

**Pinewood School Academy Trust
Special Educational Needs**

Approved by	FGB	Date of Last Review	April 2021
Frequency of Review	2 Year(s)	Next Review	April 2023

What does this Policy cover?

Our objective in setting out the school's SEN policy is to make everyone aware that we want all pupils to benefit as fully as possible from the education provided within the school.

The policy identifies how we base high quality education on each child's individual needs.

Why should you read this policy?

Intended Audience: Staff, Governors, Parents/Carers, Community

Key aims of this policy:

- To identify pupils' individual needs as early as possible and ensure that their needs are met
- To have in place systems whereby teachers are aware of individual pupils needs and that continuing training and professional development ensures staff are well qualified to meet pupil needs.
- To provide all our children with a broad and balanced curriculum that is differentiated to the needs and ability of the individual.
- To be sympathetic to each child's needs by providing a strong partnership between children, parents, governors, LEA, other schools and further education providers and outside agencies.
- To ensure all pupils make effective progress and realise their full potential.
- To ensure all pupils take a full and active part in school life and have the opportunity to participate in enrichment activities.

Introduction/Background

Pinewood School Academy Trust is a Special Educational Needs School for pupils with LD, ASD and SLCN. All pupils that attend Pinewood School have Special Educational Needs and have an Education, Health and Care Plan - EHCP (please refer to our Admissions Arrangements section of our website: <https://www.pinewood.herts.sch.uk/parents-carers/admission-arrangements/>).

Our pupils are all unique and have differing needs, therefore we place an importance on knowing our pupils well, monitoring, assessment and working closely with parents/carers to identify provision to match the needs of our pupils.

The following applies to our pupils, they:

- have a significantly greater difficulty in learning than the majority of children of the same age:
or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Curriculum

The school aims to provide for pupils: -

- a broad and balanced curriculum.
- a curriculum which is differentiated to their needs.
- a range of teaching strategies to meet their needs.
- A range of enrichment opportunities

Range of Provision

Please refer to the SEN – Our Offer section of our website;
<https://www.pinewood.herts.sch.uk/school/our-sen-offer/>

Identification

Early Identification

We feel it is vital that pupil's individual needs are identified early. We use the consultation process within admissions and the transition process to ensure we gain relevant information from each pupils EHCP document and benefit from the knowledge the professionals at the pupil's previous school and/or any other professional involved with the pupil.

Identification of a Change in Need

It is essential that all teachers in the school have the necessary observational skills to identify pupils needs and any potential changes in provision that a pupil may benefit from. Teacher observations, the use of the school assessment systems, the referral process, advice from outside agencies/professionals and information from parents provide an overall picture of a child's needs.

Significant Change of Need, Resulting in Change of Name and Type of Setting – Section I within the EHCP

Required if (through identification) the needs of the pupil changes and the school no longer meets those needs. If this is the case an early Annual Review will be held. Any change in Educational Setting is likely to require a significant transition period between the two schools.

Monitoring

Pupil progress is continuously monitored through the use of the school assessment system, the filenote system, teacher observation and the annual review process.

A pupils EHCP is reviewed annually during an annual review meeting, where all information from school, involved professionals and parents is taken into consideration. Any changes to provision that have taken place or are needed moving forwards are formalized through this process.

The Annual Review will: -

- assess the progress of the pupil in relation to their targets
- review the provision made for the pupil
- consider ending, continuing or amending the existing EHCP
- set new targets for the following year.

Partnerships

We believe that a close partnership with parents/carers will enable children to progress. Parents/carers have a key role to play in the partnership between home and school as they have an exclusive overview of the provision needed for the child.

Our pupils will benefit from the school's close working relationship with the numerous external support agencies, which offer advice and support.

We feel that the provision for pupils in this school will benefit from the close links we have with other schools by the sharing of good practice and in making the transition between phases as smooth as possible for the pupils.

Teaching Standards

All teachers are responsible for SEN and teaching standards are regularly reviewed to ensure Quality First Teaching is evident throughout the school.

All teaching staff understand the referral process and where they can go to get advice and further help.

Identified in-service training will be undertaken in line with the school's Professional Development priorities.

If the school believes they need advice from external professionals, the SENCO/DSL will facilitate this.

Roles and Responsibilities:

The Governing Body	<ul style="list-style-type: none"> • To ensure that provision of SEN is of a high standard and all vulnerable groups are well provided for. • To have regard to the Code of Practice when undertaking its responsibilities. • To have in place a designated Governor with responsibility for SEN. • To have in place a strategy to monitor the school's SEN policy.
The Headteacher	<ul style="list-style-type: none"> • To ensure that the daily management of SEN provision is effective. • To work closely with the teaching and support staff. • To keep the Governing Body informed of all matters relating to its responsibilities for the provision of SEN. • To inform parents when a change in provision has been made for their child, or new strategies are put into place.

Special Needs Co-Ordinator (SENCO)	<ul style="list-style-type: none"> To work with the Headteacher to oversee the day-to-day provision for pupils with special educational needs, over and above their designation within the school.
Class Teachers/Form Tutors	<ul style="list-style-type: none"> Quality first teaching To be aware of the school's policy for the identification and assessment of all pupils. To share good practice for individual pupils and implement whole school strategies. To develop individual plans for pupils where necessary. To monitor the pupils in their form and help to plan and implement any individual strategies, to help the pupil achieve to their potential.
Parents	<ul style="list-style-type: none"> To work closely with the school in order to develop a partnership that will support pupils.
Pupils	<ul style="list-style-type: none"> To involve pupils, in any strategies that are personal to them.

Complaints Procedure

Parents who have a grievance or complaint about the provision their child receives are encouraged to ask for a mutually convenient meeting with the school in order to resolve the issue.

If this is not believed to be effective please follow the Complaints procedure Statement: <https://www.pinewood.herts.sch.uk/school/complaints-information/>

Evaluation and Review

The effectiveness of the SEN provision provided by the school will be undertaken annually by the Governing Body and reported in the Summer term Full Governing Body minutes.

A review of the SEN policy document is undertaken every two years. The SEN policy is a working document and is kept under constant review.

Further Information

Please see the SEND code of practice: 0 to 25 years. Sept 2014 (last update April 2020) <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Hertfordshire Local Offer

<https://www.hertfordshire.gov.uk/microsites/Local-Offer/The-Hertfordshire-Local-Offer.aspx>