



Wallend Road
Preston
PR2 2HW

SEND POLICY

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Author: Shaun Redgrave

Review date: 1st September 2023

Reviewer: S Redgrave

Next Review: 1st September 2025

KEY CONTACTS AND INDEX

Key Contacts at Pioneer TEC	Policy Index
Designated Safeguarding Lead (DSL)	Purpose of Policy
Shaun Redgrave	Baseline Assessment
	Individual Education Plans
	Statement monitoring and review
	PEP Meetings and Pupil Premium
	Curriculum
Deputy Designated Safeguarding Lead (DDSL)	Positive Handling
Lynn Edmonds	Annual Reviews and Student Support and Preparation
	Appendix 1: Supporting Guidance Documents

PURPOSE OF THIS POLICY DOCUMENT

Policy: This SEN policy statement has been prepared by Pioneer TEC as a statement of its intentions and commitment to ensuring that the highest standard of support achievable is achieved for our students within the vocational and class-based settings.

Purpose: Pioneer TEC through the effective use of this policy, supporting procedures, and guidance will provide safe premises, safe systems of work, safe equipment and a healthy working environment with the highest standard of tailored support for students with SEN

General Aim:

Our general policy is to:

- To identify all students with special educational needs, to assess the extent of their difficulties and to plan appropriate strategies and programmes to meet their needs
- To ensure that all teachers and LSAs are aware of student ' difficulties and are provided with strategies and individual programmes to use with those identified students
- To monitor and review the progress across the curriculum of students with special educational needs, thereby ensuring that those students achieve their potential by being able to function fully and confidently in the classroom, within the vocational setting and in activity based education
- To fully involve the student and parents/carers and LA in decision making and monitoring processes
- Provide adequate information, instruction and training and supervision for workers and other interested parties
- Ensure all workers and other interested parties are competent in the roles being undertaken
- Prevent accidents, incidents and ill-health and support the wellbeing of students, workers, all
- Maintain safe and healthy working conditions.

Applicability

Most students attending Pioneer TEC have social, emotional and/or mental health difficulties (SEMH) and are CLA, that have proved too complex to have been successfully addressed within mainstream schools. Some students may have additional learning difficulties, speech and language difficulties, sensory impairments and/or physical difficulties to varying degrees. Pioneer TEC makes every effort to identify and assess students with special educational difficulties and to provide effective support and a suitably differentiated and tailored curriculum, enabling them to progress and succeed to the best of their ability.

Chain of responsibility:

The person with overall responsibility for SEN within the Company Mrs Lyndsey Sim (Proprietor).

All workers with specific responsibilities for students with SEN and EHCP must ensure they are adequately delegated in their absence. All workers and other interested parties are required to co-operate in all student matters and report concerns and opportunities for continual improvement to Line Management.

SEN Statement

Pioneer TEC is committed to deliver a personalised curriculum, the source of which is based on accurate assessment of student need alongside their strengths and areas for progression and development: our students are provided with appropriate and challenging pathways through education and onto working life. In securing the implications of this policy the Directors will ensure that its operations and undertaking are executed in such a manner, so far as is reasonably practicable, as to ensure that students workers, interested parties and all other persons are supported fully in their roles.

Declaration

This policy statement will be reviewed at least annually and communicated to all workers and interested parties.

Resources

- This policy supports and compliments other school policies and government standards listed in this policy document which are available for reference
- All Pioneer TEC workers and other interested parties will be trained and assessed as competent in their role as part of induction process in line with Pioneer TEC standards and requirements.

NOTE:

Education Planning and Student Individual Education Plans (IEP) are tailored to student ability and need – these are reviewed Termly and Students are supported and are encourage to have input the planning process

Responsibility	Governors/SLT
Reviewed	September 2023
Next Review Date	September 2025
Key legislation	Equality Act 2010 Children Act 1989 & Disability and Discrimination Act 1995
The aims, objectives and practice of this policy comply with the statutory requirement laid out in the SEND Code of Practice 0-25 (1st September 2014) 3.65 and has been written with reference to the following guidance and documents	
<p style="text-align: center;">Equality Act 2010</p> <p style="text-align: center;">Advice for schools DfE Feb 2013</p> <p style="text-align: center;">SEND Code of Practice 2014</p> <p style="text-align: center;">Schools SEN Information Report Regulations 2014</p> <p style="text-align: center;">Statutory Guidance on Supporting Students at school with medical conditions April 2014</p> <p style="text-align: center;">The National Curriculum in England 2014</p> <p style="text-align: center;">Safeguarding Policy</p> <p style="text-align: center;">Accessibility Plan Teachers Standards 2012</p> <p style="text-align: center;">Anti-bullying policy</p> <p style="text-align: center;">Safeguarding and Child Protection Policy</p> <p style="text-align: center;">Behaviour Policy</p> <p style="text-align: center;">KCSIE part 1 2023</p>	

At Pioneer Tec School, we believe our teachers are all teachers of students with special educational needs (SEND). They are accountable for all students' progress and attainment including those who have SEND.

Vision

Pioneer Tec School will be widely respected as a community school that offers students a life changing education. Our purpose is to inspire, ignite and unlock the creativity and imagination of every child and adult in our community. Pedagogy and professionalism are the driving forces in our school. Adults and students value excellence, tolerance, understanding, collaboration and self-improvement. From a relentless focus on learning will emerge a sense of confidence, curiosity, resilience and determination to meet the challenges of the modern world. Everyone will reflect upon and articulate their personal learning journey. We will have a shared purpose, a shared language and a relentless formative culture that challenges everyone to grow, improve, support and raise standards.

Objectives

- 1) To identify students with special educational needs and additional needs and provide effective provision and support.
- 2) To work within the guidance of the SEND Code of Practice, 2014.
- 3) To operate a whole school approach to the management, identification and provision for students with SEND.
- 4) To provide a Special Educational Needs Coordinator (SENCO) who will work with the SEN and Disability policy and ensure staff have the training and tools to implement support and provision.
- 5) To provide support and training for all staff working with children with special educational needs.
- 6) To ensure students, parents or carers and school are partners in planning, reviewing and strategic decision making.
- 7) To ensure that SEND and inclusive practice is positively valued by all members of the Pioneer Tec School community.
- 8) To ensure that all students with SEND are offered full access to a

broad, balanced and appropriate mainstream that sets high expectations for every student whatever their prior attainment.

9) To use our best endeavours to ensure that any student with SEND gets the support they require.

10) To implement a graduated approach and use the Assess, Plan, Do, Review approach in line with the SEN Code of Practice, 2014 to achieve a high level of achievement for all.

11) To work collaboratively with external agencies and specialists including those from Health and Social Care.

12) To ensure the Equality Act 2010 duties for students with disabilities are met.

13) In conjunction with the Medical Policy assist in making arrangements to support students with medical conditions and to have regard to statutory guidance supporting students with medical conditions.

14) To ensure all students with EAL has access to a the curriculum.

Legislation and guidance

This is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for students with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors responsibilities for students with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all students whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

The 4 areas of need

The needs of students with SEND are grouped into 4 broad areas. Students can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the student's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Students with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Students who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Students with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties <p>Profound and multiple learning difficulties, which is where students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</p>
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Students may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the student becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Students with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Students may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These students may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

A Graduated Approach to SEN Support

Special Educational Needs Provision at Pioneer Tec School

Students are entitled to personalised quality first teaching. This is always at the forefront of school monitoring and review which happens on a regular basis throughout the year to ensure this happens consistently across the school. This is carried out through teaching observations, book scrutinies, provision monitoring and student interviews. High quality teaching, differentiation and appropriate access strategies are always the first step in responding to students who may have SEND. It is vital to state that additional intervention can in no way replace good quality first teaching. Some students will need something additional to and different from that which is ordinarily available for the majority of students, this is special educational provision and the students in receipt of this provision are classified as SEND. The SEND Teacher is responsible and accountable for the progress and development of all students in their class including where students access support from SEND Specialist.

We use a range of different methods to ensure we identify any potential special educational needs early. If a student does not show any progress despite specific and targeted interventions, further professional assessments or interventions would be sought. In addition, there would be a number of formative assessments to be carried out.

Initial assessments

All students in school are assessed for their using the NGRT testing tool as well as THE Cognitive Abilities Test (CATS) to measure their cognitive ability. Additionally, the SENCO will often observe students where concerns have been raised and parents are informed.

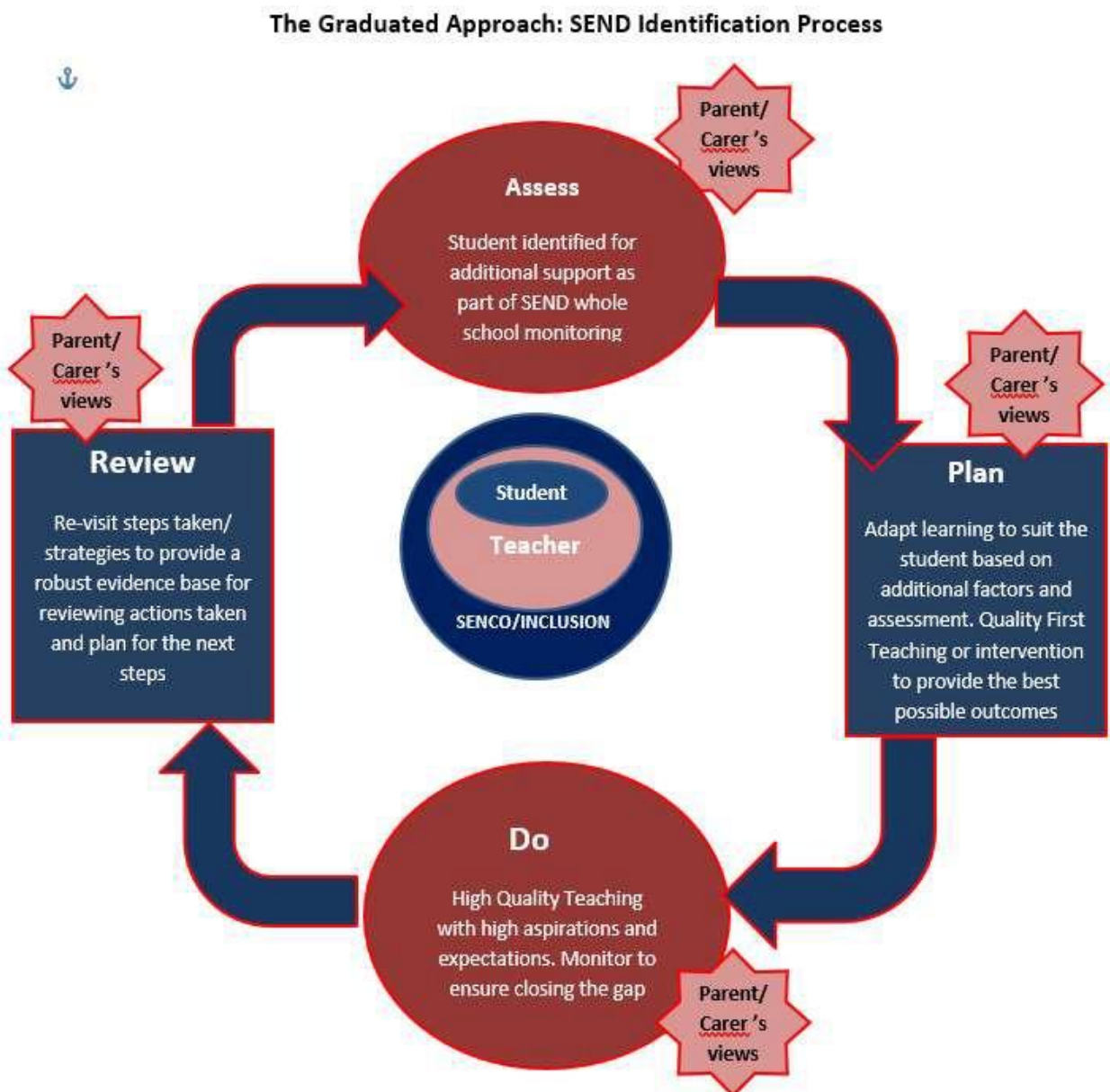
Specialist assessments

Specialists such as SEND Teacher, Educational Psychologist and Berri Clinicians who work closely with the school may conduct further structured observations or assessments. Prior to these formal observations or specialist assessments parental permission will be sought first, usually through a referral form on which parents can agree or disagree for the assessments to take place.

Assess, Plan, Do, Review

We have a whole school approach to inclusion and in line with the SEN Code of Practice we follow an Assess, Plan, Do, Review cycle.

Underpinning ALL our provision in school is the graduated approach cycle of:



Assess: Students on SEN Support/**K** register are assessed using a number of different assessments depending on their need either by the teacher, the SENCO, SEND teachers, Educational Psychologist and or Berri Clinicians.

For those students who have been identified within the mainstream setting as having additional needs, the SENCO and the class teachers will investigate the students' needs and identify barriers to learning in consultation with parents. This should include:

- the teacher's assessment and experience of the student, their previous progress and attainment, as well as information gathered from other areas of the school.
- the student's development in comparison to their peers and national data should also be considered along with the parent's views and experience, the student's views and, if relevant, advice from external support services.

This assessment will be reviewed regularly to ensure support and interventions are matched to need. Barriers to learning will be identified and overcome so that a clear picture of the interventions put in place and their impact is developed.

Plan: Students on SEND/**K** register Support will have a structured planning and review meeting which is attended by the SENCO, the parents or carers and the student for at least part of the meeting. Meetings are child centred and will emphasise what support is required and plan for short and medium-term targets. Students are given short targets to work towards over the next term and an overall outcome for the year. A clear plan will be produced. The date for review will depend on the level of need present but will be at least once per term.

Do: Everything that has been set up in the planning meeting is put into place by staff. The Individual Learning Planning is shared with staff and parents for monitoring.

Review: Targets are reviewed regularly with their key workers. Outcomes for the year are set in autumn term and new targets are set in collaboration with students and parents during meetings.

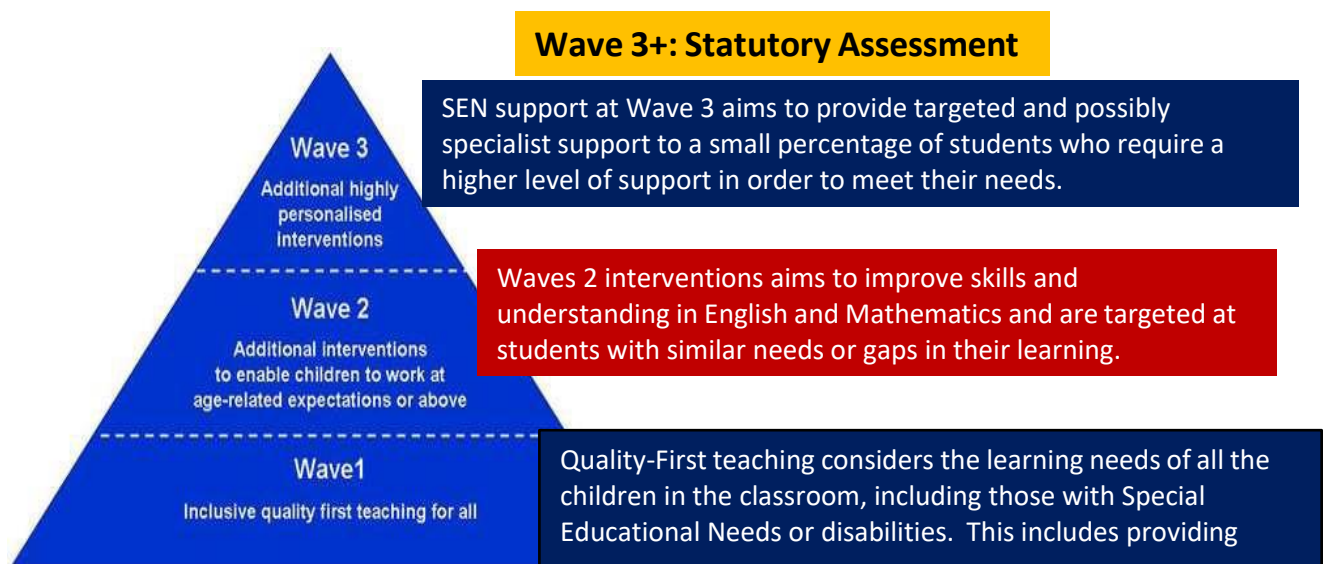
Managing Students' needs on the SEND register

Provision

Teaching students with special educational needs is a whole school approach. A continuous cycle of planning, teaching, assessment and reflection for every practitioner which consider all abilities, aptitudes and interests of students is vital to the success of every student.

The Waves of Support

The Wave of support for children which ranges from all children at the class support level right up to children with the most complex needs who have an Education Health and Care Plan.



The waves of support details what is offered at Pioneer Tec School

Individual Educational Plans (IEPs)

At least termly reviews as part of the assess, plan, do, review cycle and one bigger annual review. At least termly review meetings as part of the assess, plan, do, review cycle.

Strengths and needs are detailed in this document as well as strategies. Targets on the IEPs are in accordance with those drawn from EHCPs and are written in conjunction with parents and the young person.

SEND Monitoring

Ongoing highlighting meetings appropriate strategies and interventions are discussed and agreed. Where there are SEND concerns, staff are required to complete a SEND referral form which will then be processed by the SENCo. This also highlights if the student whether the student should be added to the SEND Support/**K** register. Before assuming a child has SEND, different strategies must be used, and a record kept. Parents/Carers must be informed and updated at every stage. In addition, if a parent has a concern about a possible additional need for a child, they are advised to first speak to the child's teacher who will inform the SENCo. When a parent raises the concern with the SENCo, a request for information will be sent to staff followed by the graduated approach. The SENCo may observe the child. Depending on the outcome, the student may then be moved to SEND monitoring or SEND Support as appropriate. Parents as well as the student will be involved in this process.

Quality of Education over Time (QET)

The SEND Toolkit for staff outlines and offers ideas and suggestions for inclusive teaching. Class teachers are responsible for ensuring all provision; targets and monitoring are put into place and kept up to date. The SENCo and Deputy SENCO and other members of SLT are responsible for monitoring Lens Groups.

SEND Records

Regularly updated records of students on the SEND register is kept on SIMS. Staff are able to identify the SEND status of students in their teaching groups. Parents will always be consulted from the referral stage and when their child moves from one stage of support to the next.

Statutory assessments/ Education Health and Care Plans

If a student does not make adequate progress in line with their chronological age after exhausting the graduated approach the parent/carers may decide to request a statutory assessment from the local authority. This may result in a student gaining an Education

Health and Care Plan. The SENCo is responsible for allocating specific support to children with Education Health and Care plans. When a student has an Education Health and Care plan, the parents/carers have more options in terms of educational provision and may wish to consider a special school or integrated resource setting. If the school feels that a child's needs can no longer be met by the school, they will meet with parents and discuss settings which may be appropriate but moving schools would be the parent/carers choice. The school would have gathered evidence of progress, access constraints, which they would share at an annual review attended by a member of the local authority. The SENCo will always support parents with choosing an alternative provision if they would like help.

Continuous monitoring of individual progress

Individual student's progress is monitored rigorously by staff and SLT; this feeds into all student progress meetings. The SENCo monitors the progress of students with SEND through the SEND monitoring procedures and data analysis.

Provision of appropriate curriculum

This is monitored regularly by members of SLT. All other subject leaders alongside support from the SENCo are responsible for ensuring that the requirements of the National Curriculum are met for those students with special educational needs.

Criteria for exiting the SEN register/record

For many students who may display gaps in their learning and are placed on SEND Support/K register this may only be for a short time. With early identification and timed intervention (Wave 2), the student may overcome their difficulties. Where specific planned intervention has been successful and accelerated progress has been made so that the student is working within the national expectations academically and within their social and emotional development they may be removed from the register completely. Support will also be offered to students when exiting the register. This acts as a safety net and ensures students making good progress with special educational needs are more closely monitored by teachers and the SEND team to ensure this progress continues.

Medical conditions list or register for students with EHCPs

This must be read in conjunction with the medical policy.

- a) Schools admissions forms request information on pre-existing medical conditions.

- b) Parents are able to inform the school at any point in the school year if a condition develops or diagnosed.
- c) A medical conditions list or register is kept, updated and reviewed regularly by the SENCO and information is stored in the whole school medical record
- d) All staff have an overview of the list and Care Plans for the students in their care, within easy access whilst preserving confidentiality.
- e) HCPs are reviewed at least annually or when a child's medical circumstances change, whichever is sooner.

Transport arrangements

- a) Where a student with an IHP is allocated, school transport the school should invite a member of Transport team who will arrange for the driver or escort to participate in the IHP meeting. A copy of the IHP will be copied to the Transport team and kept on the student record. The IHP must be passed to the current operator for use by the driver. /escort and the Transport team will ensure that the information is supplied when a change of operator takes place.
- b) For some medical conditions the driver/ escort will require adequate training.

Medicines

- a) Where possible, unless advised it would be detrimental to health, medicines should be prescribed in frequencies that allow the student to take them outside of school hours.
- b) Where this is not possible, prior to staff members administering any medication, the parents/carers of the student are required to complete and sign a parental consent to administration of medicine form.
- c) No student will be given any prescription or non-prescription medicines without written parental consent except in exceptional circumstances.
- d) Medicines **MUST** be in date, labelled, and provided in the original container (except in the case of insulin which may come in a pen or pump) with dosage instructions.
- e) Medications will be stored in the main office.

f) Any medications left over at the end of the course will be returned to the child's parents.

k) Written records will be kept of any medication administered to children.

l) Students will never be prevented from accessing their medication.

Day trips, residential visits and sporting activities

- a) Staff that accompany students on trips are trained to deal with the medical needs of the young people they have.
- b) Unambiguous arrangements are made to ensure students with medical conditions can participate in school trips
- c) To comply with best practice risk assessments are taken in line with H&S executive guidance on school trips, in order to plan for including students with medical conditions.
- d) Consultation with parents, healthcare professionals etc. on trips and visits will be separate to the normal day to day requirements for the school day.

The Local Offer

Under the new SEN legislation Local Authorities are required to publish detailed information of the support available in their area. This is known as the local offer and provision may vary according to local need. For more information on the local area follow the link below:

<https://www.localoffertowerhamlets.co.uk/pages/local-offer>