



**PONTEFRACT**  
ACADEMIES TRUST

# Special Educational Needs and Disabilities (SEND) Procedural Instructions

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## 1. Related Policy

- 1.1 This Procedural Instruction facilitates the compliant implementation of the Trust's Special Educational Needs and Disabilities (SEND) Policy.

## 2. Summary

- 2.1 These procedural instructions have been prepared to facilitate compliance with the statutory requirements laid out in the [SEND code of practice 2015](#), and [The Equality Act 2010](#).
- 2.2 As described in the associated policy, these procedural instructions will outline the framework the Trust will use in meeting its duties and obligations and its principle values in providing an appropriate high-quality education for pupils/students with special educational needs. The Trust's Safeguarding and Child Protection Policy sets out:
- The Trust's commitment to ensure its processes ensure that all pupils/students with SEND are afforded the necessary support to afford them the same opportunity to progress and achieve the best possible outcomes as non-SEND pupils/students.
  - The legal frameworks with which SEND activities must comply.
  - Other Trust policies which impact upon or otherwise relate to SEND.
  - The consequences of failure to comply with legal, regulatory or policy requirements at a Trust and individual level.
- 2.3 These Procedurals will describe the processes applicable to those within the scope of the Special Educational Needs and Disability (SEND) Policy. The processes and requirements outlined are intended to ensure the Trust works to meet the needs of SEND pupils/students across its schools in a consistent, ethical and legally compliant manner.

## 3. Role and Responsibilities

- 3.1 There are roles within the Trust and its schools which have specific responsibilities in relation to SEND. These are outlined below:

### 3.1.1 The Trust Director of Inclusion and Safeguarding

The Director of Inclusion and Safeguarding is responsible for:

- a. Leading the Trust network of SENCo's and Senior Leadership Team members with responsibility for SEND to ensure that best practice is disseminated across the Trust.
- b. Ensuring that statutory regulations and policies are in place and implemented across each of the Trust schools.
- c. Ensuring that the Trust SEND policy is regularly reviewed and reflects legislation and best practice.
- d. Ensuring that all schools are able to carry out their statutory responsibilities regarding all pupils/students with SEND.

### 3.1.2 The Headteacher

The Headteacher is responsible for:

- a. Ensuring the school fulfils its statutory duties with regard to the SEND code of practice.
- b. Ensuring that there is a qualified teacher designated as SENCo for the school and that they have sufficient time and resources to carry out their functions.
- c. Ensuring that the SENCo is either qualified or undertaking training appropriate to the role of SENCo.
- d. Providing the SENCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- e. Regularly review the quality of teaching for pupils/students at risk of underachievement, as a core part of the school's performance management arrangements, with the support of the Senior Leadership team.
- f. Ensuring that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils/students with SEND.

### 3.1.3 The Inclusion Leader/Senior Leader with responsibility for SEND

The Inclusion Leader/Senior Leader with responsibility for SEND is responsible for:

- a. Ensuring that there are ambitious expectations for all pupils/students with SEND.
- b. Making establishing and sustaining culture and practices that enable pupils/students with SEND to access the curriculum and learn effectively a priority.
- c. Ensuring the school works effectively in partnership with parents, carers and professionals, to identify SEND pupils/students, providing support and adaptation where appropriate.

### 3.1.4 The SENCo

The SENCo is responsible for:

- a. Collaborating with the SPRB SEND link representative, the Director of Inclusion, the Headteacher and member of the SLT with responsibility for SEND.
- b. Participating in SLT meetings to assist in determining the strategic development of the SEND provision in the school.
- c. The day-to-day operation of SEND policy.
- d. The coordination of specific provision made to support individual pupils/students with SEND.
- e. Liaising with the relevant designated teacher for Looked After Children (LAC) with SEND.
- f. Advising on a graduated approach to providing SEND support.
- g. Advising on the deployment of the school's delegated budget and other resources to meet pupils/students' needs effectively.
- h. Liaising with the parents of pupils/students with SEND.
- i. Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- j. Being a key point of contact for external agencies, especially the Local Authority (LA) and LA support services for the school.
- k. Liaising with potential future providers of education to ensure that pupils/students and their parents are informed about the options, and a smooth transition is planned.
- l. Ensuring that the school keeps the records of all pupils/students with SEND up to date, in line with the school's Information Policy.
- m. Providing professional guidance to colleagues, and working closely with staff, parents and other agencies.

### 3.1.5 Teachers

Teachers are responsible for:

- Planning and reviewing support for pupils/students with SEND on a graduated basis.
- Setting high expectations for every pupil and aiming to teach them a full and ambitious curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Ensuring every pupil with SEND is able to study the full national curriculum.
- Being accountable for the progress and development of the pupils/students in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils/students with SEND they are working with.
- Understanding and implementing strategies to identify and support vulnerable pupils/students with the support of the SENCo.
- Keeping the relevant leadership up to date with any changes in behaviour, academic developments and causes of concern.

#### 4. Identifying Special Educational Needs

- 4.1 Pontefract Academies Trust recognises that early identification and effective provision improves long term outcomes for pupils/students. As part of the Trust's overall approach to monitoring the progress and development of all pupils/students, it has a clear approach to identifying and responding to SEND as outlined in the school's SEN Information Report.
- 4.2 With the support of the SLT, class teachers will conduct regular progress assessments for all pupils/students, with the aim of identifying pupils/students who are making less than expected progress given their age and individual circumstances.
- 4.3 Less than expected progress will be characterised by progress which:
- Is significantly slower than that of their peers starting from the same baseline.
  - Does not match or better the pupil's previous rate of progress.
  - Fails to close the attainment gap between them and their peers.
  - Widens the attainment gap.
- 4.4 The [SEND code of practice 2015](#) does not assume that there are rigid categories of Special Educational Need, but recognises that pupil's needs can be described using four broad areas:
- Communication and interaction.
  - Cognition and learning.
  - Social, emotional and mental health difficulties.
  - Sensory and/or physical needs.
- 4.4 The [SEND code of practice 2015](#) makes it clear that "all teachers are teachers of pupils/students with special educational needs."
- 4.5 A pupil has SEND when their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils/students of the same age. This means provision that goes beyond the approaches and learning arrangements normally provided as part of high quality, personalised teaching.
- 4.6 Early identification of SEND pupils/students is important to us. The Trust will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observations and assessments.
- Internal assessment (following the Trust’s regular and detailed calendar of tracking and assessment).
- Screening and diagnostic tests.
- Records and feedback from the family of schools.
- Information from parents.
- External exam results.
- External agency information.

Usually, it is a combination of the above rather than one single factor which is used to determine a pupil’s SEND.

4.7 The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. The Trust believes that identifying needs at the earliest point and then making effective provision improves long-term outcomes for the pupil.

4.8 The Trust identifies the needs of pupils/students by considering the needs of the whole pupil, not just the special educational needs of the pupil. The following are not SEND but may impact on progress and attainment:

- Disability (the SEND Code of Practice (Jan 2015) outlines the “reasonable adjustment “duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND).
- Attendance and punctuality.
- Health and welfare.
- Being subject to a Child Protection or Child in Need Plan.
- English as an additional language (EAL).
- Being in receipt of pupil premium grant.
- Being a child in care.
- Being a child of serviceman/woman.

## 5. The Graduated Approach

5.1 Teachers are responsible and accountable for the progress and development of the pupils/students in their class, including where pupils/students access support from Learning Support Assistants or specialist staff.

5.2 The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils/students. High quality teaching, personalised for individual pupils/students, is the first step in responding to pupils/students who have or may have SEND.

5.3 All teachers, supported by the Senior Leadership Teams, assess progress of all pupils/students every term.

5.4 The Senior Leadership Teams regularly and carefully review the quality of teaching for all pupils/students, including those at risk of underachievement, by a variety of methods. This includes reviewing and, where necessary, improving teachers’ understanding of strategies to identify and support vulnerable pupils/students, and their knowledge of the SEND most frequently encountered.

5.5 Where pupils/students are falling behind or making inadequate progress, given their age and starting point, they will be placed on a focused and carefully monitored intervention programme. In deciding whether to make special educational provision, the SENCo will consider all the information gathered from within the school about the pupil’s progress through the [Barriers To Learning Form](#).

5.6 Pupils/students will be identified as being SEND and recorded on the register if they have a diagnosed condition or an additional need identified following [the graduated approach](#) Pupils/students will have a series of intervention based on three waves of our Trust offer.

## 5.7 Wave One (Universal)

5.7.1 This describes quality teaching which considers the learning needs of all the children in the classroom. This includes providing personalised work and creating an inclusive learning environment. (See Trust Inclusion Directory).

## 5.8 Wave Two (Targeted)

5.8.1 Specific, additional and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave Two interventions are often targeted at a group of pupils with similar needs.

## 5.9 Wave Three (Specialist)

5.9.1 Targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include specialist interventions.

5.9.2 This information gathering will include an early discussion with the pupil, their parents/carers and teachers/ SENCO, developing a good understanding of the pupil's areas of strength and difficulty, the parents'/carers' concerns, the agreed outcomes sought for the pupil and the next steps.

5.9.3 Consideration of whether special educational provision is required starts with the desired outcomes, including the expected progress and attainment, and the views and wishes of the pupil and their parents/carers. This then helps determine the 'different from' or 'additional to' support/provision that is needed. The overriding purpose of this early action is to help the pupil achieve the identified outcomes and remove any barriers to learning.

5.9.4 When it is decided that a pupil does have SEND, the decision is recorded in the School's SEND register and the pupil's parents/carers are informed that special educational provision is being made.

## 6 SEND Support in Schools

6.1 When a pupil is identified as having SEND, our aim is to remove their barriers to learning and put effective special educational provision in place, which is recorded on the pupil's record. This SEND support takes the form of a four-part cycle, known as the graduated approach, which supports the pupil in making good progress and securing good outcomes. This draws on more detailed approaches and more specialist expertise in successive cycles, in order to match interventions to the SEND of the pupil.

### 6.2 Assess

6.2.1 In identifying a pupil as needing SEND support, the SENCo, with support from the teacher, carries out a clear analysis of the pupil's needs in the form of a [One Page Profile](#).

6.2.2 Some pupils/students may require specific short-term targets in order to support access and success in smaller steps. These targets are recorded on the pupils 'One Page Profile' and reviewed formally

as part of a review. This draws on teachers' assessments and experience of the pupil, their previous progress and attainment, the individual's development in comparison to their peers and national data, the views and experience of parents/carers, the pupil's own views and, if relevant, advice from external support services.

- 6.2.1 The Trust takes any concerns raised by parents/carers seriously and compare them to our own assessment and information on how the pupil is developing. This assessment is reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their impact is developed. A formal review of the One Page Profile will be undertaken at least three times annually, should bespoke targets be in place.

### 6.3 Plan

- 6.3.1 All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will be recorded on their One Page Profile. The SENCo will ensure that this is shared with all relevant members of staff.
- 6.3.2 The support and intervention provided is selected to meet the outcomes identified for the pupil. Parents/carers will be made fully aware of the planned support and interventions.

### 6.4 Do

- 6.4.1 The class teachers remain responsible for working with the pupil in class on a daily basis, even when the interventions involve group or one-to-one teaching. They work closely with support staff or specialist teachers to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching. The SENCo supports the class teachers in the further assessment of the pupil's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

### 6.5 Review

- 6.5.1 The effectiveness of the support and interventions, and their impact on the pupil's progress, are reviewed every term, along with the views of the pupil and their parents/carers. This then feeds back into the analysis of the pupil's needs.
- 6.5.2 The class teacher, working with the SENCo, revises the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with parents/carers and the pupil. The review is recorded on the [One Page Profile review](#) which will assess progress against targets (if appropriate).

### 6.6 My Support Plan

- 6.6.1 If progress is not being made or a pupil's/student's needs cannot be met with additional support through their One Page Profile and short term targets the school will, in consultation with parents or carers, submit a request for involvement. This stage can include putting in place a My Support Plan, further assessments of needs, observing lessons, a programme of specialist sessions from advisory teachers.
- 6.6.2 A My Support Plan should identify how the school's delegated budget and access to services through the Local Offer can be made to support the child/young person, as well as how a range of



professionals are offering support.

6.6.3 A My Support Plan is a framework to record:

- What is important to the child/young person and their family and how best to support them.
- Contributions from all advice givers.
- A shared understanding of an individual's strengths and needs.
- What is in place and what needs to change.
- Agreed outcomes and actions.

6.6.4 A My Support Plan is not a statutory document. However, it is the document which all educational settings will use to request a statutory assessment. It forms the basis for the subsequent EHC Plan (if determined as appropriate) and should remain in place, even if the decision is to not proceed to a statutory assessment.

6.6.5 A My Support Plan should be reviewed termly using the most up to date paperwork from Wakefield Local Offer.

## 7 Referral For An Education, Health And Care Plan (EHCP)

7.1 Where, despite the school having taken relevant and purposeful action through the SEND Support process to identify, assess and meet the needs of the pupil, the pupil has not made expected progress, the school or parents/carers should consider requesting an Education, Health and Care (EHCP) needs assessment.

7.2 If they identify that additional funding and support are needed from the Local Authority high needs block, the school will then review the MSP, which will lead to an EHCP assessment and, if successful, an Education Health Care Plan. The decision to make a referral for an EHC Plan will be taken at a progress review with agreement from known professionals.

7.3 The application for an Education, Health and Care Plan will combine information from a variety of sources including parents/carers, teachers, SENCo, social care, health professionals and educational psychologists.

7.4 Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. The decision will be made by a panel, which will include people from education, health and social care, about whether or not the pupil is eligible for an EHC Plan. Parents/carers have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

7.5 Where a pupil has an EHC Plan, the Local Authority must review that plan, as a minimum, every 12 months. The Local Authority will require schools to convene and hold annual review meetings on their behalf. The 'assess/plan/do/review' cycle will still continue, and further agencies and professionals may get involved.

## 8 Managing Pupil/Student Needs on The Send Register

8.1 The SEND Code of Practice identifies four areas of need: communication and interaction; cognition and learning; social, emotional and mental health; physical and sensory needs. If individual pupils require provision 'different from or additional to' that of their peers in any of these areas to access learning or engage in school, they may with consultation of professionals be identified with SEND.

8.2 A pupil who has been identified as having SEND and is on the SEND register, either under the category of SEND Support (including a My Support Plan) or EHCP Plan, has their progress carefully monitored every term

by the teacher, SENCo and Senior Leadership Team. This then highlights any areas of concern or underachievement, taking into account the pupil's difficulties, and action is taken, identifying which wave of support the pupil is receiving.

- 8.3 Alongside this, the pupil will have their own One-Page Profile, which identifies their barriers to learning, needs, clear outcomes and incorporates the 'assess/plan/do/review' graduated approach set out by the SEND Code of Practice (Jan 2015).
- 8.4 The class teachers / SENCO are responsible for maintaining, updating and evidencing progress according to the outcomes described in the plan. Alongside the one-page profile, some pupils/students may have a personalised provision timetable, which shows when the pupil is receiving provision that is in addition to or different from their peers. These will both be reviewed as part of the 'assess/plan/do/review' process every term, involving a meeting with the SENCo, parents/carers and pupil. If they identify that they are unable to fully meet the needs of a pupil through their own provision arrangements, they can then refer to external agencies and professionals to complete a My Support Plan.
- 8.5 Pupils/students and parents/carers are involved at every part of the process, their considerations and views will be considered, and termly review meetings will be arranged. The SENCo, parent and pupil will be fully aware of their role in meeting the outcomes and helping the pupil overcome their barriers to learning.
- 8.6 The SEND register will be managed by the school SENCo and overseen by the Senior Leader with responsibility for SEND. This will be reviewed for accuracy on a regular basis (at least termly) and shared with relevant key members of staff, such as office managers, class teachers and leadership teams.

## 9 Criteria For Exiting the SEND Register

- 9.1 The SEND register is a flexible register. The register will be reviewed at least three times a year by the SENCo and Senior Leadership Team.
- 9.2 If pupils/students, when having received appropriate identified support, begin to make good progress and close the gap with their peers and needs are being met through quality first teaching, they can come off the SEND register, in consultation with parents/carers. If pupils/students' needs are being managed successfully within the classroom, with no different from or additional to support, then the pupil no longer needs to be classed as SEND Support. They may be placed on the monitoring section of the SEND register and a One Page Profile should remain to ensure that provision is highlighted.

## 10 Supporting Pupils/Students and Families

### 10.1 The voice of the pupil

- 10.1.1 All pupils/students should be involved in making decisions, where possible, right from the start of their education. The ways in which pupils/students are encouraged to participate should reflect the pupil's evolving maturity.
- 10.1.2 Participation in education is a process that will necessitate all pupils/students being given the opportunity to make choices and to understand that their views matter. Confident, young people, who know that their opinions will be valued and who can practice making choices, will feel safe, secure and supported throughout their educational experience.

10.1.3 At Pontefract Academies Trust, we encourage pupils/students to participate in learning by:

- Regular target setting in line with the school's policy.
- Participation in the Annual Review of EHC Plans.
- Participation in transition planning.
- Being involved in decision making.
- Pupil Voice activities.

10.1.4 The School's SEND Information Report is available on each school's website for parents/carers to access. Each School has links with other agencies which support families and pupils/students. Admission arrangements can be found in the School's Admissions Policy.

10.1.5 A transition process takes place for those pupils/students moving into school, moving between classes and into secondary school/Post 16 education. Arrangements are made for all pupils/students but an enhanced transition package, where necessary, will be put in place for those pupils/students who have special educational provision, adapted to the needs of the pupil.

10.1.6 The Local Authority has a parent support service, for the parents/carers of any pupil with SEND, which provides advice and information about matters relating to SEND which can be accessed [here](#).

## 11 Supporting Pupils/Students At School With Medical Conditions

11.1 Our schools recognise that pupils/students within school with medical conditions should be supported so that they have full access to education, including school trips and physical education. Some pupils/students with medical conditions may be disabled and, where this is the case, the school will comply with its duties under the Equality Act 2010.

11.2 Some pupils/students may require a care plan in order to support these medical needs which will be reviewed annually (or sooner if required) with relevant medical advice. Care plans will be available and shared with all staff working with the pupil.

11.3 Some pupils/students may also have Special Educational Needs (SEND) and may have an Education Health and Care (EHC) Plan, which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (Jan 2015) is followed. Specific personalised arrangements are put in place in our schools to support pupils/students with medical conditions.

## 12 Supporting Pupils/Students at School With Mental Health And Wellbeing

12.1 The mental health and wellbeing of all members of Pontefract Academies Trust (including staff, pupils/students and parents/carers) is fundamental to our philosophy and ethos.

12.2 The Trust is committed to developing a whole school positive mental health and wellbeing ethos, which raises awareness and understanding, and reduces stigma amongst pupils/students, staff and parent/carers. The Trust aims to help young people express their feelings, build their confidence and emotional resilience, and therefore their capacity to learn.

12.3 Teaching pupils/students the signs of poor mental health and self-help techniques, to support good mental health, is key, as well as providing support at an early stage in school. Schools will have access to Mental Health First Aiders and regular training.

- 12.4 The culture within schools promotes pupils/students' positive mental health and wellbeing, and avoids stigma by:
- Having a whole-school and Trust approach to promoting positive mental health and wellbeing, within an ethos of high expectations and constant support.
  - Having a committed staff community that sets a whole-school culture of positive mental health and wellbeing, support and value.
  - Having a robust regime of continuing professional development (CPD) for staff.
  - Working closely with pupils/students, parents and carers.
  - Whole school promotion of building individual resilience and tenacity, through the use of pupil levels in all areas of the curriculum.
- 12.5 Where staff are concerned about a pupil's mental health, they should discuss this with key individuals and, where appropriate, make a safeguarding referral to the School's Designated Safeguarding Lead.
- 12.6 Pontefract Academies Trust are mindful of pupils absent from school due to mental or physical ill health or special education needs / disabilities. Our schools will consult the Attendance Policy and the DFE guidance on Mental Health in order to implement any support that could be offered from the SENCO to support attendance.

### 13 Monitoring and Evaluation of SEND

- 13.1 The Trust regularly and carefully monitors and evaluates the quality of provision we offer all pupils/students. The school reports the effectiveness of SEND provision to the Executive Leadership Team, the School Performance Review Board, the Trust Board and its Educational and Standards Committee.
- 13.2 The Director of Inclusion and Safeguarding ensures that the SEND policy and procedures are regularly reviewed and implemented in line with legislative guidance and policy updates.

### 14 Complaints procedure

- 14.1 All complaints relation to SEND provision, procedures and inclusion should be handled through The Trust's Complaints Policy.

### 15 Procedural Instruction Author

- 15.1 This Procedural Instruction and all associated guidance and forms are the responsibility of the Director of Inclusion and Safeguarding.

### 16 Procedural Instruction Approval

- 16.1 This Procedural Instruction is approved by the **Executive Leadership Team**. It became effective on **03/07/24**.

### 17 Procedural Instruction Review

- 17.1 This Procedural Instruction will be reviewed in line with the SEND Policy it supports, every two years.
- 17.2 As processes are often subject to more frequent change, this Procedural Instruction will only be re-presented to the Executive Leadership Team in the event of material changes.

17.3 This Procedural Instruction was last reviewed on **20/06/24**.

## 18 Procedural Instruction Distribution

18.1 This Procedural Instruction will be made available via:

- The Compliance Library
- The Trust Website
- School Websites

## 19 Version Control

19.1 The changes to this Procedural Instruction over time will be documented on Every.

19.2 If you spot any broken links or errors within these procedural instructions, please report this to [clerk@patrust.org.uk](mailto:clerk@patrust.org.uk).