



**Blackpool Gateway Academy**

**2021-2022**

**Special Educational Needs and  
Disabilities Policy**

**SEND Team:**

Deputy Headteacher and Lead SENCo : Miss E Frankland NASC award

SENDCO- Mr J Kenny NASC award

SEND Governor : Gemma Clayton

Written by:	E. Frankland
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By:	E Frankland

## **INTENT**

Blackpool Gateway Academy values the abilities and achievements of all of its pupils, and is committed to providing for each pupil the best possible environment for learning. We recognise the entitlement of all pupils to a balanced, broadly based curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive. The Inclusion Team and Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

*“Teachers are both responsible and accountable for the progress and development of all pupils in their class, including those pupils who access support from teaching assistants or specialist staff. Where support staff work with pupils with SEND, the teacher has overall responsibility for those pupils and must ensure that they make appropriate progress.”*  
(NASUWT)

## **GATEWAY'S CORE VALUES**

The school has six core values which ensure a consistent, fair, calm and productive environment to enable all children to learn in a nurturing and positive atmosphere. Our core values are displayed in every classroom and all communal areas around school and are known as:

**Excellence-** Always trying to be the best you can be in all areas of school life.

**Respect-** This means having respect for yourself, others and school property. It also means being polite and using your manners throughout the school day.

**Ambition-** To have hopes and dreams for your future and knowing the strategies of how to get there.

**Resilience-** The ability to bounce back from challenges and to keep trying to achieve your goals.

**Pride-** To have a feeling of self-worth and to take pleasure in your appearance and the presentation of your work.

**Integrity-** To be treated and to treat others fairly and honestly.

In addition, class teachers may set appropriate and specific rules for individual classes. As a school we recognise the need to reward good choices in behaviour. It is instilled in our children from an early age that they have a choice in how they behave. We use a positive approach in encouraging good attitudes by rewarding and praising appropriate behaviour.

## **Aims:**

- To raise the aspirations of and expectations for all pupils with SEND.
- To ensure all children are “safe, happy and learning”, giving them the experience of a caring, supportive school where learning is enjoyable.
- To help each child develop a positive self-image, promoting self-discipline, self-awareness and self-confidence.
- To adapt the curriculum to meet a diversity of interests and needs associated with differing abilities, gender and backgrounds, both cultural and socioeconomic.
- To give all pupils a curriculum entitlement that is broad, balanced and relevant.

## **Objectives:**

- To work within the guidance provided in the SEND Code of Practice, 2015 and to implement it effectively across the school.
- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND.
- To ensure that every pupil experiences success in their learning and achieves to the highest possible standard.
- To enable all pupils to participate in lessons fully and effectively.
- To value and encourage the contribution of all pupils to the life of the school.
- To work in partnership with parents.
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the SEND Policy.
- To work closely with external support agencies, where appropriate, to support the need of individual pupils.
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.

## **ADMISSION ARRANGEMENTS AND FACILITIES TO ENABLE INCLUSION:**

The school does not discriminate against the admission of pupils on the grounds of a special educational need, where their differing abilities can be catered for and their needs met within a mainstream setting.

Disability (the Code of Practice 2015) outlines the 'reasonable adjustment' duty for all settings and schools provided under current disability equality legislation. There is wheelchair access throughout the school, a lift with key access for those who require it and a shower room, as well as toilets that are accessible to all on both levels.

We at Blackpool Gateway Academy, provide an engaging, broad and balanced curriculum for all children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. A minority of children have particular learning and assessment requirements that could create barriers to learning. These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

Children may have special educational needs either throughout, or at any time during, their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

The SEND policy was written to comply with the statutory requirements laid out in the SEND Code of Practice 0 – 25 (September 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (September 2015)
- SEND Information Report Regulations (2015)
- Statutory Guidance on supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy

- Accessibility Plan
- Teachers Standards 2012

## **IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

The 2015 Code of Practice says that: A person has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

All of our school policies are interlinked and should be read and informed by all other policies. In particular, the SEND policy is linked to behaviour, anti-bullying, medical and curriculum policies.

- No more statements will be issued by the Local Authority. Statements have been replaced by Education, Health and Care plans (EHC Plans) which can be used to support pupils from birth-25 years.
- School Action and School Action Plus have been replaced by one school-based category of need known as 'Special Education Needs Support' (SEND). All pupils are closely monitored, and their progress tracked each term. Those at SEND are additionally tracked by the phase leader SENDCO.
- We are working closely with parents and pupils to ensure that we take into account the child's own views and aspirations and the parents' experience of, and hopes for, their child.
- All pupils benefit from 'Quality First Teaching': this means that teachers expect to assess, plan and teach all pupils at the level which allows them to make progress with their learning. 'Every teacher is a teacher of every child including those with SEND.' In addition, we implement some focused interventions to target particular needs and skills.
- We have high expectations of all our pupils. Pupils on our SEND register make progress that compares well with the progress made by other pupils in school.

## **IMPLEMENTATION**

### **Identifying Special Educational Needs and disabilities**

The definition of Special Educational Need and Disabilities (SEND) is set out in section 156 of the Education Act 1993.

**Special Educational Need** - a child has Special Educational Needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her. A pupil has SEND where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age.

The SEND Code of Practice (2015) states, High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to and or different from this. This is a special educational provision under Section 21 of the Children and Families Act 2015.

Pupils with SEND are identified by one of these assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

The progress of every child is monitored at termly pupil progress meetings. Where pupils are identified as not making progress in spite of Quality First Teaching they are discussed with the Class teacher and, if necessary the SENDCO for that phase (EYFS, KS1 or KS2). All of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress, is considered. This includes high quality and accurate formative assessment.

Class teachers are continually aware of pupil's learning. If they observe that a child, as recommended by the 2015 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek further advice. A 'Cause for concern' form will be completed by the class teacher and will detail the individual child's needs. This is characterised by progress which:

- a. is significantly slower than that of their peers starting from the same baseline
- b. fails to match or better the child's previous rate of progress
- c. fails to close the attainment gap between the child and their peers

At Blackpool Gateway Academy all pupils on the SEND register are discussed at termly meetings between the SENDCO and the class teachers. A 'Cause for concern' document is completed by the class teacher if needed, and strategies and interventions are put into place. All of the documents are uploaded and saved securely onto the schools filing system, "Edukey".

Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support. Otherwise, the child is placed at SEND Support on our SEND register.

Although the school can identify some Special Educational Needs, and make provision to meet those needs, we do not offer diagnoses. For any diagnosis, Parents are advised to contact their GP and school will seek further advice and support from educational psychology. At Blackpool Gateway Academy we recognise the need to look at the 'whole child' and further areas which may impact on a child's progress and attainment, will be investigated such as:

- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

### **Areas of Need**

There are four categories of SEND as stated in the SEND Code of Practice 2015:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Physical and sensory.

**Communication and interaction** – children with speech, language and communication needs who have difficulty in communicating with others. They may have difficulty with one, some or all of

the different aspects of speech, language or social communication at different times in their lives. Children with an Autism Spectrum Disorder, including Asperger's Syndrome and Autism are likely to have difficulties with social interaction, language and communication.

**Cognition and learning** – support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a range of needs including moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) and specific learning difficulties (SpLD).

**Social, emotional and mental health difficulties** – children may experience a range of social and emotional difficulties which may 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 that are medically unexplained. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

**Sensory and/or physical needs** – some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or multisensory impairment (MSI) will require specialist support and/or equipment to access their learning. Some children with a physical disability will also require additional ongoing support/equipment to access the opportunities available to their peers.

A child must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which he or she will be taught in school.

### **Termly Pupil Progress Meetings**

Here quality first teaching, interventions, progress and attainment is discussed with the Senior Leadership Team, phase SENDCO, key stage lead and members of the relevant key stage team.

Together, at the Pupil Progress Meetings (PPM), a decision is made whether to place the child on the SEND register or to monitor the child for another half term where the SENDCOs can review intervention currently being received. If a child is placed on the SEND register they will be given their own provision map with SMART (specific, measurable, achievable, realistic and time bound) targets, for them to work towards during each half term. Some targets may run over a full term depending on the specific child. These targets are set with parents, the class teacher and where necessary school SENCOs. This procedure is monitored half termly and will be reviewed at the next PPM.

### **A graduated approach to Special Educational Support**

At Blackpool Gateway Academy the graduated response is adopted for pupils identified as having SEND. The level and type of support is provided to enable the student to achieve adequate progress. Provision is identified and managed by the phase SENCO but will be planned and delivered by teaching and support staff. The Assess – Plan – Do – Review cycle is employed here as instructed in the SEND Code of Practice 2015.

There are three levels of support.

**Wave 1:** is what every child can expect from the school.

**Wave 2:** is extra help targeted at particular difficulties and may include some short-term 1:1 sessions or small group interventions.

**Wave 3:** is for pupils who have very special and long-term needs.

### **Wave 1**

Every teacher is a teacher of every child including those with SEND. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Blackpool Gateway Academy regularly observes teaching across the school in its observation schedule to maintain standards. It also has termly Pupil Progress Meetings to rigorously monitor progress of all of its pupils and tracking reports are also completed every half term. All of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress, is considered. This includes high quality and accurate formative assessment.

At Blackpool Gateway Academy, our teachers know how to:

- Explain things in simple words and in ways that help pupils remember. We use lots of visual resources on our whiteboards and in our communication
- Give instructions so that pupils listen, understand and remember
- Make sure that your child knows how much time they have to get their work done
- Ask questions that check out your child's understanding
- Adapt the classroom and the seating plan so that everyone can see and hear
- Assess children's progress at least once a term and do extra assessments to pinpoint why a child has difficulty learning
- Differentiate lesson plans to accommodate student's strengths and weaknesses
- Understand and talk with pupils who are shy, worried or angry; and include them in school life
- Settle pupils whose behaviour is challenging

At Blackpool Gateway Academy, our teachers use a multi sensory approach to teaching. This involves using;

- Practical equipment to help pupils understand complicated ideas
- Special adaptations, including ICT, for pupils who have difficulty seeing, hearing or moving
- Use talking and questioning so that pupils are confident about writing
- Strategies to help with writing e.g. word mats, mind maps, word banks

At Blackpool Gateway Academy, our teachers receive general advice from the phase SENDCO, Speech and Language therapy, ASD Specialists, and Educational Psychology. We also liaise with Child and Adolescent Mental Health Service (CAHMs) (these professionals advise on emotional and mental health needs) and the School Nurse.

### **Wave 2**

If a child is not making adequate progress highlighted from our assessment procedures then they will be moved to Wave 2. Here children will be added to the SEND register at the SEND Support level. At Blackpool Gateway Academy, we provide short-term, individual or small-group interventions for pupils who experience barriers to learning. These can be different in each year group and include: Speech and language and social groups

- Fine Motor Skills groups (for handwriting neat or to help pupils cut and draw)
- Plus 1 and Power of 2 (Mathematics intervention)

- Daily phonics teaching (1:1 or in small groups)
- Typing skills
- 'Story talking' to help pupils learn the skills to make up their own stories
- BAT (Behaviour advisory team)

### **Additional support and intervention at Wave 2**

- Seek advice from Educational Psychologists to improve teaching for individual pupils
- Train teachers to work with additional adults in the classroom
- Train staff with regard to different areas of SEND
- Children entering Wave 2 to be assessed by our specialist teacher
- Intervention training for staff - Each intervention is planned, evidenced, reviewed and analysed regularly for effectiveness. TAs and the phase SENCO are involved in this process. The child's progress is then reviewed termly by the phase SENCO reviewing the interventions and at the Pupil Progress Meetings.

### **Wave 3 - Statutory Assessment/ EHC Plans**

If a student fails to make adequate progress in spite of high quality, targeted support at SENS and has demonstrated a significant cause for concern, the school and / or a parent / carer may decide to request that the LA undertakes a statutory assessment. This may lead to the student being provided with an EHC plan. If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting. The phase SENCO is responsible, on a daily basis, for providing support and mentoring, allocating pupils with statements/EHCPs a specified amount of support.

At Wave 3 a child may have a statement of educational needs or an EHCP. At Wave 3 the phase SENCO may ask some of the following professionals to provide advice, teaching or to prepare a special programme of support for your child. The programme will be carried out by additional adults or teachers who work at Blackpool Gateway Academy:

- Intervention and support from specialist teachers of the deaf (as needed)
- Termly or twice termly visits from specialist teachers of the visually impaired (as needed)
- Termly or twice termly visits from specialist teachers of pupils who have ASD or Global Delay (as needed)
- Assessment by an Educational Psychologist
- A special and personal plan that meets the unique needs of the child.
- Specialist teacher
- Counsellor
- Speech and Language Therapist (SALT)
- Clinician from the Child and Family Service (CFCS)
- Psychologist from the Child and Adolescent Mental Health Service (CAMHs)
- Teacher from the Pupil Referral Service (SERF - Special Education Resource Facility)
- If your child has behavioural, emotional or social difficulties, there may be a learning mentor
- Occupational Therapist
- Medical staff
- Physiotherapist
- Teaching assistant supporting in lessons as needed.



All class teachers are responsible and accountable for the progress and development of all pupils in their class - including those pupils who access support from teaching assistants or specialist staff.

In providing support that is additional to or different from the universal offer, the following 4 stage process will be used:

### **Assess, Plan, Do and Review:**

**Assess**– A clear understanding of a child’s needs is crucial to planning effective strategies, creating appropriate provision and influencing the adjustments to teaching that will lead to good progress and improved outcomes. After a period of getting to know the child and following on from formative assessments (tests), teachers identify which pupils are not making progress to reach their individual targets and will complete an ‘initial concern form’ and discuss these with the SENCO before termly pupil progress meetings. Further assessment is then carried out to establish a clear analysis of a pupil’s need. These may include teacher assessments and experiences of the pupil in class, behaviour, attendance, pupil’s own voice, the views and experiences of parents/carers and the individual’s development in comparison with their peers, observations by SENCO’s or external agencies.

**Plan**– The first step in responding to a pupil’s identified need is to ensure that high quality teaching, differentiated for individual pupils, is in place. Additional intervention and support cannot compensate for a lack of quality first teaching. Following assessments the teacher needs to identify what changes or adaptations to quality first teaching. Once the specific areas of need and gaps in learning and development have been identified, additional or different intervention targeted at these key areas can be planned and delivered. All interventions are added to the class provision map and progress of SEND children is reviewed during half termly pupil progress meetings. Responsibility for planning lies with the class teacher.

**Do** – The class teacher is pivotal in daily responsibility for working with all pupils, including those where interventions and targeted provision is needed. This may involve group work or one to one teaching away from the class to meet children’s needs. Teachers work closely with teaching assistants and specialist staff involved to plan and assess the impact of targeted interventions.

**Review** – At the end of any interventions or targeted provisions, outcomes are comprehensively evaluated. This may be through comparing baseline data with data collected at the initial assessment point, reviewing pupils’ progress in relation to the targets set, and also reviewing other factors that may have affected progress. Evaluations include the overall effectiveness of the intervention and the identification of where more evidence is needed and details of what the next steps need to be. Throughout school, children with SEND have individual provision maps (IPMs) which are reviewed half termly. If a pupil has a Statement of SEND or an Education, Health and Care Plan, (EHCP) the impact of interventions and progress towards their targets on their plan are formally reviewed through a person centred review on an annual basis by everyone involved with the child.

To produce an inclusive environment and raise the aspirations of and expectations for all pupils with SEND, Blackpool Gateway Academy uses ‘Edukey’ as the main provision mapping tool to record information, such as provisions and external agency input and advice.

### **Ensuring Progress for pupils on the SEND register**

Every child is involved in the assessment cycles including the Pupil Progress Meetings. This enables pupils to be identified as requiring SEND support. Class teachers are responsible for

evidencing the progress of SEND pupils in their classes. The phase SENDCO is responsible for managing the SEND register and keeping it up to date. The SENCOs and class teachers track the pupil's provision and cost of this provision on a termly basis. The level of provision employed for a pupil will be decided at relevant stages in the monitoring cycle and follow the Wave levels identified above. All interventions will become outcome based and have clear time frames to comply with the SEND Code of Practice 2015 guidance. Every intervention will be monitored and evaluated on a termly basis for effectiveness. Each TA delivering support and interventions are required to keep accurate, detailed and consistent records of their support and their interventions. Paperwork for TAs is continually reviewed and updated to make sure it is fit for purpose and complies with the guidance in the SEND Code of Practice 2105. Some children at Wave 2 who continue to struggle with progress may either be put forward for Statutory Assessment for an EHCP or for additional funding from the LA.

### **Training and resources**

The SENDCO team are responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for pupils with statements of special educational needs and Education Health and Care plans. The Headteacher informs the governing body of how the funding allocated to support special educational needs has been employed. All of our teachers are trained to work with pupils with SEND. All staff have access to advice, information, resources and training to enable them to teach all pupils effectively.

We offer CPD opportunities through access to in-house training or Teaching School twilight courses, provision of books or guidance towards useful websites. Some of our staff have ELKLAN training which helps them to support pupils with communication difficulties. Some staff also have expertise and training on other areas or specific interventions. All TAs work with pupils with SEN and disabilities. Regular CPD is arranged for staff to meet their needs identified in audits, lesson observations and performance management. The school's SENDCOs regularly attend SENDCO network meetings in order to keep up to date with local and national updates in SEND.

### **SEND Governor**

The governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these pupils and ensure that funds and resources are used effectively. The governing body has decided that pupils with special educational needs will be admitted to the school in line with the school's agreed admissions policy. The school's SEN Governor meets with the school SENCOs termly to discuss progress.

### **SEND Team (EYFS, KS1, KS2 and SEND assistant)**

- Disseminating information and raising awareness of SEND issues throughout the school.
- Overseeing the day-to-day operation of the school's SEND policy.
- Coordinating provision for pupils with SEND.
- Liaising with and advising fellow teachers.
- Overseeing the records of all pupils with SEND.
- Managing the deployment of Teaching Assistants
- Managing and developing the roles of Teaching Assistants.
- Liaising with parents of pupils with SEND.
- Contributing to the in-service training of staff.
- Attending local and national SENCO training.
- Liaising with external agencies including the LA's support and educational psychology services, speech and language services, health and social services and voluntary bodies.

- Co-ordinating and developing school based strategies for the identification and review of pupils with SEN.

## **Teachers**

The code of practise states that every teacher is a teacher of every child including those with SEND. We do this through:

- Devising support strategies and implementing differentiated methods to enable all pupils to access the curriculum.
- Recognising that central to the work of every teacher is the cycle of Assess, Plan, Do, Review which takes account of the wide range of abilities, aptitudes and interests of the pupils in their classes.
- Ensuring statemented/EHCPs targets are considered in lessons.
- Monitoring progress of pupils with SEND.
- Being fully aware of the school's procedures for SEND.
- Raising individual concerns to SENDCO.

## **Teaching Assistants**

Teaching Assistants roles and responsibilities are:

- To support pupils with SEND and the wider school population.
- Plan and deliver individualised programmes where appropriate, in collaboration with the class teacher.
- Monitor progress against EHCP targets using record sheets.
- Assist with drawing up individual plans for pupils, as required.
- Contribute to the review progress, either in person or with a written report.
- Work with small groups in or out of the classroom, under the direction of the class teacher.
- Work 1:1 with pupils with statements/EHCPs
- Support pupils on Educational Visits, as required.
- Jointly plan with teachers, where appropriate.
- Keep detailed and accurate records of support and interventions.
- Attend meetings as required.

## **Dealing with complaints**

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure. If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the class teacher who will try to resolve the situation. If necessary this will be alleviated to the Deputy Head or Headteacher. If the issue cannot be resolved within 10 working days, the parent can submit a formal complaint to the Chair of Governors in writing or any other accessible format. The Chair of Governors reply within 10 working days. Any issues that remain unresolved at this stage will be managed according to the schools Complaints Policy. This is available on the school website or on request from the school office.

## **Bullying**

Blackpool Gateway Academy has a zero-tolerance approach to bullying towards any child. We will actively investigate all allegations and, if there is cause and work with all children involved to improve their social skills. For more information please refer to the following: Anti- Bullying Policy–

available on our website or on request, from the school office. Our Behaviour and Nurture Policy is also available on our website or on request, from the school office.

## **Equal Opportunities**

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and nonjudgmental attitude throughout the school. Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society.

## **IMPACT**

### **Children with SEND will:**

- be included in all areas of school life in an supportive and secure environment
- be able to reach their potential in all areas of the curriculum
- be supported to remove any potential barriers to their learning
- have high expectations of their individual learning
- make rapid progress
- be supported through the graduated response
- be involved with their learning plan and target setting
- have a voice

### **Criteria for exiting the SEN register**

Pupils will exit the SEND register when their progress is in line with local and national expectations and their support is no longer deemed necessary for them to continue to maintain their progress. These discussions will occur in the relevant meetings and parents will be kept informed of any decision relating to their child.

### **Transition**

We understand how difficult it is for pupils and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher or Secondary SENCO
- Opportunities to take photographs of key people and places in order to make a transition passport.

Enhanced transition arrangements are tailored to meet individual needs. At the end of each year the current teacher meets with next year's teacher to discuss the transition of the pupils and especially the pupils with SEND. The Year 6 SEND pupils moving to the Secondary Phase are discussed between the Primary SENDCOs, Secondary SENDCO, Headteacher, Family Support Officer and Year 6 Teacher.

The School SENDCOs manage and oversee arrangements made for pupils to access exams and other assessments. For more information to support your family and your child please refer to the following: The Blackpool local offer –

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Blackpool Local Offer is available from the website: <https://blackpool.fsd.org.uk/kb5/blackpool/fsd/localoffer.page>

Blackpool Gateway Academy's Admissions policy and arrangement are available on our website.

Supporting pupils at school with medical conditions Blackpool Gateway Academy recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some pupils with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some pupils also have special educational needs and Disabilities (SEND) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and here, the SEND Code of Practice (2015) is followed. Blackpool Gateway Academy wishes to ensure that pupils with medical conditions receive appropriate care and support at school. The school's policy for managing the medical conditions of pupils has been developed in line with the Department for Education's guidance. Blackpool Gateway Academy's policy for, 'supporting pupils with medical conditions' is available on our website or on request, from the school office.

### **Reviewing the policy**

Due to the climate of reform under the new requirements of the SEND Code of Practice 2015 Blackpool Gateway Academy will review their SEND policy annually (or sooner in the event of revised legislation or guidance).

Signed: Emma Frankland (Deputy Headteacher and Strategic SEND Lead)

Date: September 2021

Primary / Lead Senco

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