



Pathfinder Multi Academy Trust

Ordinary Available Provision and Graduated Response

This document provides guidance on equality of opportunity and consistency of approach across all our schools within Pathfinder Multi Academy Trust

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Purpose of document

This document provides guidance on equality of opportunity and a consistency of approach across all our schools within Pathfinder.

Most children with Special Educational Needs and Disability (SEND) will have their needs met effectively within the mainstream setting. Where a child or young person is identified as having SEND, schools will take action to remove barriers to learning and put effective provision in place. Schools' professional judgement will dictate any reasonable adjustments that are made to meet need. These actions should be reviewed and refined through the cycle of Assess, Plan, Do, Review. We call this 'The Graduated Response'.

The needs of the child or young person may change over time and provision should reflect this.

Where a child has complex, long term and significant needs with evidence to show that appropriate progress with SEND support, as outlined in our Graduated Response, has not been made, despite interventions and specialist advice, a statutory assessment may be requested.

This document provides a set of minimum standards of all schools and teachers in every class for every child, known as **Quality First Teaching**, and any SEND provision which aims to complement Teacher Standards and the SEND Code of Practice across all our schools within PMAT.

It aims to support:

- Good inclusive practice
- Early intervention and a graduated response to meet children's SEND
- Consistent standards across all schools
- Pathfinder Multi-Academy Trust moderation ¹and challenge
- Senior Leadership Teams, Local Governing Committees, SENDCos (SEND Coordinators) and school colleagues in developing and implementing good practice
- All staff having the appropriate knowledge and understanding to support all children
- Appropriate decision making to ensure effective support
- Parents and partner agencies by informing them of schools' inclusive practice

¹ Moderation aims to support judgements about what pupils understand, know and can do consistent across two or more schools

Definition of SEND (Code of Practice)

The SEND Code of Practice defines SEND as:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or young person has a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of others of the same age, or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children and young people of the same age by mainstream school, maintained nursery schools, mainstream post 16 institutions or by relevant early years. For a child under two years of age, special educational provision means educational provision of any kind.

A child under compulsory school age has special educational needs if they are likely to fall within the definition in paragraph above when they reach compulsory school age or would do so if special educational provision was not made for them

(Section 20 Children and Families Act 2014)

Definition of disability

The Equality Act 2010 states that a disability is:

a physical or mental impairment which has long-term and substantial adverse effect on their ability to carry out normal day to day activities

Equality Act

The Equality Act 2010 and Children and Families Act 2014 reinforce the right of all children to be educated in mainstream schools. The SEND Code of Practice (CoP) states:

Where a child or young person does not have an EHC (Educational Health Care) plan they must be educated in a mainstream setting except in specific circumstances ... (CoP 1.27). All schools ... "must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. (CoP 6.9)

School Accessibility Plans

The Equality Act 2010 also requires Local Authority and schools to develop and publish an Accessibility Strategy and Accessibility Plans that outline how they will improve the accessibility of buildings, access to education and information for disabled pupils over time. Schools' Accessibility Plans should also consider access to after school activities and extended school activities if they are based on their school site. There is a requirement for maintained schools, pupil referral units (PRUs), academies and free schools to produce an Access Plan.

Medical Needs

The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions. Individual health care plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have SEN, their provision should be planned and delivered in a coordinated way.

Please refer to individual school policies relating to the above.

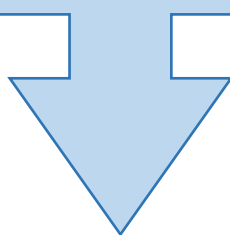
Effective, Inclusive practice and SEND Support

The diagram below sets out the expectations schools have in the provision of all children. Most children's needs are met through **Universal Provision** which is available to all children. Some children will need extra support some of the time through **Targeted Provision**. There will be a few children where Universal and Targeted provision still does not fully meet their needs. In these instances **Specialist Provision** may be sought.

Universal Provision

All schools, every classroom, every teacher, all children

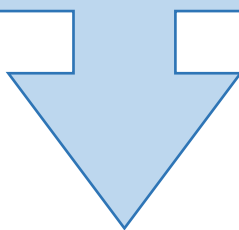
- A broad and balanced curriculum
- Quality first teaching underpinned by Teacher Standards
- Behaviour policy is known, understood and implemented by all, consistently and fairly
- Adaptive teaching or modified tasks as required – reasonable adjustments will be made based on school's professional judgement
- The class teacher is accountable for the progress of the pupil within the mainstream class
- High expectations for children's involvement and engagement with their learning
- Appropriate use of questioning, modelling and explaining



Targeted Provision

All schools, every classroom, every teacher, some children

- Plans that identify specific needs, support and outcomes
- SMART targets that supports the child
- Schools may seek professional advice for some children
- Children are likely to have barriers to learning which schools will endeavor to remove through the assess, plan, do, review cycle
- Support is additional to and different from the universal provision
- Additional, time limited provision in the form of small group intervention to accelerate progress and enable pupils to close the gap



Specialist Provision

All schools and few children

- Specialist intervention and advice as commissioned by the school
- Long term, complex needs and/or disabilities reviewed in line with the Assess, Plan, Do, Review approach
- Some provision may be accessed off site as commissioned by the school
- SMART targets (**S**pecific, **M**easureable, **A**chievable, **R**elevant, **T**ime-bound)
- Bespoke provision as agreed through the Assess, Plan, Do, Review approach

Identifying children with SEND

When a child is making less than expected progress given their age and circumstances, concerns should be identified from any of the following sources: progress and attainment data, observations, parents and carers or external assessments.

Where a child has been identified as having SEND, schools should take action to remove any barriers and put in place effective special educational provision. This provision should take the form of a four part cycle: Assess, Plan, Do, Review. If the child still has not made progress against the Assess, Plan, Do, Review process, then the cycle would begin again using the information from the review meeting. At all times, provision starts with Quality First Teaching.

Assess, Plan, Do, Review (The Graduated Response)

Quality First Teaching	<ul style="list-style-type: none"> • Review current practice and arrangements • Have any barriers to learning been identified and addressed? • Have PMAT's adaptive teaching recommendations or subject specific support been utilized? Teacher Handbook SEND • Is the behaviour policy being implemented consistently in line with agreed practice? • Has the data and impact of any interventions been checked? • Review the assessment data and identify strengths and check where gaps in learning are. Is this being used to inform planning and adaptations? 					
	EEF (Education Endowment Fund) Summary Of Recommendations of Special Educational Needs in Mainstream Schools Guidance Poster Guidance Report					
	Create a positive and supportive environment for all pupils without exception	Build an ongoing, holistic understanding of your pupils and their needs	Ensure all pupils have access to high quality teaching	Complement high quality teaching with carefully selected small groups and 1:1 interventions	Work effectively with TAs	
	Gather information and share views with the SENDco Gather information and share with the family					
Assess, Plan, Do, Review using school documentation						

Assess

- Who are you focusing on and why?
- What are the curriculum or content barriers?
- Is the learning environment appropriately set up?
- What are the views of the pupil and parents/carers?
- What are the previous teacher assessments and observations?
- What are the learner's interests, strengths and current attainment and progress?
- What are the comparisons with national data?
- Are there assessments from external agencies?

Plan

- What will progress look like for the targeted pupils?
- Are there SMART targets for the pupil in place?
- What are the adaptations, support and interventions to be put in place?
- Are there any wider strategies needed?
- A date for review is set

Assess

Plan

Review

Do

Review

- Summary of feedback including positives and assessed against targets
- How have the targets helped the pupil make progress?
- Share information with all of the pupil's teachers, SENDCo and parents/carer
- Impact evidence is considered in conjunction to planned outcomes
- What will the next steps be?

Do

- What are the scaffolds, differentiation or personalisation of the curriculum?
- Are all adults supporting the child aware of the plan?
- What is additional to and different from activities completed by all children?
- Planning, support and impact measurement of group or 1:1 interventions
- Linking interventions to classroom teaching
- Support from SENDCo where appropriate

Frequently Asked Questions

These are some of the questions we are often asked by parents and carers who are concerned their child may be finding school difficult.

My child is not making progress in school. Do they have SEND?

Not necessarily! No two children are the same and all children make progress at different rates. This may be across a term, a year or several years so try not to compare your child with any other child – including siblings!

What should I do if I think my child needs more help at school?

Firstly, have a chat with your child's class teacher. They can discuss your concerns and will be able to advise about your child's progress to date, any possible barriers to learning, and what interventions and support they can provide at class level.

How do schools identify children who may need more support?

We monitor the children's progress on a daily basis. If we believe a child is finding something particularly challenging or difficult, we will put support in place accordingly. This might be as simple as extra handwriting practice, or maths group work. Most children can struggle from time to time, and receiving support does not necessarily mean your child has special educational needs.

What if the problem persists?

If your child is still struggling despite adapted teaching and support then the teacher will liaise with the Special Educational Needs and Disabilities Coordinator (SENDCo). They may discuss further adaptations and support that is required. Targeted Provision will be discussed with parents and carers and the Graduated Response will be applied as appropriate. This will follow the Assess, Plan, Do, Review cycle. At the review stage, the school will decide whether the Targeted Provision ends, continues, is adapted or whether further Specialist Provision is needed.

What actually is Specialist Provision?

Specialist Provision is support brokered by the school. This means that the school needs further advice on how to best support the child within a mainstream setting. Pathfinder would broker this support through the Local Authority's Learning Support Hub or through a referral to CAHMS (Child and Adolescent Mental Health Services). This may result in your child being further assessed or observed by an external specialist who will then advise the school as to next steps.

Who will support my child in school?

The main support for children is their class teacher. They deliver adapted or targeted support to children across the curriculum on a daily basis, including running small breakout group work to target common problem areas such as handwriting, early numeracy or literacy skills. In some instances, support may also be available through another adult such as a Teaching Assistant or a Learning Support Assistant. The class teacher oversees this support in consultation with the SENDCo.

When is support given?

Support is usually given in class time, alongside normal teaching. We occasionally take children out of class to access other support with specialist providers.

How will the school support my child?

Every child is different, so the level or types of support given will be dependent upon the individual child's needs. We have a range of ways to support children who are finding something challenging. These will include a range of in class strategies as well as some targeted intervention groups if necessary. Children are selected for targeted intervention based on need and set criteria and not all interventions are available to all children.

What can I do at home to help my child?

Your school will be able to tell you anything you can do to help your child with anything they are finding difficult in school. However, it is important that every child is made to feel valued. Reassure them that they have many different skills and qualities that are just as important as academic ones.

How do I stay informed about the extra support my child is getting?

Most information about a child's progress is shared during Parent Meetings or end of year reports. If your child is in receipt of more Targeted Provision your school may provide additional meetings to discuss progress towards targets.

What is an EHCP and will my child get one?

An EHCP is an Educational Health Care Plan. It is a document for children and young people who need more support than is available through special educational needs support. The Local Authority carries out the assessment and uses information from the school, parents or a doctor to make a decision as to whether your child needs an EHCP. In most instances, schools will already have the provision in place to support your child should a request for an EHCP be made. Not all children who are assessed for an EHCP will receive one and it is important to know why this may happen. The Local Authority should be able to inform you of this.

I have a report from a specialist regarding my child's needs in school. Can I show the school this?

Schools are always willing to listen to the advice of others. However, in order to ensure equality and transparency for **all** children, schools will only implement advice received from the Local Authority or CAHMS Specialists. Schools would consider what they could reasonably offer children within the mainstream setting but are not obligated to implement the advice of others.

What if I am unhappy with the provision my child is receiving?

If you have concerns that your child is not making progress, please talk to the class teacher. Usually, this provides clarity as to what your support your child is receiving and how they are making progress. If you still have concerns, then it is worth making an appointment to see the SENDCo. They will be able to provide further information as to the support that the school is providing and reassure you that all reasonable adaptations and provision is in place. If there are continuing concerns, each school has a Complaints Procedure which you will be able to find on their respective websites.