SEND / Inclusion Policy
Including Accessibility Plan (Checklist)

Adopted by Governors	Full Governing Body
Date	14.12.21
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Policy / Procedure checked by Date	Stuart Allman Adam James 07.12.21

Pathfield School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

This policy will support, promote and be applied with due regard to the requirements of the

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PATHFIELD SCHOOL

Special Educational Needs and Disability (SEND) Policy

We at Pathfield School believe that each pupil has individual and unique needs. If our pupils are to achieve their full potential, we must recognise this and plan accordingly. All of the pupils at Pathfield School have EHCP's (Education Health and Care Plans) and this is the starting point used for the planning and target setting process. Pathfield School aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the widest range of educational experience cognisant with their educational, medical and care needs.

This policy is in line with our teaching and learning policy and equality of opportunity policy and aims to support inclusion for all of our children. The responsibility for the management of this policy falls to the Headteacher. The Governing Body, Headteacher and the staff will work together closely to ensure that this policy is working effectively.

High quality teaching is that which is differentiated to meet the needs of all the pupils The staff and governors of Pathfield School will work to ensure that all pupils reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments. This policy aims to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of pupils. With this as an underlying principle, we believe that;

All teachers are teachers of Special Educational Needs.
Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.

Meeting the needs of our pupils requires partnership working between all those involved – Local Authority (LA), school, parents/carers, pupils, children's services and all other agencies.

School Admissions

No pupil will be refused admission to school on the basis of his or her 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.

Aims and Objectives

Aims

To provide the structure for a pupil-centred process that engages pupil, family, school and other professionals in planning for and implementing high quality, needs led provision that is consistent across the school. This is to ensure all of our pupils are able to access the same opportunities for learning, physical, communication and social emotional development achieving maximum progress, fulfilling their potential and promoting their well-being.

Objectives

The SEND Policy of the Pathfield school reflects the principles of the 0-25 SEND Code of Practice (2014). The aims of this special educational needs policy are to:

- Ensure the Equality Act 2010 duties for pupils with disabilities are met,
- To enable pupils with special educational needs to have their needs met,
- To take into account the views of the pupils with special educational needs,
- To encourage good communication and genuine partnerships with parents/carers of children with special educational needs,
- To facilitate full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum, for pupils with special educational needs,
- In conjunction with the Medical Policy make arrangements to support pupils with medical conditions and to have regard to statutory guidance supporting pupils at school with medical conditions,
- To implement a graduated approach to meeting the needs of pupils using the Assess, Plan, Do, Review process,
- Develop a culture of inclusion valuing high quality teaching for all learners, with teachers using a range of effective differentiation methods,
- Employ a collaborative approach with learners with a SEN or disability, their families, staff within school, other external agencies including those from Health and Social Care,
- Set appropriate individual learning outcomes based on prior achievement, high aspirations and the views of the learner and family,
- Share expertise and good practice across the school and local learning community,
- Make efficient and effective use of school resources,
- Have regard to the Code of Practice (2014) for the identification, assessment, support and review of special educational needs,
- Have regard to guidance detailed by Devon County Council.

Identifying and supporting Special Educational Needs & Disabilities

Definition of SEN

Pupils have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for him/her namely provision **which is additional to or different from** that normally available in a differentiated curriculum. Pathfield School regards pupils as having a Special Educational Need if they:

   a) Have a significantly greater difficulty in learning than the majority of pupils of the same age, or;
   b) Have a disability which prevents or hinders him/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
   c) A child under compulsory age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014)

Pupils must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Pathfield School will have regard to the SEND Code of Practice 2014 when carrying out its duties towards all pupils and ensure that parents/carers are informed by the school what provision is being made for their child.

Areas of Special Educational Need

Under the SEND Code of Practice 2014 pupils identified as having a special educational need (SEN) will be considered within one or more of the following categories of need:

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 children 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)

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 or attachment disorder.

Social, Emotional and Mental Health Difficulties include:
- ADD
- ADHD
- Attachment Disorder

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)

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 multisensory 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).

This Policy should be read in conjunction with the Equality Policy.

Our aims are to:

- promote individual communication styles through Total Communication
- provide opportunities for interaction with a range of people in a variety of settings
- enable every pupil to experience success
- promote individual confidence and a positive attitude
- ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- give pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- identify, assess, record and regularly review pupil's progress and needs
- involve parents/carers in planning, supporting and reviewing all stages of their children's development
- work collaboratively with parents, other professionals and support services
- ensure that the responsibility held by all staff and governors for SEND is implemented and maintained

Definitions of terms:

Definition of Disability in Equality Act 2010
The Equality Act says a disability is a **physical or mental impairment which has a substantial and long-term adverse effect on your ability to carry out normal day-to-day activities.**

Conditions that are automatically treated as a disability under the Equality Act
The following conditions are **automatically** treated as a disability under the Equality Act:

- cancer
- HIV infection
- multiple sclerosis
- severe disfigurement - this does not include tattoos and piercings
- if you're certified blind, severely sight impaired, sight impaired or partially sighted by a consultant ophthalmologist.

If you have one of these conditions and you suffer discrimination because of it, you can make a claim for unlawful discrimination.

Conditions that might be considered as a physical or mental impairment under Equality Act

There are some types of physical and mental conditions which might be treated as a disability under the Equality Act depending on the effect they have on your daily life.

Here are examples of physical and mental conditions which might be a disability under the Act:

- problems with your sight or hearing
- conditions where the effects vary over time or come in episodes such as osteoarthritis, rheumatoid arthritis, fibromyalgia and ME
- progressive conditions such as motor neurone disease, muscular dystrophy and forms of dementia
- conditions which affect certain organs such as heart disease, asthma, and strokes
- learning disabilities
- learning difficulties such as dyslexia and dyspraxia
- autistic spectrum disorders
- mental health conditions - for example, depression, schizophrenia, bipolar affective disorders, eating disorders, obsessive compulsive disorder
- impairments due to injury to the body or brain.

The specific objectives of our SEND policy are as follows:

- to identify individual pupil's special educational needs and disabilities as described in SEND Code of Practice and ensure that their needs are met
- to ensure that children with special educational needs and disabilities join in with all the activities of the school
- to ensure that all learners make the best possible progress
- to ensure parents are informed of their child's special needs and provision and that there is effective communication between parents and school

- to ensure that learners express their views and are fully involved in decisions which affect their education where possible
- to promote effective partnership and involve outside agencies when appropriate

The named SEND co-ordinator for Pathfield School will be the Headteacher. The Governing Body as a whole is responsible for ensuring appropriate provision for addressing the SEND of all our pupils.

Admissions

Pathfield School takes the recommendations and instructions from the Resource Allocation Meetings for Devon regarding admissions. The Headteacher and other appropriate staff ensure that Pathfield is the correct placement for the child with regard for all the circumstances presented to them. Governors will only become involved in the process where there is disagreement between the SEN 0-25 Team North, the head teacher and parents.

Annual Review / Target Setting

At each Annual Review, the past year will be reviewed and new progress targets will be put in place to work towards End of Key Stage Outcomes on their EHCP. Where necessary new End of Key Stage Outcomes will be added to the EHCP and those that are no longer appropriate or have been achieved, will be reviewed. From discussions at the Review a Person Centred Action Plan will be compiled.

The Action Plan will set targets for the pupil and will detail:

- the end of year targets
- the short-term targets set for or by the child
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- the named person for checking each Action point
- success and/or exit criteria

The Action Plan will be reviewed at every twelve months and the outcomes will be recorded. Pupils will participate fully in the review process according to their age and abilities. Parents/carers and all other agencies and/or professionals involved with the child will also be invited (and expected to) to participate in the target-setting and review process.

Transfer and Transition

End of Key Stage Reviews are held at Year 2, 6, 9 and 11. Discussions regarding transition into adulthood begin at the Year 9 Review and Destination Pathway paperwork tracks the planning for this transition from Year 10 to Year 14. Personalised timetables at Key Stage 5 enable students to achieve their Destination Statements and Post 19 data is tracked for 3 years once students leave to enable

improvements in transition to be ongoing as necessary. Thorough transition packages enable the smooth transition into future placements, and from school to Town Station at the end of Key Stage 4.

When pupils move to another school their records will be transferred to the next school.

Complaints

The schools' complaint procedures are set out in the school prospectus and Complaints Policy. Your child's class teacher will work closely with parents at all stages in his / her education and should be the first port of call in case of any difficulty. Parents of pupils with SEND or disabilities whose concerns cannot be resolved by the usual school procedures can request independent disagreement resolution. The school will make further information about this process available on request.

Parental Support

Weekly Parental Liaison groups are available to enable parents to access support from staff, other parents

Signposting to support services can happen at Annual Reviews where necessary, or at any time throughout the year as appropriate.

External Support Services

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

- The school receives regular visits from the nominated Education Welfare Officer and Educational Psychologist for the area.
- In addition, the school may seek advice from specialist advisory teaching services.
- Liaison meetings with pre-school settings and Portage are held to ensure a smooth start to school for children in the Foundation stage.
- The speech and language/physiotherapy/occupational therapists all contribute to the reviews of children as appropriate.
- Multi-agency liaison meetings, with representation from JAT, Health, and the Educational Psychology Service are held to ensure effective collaboration in identifying and making provision for vulnerable pupils as appropriate

Inclusion and Integration

There is a strong commitment at Pathfield School to provide as much inclusive and integrated work for pupils to make maximum progress alongside their mainstream peers.

Good effective use is made of links with mainstream schools and Petroc which maximises the opportunities for appropriate placements.

These links are further enabled by the advancing collaboration in the Pilton Association of Schools which is led by Head teachers and supported by Governors of all four schools.

The Petroc students studying health and social care also come into the school as part of their course. This benefits the school by increasing the breadth of personnel our children come into contact with and the amount of one to one support they can have in the class and group activity setting.

The Governing Body must ensure that:

- all available resources are directed towards addressing the educational and medical needs of each pupil
- SEND do not in themselves make a barrier to any reasonable educational experience provided at our school
- all personnel have due regard for the SEND Code of Practice
- parents/carers are fully involved in the planning and review of their child's SEND
- SEND policy and practice will be a major part of the Pathfield self-review programme
- SEND provision is an integral part of the school development plan.

Governors will:
- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school
- Work with the Headteacher to determine the strategic development of the SEN policy and provision in the school
The Headteacher will:
- Work with the governors to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability
Each class teacher is responsible for:
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the Headteacher, Deputies and Department leads review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

Monitoring and Evaluation

The success of the school's SEND policy and provision is evaluated through:

- monitoring of classroom practice by the Leadership Team and monitoring of curriculum by subject co-ordinators
- analysis of pupil tracking data for individual pupils and for cohorts
- value-added data for all pupils
- monitoring of procedures and practice by the Governing Body.
- school self-evaluation
- the school improvement plan, which is used for monitoring provision in the school
- visits from local authority personnel and Ofsted inspection arrangements and School Improvement Partner (SIP)
- feedback from parents and staff, both formal and informal, following meetings to produce Action Plans and targets, revise provision and celebrate success.

Training

Statutory training takes place as necessary for all staff in Safeguarding, Manual Handling, PIPS and induction for new staff involves training in Safeguarding, Behaviour management and Total Communication. A comprehensive training programme is organised each year to meet the needs of all staff as identified through monitoring and Performance Management reviews and Appraisals, as well as specific training in key areas related to needs identified in the Code of Practice, to ensure all staff are highly skilled to meet the individual needs of every child.

ACCESSIBILITY PLAN
Governors Checklist for Accessibility

Section 1: How does your school deliver the curriculum?

Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	
Yes TEACCH, Team Teach, PECS, moving and handling, alternative communication aids, Makaton, general behaviour management, SENCO, (headteacher), Communicate In Print, ABA, Sherborne, Wave 3, Total Communication, setting progressive individualised targets, Fun Fit, developing independence skills	
Are your classrooms optimally organised for disabled pupils?	
Yes Disabled width doors, footage per pupil as Devon Property regs, movable furniture to allow access and curriculum delivery, IT availability in each classroom, suitable display boards and décor to take into account visual impairment, ASD pupils in sparse environment to enhance concentration skills.	No Hearing loops, Braille signs and other symbols not available across the whole school.
Do lessons provide opportunities for all pupils to achieve?	
Yes Considerable development of curriculum planning has led to individual programmes and SMART IEPs, and SMART, progressive, individualised lesson targets. Where required, more individualised approaches to target setting and assessment will be used e.g. The Engagement Model.	
Are lessons responsive to pupil diversity?	
Yes All children have an individualised plan and individualised targets that are worked on every lesson.	No
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	
Yes Classes are frequently broken down into ability groups and individuals may be required to work on their own or on a 1:1 basis. All teachers demonstrate in their planning the use of variable cohorts of children within a class. Ongoing training takes place to improve deployment of support staff and ensuring their effectiveness is maximised in supporting learning.	No

Are pupils encouraged to take part in music, drama and physical activities?	
Yes PE classes, Hydrotherapy, swimming, Sherborne Movement as appropriate to the pupil. Music Therapy for individual children supports Communication & Interaction and Therapy through music across the key stages. Drama and Drama Therapy provided for ability groups supports Communication & Interaction and Social, Emotional, Moral & Cultural wellbeing. Playground activities and sports day, Fun Fit. We take part in county inclusive sports festivals, competitions and Ten Tors.	No

Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	
Yes Frequent breaks are built into the timetable and therapy needs of many children mean that their day is broken by scheduled changes in activity. For other pupils staff are trained to recognise when tasks have reached their end point and they provide other distractions/activities for that pupil.	No

Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	
Yes The school provides specialist equipment which supports the pupils' access to the curriculum e.g., rise and fall equipment in Food Tech. This ensures that additional time required is kept to a minimum so that the pupil maximises the chance of a positive outcome.	No Some additional adapted Food Tech equipment needed on main school site to enable better inclusion

Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	
Yes Splash Maths, Sherbourne Movement, Light Sensory Room, sensory curriculum, adapted equipment, and appropriate curriculum Ability Groups for PE across the school. Music Therapist uses music to enhance physical strengthening and development.	

Do you provide access to computer technology appropriate for students with disabilities?	
Yes Library facility includes interactive ICT suite, bespoke computer technology is in regular use by some pupils. IPads available in every classroom	No

Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	
Yes Pupils have regular school visits of varying duration which occur with due regard for the health & safety of particular pupils. There are occasions where a child is given an alternative experience where it is not considered appropriate to go with other children. Each year there is a trip to a local attraction which is externally facilitated.	No
Are there high expectation of all pupils?	
Yes No The differentiated curriculum and individualised targets mean that all pupils are challenged to succeed, commensurate with their level of ability. Recent and ongoing training has successfully updated the Curriculum to ensure all areas meet the needs of the pupils.	
Do staff seek to remove all barriers to learning and participation?	
Yes By using total communication skills, children's learning and desire to participate is motivated. This encourages innovative thinking by the staff to ensure that no child is restricted from the educational experience.	No

Section 2: Is your school designed to meet the needs of all pupils?

Does the size and layout of areas – including all academic, sporting, play, social facilities, classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils?	
Yes Access to all areas of the school building is available through internal routes, passenger lift, sloping paths in all areas, wide access points to playground areas, automatic doors, no external steps.	No New staff room and PPA Room does not have disabled access
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	
Yes Appropriate hoisting and changing facilities are available according to the needs of the child.	No Double doors at top corridor and outside the lift area are fire doors and therefore should remain shut. They are heavy with childproof handles which makes access reliant on a member of staff or ambulant children. See above.

Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	
Yes Parking arrangements for staff and visitors are separate to the access points for the school grounds.	No Signage and alternative signage for visually impaired not in place. Pedestrian access from Chaddiford Lane and Abbey Road not signed which invites visitors to use vehicular access.
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability, including alarms with both visual and auditory components?	
Yes We would not expect our pupils to be conversant with full evacuation policy. It is the responsibility of staff to ensure that all pupils are able to leave the building when necessary. We have auditory alarms and tannoy system across the school, visual alarms are active in the secondary department. Visual alarms as well as audible alarms are fitted at intervals. Emergency lighting has been renewed August 2018.	No Visual Alarms not active in all areas of school.
Are non-visual guides used to assist people to use buildings including lifts with tactile buttons?	
Yes Lift in secondary department is tactile with auditory prompts.	No Tactile trails around the school are not in place.
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?	
All pupil access doors are signed, display boards use non-reflective coverings where appropriate Coloured table cloths in dinner hall ensure good visual perception and visual discrimination.	No
Are areas to which pupils should have access well lit?	
Yes Due to large windows and availability of skylights, natural light is abundant and this is supplemented by good diffused lighting systems.	No
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?	
Yes Library ceiling lowered specifically to enhance acoustics. Music lessons/therapy are delivered in areas away from classroom bases. The majority of areas are carpeted to reduce the amount of foot noise.	No Not all doors are anti-slam.

Is furniture and equipment selected, adjusted and located appropriately?	
Yes Height adjustable tables and chairs of varying heights for pupils/staff. Food Technology room and kitchen at Town Station contains height adjustable equipment for curriculum delivery. Hoisting equipment is available in each toilet changing area and ceiling hoists have been placed in primary and secondary departments to allow equipment to floor transfer. All classes that need a ceiling hoist have one. Town Station have a gantry hoist and an additional portable hoist is available on each site.	No

Section 3: How does your school deliver materials in other formats?

Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	
Yes Communicate In Print used extensively throughout the school to provide information to pupils. Large print is available on request.	No No Braille or audiotape. Inconsistent use of coloured papers for VI.
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	
Yes All of the above and in addition tactile media is used. A questionnaire regarding parental needs is included in the admissions pack to ensure information is presented in an accessible format.	No
Do you have the facilities such as ICT to produce written information in different formats?	
Yes The formats used meet the needs of the pupils which are assessed individually.	No
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	
Yes Inclusive Technology updates and other suppliers, external advisors, regular refreshers and basic training in various signing techniques and Communicate In Print.	No