



Making a Difference

Phoenix Park Academy



Phoenix Park and Sevenhills Academy Special Educational Needs and Disability Policy

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Special Educational Needs and Disabilities (SEND) Policy

This policy has been written in a way that we hope is easy for staff, pupils and parents/carers to read. If you need a different format or have any questions about this policy, please contact Mrs Phillips (phillipse@ppasev.org.uk)

Our policy is based on legal documents and government guidance which explain how we should support pupils with SEND. These documents are:

- SEND code of practice 0-25 (September 2014)
- Equality Act (2010)
- Schools SEND information report regulations (2014)
- Statutory guidance on supporting pupils at school with medical conditions (April 2014)
- Teachers standards (2012)

Policy overview

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Section 1: Our Setting

Phoenix Park and Sevenhills Academy provide full time education for pupils permanently excluded or at risk of permanent exclusion from mainstream schools in North East Lincolnshire. We have three sites (Phoenix Park, Park House and Sevenhills) in Grimsby.

Students are placed with us using the Alternative Provision referral system (previously known as the BAC and ASPIRE) or through an EHCP consultation. We are currently running a pilot scheme for 16 SEMH EHCP students across KS2-KS4.

Our aim is that no pupil is left behind, despite any additional needs they may have. Pupils are either permanently excluded or at risk of permanent exclusion, for behaviours that suggest some underlying needs. It is our job to unpick behaviour and we provide all students with SEN support as a minimum. We believe that all pupils should be able to reach their potential. We want to improve the life chances of our pupils so that they can contribute positively to their community.

We do this by applying the following:

- Initial assessments when a pupil joins the school to look for any gaps in learning or additional learning needs
- Social, Emotional and Mental Health (SEMH) focus throughout our curriculum
- Personalised learning plans (PLP) for every student
- Quality First Teaching and Learning
- Additional interventions for those students not making expected progress
- Regular staff progress meetings
- SEND team support across each site
- Joint work with families and other agencies to ensure a child-centered approach is taken



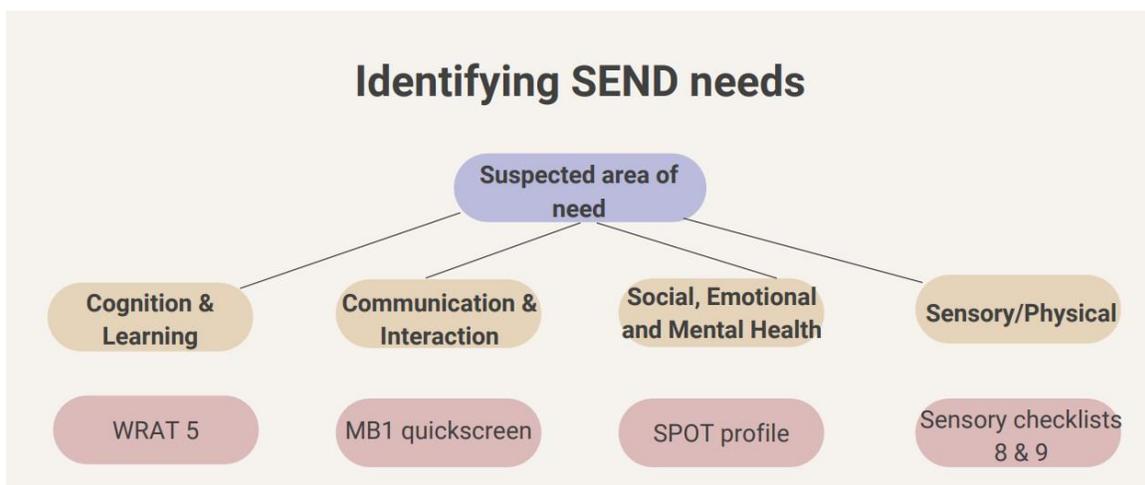
Section 2: Identifying Special Educational Needs (SEND) and the SEND register

The purpose of identifying SEND needs is to work out the best way to support a child. We explore the needs of a pupil by looking at the big picture and consider a range of barriers to learning.

Pupils are classed as having special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them (SEND Code of Practice 2014). The Code of practice also suggests that students are only identified as SEND if they do not make progress with quality first teaching and reasonable adjustments alone. Our setting provides support above that given to a pupil in mainstream, therefore every pupil within our academy has been identified as needing SEN support. 'Behaviour' is no longer an acceptable way of describing SEND; at Phoenix Park and Sevenhills we view concerns relating to behaviour as a response to an underlying need.

During the admissions process an SEMH (SPOT tool) profile is completed which looks at Social, Emotional and Mental Health (SEMH) needs. If a student has a SPOT tool profile that cannot be supported by Quality First Teaching alone, they are given a primary need of SEMH. Teachers work with the SEND team and wider leadership team throughout the year to share any additional needs they feel may need exploring. We can assess needs using our own screening tools for all four areas listed in the SEND Code of practice:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs



Sometimes we may ask professionals for their advice to look at more complex needs. This may include:

- Educational Psychologist observations
- Sensory consultations
- Access Pathway referrals
- EHCP assessment requests (see Section 5 for more details)
- Speech and language assessments

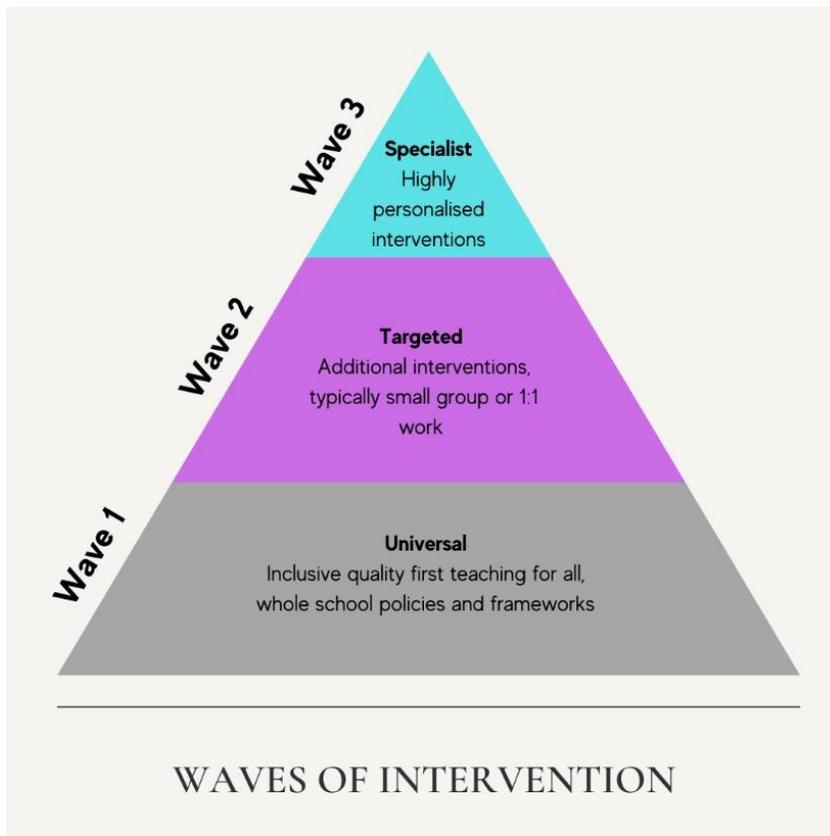
All SEND needs are recorded on a pupils' Personalised Learning Plan (PLP) which is shared with parents/carers six times a year. All students are initially placed on the SEND register at SEN support unless they have an existing EHCP.

Students may exit the SEND register if they achieve a SPOT tool profile which suggests their needs can be met in a mainstream classroom (and have no other identified areas of need). When this happens we would plan for readmission back to a mainstream school.

Section 3: Using a 'graduated approach' for supporting SEND

We use a graduated approach to support all pupils in the academy.

When a pupil is showing any additional needs our first response is to employ Quality First Teaching (QFT) strategies targeting the area of weakness. If a pupil is continuing to make less than expected progress, despite consistent provision that supports the identified area(s) of weakness, the teacher and the SEND team will work together to review the pupil's progress and explore additional support and/or guidance that may be needed to support them. We call this system the *Waves of Intervention*.



To monitor the impact of our Waves of Intervention, we use Personal Learning Plans (PLPs). These follow an **Assess, Plan, Do and Review** model.

Assess: Understand the young person's needs;

Plan: Decide what outcome we want and how we could do it;

Do: Put resources, support and interventions in place;

Review: Measure the progress made and decide any next steps, or repeat.



Personalised learning plans (PLPs) are shared with parents/carers each half term. These may also be shared with external agencies and home schools.

The Local Authority have a legal duty to share a 'Local Offer' which shows the type of support available to pupils in the NE Lincs area. This local offer can be found here:

<https://sendlocaloffer.nelincs.gov.uk/>

Section 4: SEND team and the role of the SENDCo

Our Executive SENDCo is Mrs Phillips (phillipse@ppasev.org.uk)

Mrs Phillips joined Phoenix Park and Sevenhills Academy in February 2022 and achieved the National Award for SEN Coordination in February 2012 (University of Wolverhampton, Serco).

Our SENDCo has responsibility for:

- holding 'National Award for Special Educational Needs Co-ordination' qualification and keeping up to date with SEND developments
- making sure this policy is being followed and everybody in school has responsibility for SEND
- leading the development of SEND throughout the school
- exploring barriers to learning and helping identify what SEND support a young person needs
- working with partners to make sure young people get the support they need, for example: Education Health and Care plan coordinators, Therapists or Educational Psychologists
- giving teachers advice and strategies to support young people
- working with parents/carers
- observing SEND practice in the classroom
- monitoring the progress of young people with SEND and reporting this to governors;
- monitoring records of all young people with SEND (PLPs)
- organising annual reviews
- writing a yearly SEN information report
- working with local schools when a young person moves into another setting

Mr Knight, Mr Giles and Mr Reilly support this work further as our SEND leaders.

They all have valuable experience working with SEND students in a variety of settings and support the work of the Executive SENDCo across all three sites.



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Our SEND governor is David Whitaker. The SEND link governor visits the schools and meets with the Executive Principal and the SENCO to report back to the Governing Body. The SEND link governor helps check, monitor and evaluate this policy.

Section 5: EHCP (assessments and annual reviews)

Pupils with Education, Health and Care Plans (EHCPs) have learning needs that require provision in addition to that which is available through SEN Support. EHCPs are documents that outline the educational, health and social provision that must be in place to meet a pupil's needs.

Assessments

Where a pupil continues to make less than expected progress, despite evidence of a graduated approach being followed, it may be necessary to request an assessment for an Education Health and Care Plan. This will be led by the SENDCo but will involve work with a range of professionals and specialists who will gather evidence to support the request. Parents, carers and pupils will be involved throughout this process.

Annual reviews

Local authorities have a duty to review EHC plans every 12 months as a minimum. The reviews will focus on the pupil's progress towards their outcomes listed in their plan.

The school SENDCo is responsible for organising and leading annual reviews. It is important that both pupil and parent/carer voice are captured during the review.

From Year 9 onwards, annual reviews will also include a focus on preparing for adulthood including independent living, employment and participation in society.

Section 6: Supporting pupils with medical needs

We support young people with medical conditions under the Children and Families Act 2014. We know that individual education healthcare plans (EHCP) will state the type and level of support required to meet a learner's medical needs. We also have a Medical Conditions Policy that you can read. This can be found on our website.

Section 7: Accessibility

Phoenix Park and Sevenhills Academy increases and promotes access for disabled pupils to the school curriculum through quality teaching and learning and the wider curriculum such as leisure activities and school visits.

We make reasonable adjustments in line with the SEND Code of Practice, which means adapting resources or facilities so everyone can be included.

Section 8: Monitoring SEND support

Regular activities take place by the SENDCo, SEND team and wider leadership team to check the quality of SEND support. These include:

- PLP checks
- Observations of teaching and learning
- Observations of interventions
- Intervention tracking systems
- Student progress meetings
- Parent meetings
- Book looks

- Reviewing data drops

The SEND team explore the training needs of staff and specific student needs in order to plan and deliver appropriate staff training throughout the year. Supportive resources and information regarding SEND are stored in a shared staff file.

The SEND team are available across sites to provide staff with advice and guidance throughout the year. Staff are encouraged to contact Mrs Phillips (phillipse@ppasev.org.uk) with any SEND queries they have throughout the year and use their SEND teacher handbooks alongside the professional section on the local offer (<https://sendlocaloffer.nelincs.gov.uk/>).

The SEND team attend Local authority and Wellspring Academy SENDCo networks in order to keep up to date with local and national SEND updates.

Section 9: Parent/Carer support

We encourage parents and carers to:

- work closely with the school
- be aware of the young person's PLP, this monitors their targets and progress
- take part in termly school reviews
- attend and take part in SEND annual reviews
- be aware of the Local Authority Local Offer (<https://sendlocaloffer.nelincs.gov.uk/>)
- be aware of the SEND Information report which can be found on our website
- follow the school website or social media
- read the termly SEND newsletter
- take part in SEND parent events and workshops

We hold regular parent/carers SEND events and welcome any feedback. Our pastoral team also work closely with families and can signpost SEND support when needed.

If you have any concerns relating to SEND please contact Mrs Ladd – ladds@ppasev.org.uk

Section 10: Data, policies and complaints

Data handling and storage

Documents relating to a pupil's SEND needs are held electronically on the school staff drive. Sometimes hard copies of information may be stored securely in a SEND file.

When a pupil moves setting this information is shared as part of the transition process.

When data is shared with external agencies (i.e. Educational Psychologist) parental consent will be obtained to ensure work with that service can take place.

Policies

This policy will be reviewed every year to reflect any changes locally or nationally. It will be reviewed by Ellie Phillips (Executive SENDCo with responsibility for SEND).

Other policies that link to the SEND policy are:

- SEND information report
- Bullying policy
- Attendance policy

- Behaviour policy
- Teaching and learning policy
- Safeguarding policy
- Supporting pupils with medical needs policy

Complaints

Parents/carers who have a complaint about special needs support for their child are asked to contact the school to arrange a meeting.

You may also contact the Special Educational Needs & Disability Independent Advisory Support Service (SENDIASS) on 01472 326363 for independent advice and support.

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

Appendices

School provision map

PROVISION MAP

Cognition and learning		Communication and interaction	
Wave 1	Differentiated teaching and learning informed by student needs Embedding Rosenshine's principles of instruction Scaffolding and systems in place to reduce overloading working memory (i.e. low arousal classroom, movements breaks, pre-learning, overlearning, additional processing time, dyslexia friendly classrooms) Reading plus sessions Directed TA support in class Multi-sensory approaches to learning such as Messy Maths,	Wave 1	Differentiated teaching and learning informed by student needs Appropriate visual support (timetables, displays, labels) Simplified language Clear routines and timetables Speaking and listening embedded into curriculum planning Nurture breakfast/break activities Directed TA support in class
Wave 2	Technology based interventions i.e. mathletics and TT rockstars Assistive technology (clicker and docs plus on laptops) 1:1 work with reading leads Small group interventions directed by teacher (handwriting, reading, phonics, working memory, Maths etc)	Wave 2	Assistive technology i.e. Clicker/Docs plus 1:1 work with TA/ care team Small group interventions directed by teacher (i.e. talkabout, speaking and listening groups, oracy work)
Wave 3	Specialist interventions provided by: Applied Psychologies and Mable Therapy	Wave 3	Specialist interventions provided by: Mable Therapy, YMM, Compass Go, Autism outreach teams
Social, Emotional and Mental Health		Sensory and Physical	
Wave 1	Half termly SPOT focus activities Small group interventions using pre-planned work books: Managing big emotions, Never give up, We're in it together, It's up to me, Behind the brain and Ways to well-being	Wave 1	Differentiated teaching and learning Movement breaks Fiddleboxes Staff awareness of zones of regulation Supports and aids where appropriate and needed (pencil grips, raised platforms, seat supports, wobble boards, fidget toys) Adjustments to resources i.e. large print books
Wave 2	Care team/TA 1:1 interventions including: Brick club (based on Lego therapy), relational activities (based on therapy principles) Small group interventions directed by teacher (i.e. Talkabout, treasure deck)	Wave 2	Care team sensory circuits Small group or 1:1 interventions (i.e. fine and gross motor skills, sensory education, therapy, Lego club)
Wave 3	Specialist interventions provided by: Fortis therapy, Compass Go, Applied Psychologies, Kooth and YMM.	Wave 3	Specialist interventions provided by: Occupational therapist, School nurse team, Paediatrician or Physiotherapy

Personalised learning plan

NAME:

CLASS:

TERM:

Can you assess the area/s of need?	What is the planned outcome? <i>Intent</i>	What will you do to achieve the outcome? <i>Implement</i>	Can you review the outcome? (capturing parent and pupil voice) <i>Impact</i>
SEMH Half termly focus			
Whole SEMH profile			
Any additional need (C&L, C&I or S/P)			

Target sheets




My targets

NAME: _____ TERM: _____

Targets	Student comments	Teacher comments

SIGNED: _____

