



Context

This policy complies with the statutory requirement laid out in the SEND Code of Practice (2015) and has been written with reference to the following additional guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions April 2014
- The National Curriculum in England Key Stage 1, 2 and 3 framework document Sept 2014
- The PACE Centre Safeguarding Policy
- The PACE Centre Accessibility Policy
- The PACE Centre Equality and Diversity Policy
- The PACE Centre Teaching and Learning Policy
- The PACE Centre Planning and Assessment Policy
- The PACE Centre Policy on Managing the Medical Conditions of Pupils
- Teachers Standards 2012

This policy was created by the Head Teacher in conjunction with the school SENDCO (Special Educational Needs and Disabilities Co-Ordinator) and the Board of Trustees and involved consultation with staff and parents.

The PACE Centre SENDCO for both the school and early years' provision is:

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(Headteacher)

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Aim

To raise the aspirations and maximize the outcomes of our children and young people by working within the guidance provided by the SEND Code of Practice (2015) to ensure the best possible holistic outcomes for all.

Identification of Need

The Code of Practice identifies main 4 categories of SEND:

Communication and Interaction -
Cognition and Learning
Social, Mental and Emotional Health
Sensory and Physical Need

The complex nature of our pupils means that they will have needs which overlap into several of these areas as well as additional disabilities which may require 'reasonable adjustments' as defined by current disability legislation. Many will also have significant medical needs.

The PACE Centre will consider the needs of the whole child when developing the transdisciplinary strategies necessary to ensure the successful achievement of the outcomes identified within each individual's EHC Plan.

The PACE Centre recognises that pupil behaviour, which gives rise to concern, should be viewed as a response to an underlying need and will be best addressed through interventions devised to meet that need.

A Graduated Approach to SEND Support

Definition of SEN

We recognise the DfE definition of Special Educational Needs. "A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. (SEND Code of Practice 2015 – Paragraph xiii).

Staff Responsibilities

The SEND Code of Practice requires all staff to be fully aware of the settings procedures for identifying, assessing and making provision for pupils with special educational needs, therefore all members of staff recognise it is their responsibility to seek and exchange information from parents, Team Leaders and Specialist Team Members on the individual needs of the children who attend PACE.

Role of SENDCO

The Role of the SENDCO is to:

- Work in partnership with parents, carers, staff and other professionals in gathering and sharing information to build positive partnerships (See Partnership with Parents Policy)
- Understand and apply the system for identifying and assessing children's needs in line with the SEND Code of Practice (2015).
- Ensure that parents are informed at all stages of assessment, planning, provision and review of their children's education.
- Ensure that information for all children is recorded and collated and to support liaison with other providers and professionals involved with children and their families, including transfer arrangements to other settings and schools i.e. exchange of children's records with parental permission.
- Oversee our system of planning, implementing, monitoring and reviewing individual educational plans (IEPs) for children, taking into account the views of the children and their parents/carers.
- Implement systems for identifying and supporting children through the 'Education Health and Care Plan' assessment, transfer and review process.

- Seek information, advice and training from the Early Years and Childcare Service Inclusion Team, and attend regular EYFS Network Group meetings offered by the Local Authority.
- Work with senior staff to identify training needs for all members of staff to promote inclusive practice.
- Ensure the annual review of the SEND policy is shared with parents and staff.
- Recognise the need for confidentiality and sensitivity to be maintained at all times.

Role of the Board of Trustees

The role of the Board of Trustees in implementing this Policy is to allow the SENDCO reasonable time out from regular duties to:

- Coordinate review meetings
- Contact and liaise with outside agencies
- Liaise with parents
- Complete compulsory paperwork/documents
- Complete training
- Support and liaise with staff in meeting children's needs and in Meeting the requirements of the SEN Code of Practice

The SENDCO may delegate some of these responsibilities within the education team (Heads of School) as appropriate.

Support for Pupils and Families

The PACE Centre website provides links to a range of other agencies which offer support to pupils and their families, including the Buckinghamshire Family Information Service which contains information on the local authority Local Offer.

The website also contains information on admissions, assessment, curriculum, safe-guarding and behaviour management.

www.thepacecentre.org

Support for Pupils with Medical Conditions

The PACE Centre supports pupils with a range of medical conditions and recognises their right to have full access to education, including school trips and physical education.

Please refer to The PACE Centre Policy on Managing the Medical Conditions of Pupils for further information.

Training and Resources

The PACE Centre has a comprehensive training curriculum, including a 6 month induction programme for staff, which supports the extension of knowledge and skills in relation to Cerebral Palsy and Sensory Motor disorders.



Training is available to parents and other family members to help them better support our pupils beyond the school day and we also offer external training course for fellow professionals.

All staff have access to additional external training to ensure that their practice remains current and that our services offer the best possible outcomes for our pupils.

Please see also: Accessibility Plan and Equalities and Diversity Policy.

This policy will be reviewed annually.

Date: September 2018

Review Date: September 2019

To be reviewed by: Headteacher

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.