

**Special Educational Needs and Disabilities Policy**  
**Pilton Community College**  
**(Version 2.0)**  
**December 2021**

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<b>Signed by Chair of Trustees Hugh Whittaker</b>	

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# 1. CONTEXT

This policy was developed in consultation with parents/carers, staff and pupils of the school community and pays due regard to:

- The SEND Code of Practice: 0 to 25 years (2015)
- This guidance refers to Part 3 of the Children and Families Act 2014 and associated regulations.
- Equality Act 2010

<b>Governor responsible for SEND:</b>	Mrs K Gibbon
<b>Headteacher:</b>	Mr G Hill
<b>Special Educational Needs Coordinator (SENDCo):</b>	Mr S Robilliard
<b>SENDCo Qualifications:</b>	NASENDCo (14.11.2017) Ms F Brincombe (a member of the Trust Leadership Team)
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<b>Other key school policies/plans relevant to the SEND policy (please remove or add as required)</b>	Safeguarding and Child Protection Behaviour and Anti-Bullying Supporting pupils with medical conditions Data Protection Policy Accessibility Plan/Strategy Pupil Premium Plan School Admissions Schools Complaints procedures Health and Safety Relationships and Sex Education Teacher's Standards 2012 Equality Policy and objectives

## 1.1 Special Educational Needs and Disability Policy

This Policy seeks to promote the successful inclusion of pupils with special educational needs and disabilities at Pilton Community College.

### Rationale

At Pilton Community College we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. All children are of equal value and deserve access to resources and opportunities to develop their full potential. At Pilton Community College we work in collaboration with families and external agencies to ensure all pupils are given full opportunity to reach their potential and achieve success.

### Special Educational Needs and Disability (SEND):

- *'A child or young person has SEND 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'*

Special Education Needs and Disability Code of Practice: 0-25 years January 2015

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND Code of Practice January 2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

## 1.2 School Admissions

No pupil will be refused admission to Pilton Community College on the basis of their special educational need. In line with the Equality Act 2010 we will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will use our best endeavours to provide effective educational provision.

Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place. The school's Accessibility Plan/Strategy is available on request or from the school website.

<https://www.gov.uk/guidance/equality-act-2010-guidance>

## 1.3 SEND Information Report

Schools have a duty to publish SEND information annually so that parents/carers can see what support a school provides for its pupils. This will be accessible on the school's website. Further details on the SEND Information Report can be found in Appendix 1.

## **2. Aims and Objectives of SEND Policy**

### **2.1 Aims**

We aim to ensure that pupils' individual special educational needs and disabilities are identified and that the provision made at Pilton Community College will enable these pupils to make good progress and achieve their potential, and are fully included in all aspects of the school's community.

Pilton Community College will have regard to the SEND Code of Practice 2015 when carrying out its duties towards all pupils with SEND, and ensure that parents/carers are informed by the school that SEND provision is being made for their child.

### **2.2 Specific objectives**

- To identify pupils with special educational needs and disabilities as early as possible and ensure that their needs are met by gathering information from parents/carers, education, health and care services (if appropriate, and early years' settings prior to the child's entry into the school).
- To ensure the arrangements identified in individual healthcare plans support pupils with medical conditions to gain access to all school activities. This will be achieved through consultation with health and social care professionals.
- To regularly monitor the progress and development of all pupils to aid the early identification and assessment of pupils with SEND.
- To make appropriate provision to overcome all barriers to learning and to ensure pupils with SEND have full access to the National Curriculum. This will be co-ordinated by the SENDCo and Headteacher. The provision will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and identified needs are catered for.
- To ensure that well-targeted professional development including training facilitates staff to achieve a high level of SEND expertise to meet a wide range of needs across the school.
- To promote effective partnership and communication with parents/carers, pupils, children's service and all other agencies ensuring that:
  - learners express their views and are fully involved in decisions which affect their education;
  - parents/carers are informed of their child's special needs, and work with them to gain a better understanding of their child, and involve them in all stages of their child's education, including supporting them in terms of understanding SEND procedures/practices and providing regular feedback on their child's progress;
  - there is co-operation and productive partnerships with the Local Authority and other external agencies, and there is a multi-professional approach to meeting the needs of all vulnerable learners;
  - the environment created meets the special educational needs of each pupil in order that they can achieve their learning potential and can be included in activities alongside their peers/pupils who do not have SEND.
- To have regard to guidance detailed by Devon County Council.
- To recognise the importance of 'preparation for adulthood' right from the start

There may be times in a pupil's school career when they are identified as having a Special Educational Need. These pupils will be provided with intervention and/or support that is 'additional to or different from' the normal differentiated curriculum. This may be on an ongoing basis or for a limited time. Many pupils with sensory and/or physical disabilities may require adaptations, termed reasonable adjustments, under the Equality Act 2010.

### **3. Areas of Special Educational Need**

Under the SEND Code of Practice 2015 pupils identified as having a special educational need (SEN) will be considered within one or more of the following categories of need:

#### **3.1 Cognition and Learning**

Children with learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs.

Children with a specific learning difficulty (SpLD) will have difficulties related to one or more of dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing).

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Cognition and Learning needs include:

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD), and
- Profound and multiple learning difficulties (PMLD)

#### **3.2 Social, Emotional and Mental Health Difficulties**

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder, conduct disorder or attachment disorder.

Social, Emotional and Mental Health Difficulties include:

- ADD
- ADHD
- Attachment Disorder

At Pilton Community College, we always seek to address the underlying cause of the presenting behaviour. This means a collaboration where appropriate of family and health colleagues which supports the child's needs.

### **3.3 Communication and Interaction needs**

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication.

The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children with autism, including Asperger's Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Communication and Interaction needs include:

- Speech, language and communication needs (SLCN)
- Autism (including Asperger Syndrome)

### **3.4 Sensory and/or Physical needs**

Some children require special educational provision because they have a disability, and this prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Sensory and/or physical needs include:

- Visual impairment (VI)
- Hearing impairment (HI – including Deaf and hearing impairment)
- Multi-sensory impairment (MSI - sometimes referred to as DeafBlind)
- Physical disability (PD).

## **4. A Graduated Response to Special Educational Needs and/or Disabilities**

### **4.1 Early Concerns**

The progress made by all pupils is regularly monitored and reviewed by the school. Initially, any concerns raised by teachers, parents/carers or other agencies are addressed by appropriate differentiation within

the classroom and a record is kept of any strategies or interventions that are used to support the pupil. This can then be reviewed in any further discussions if the concerns persist.

If a pupil continues to raise concerns the class teacher will work with the school's Special Educational Needs Coordinator (SENDCo) to assess if the pupil has a special educational need and agree the appropriate support. Details of assessment tools and materials used in Pilton Community College can be found in **Appendix 2 (School to define)**.

In some cases, it may be necessary to seek assessment by or advice from an external professional such as a specialist teacher or educational psychologist. This will always be discussed and agreed in advance with the pupil's parents/carers.

When the school is considering whether a pupil has a special educational need one or more of the concerns below may be observed:

- *Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness;*
- *Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;*
- *Persistent emotional or behavioural difficulties which are not resolved by appropriate behaviour management strategies;*
- *Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;*
- *Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of an appropriate differentiated curriculum.*
- *Has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class groups, despite having an individualised behaviour support programme;*
- *Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;*
- *Has a communication and/or an interaction difficulty that impedes the development of social relationships and cause a substantial barrier to learning.*

Where it is determined that a pupil does have Special Educational Needs and/or a Disability (SEND) the parents/carers will be formally advised. The school will take appropriate action to support learning and put effective special educational provision in place. This is termed **SEND support**.

## **4.2 SEND Support**

The aim of formally identifying a pupil with SEND is to ensure that any action the school takes is an effective provision which seeks to meet the child's needs and remove the identified barriers to learning. The school will ensure any actions taken support the pupil to make good progress in their learning and achieve positive outcomes.

This is known as **the Graduated Approach (See Appendix 3)**:

- **Assess**
- **Plan**
- **Do**
- **Review**

This is an ongoing cycle to enable the provision to be refined, revised and adjusted to enable greater understanding of the needs of the pupil as they develop. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

#### **4.2.1 Assess**

Assessment involves analysing the pupil's needs in their area of need. Evidence from the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents and carers are explored. The pupil's views and, where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require a regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. If they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

#### **4.2.2 Plan**

Planning will involve consultation between the class/subject teacher(s) [in secondary schools this must include the pupil's English teacher], SENDCo and parents/carers to agree any adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to the progress at home. All those working with the pupil, including support staff, will be informed of the pupil's individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the expected outcomes.

The agreed plan will be drawn up by the SENDCo and shared with relevant staff and parents/carers. Clear targets and information will be stored on the plan. At Pilton Community College we use Individual Education Plans (IEPs) for pupils with EHCPs and Pupil Passports for pupils who are known to us as pupils with an SEN need and are on our SEN register.

#### **4.2.3 Do**

The class teacher(s) [in secondary schools this must include the pupil's English teacher] remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. The SENDCo will monitor the progress of pupils with SEND, and where required, provide further support and assessment of the pupil's strengths and needs. The SENDCo will advise and support the class teacher to implement further additional support and guidance, where required.

#### **4.2.4 Review**

The review of a child's progress will be made regularly throughout the school year. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents/carers. The class teacher(s) [in secondary schools this must include the pupil's English teacher], in conjunction with the SENDCo, will revise the support and outcomes based on the pupil's progress and development and make any necessary adjustments to move the pupil forward. This will be carried out in consultation with parents/carers and the pupil.

**Further details of Devon's Graduated Approach can be found in Appendix 2.**

## **5. Statutory Assessment of Education, Health and Care (EHC) needs**

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the pupil, the child has not achieved the expected progress, the school or parents/carers should consider requesting an Education, Health and Care (EHC) needs assessment. The application for an Education, Health and Care Plan will combine information from a variety of sources including: Parents and Carers, Teachers, SENDCo, educational professionals, Children's Social Care and Health professionals. Much of this information will be evidence already collected by the school and will relate to the current provision provided, the actions the school has taken, and the preliminary outcomes of targets set. A decision will be made by the SEN 0-25 Team about whether or not the child is eligible for an EHC needs assessment.

Parents have the right to appeal against a decision not to initiate a statutory assessment. Information to support parents with this is via the Devon County Council website link:

<https://new.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer/support-education-health-and-care/education-health-and-care-ehc-plans>

Where a pupil has an Education Health and Care Plan (EHCP), the Local Authority must review the EHCP every twelve months as a minimum. Schools have a duty to co-operate therefore Pilton Community College will hold annual review meetings on the behalf of Devon Local Authority (LA) and complete the appropriate paperwork for this process.

For further SEND information parents/carers are also encouraged to visit the Devon County Council Local Offer website [www.devon.gov.uk/send](http://www.devon.gov.uk/send).

As required in the SEND Code of Practice (2015) Devon has an independent support body for parents and their website address is:

<https://www.devonias.org.uk/>

## **6. SEND Funding**

Schools receive a basic entitlement funding, sometimes referred to as Element 1, the AWPU (Average Weighted Pupil Unit). Schools are expected to meet the needs of **all** learners from this allocation.

Additional funding which comes into school for pupils with SEND is allocated according to various data contexts and other demographic factors. Pupils who are identified as having a Special Educational Need are supported using this additional funding – usually referred to as Element 2.

The high needs block funding for pupils who require a personalised arrangement (which is an Education, Health & Care Plan - EHCP) is allocated per pupil upon application by the school with evidence of rationale for need. The Local Authority make decisions about how much this top up funding will be per pupil. This is referred to as Element 3. Within this Element, there are descriptors which define the levels of funding allocated.

A full explanation of Devon SEND funding to schools can be found at:

<https://www.devon.gov.uk/supportforschools/finance/additional-educational-needs>

At Pilton Community College. We review our SEND budget throughout the year and allocate our SEND funds carefully in order to support our SEND cohort. This is monitored by Ventrus' Executive Leadership Team and through the use of the Devon SEND Funding Evaluation Tool.

## **6.1 Personal Budgets**

Personal Budgets are only available to pupils with an Education, Health and Social Care Plan (EHCP) or pupils who are currently under-going a needs assessment for an EHCP. Funding can be made available to parents/carers as a personal budget for them to commission their own provision for their child under certain conditions.

## **7. Responsible Persons**

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to Ventrus' Executive Leadership Team, the Head Teacher, SENDCo and all members of staff have important role and responsibility to support pupils with SEND.

### **7.1 Ventrus' Executive Leadership Team (ELT)**

ELT endeavour to follow the guidelines as laid down in the SEND Code of Practice (2015) to:

- use their best endeavours to make sure that a child with SEND gets the support they need – this means doing everything they can to meet children and young people's Special Educational Needs
- ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND
- will designate a SENDCO to be responsible for co-ordinating SEND. This person must be a qualified teacher and must have obtained the National Award in SEN Co-ordination by the beginning of their third year in post (if appointed after 2008).
- ensure Headteachers inform parents/carers when they are making special educational provision for a child
- prepare and publish an annual SEND information report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being

treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time

## **7.2 The Headteacher**

The Headteacher is responsible for the day-to-day management of all aspects of the school's work, including provision for educational needs.

- Keeping ELT informed of all developments with regard to SEND.
- Informing parents of the fact that SEND provision has been made for their child.

## **7.3 The SENDCo**

The SENDCo role involves:

- Overseeing provision for children with SEND. (Special Educational Needs and/or Disabilities).
- Co-ordinating and evaluating provision, including interventions, for children with SEND.
- Liaising with, supporting advising and training class teacher(s) [in secondary schools this must include the pupil's English teacher] whenever necessary and in particular where children with SEND are making poor progress.
- Interpreting legal requirements for staff, parents and governors.
- Overseeing the records of all children with SEND and ensuring these are kept up to date.
- Monitoring/tracking the impact of interventions and reporting to the Headteacher.
- Monitoring/tracking the progress of children with SEND and reporting to the Headteacher.
- Supporting
- Liaising with parents/carers of children with SEND.
- Organising and delivering in-service training in order to meet the needs of staff.
- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies.
- Overseeing the Assess, Plan, Do Review (APDR) process for all SEND pupils.

Parents/carers of a child with SEND support will have the opportunity to meet with the Class teacher to discuss SEN provision at least two times a year formally. The SENDCo will be available to schedule meetings at this time if requested. In addition, the SENDCo is happy to meet with parents/carers, without prior arrangement, whenever possible.

## **7.4 All Teaching and Non-Teaching Staff**

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs.
- Class teachers are fully involved in providing high quality teaching, differentiated for individual pupils. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils. Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to

pupils' diverse needs in order to remove potential barriers to learning. This process should include working with the SENDCo to carry out a clear analysis of the pupil's needs, utilising the teacher's assessment and experience of the pupil as well as previous progress and attainment.

- Teaching assistants will liaise with the class teacher and SENDCo on planning for learning, on the pupil's response, and on the progress being made so support staff can contribute effectively to the graduated response, (assess, plan, do, review).

## **8. Pupil Voice**

The Code of Practice 2015 has a theme throughout which highlights the importance of the views of SEND pupils. At Pilton Community College we will always endeavor to ascertain pupil's views for reviews and planning. Wherever possible, these views will be recorded and embedded into planning and review documents.

Teaching staff will seek the pupil's views of their strengths and difficulties regarding their progress prior to review meetings. Pupils will be given opportunities to reflect upon their progress and identify areas that they still require support for.

## **9. Children with Medical Needs**

Pilton Community College recognises that students with medical conditions should be supported so that they have full access to education, including school trips and physical education. Some students with medical conditions may be disabled and where this is the case the school/academy will comply with its duties under the Equality Act 2010.

Arrangements that are in place to support pupils with medical conditions can be found by accessing the school's ***Children with Medical Needs Policy for further details.***

### **9.1 Accessibility**

The Disability Discrimination Act 1995 (DDA) as amended by the SEN and Disability Act 2001 and the Equality Act 2010, places a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled pupils. For further information on the school's current Accessibility Plan and Disability Policy please contact the SENDCo or see Pilton Community College's Accessibility Plan on the school website.

### **9.2 Children in Care**

When a child is in care, the carers are accorded the same rights and responsibilities as parents. The school has both an appointed member of staff and a governor for Looked after Children. The SENDCO will liaise closely with the designated member of staff where the pupil also has a SEN to ensure provision is appropriate.

## **10. Working in partnership with Parents and Carers**

Pilton Community College will actively seek the involvement of parents/carers in the education of their children. It is recognised that it is particularly important with pupils who have special educational needs and/or

disabilities where the support and encouragement of parents is often the crucial factor in achieving success.

Parents will always be kept up to date about the Special Educational Needs of their children in accordance with the recommendations outlined in the Code of Practice. Communications between Home and the School will be consistently maintained, this could be via email, phone calls, Home-School book.

Parents/carers will be fully consulted before the involvement of external support agencies with their children, and will be invited to attend any formal review meetings at all stages.

Parents/carers are encouraged to seek help and advice from Independent Information Advice and Support services, including Devon Information and Advice Service (DIAS). These are able to provide impartial and independent advice, support and information on special educational needs and disabilities.

<https://www.devonias.org.uk/>

## **11. External Support Services**

External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs and/or disabilities.

Liaison with external agencies supplements the support and assessment of the needs of individual pupils.

Regular liaison is maintained with the following external agencies:

Babcock SEN Advisory Teams;

Educational Psychology Services

Social, Emotional & Mental Health Team

Communication & Interaction Team

Sensory Impairment Team (Hi/Vi/MSI)

Physical Disability and IT Team

Children's Social Care

Speech & Language Therapy

CAMHS

Occupational Health

Physiotherapy

School Nurse

Virtual school for Looked after Children

EWO

Educational Psychology Services engaged by Ventrus

## **12. Transition**

A change of school, class and staff can be an exciting, yet anxious time for all pupils. We recognise that this can be very challenging for some pupils with SEND. We endeavour to make sure these periods of change are carefully managed in a sensitive way to provide continuity of high quality provision and reassurance to pupils and families.

### **13. Responding to Complaints**

The procedures for making a complaint against the school are outlined in the School's Complaints Policy. The policy can be accessed via the school's website or via the school office.

All concerns or enquires about a pupil with special education needs and/or disabilities or the SEND provision should be dealt with by the class teacher, the SENDCo or the Headteacher. If a parent/carer does not feel an issue has been resolved effectively, please refer to the School's complaints policy here:

[https://68dba11a-a8fa-41e1-a583-d30b9c8ad33a.usrfiles.com/ugd/68dba1\\_80184a5d4d144eb2902a701589c398a2.pdf](https://68dba11a-a8fa-41e1-a583-d30b9c8ad33a.usrfiles.com/ugd/68dba1_80184a5d4d144eb2902a701589c398a2.pdf)

### **14. Training and Resources**

Pilton Community College understands the need for and value of staff development. Training needs of colleagues are identified through appraisal processes, staff questionnaires, feedback from staff training and from discussions during a range of staff/department meetings. SEND training is embedded in the overall planning for school development. Resources and time are allocated to colleagues which ensures they are up to date with SEND procedures, strategies and knowledge.

The SENDCO regularly attends Local Authority SENDCO network meetings and Ventrus SEND Network meetings, in order to keep up to date with local and national updates in SEND.

### **15. General Data Protection Regulation (GDPR) 2016 & Data Protection Law 2018**

Pilton Community College collects, uses and stores information about pupils and may receive information about them from their previous schools, as well as from other agencies who work/have worked with them. This information helps us:

- Support teaching and learning
- Follow and report on pupils' progress
- Provide the right care and support
- Understand how well the school is doing as a whole

The information we keep (although not limited to) includes contact details; assessment marks and results, attendance records; other information such as ethnic group or religion; special educational needs; safeguarding information and any relevant medical information.

We are required (through GDPR) to take care of all information and we take this responsibility seriously.

We will not give information about pupils to anyone outside the school without your consent, unless the law and/or our rules permit it. We are required by law to pass some of your information to the Local Authority (LA) and the Department for Education (DfE).

If you require more information about how the Local Authority store this data, you can visit the following website:

<https://new.devon.gov.uk/keepingdevonsdata/education-and-learning/>

Please also refer to Pilton Community College's Privacy Notices on our school website.

## **APPENDIX 1: SCHOOL SEND INFORMATION REPORT (SIR)**

Also available on school website: [https://68dba11a-a8fa-41e1-a583-d30b9c8ad33a.usrfiles.com/ugd/68dba1\\_23cb2c5db6e5490582601286c2ce5f71.pdf](https://68dba11a-a8fa-41e1-a583-d30b9c8ad33a.usrfiles.com/ugd/68dba1_23cb2c5db6e5490582601286c2ce5f71.pdf)

### **SEND Information Report – January 2022 Pilton Community College**

#### **Special Educational Needs and Disabilities Information**

Welcome to our Special Educational Needs and Disabilities (SEND) Information Report. Here you will find information about the provision we make for pupils with SEND at Pilton Community College.

At Pilton Community College our aim is to ensure that all pupils leave school with the skills, knowledge, and qualifications to lead successful, happy, and rewarding lives. In order to do so we provide a wide range of support for our SEND pupils which includes; quality first teaching, targeted group support and individual interventions and daily adjustments to support individuals. We believe that pupils learn best when they are engaged in their learning and that the work should be challenging, regardless of ability. In order to meet these aims we consider it important that the pupil, their parents/carers, and the school work in close partnership. If problems arise, we aim to deal with them promptly so that all our pupils can continue to make good progress.

#### **What are the admission arrangements for pupils with SEND?**

Admissions to Pilton Community College for all pupils, including those with SEND, are managed by Exeter Admissions in line with the National Admissions Code. Pilton is consulted on pupils who have an EHCP or a physical disability, to ensure their needs can be met in this setting. This enables us to make sure we are planning appropriately to support all our pupils with SEND and are able to work with young people in advance of them starting with us. The transition arrangements for young people with SEND are described in detail further on in this document.

#### **What kinds of SEND do we provide for?**

A wide range of Special Educational Needs and Disabilities (SEND) is catered for at Pilton in accordance with our commitment to inclusive education. In addition to this, Pilton Community College is the dedicated Physical Disability Facility for the local area.

For further information about the Trust's SEND policy can be found on the Policies page. We will be happy to provide a paper copy should you wish to have one.

Also on site is the North Devon Secondary CAIRB (Communication and Interaction Resource Base), which supports a small number of pupils placed in the base who have more significant needs associated with a diagnosis of autism and others in the local community of schools via outreach services.

The CAIRB is a Devon County Council provision that is hosted by Pilton Community College. Admission Access to the CAIRB is managed by the Devon 0 – 25 SEND team, not via the College and not via Exeter Admissions.

The CAIRB website can be found here: [cairb.co.uk](http://cairb.co.uk)

#### **Who are the SEND support team at Pilton Community College?**

The SENDCo is Simon Robilliard, he oversees the work of the learning support team and manages a range of provisions which address the four areas of need within the SEND code of practice.

The learning support team includes a Physical Disability Coordinator, as well as a number of Teaching Assistants (TAs), working with pupils on the SEND register in classrooms, it also includes some specialist HLTA's running extraction groups for additional learning needs and on specific skills development programmes.

The SENDCo, Mr Simon Robilliard, can be contacted by [email: srobilliard@pilton.college](mailto:srobilliard@pilton.college) or by telephone: 01271 349078 ext. 199.

The Governor with responsibility for SEND (Kate Gibbons) can be contacted by email care of: [clerk@pilton.college](mailto:clerk@pilton.college).

The staff have regular access to in-house training via Continued Professional Development sessions, which include Moving and Handling training, Personal Care, Literacy and Numeracy intervention training and training in understanding and supporting the needs of pupils with emotional, social, language, communication and interaction needs.

In addition to dedicated college staff, we access a wide range of external agencies to secure professional advice and practical help for pupils with SEND needs; these include the Educational Psychology service, Visual, Hearing and Physical Impairment advisors, the Occupational Therapy team, and Physiotherapists as well as Speech and Language Advisors. These advisors are contacted by the SENDCo and his team on a regular basis to ensure that pupils are supported to the best of our ability and to help to improve our knowledge and skills in doing so.

### **How do we identify and assess the needs of the pupils with special education needs?**

There are a number of ways that we identify and assess the needs of pupils with SEND:

- 1) We liaise with all the feeder primary schools, as well as any other schools who are sending pupils with SEND to us in the year prior to pupils joining us to establish their needs/disabilities.
- 2) We test all pupils bi-annually using the NGRT (New Group Reading Test) as a diagnostic tool to identify individual literacy needs. This then informs phased interventions throughout the year.
- 3) In addition we baseline test all Yr. 7s for their maths ability throughout the Autumn term to establish whether they are in the correct group and whether they need additional numeracy intervention.
- 4) During their first term in Yr. 7, pupils who arrive at Pilton Community College who were on the SEND register at their previous school are monitored by the SEND Support team to ensure that their needs are being met; this might include:
  - Having a key person to 'check in' with at the start of the day or other agreed time;
  - being provided with small group support;
  - supported with a teaching assistant or in lessons;
  - placed in a particular seating arrangement in the classroom; or, provided with differentiated strategies and material in the classroom to support their additional needs and learning style.
- 5) For pupils in other years, we encourage staff to use the Devon Graduated Response Tool (GRT) to raise any concerns that they might have about a pupil who is failing to make satisfactory progress, or is causing concern for other reasons. These referrals are investigated and any relevant school-based specialist assessments are carried out to inform support and intervention planning. Where appropriate teachers, subject based HLTAs and other staff are given guidance about ways in which they can support the pupil in their subject area or setting, and specific strategies or interventions to address the pupil's needs are implemented. Where necessary, the pupil is referred for further assessment and advice from other external professionals in order to determine, the best way forward. If we decide that an intervention is necessary or need to involve other professionals, parents/carers will be contacted.
- 6) In addition to the above, there are a number of events where parents are encouraged to visit the school to talk with staff about any concerns or information they have regarding their child's needs. These include Open Evening for prospective pupils with their parents, Intake Evening for the parents of pupils in Year 6 who are allocated a place at Pilton Community College, and Year 7 Information Evening for the parents of

Year 7 pupils in the first few weeks of term. In 2021 these were all impacted by COVID-19 but the intention is to resume them in the 2021/22 academic year.

### **How is extra support allocated to pupils?**

If a pupil is highlighted as having additional or special educational needs or disability by the primary school and therefore already known to the learning support team, they will ensure that the pupil accesses any provisions or accommodations that they require on transfer; these might include additional literacy and numeracy lessons; settled classes, access to classroom/small group support; or advice, and guidance and specific support strategies from trained and experienced staff., etc.

If a pupil is not already known to the learning support team, but they are failing to make adequate progress, teachers can raise their concerns with the learning support team as outlined above or with the relevant Heads of Year and they will investigate why this is happening. If an intervention is required to ensure progress is made, parents will be contacted for a discussion about the best route forward. If following initial investigation there is not a SEND issue to address, then the Head of Year, along with their Year Mentor, will consider how best to support the pupil and address any barriers to learning so that progress is made.

Most additional support will take place in the classroom with teachers utilising the advice from internal and external specialists to make 'Reasonable Adjustments' as necessary and providing pupils with additional guidance and specific enabling support strategies, as well as differentiated teaching material. On some occasions it is necessary to withdraw pupils from lessons to implement aspects of an individual support and education plan in order to give them personalised learning opportunities including literacy and numeracy support, study skills support, and/or language, social communication, and emotional Literacy and/or social communication skills development programmes and support.

It is vital that teachers are provided with up-to-date information about pupils. The learning support team provides the staff with information about pupils with additional needs or SEND to ensure that they are able to support pupils to achieve their best results. This information is available to all staff, but is treated with utmost confidentiality. We are happy to share the information we provide to staff to parents, upon request.

### **Literacy Intervention**

Every student is tested using NGRT bi-annually. The results of this diagnostic tool create three phases of intervention: those scoring <80 SAS, <85 SAS, <90 SAS. Students are extracted from lessons to receive a blend of: Lexia intervention, phonics, and Accelerated Reader. The students are regularly re-tested with NGRT to monitor the impact of the intervention. If students meet threshold – their intervention is discontinued. This provision is funded by the government's "Catch-up Premium." The Literacy Coordinator runs these sessions.

Pilton provides reading enrichment for all students during morning registration. The Pilton Canon is a rich selection of texts read by the tutor to the pupils three times a week. The texts have been chosen to increase students' cultural capital – as well as immersing all pupils in rich vocabulary and exposing them to expert, fluent reading.

### **Additional Numeracy Support and Numeracy Interventions**

Numeracy Support at Pilton Community College is provided via ability set classes in maths, the addition of a TA to support learning or intervention groups delivered by the Mathematics HLTA.

In Year 7, pupils who are working at levels in Maths that are too low to enable them to access mainstream Mathematics classes are extracted from these lessons entirely and instead given extra support in small

groups, planned and delivered by the learning support team. The teaching in the small groups is closely modelled on the assessment structure and routines of a Mathematics lesson. This is designed to allow a smooth transition into Year 8 mainstream Mathematics.

Teaching Staff within the Mathematics department monitor the progress of all pupils in collaboration with the SENDCo and Mathematics HLTA and will extract pupils who are struggling to achieve the expected level consistently throughout topics.

### **What support is available to help my child's social and emotional needs?**

Pilton Community College has a strong and committed pastoral team who look after the emotional well-being and social development of all pupils. However, it is acknowledged that a small minority of pupils may need enhanced pastoral care and personal skills development arrangements from our specialist staff.

We recognise that some pupils find the move from primary school to secondary school particularly challenging and whilst many quickly find their feet, others benefit from a supportive and nurturing environment at the start of their day, during episodes of dis-regulation, and at break and lunchtimes. Throughout the day, vulnerable pupils are therefore able to seek support appropriate to their individual needs from dedicated and experienced staff who support them, address their concerns, and enable them to return to their timetable as soon as they are able. EMHT assertive mentoring, access to social workers, school councillor, Ed P, early help, EWO

### **Physical Therapies**

For pupils with physical disabilities, the Physical Disability Coordinator, and the PE Department and the PE HLTA work closely with physiotherapists to ensure a programme is put in place and carried out during school hours; this is on a highly individual basis.

### **How do we monitor the interventions that are put in place and how effective are they?**

Literacy interventions are rigorously monitored using NGRT.

NGRT testing is carried out for Literacy on a (at least) termly basis to measure progress and discussions about the suitability of provisions are initiated when a pupil fails to make reasonable progress. The SENDCo keeps a record of each intervention programme and whether it continues to be fit for purpose. At Pilton we are using a piece of software called 'Provision Map' This software aids the tracking of interventions and provides clear reports about the success of intervention packages.

### **How does the school teach pupils with SEND?**

At Pilton Community College we are committed to working as inclusively as possible. This means that, where possible, pupils remain in the classroom at all times. Teachers are all teaching using the 'learning at Pilton' guidance which includes teaching strategies which are designed to support the progress and engagement of all pupils. Teachers, HLTAs and other support staff are given access to the SEND register and the SEN (Special Educational Needs) information report which details suggested strategies that can be used to inform lesson planning, approach, and presentation. In addition, information in IEPs (Individual Education Plans) and pupil passports is regularly updated by the SENDCo and learning support team using assessment data, observations, and parental information. Each department has a department specific document which outlines how they support SEND pupils within their department.

### **How are staff supported to teach children with SEND?**

As part of our basic curriculum offer, we expect all teaching staff to teach in a way that meets the needs of the full range of learners in the class. This is known as 'learning at Pilton' and is monitored in a variety of

ways – including regular drop-ins. All staff are offered guidance, training, and Continued Professional Development sessions to enable them to differentiate appropriately and deliver Quality First Teaching. They also have access to the SEND register to inform them of the needs of their pupils. Pupil Passports and IEPs are regularly updated and these are also used by staff to inform their teaching. Each subject area has a Higher-Level Teaching Assistant (HLTA) that the Head of Department can deploy to support teaching or deliver specific interventions, as appropriate. In addition, the SENDCo may arrange for a Teaching Assistant (TA) from the learning support department to be assigned to support one or more pupils in the class. Both subject HLTAs and SEND TAs will work closely with classroom teachers to help them differentiate the work or to ensure that pupils' needs are being met in other ways.

### **What support does Pilton Community College offer parents of pupils with SEND?**

At Pilton Community College we recognise the importance of working in partnership with parents. Parents are given a single point of contact dependent on the specific area of need being addressed, usually either the SENDCo or a member of the learning support team. They are encouraged to contact the school by email, phoning or in person and are welcomed to attend several events throughout the school year, including parents' evenings.

### **What do I do if I believe that my child is not making reasonable progress?**

If a parent has a concern about their child's lack of academic progress in one subject area, they should contact the subject teacher or Head of Department. If however, they are concerned about progress across the curriculum, they should, in the first instance, contact the Head of Year, who will work in liaison with subject staff and the SEND team to address these concerns. If you feel that the staff have not acted upon your concerns, there is a complaints procedure which should be followed. Details are available on our website via the following link:

<https://www.piltoncollege.org.uk/policies> We will be happy to provide you with a paper copy of this should you wish one.

### **How does Pilton Community College measure the progress of my child? How will I know about this?**

We continually monitor progress at Pilton Community College, with subject teachers and the Heads of Year providing meaningful data on a regular basis. This includes:

- Progress reviews, where formal assessments are carried across the whole curriculum, 3 times a year through formal tests or in-class assessment.
- Pupils' profiles are issued to parents after each progress point, showing their child's targets, current working levels and behaviour for learning for each subject studied.
- There are also opportunities to gain information about progress expectations and to discuss your child's progress at meetings for all parents, most notably Parents' Evenings later in the year.
- The progress of pupils with an Education Health Care Plan (EHCP) is formally reviewed once a year at an Annual Review to which parents/carers and any other agencies involved with the pupil are invited along with all adults involved with his or her education.
- Our SENDCo will also check, as part of the school's monitoring procedures, that your child is making good progress within any individual subject, and in any group that they take part in.

### **How does Pilton Community College support pupils during transition between Primary School and Secondary School, or moving to a new school or college?**

Moving from Key Stage 2 (Primary School) to Key Stage 3 (Years 7 – 9 in Pilton Community College) our Head of Year 7, Mrs Keely Druce, the Deputy Head of Yr. 7, Mr Matthew Hunt, and an Assistant Head Teacher will visit all our feeder primary schools during the summer term and meet the pupils to answer any questions and help them feel more at ease with the transition process. In respect of pupils who are highlighted with additional needs or SEND our SENDCo will attend statutory reviews during Year 6. Team around the Family (TAF) meetings and/or transition planning meetings during Year 6 are used to gather

information and discuss the transfer arrangements. If appropriate they may also visit and observe pupils at their primary school who are transferring to Pilton College. Once a place at Pilton Community College is allocated, the pupil and their parent/carer are, in normal circumstances, invited to visit the SENDCo for a look around the school campus and to answer any questions about transition and support. At this initial visit, a plan for future additional visits is developed according to the pupil's individual needs and can be made either on an individual basis or in small groups, and either supported by primary school staff, or made independently. Enhanced transition arrangements and additional visits enable the pupil to become familiar with the new environment, its systems, and structures and to get to know key staff. The SENDCo meets the pupils and their parent/carer on an initial visit, typically after school hours, and then invites pupils who require additional support to visit the school during the school day, either on an individual basis or in small groups to familiarise them with Pilton Community College and the staff. Year 6 pupils will also be invited to one half day and one full day Taster Session which take place towards the end of the summer term; this is followed by an evening for parents where any information about their child can be shared with staff at the school. If your child has an EHC Plan or SEND support at primary school, there will be a transition plan to ensure that their needs are met as soon as they start in Year 7. Children starting with us in Year 7 are assessed during their first half term. We put these assessments together with information from the primary school and any available teacher assessments and observations to ensure:

- the most appropriate support for your child
- the most appropriate groupings for your child
- participation in appropriate small group support

### **Moving from Key Stage 3 (Years 7 – 9) to Key Stage 4 (Years 10 – 11)**

During the Spring term of Year 9, we invite pupils and their parents to discuss their choices options along with their tutor, a senior member of staff and, where relevant, a key member of staff from the learning support department. If your child has an EHC Plan, the Statutory Annual Review in Year 9 is a Transition Review, when post Year 11 options start to be considered and decisions made about courses of study in Years 10 through to 11. In addition, Year 11 is also a Transition Review, where options for post-Secondary School pathways are considered and decisions made.

### **Moving on from KS4 (Years 10-11) to Post 16 Provision**

We work closely with Careers South West throughout Key Stage 4 to ensure that pupils with a statement/EHC Plan or disability have a Transition Plan in place. The main aim of the plan is to focus on raising aspirations, where necessary, ensuring a wide range of options for pupils with SEND and supporting pupils in going on to achieve the best possible outcomes in further education or employment. In addition to the Statutory Year 9 Transition Review mentioned above for those who have an EHCP the year 11 Statutory Review is also a Transition Review. At this meeting options previously considered are further discussed, pupils are supported to develop their understanding of their options, and decisions are made about further education and training. Relevant post-16 education providers are invited to this review to ensure they have a comprehensive understanding of the pupil's needs and how the pupil has been supported. This is necessary to ensure a continued level of support. We work in close liaison with the selected Post-16 education and training providers to ensure the pupil has opportunities to make additional visits to them prior to transfer and can be included in any relevant transition activities or programmes they offer. During the Year 11 EHCP Review pupils are supported to develop their understanding of the range of post-16 options that may be available to them and we invite representatives from their chosen post-16 establishment to ensure a continued level of support. We work in close liaison with the selected Post 16 education and training provider to ensure the pupil has opportunity to make additional visits to them prior to transfer and can be included in any relevant transition activities or programmes they offer.

## **Transferring to a New School**

If the decision is made for your child to transfer to a new school, we liaise closely with staff at the new school and provide them with all the necessary information about your child, including their pupil files, so that appropriate arrangements can be made to make the transition from one school to another as smooth as possible. All pupils and parents/carers (if the pupil agrees at 16+) are welcome to see their files. What support is offered to disabled pupils at Pilton Community College? Not all pupils with a disability have special educational needs; however, it is important that they have the same access to the SEND Department provisions and opportunities in the wider school as other pupils. We are continually working with outside professionals to ensure that our school is accessible for all disabled users, whether pupils, staff or visitors, and welcome opportunities to discuss any difficulties that may arise. We are aware that not every disabled pupil has special educational needs, and that not all pupils with SEN are disabled. We are proactive at making "Reasonable Adjustments" for disabled pupils to ensure that they have full and equal access to the building and the wide and varied curriculum. Our Accessibility Policy can be viewed at: <https://www.piltoncollege.org.uk/policies>

Please feel free to request a paper copy should you need one. As a specialist Physical Disability facility, we consider that all pupils should have access to the entire school site. To facilitate this, regular walks are carried out by staff with pupils to ensure that access is practicable and convenient. The school layout is relatively simple and predominantly on one level; however, for those rooms accessed by stairs, there are lifts for pupils who require them. In order to ensure that these lifts are available for pupils with disabilities they are issued with a lift key for their use whilst they attend Pilton Community College. Rooms accessed by a lift are the Cruciform Block, the Art Block, the Technology Block, the Library, and the Mathematics block. Our programme of extra-curricular activities is accessible for all pupils. Most equipment used in classrooms is accessible to all pupils regardless of their needs, and we provide adaptive technology or other equipment for those who need it to access the curriculum. If a pupil with a disability wishes to attend Pilton Community College, we will always do our utmost to make the adjustments to the building, curriculum and resources needed.

### **If my child has medical needs, how will they be supported?**

All pupils with a medical condition will be properly supported to ensure that they have full access to the academy curriculum, including after school clubs, school trips and physical education. We treat each pupil with a medical need as an individual and in some cases we may offer a personalised timetable or slow reintegration back into school after longer periods of absence. Some pupils may need a Health Care Plan, which will be drawn up in partnership with parents or carers, healthcare professionals and our SENDCo. Information such as triggers, signs, symptoms and treatments and strategies for managing an emergency will be shared with staff.

### **What training do staff have to support pupils with medical needs?**

Depending on the medical needs of a pupil, staff may be required to have additional training about a specific medical condition or specific training in administering a particular type of medicine or dealing with emergencies. Recent training for staff has included Types 1 and 2 Diabetes training.

### **Who has responsibility for pupils with medical needs?**

Our First Aider is responsible for pupils with medical needs and works closely with our School Nurse. The First Aider also holds all the Health Care Plans and information about pupils' individual needs.

### **Who are the other professionals providing services to pupils with SEND at Pilton Community College?**

All teaching and support staff at Pilton Community College share a responsibility to ensure that SEND pupils have the extra support they need for them to make good progress and achieve their full potential. Teachers

and other staff have access to school-based specialist staff from whom they can seek advice about individual pupils with SEND or particular areas of need. Additionally, we work with a number of external agencies to support the pupils and staff in providing guidance and practical support for SEND pupils.

Morwenna Redwood, Educational Psychologist and our school counsellor, Emma Nilsson.

We also work with occupational therapists to support for pupils with co-ordination difficulties. Physiotherapists to support for pupils with physical disabilities.

### **What transport is available to pupils at Pilton Community College?**

Transport for pupils with significant/complex SEND is organised by Devon County Council. The contact details for SEND transport is: Matford Offices County Hall Topsham Road Exeter EX2 4QW Tel 01392 383000

### **Where can I find a glossary of SEND key terms?**

There are a substantial number of key terms used in SEND education. If you would like help understanding them visit: <https://www.devon.gov.uk/educationandfamilies/special-educational-needsand-disability-send-local-offer/support-for-different-types-of-need/what-is-send>

### **Where can I find a copy of the Pilton Community College SEND and Inclusion policy?**

This is available on our school website: <https://www.piltoncollege.org.uk/policies>

We will be happy to provide you with a paper copy should you want one. Please ask at our main Reception if this is the case.

### **Where can I find information about SEND provision in Devon?**

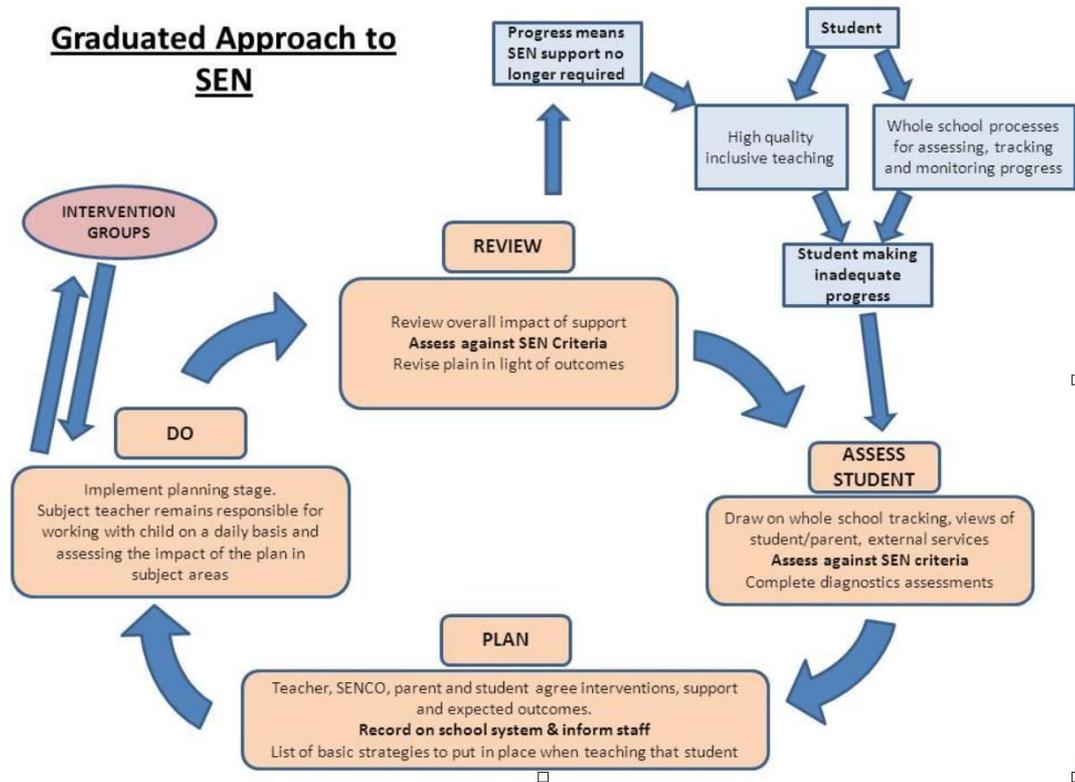
[CLICK HERE](#) for a comprehensive guide to SEND provision in Devon

## APPENDIX 2: DETAILS OF ASSESSMENT TOOLS AND MATERIALS

Details of assessment tools and materials used in Pilton Community College. These may include the following:

- Foundation and KS2 Stage Profile
- SATs and Optional SATs results
- Year 1 phonics Screening Check
- NGRT reading test
- Young's Parallel Spelling Test
- Salford Sentence Reading Test
- WIAT reading assessment
- Phonic check-lists
- High Frequency word check-lists (reading and spelling)
- Sandwell Maths assessment
- Detailed records of work
- Results of standardised and diagnostic tests
- Behaviour charts
- Boxall Profile scores and plans
- Emotional Literacy Support Assistant, (ELSA) social skills assessments and other social and communication assessments as required
- skills assessments
- Observations made by teacher / teaching assistant / other members of staff
- Pupil comments / opinions on progress (where appropriate)
- Secondary language link
- Lexia
- GL Dyslexia screener
- SNAP

## APPENDIX 3: GRADUATED APPROACH TO SEN



### The Graduated Approach

#### Assess

- In identifying a pupil as needing **SEN support** the class teacher, working with the SENDCo, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information gathered from other areas of the school.
- The pupil's development in comparison to their peers and national data should also be considered along with the parent's views and experience, the pupil's views and, if relevant, advice from external support services. These will be recorded on a My Plan (or individual school equivalent). The school and parents/carers will meet, where appropriate, with other agencies including those from Health and Social Care to create and up-date the My Plan.
- This assessment will be reviewed regularly to ensure support and intervention are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is developed. With some areas of SEN, the most reliable method of developing a more accurate picture of need will be the way in which the pupil responds to an intervention.

## Plan

- Parents/carers, with their child, will meet with the class teacher and the SENDCo to decide on the interventions and support to be put in place as well as the expected impact on progress and development. This will be recorded on a My Plan with a date to review the plan. The date for review will depend on the level of need present.
- The My Plan will clearly identify the areas of needs, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required and when the My Plan will be reviewed. A copy of this will also be attached to the pupil's profile on SIMS.
- The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge.
- The My Plan will usually involve a contribution by parents/carers to reinforce learning at home.
- Where appropriate, the My Plan will detail the support from other agencies and how this will support the pupil in achieving the desired outcomes.
- Parents/carers will then be formally notified by letter when it is decided to provide a pupil with SEN support (although parents/carers should have already been involved in the assessment of need).
- **So, if it is agreed that a pupil requires SEN support, all parties meet and develop a My Plan detailing the support which will bring about the next part of the cycle –**

## Do

- The class teacher remains responsible for working with the pupil on a daily basis and will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- The SENDCo will support the class teacher in the further assessment of the pupil's needs, in problem solving and advising on the effective implementation of support.
- **The class teacher is responsible for the daily implementation of the plan and will contribute to –**

## Review

- There will be a review of the My Plan on the date previously agreed. This review will evaluate the impact and quality of the support and interventions and include the views of the pupil and their parents/carers.
- Parents/carers will be given information about the impact of the support and interventions provided enabling them to be involved with planning the next steps. Where appropriate other agencies will be asked to contribute to this review.
- Where a pupil has complex needs involving more than one agency it will depend on the pupils needs and the frequency of the educational reviews as to whether external agencies attend each educational review, this will be agreed at the initial TAF meeting.
- This review will feedback into the analysis of the pupil's needs, then the class teacher, working with the SENDCo, will revise the support in light of the pupil's progress and development, with decisions on any changes made in consultation with the parent and the pupil.
- Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from a specialist or external agency. The school will consult with parents/carers before involving a specialist or external agency.

**APPENDIX 4: POLICY HISTORY**

<b>Version</b>	<b>Summary of Change</b>	<b>Review Date</b>	<b>Lead Author</b>
1.0	Annual review	Sept 2020	FB
2.0	6.3 - clarified arrangements for parents to discuss provision for children with SEND	Nov 2021	FB
2.0	Page 4, list of policies: correction to name of policy 'Supporting pupils with medical conditions'  Item 7.1 – 3rd bullet, clarification of current practice of award held in SEN Co-ordination	Dec 2021	FB