



Special Educational Needs and Disabilities Inclusion Policy 2023-24

Rationale

At Ponteland High School, we believe that every young person is equal, valued and unique. We aim to provide an environment where all young people feel safe and can flourish. We will respond to individuals in ways which take into account their varied life experiences and particular needs.

We are committed to providing an appropriate and high quality education to everyone within our community. We seek to promote progress, raise achievement, remove barriers to learning and ensure inclusion for all young people.

Objectives

- To ensure equality of provision for young people with special educational needs and disabilities (SEND)
- To take into account legislation related to SEND, including part 3 of the Children and Families Act 2014, The SEN Code of Practice 2014, The Special Educational Needs and Disability Regulations 2014, The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49, The Order setting out transitional arrangements, Section 137, Equality Act 2010, The Mental Capacity Act 2005, Working Together to Safeguard Children 2013, Supporting pupils at school with medical conditions 2014
- To provide full access for all children to a broad, balanced and relevant curriculum
- To ensure that the needs of young people with SEND are identified, assessed, provided for and regularly reviewed to improve outcomes
- To enable young people with SEND to achieve their potential
- To work in partnership with parents/carers to enable them to make an active contribution to the education of their child and be fully involved in decision making
- To take the views, wishes and feelings of the young person into account
- To provide detailed information about the arrangements for identifying, assessing and making provision for pupils with SEND

Roles and Responsibilities

Lyn Robinson; Assistant Headteacher and Special Educational Needs Coordinator (SENCO), is responsible for ensuring students are fully included in all aspects of school life.

Our SENDCo will:

- manage the day-to-day operation of the policy
- co-ordinate the provision for pupils with SEND
- maintain the SEND list and regularly update the SEND provision map
- maintain resources and specific interventions to ensure appropriate provision is made
- track progress using school-based and statutory assessment data
- complete referrals to outside agencies when required

- complete relevant documentation required for additional funding for pupils at School Support, those with Top-up Funding and High Needs Funding
- support and advise colleagues
- monitor and evaluate the SEND provision and report to the governing body
- act as a link with outside agencies
- liaise with the Designated Teacher where a looked after pupil has SEND
- advise on the graduated approach to providing SEND support
- advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaise with parents of pupils with SEND
- liaise with primary feeder schools, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- be a key point of contact with external agencies, especially the local authority and its support services
- liaise with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- work with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements, including those for public examinations ensure that the school keeps the records of all pupils with SEND up to date

Our SENCO, who has achieved the National Award for SEND Coordination, will line-manage our Curriculum Support Assistants who are linked to specific subject areas in school making use of specialisms where possible.

The governor responsible for SEND and Inclusion is: Mrs Pat Cox

Access to Facilities and Provision

The school has an area named 'The Base', which is used to support more vulnerable students at breaks and lunch time as well as small group teaching and specialist interventions. We also have a medical room for students to access with permission from pastoral staff.

Allocation of Resources

The Headteacher and SENCO are responsible for the operational management of the budget for special educational needs provision. The school uses a range of additional funding including the notional SEND budget and, where applicable, Pupil Premium funding to provide high quality appropriate support for pupils with additional needs. The SEND provision map specifies the cost of support for those children at School Support and Top-up funding level of provision.

Identification, Assessment and Review Arrangements

The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils in school. A pupil has SEN, if despite access to reasonable adjustments and access to our normally available offer at Wave 1 and 2 students require provision above this. ([SEND Code of Practice pg 94](#)) The vast majority of our students with a disability or learning difficulty can be managed at Wave 1 or 2 without the need for additional SEN Provision and therefore would not be classed as SEN under the current SEND Code of Practice.

Our SEND support is modelled on a four-part cycle: Assess, Plan, Do, Review

Assess

Subject teachers, support staff and the SENCO, will carry out a clear analysis of a pupil's needs; this assessment will be reviewed regularly. Where appropriate, outside professionals will help inform the assessment. Parents will also be asked to contribute to the assessment.

Headteacher Mr S McElwee

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Plan

Parents will be formally notified of the planned support. Adjustments, interventions, support and review dates will be agreed jointly with staff, parents and pupils. This will be recorded on the school information system.

Do

Subject teachers will remain responsible for working with the pupil on a daily basis and retain responsibility for their progress and outcomes. Subject teachers will plan and assess the impact of support and interventions with any teaching assistants or specialist staff involved. The SENCO will support this work.

Review

The effectiveness of the support and interventions, and their impact on the pupil's progress will be reviewed on the agreed date. Formal Reviews will be held with parents/carers at least once per year, although parents/carers will have the opportunity to discuss progress with SEND staff during parents' evenings. Additional reviews will be arranged according to need.

Subject teachers, working with the SENCO- Deputy SENCo, will revise the support in light of the pupil's progress. If a pupil does not make expected progress over a sustained period of time school will consider involving specialists. The school liaises with the following services:

- Pele Trust Educational Psychologist (Dr Emma Black)
- School Health,
- NCC SEND team
- when appropriate, Social Services and Looked After Children Team

Education, Health and Care Plans

Where, despite having taken relevant and purposeful action to identify, assess and meet any additional needs as a result of disability or learning difficulty at Entry -Wave 1 or 2 of our SEND identification pathway, the pupil has not made expected progress, then school or parents will consider requesting a Pupil Profile at School support + or an Education, Health and Care assessment.

School will provide the local authority with evidence of the action taken as part of SEND support.

Further details on provision for pupils with SEND can be found in the SEND information report and the Accessibility Plan.

SEND information report

This report can be found on the school website. It outlines the provision Ponteland High School makes within the four broad areas of need:

1. communication and interaction
2. cognition and learning
3. social, emotional and mental health difficulties
4. sensory and/or physical

Ponteland High School follows a graduated approach of action and intervention as outlined in the Code of Practice (2014). School assessment data, teacher judgments and, where appropriate, assessments from outside agencies are used to identify children who require additional and different provision. A provision map is completed annually and outlines all SEND support within this information report.

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SEN Identification Pathway

Wave 1

At Wave 1 the needs of young people are recorded on teachers registers and usually given specific strategies and further information that can be met in the classroom by teachers in the form of a pupil passport. Progress is monitored in accordance with whole school systems. However, if concerns are raised by parents/carers or teaching staff a review meeting may be called to address the difficulties.

Wave 2

At School Support -Wave 2 each young person is provided with either a Pupil Passport review to adapt in class strategies to support or reasonable adjustments within it - with the SENCo/ Deputy SENCo. It is the responsibility of class teachers to monitor this and report back to the SENCo if they feel a student may need more input or further assessment.

If the student has identified SEN that requires targeted provision beyond those of reasonable adjustments or in class support strategies, that we would consider school can comfortably meet without the need for further assessment, they may be offered a Pupil Profile that works towards specific time bound targets and is closely monitored via the SENCo or Deputy SENCo as School Support + in addition to whole school assessment and review processes. When students have a Pupil Profile there may also be access to additional adult support in class where required.

Wave 3

At School Support + for those students on the verge of statutory assessment or those children who have undergone statutory assessment for their high needs and have an Education Health Care Plan (EHCP), have detailed provision within their EHCP/ pupil profile. The additional support/resources are matched to the provision plan in the form of a Pupil Profile which breaks down longer term targets to shorter ones. The purpose is to improve outcomes for young people with high additional needs and prepare them for adulthood. Targets are reviewed with parents/carers at SEND review meetings, which are chaired by the SENCo/ Deputy SENCo.

Transition Arrangements

Transition is carefully planned in order to ensure successful transfer to Ponteland High School and on to higher or further education, supported employment or apprenticeships. Pupils and parents/carers will be fully involved in the planning for the transfer to the new setting. Key information about SEND provision will be shared with the college/setting through the review process. Preparation for adulthood, including further education, employment, independent living, health and community participation will be carefully managed by SEND staff.

Access to the Curriculum

Our broad, balanced and relevant curriculum is differentiated to enable all young people to access the learning. Through careful planning, teachers aim to provide suitable learning objectives, meet the young peoples' diverse learning needs and remove barriers to learning. For the vast majority of the week young people with SEND are taught with their peers in mainstream classes. However, in order to maximise learning, some young people may be withdrawn, individually and in small groups, to take part in targeted, time-limited interventions planned to meet particular needs.

Young people with SEND provision are actively encouraged and supported to join in and benefit from additional activities and clubs.

Exam Access Arrangements

These are considered reasonable adjustments and would not be considered as an additional or specific SEN Provision. We screen all pupils from year 7 for learning difficulties that may require the use of reasonable adjustments or examination access arrangements. Further testing will be

completed with students identified through initial screening; this testing alongside any additional evidence will be used to support an application of adapted Access Arrangements for exams. Pupils who require additional support are allocated on the basis of need particular to the examination they are taking and in accordance with the JCQ regulations. We must establish these as a normal way of working before a final application can be made, therefore we do work to required deadlines to make applications in Year 11.

Pupil Voice

The views of all pupils are valued. All young people with SEND school support + are aware of their individual targets and a pupil review sheet is used to gather their views on their progress. They are also supported to prepare a pupils views form to enable them to participate fully in their review meetings.

Monitoring and Evaluating the Success of Provision

A variety of methods are used to monitor and evaluate the provision and achievements for the children with SEND:

- Regular observation of teaching by the SENCo/ Deputy SENCo
- Analysis of assessment and progress data
- Assessment records that illustrate progress over time, e.g. reading ages
- Pre and post assessments for those children who are withdrawn for targeted interventions
- Success rates in respect of individual targets
- Monitoring by the governor with responsibility for SEND
- The views of parents/carers and pupils
- Regular meetings between SENCO and senior leaders
- Provision Mapping, which is used as a basis for monitoring the impact of interventions.

Partnership with Parents/Carers

Our school has a positive attitude and approach to working with parents/carers and values their important role in their child's education. Parents/carers are always informed when their child is placed on the SEND list. The graduated response, outlined in the Code of Practice, is explained to them and they are fully involved in the review process. Parent Partnership Service information is also provided. Interpreters are arranged for parents who require translation during meetings.

The SENCo/ Deputy SENCo have an open-door policy and openly encourage parents to get in touch, we do receive a large number of requests so please do pursue any contact if you have not received an immediate response.

Pastoral Teams are proactive in supporting parents in a variety of ways, including home visits, liaising with agencies, organising activities and facilitating and delivering training. They attend and contribute to Code of Practice review meetings. An Early Help Assessment (EHA) is used to coordinate support for children and their families who may have a range of needs.

Staff Development

The SENCO ensures staff are informed of local and national developments in relation to SEND and Inclusion. Training needs are identified and, where appropriate, outside agencies are used to deliver the training, e.g. social and emotional aspects of learning (SEAL).

Early Career Teachers (ECTs) are offered support and in school training by the SENCO as part of their induction programme. New members of the Curriculum Support Department are inducted and trained by the SENCO.

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Links with external services

Links with a range of external services are well established. Regular multi agency meetings take place involving colleagues from the following services:

- School Health, including CYPS
- NCC SEND team
- when appropriate, Social Services and Looked After Children Team

Medical Conditions

We adhere to the recommendations of the Children and Families Act 2014 with regard to arrangements to support pupils with medical conditions. Where a pupil also has SEND, their provision will be planned

and delivered in a coordinated way with their healthcare plan. We have a secure medicine cabinet where medicines can be safely stored with the permission of the parent/carer. Pupils are supervised to take medication in school by appropriately trained staff.

Admission Arrangements

As an academy within Pele Trust, we follow the Trust admission policy, which is available on both the school and Pele Trust website. The school welcomes children with known special educational needs, as well as identifying and providing for those not previously identified as having SEND.

Complaints Procedure

Upon receipt of a complaint about SEND provision, we will initially attempt to resolve the matter through the SENCO. If this proves unsuccessful then a parent will be directed to the school Complaints Procedure (available on the school website) and asked to submit a written complaint to progress to a Stage 2 complaint, i.e. Formal Stage. From this point the complaint will be handled in accordance with the stated procedures.

Policy review: June 2023
Review by: Lyn Robinson (SENCo)
Next review: July 2024

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