are a valuable part of the support for students with SEND and some are line managed by the SENCo in order to provide appropriate academic and targeted interventions.

1. **Name and contact details of the SEN Coordinator**

SENCo – Philippa Ward

58B Chandos Avenue,

Whetsone

Barnet

N20 9DX

Tel: 0208 8446 1533

1. **Provision and Intervention**

Support is given to students in a many different forms both inside and outside of lessons. This may take place in a variety of ways including:

• One-to-one intervention sessions up to three times a week outside of class;

• Dedicated one-to-one support in class;

• Intervention sessions in a small group outside of class up to three times a week;

• Individual / small group support when needed by a teaching assistant in class;

• Focussed individual work before / after school / daily in tutorial time;

• Scaffolding of activities in class for less severe learning needs;

• Differentiation within lessons and precision teaching;

• Adapted materials for lessons including colour / size / font for students with visual needs or dyslexia;

• Resources to support students access their learning including writing slopes, left-handed pens, grips, coloured overlays, reading aids and appropriate software;

• Scribe, reader or extra time to complete work or exams as a normal way of working;

• Laptop for controlled assessments / homework.

The academic progress of all students on the SEND register is reviewed regularly and in line with whole school data monitoring. Teaching Assistants and Student Manager in discussion with the SENDCo will review any students on the SEND register who are underachieving and additional or different support will be put in place. This monitoring takes place alongside Head of Year intervention and departmental support.

1. **SEND Professional Development Training for Staff**

All staff in the school will be provided with general or specific training on meeting the SEN needs of pupils. This is delivered through Inset Days and the school’s CPD calendar which is reviewed termly but also dynamic changes will be made as and when needed to ensure all staff are competent and secure in their knowledge of how to meet the needs of pupils.

The training delivered ranges from SENCo delivered sessions on how to improve provision across the school or specialised training to support the needs of a particular student. This will sometimes be provided by outside agencies.

SEN Faculty staff will receive specific training on occasion to support them in their interventions and in class support roles.

There is an expectation that staff who receive training will disseminate their knowledge to the others in their teams, to benefit all working in SEND.

1. **Involving Parents and Carers**

The Pavilion will ensure that all parents and carers are fully informed of any SEND their child may have.

Partnership with parents and carers plays a key role in promoting a culture of cooperation between parents/ carers and school. This is important in enabling students and young people with SEND to achieve their potential.

Parents and carers hold key information and have a critical role to play in their child’s education. They have knowledge and experience to contribute to the shared view of pupil’s needs. We actively foster a strong working relationship with parents/ carers and value the contribution they make.

We expect parents and carers to:

* Recognise and fulfil their responsibilities and play an active role in their child’s education.
* Be informed by the school of their child’s placement within the SEND Framework
* Have the opportunity to 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 SEND provision.
* Alert the school to any concerns they have about their child’s learning or provision.
* Fulfil their obligations under the home/ school agreements, which set out expectations of both sides. This will usually be done through parent consultations (informal and formal), meetings, and EHCP reviews.

1. **How We Interact with Outside Agencies**

The school has positive links with many outside agencies which support the learning and development of the pupils in our care.

1. **Access Arrangements**

These are key for our students to gain equality of opportunity in their exams. We identify students for whom access arrangements may be beneficial or necessary, and put steps in place to test these students as soon as possible during the academic year, in line with their usual way of working. We currently employ an external assessor for formal testing and the SENCO completes the JCQ 8s.

1. **Information about the Local Offer**

Barnet’s Local Authority’s Local Offer is available at <https://www.barnetlocaloffer.org.uk/>. Parents and carers without internet access should make an appointment with the SENCo to gain access to the information they require. The Local Offer provides information about services available to children and young people with SEND in our neighbouring boroughs.

1. **Evaluation and Review of the Policy**

This policy will be reviewed on an annual basis. The process of the review will involve the Headteacher, Head of School, the SEND Link member of the Governing Body and the SENCO. Review of the policy will take into account:

• The progress made by students with SEND at the school

• Any recommendations from Ofsted or the Local Authority about improving practice

• Any factual changes, such as names of personnel.

• Any national or local updates