



Prince Albert
HIGH SCHOOL



Policy for Inclusion including **Special Educational Needs** **(Secondary)**

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Introduction

The Trust is committed to ensuring all its schools are inclusive schools. We take safeguarding very seriously and are committed to the welfare and safeguarding of children. This policy is written to comply with the 2014 Children and Family Act, and it is SEN Code of Practice together with the Equality Act 2010.

At Prince Albert High School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils, whatever their needs or abilities. We aim to value the individuality of all our pupils. We are committed to giving each pupil every opportunity to achieve the highest of standards, to ensure that all pupils are happy, involved and engaged in all areas of the school. We will ensure that every pupil is treated as a special, unique individual who has the potential to shine. We will work together to make sure pupils feel safe, secure, cared for and appreciated for being themselves. Our primary focus is to enable all pupils to participate in a range of activities which promote academic, personal, social and physical development.

The SEN information report for the school is available on the school website along with a link to Birmingham City Council's Local Offer for parents and children with SEN and disabilities.

Compliance and Legal Framework

This policy complies with statutory requirement laid out in the Special Educational Needs & Disability (SEND) Code of Practice 0-25 (Jan 2015) and has been written with reference to the following guidance, documents and legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Code of Practice 0-25 (2015) and Regulations (Jan 2015).
- Statutory SEND Information Report contents (Jan 2015 SEND Code of Practice, pg 106 6.79)
- Equality Act 2010: Advice for schools (May 2014)
- Statutory guidance on supporting pupils at school with medical conditions (Dec 2015)
- The Birmingham Local Offer
- Accessibility Plan
- Safeguarding Policy
- Teachers' standards 2012

Aims

Our Inclusion including SEND Policy and SEND information report aims to:

- Set out how our school will support and make provision for pupils with Special Educational Needs (SEND).
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN.
- Encourage high aspirations and have high expectations of all pupils.
- Maintain high quality provision for pupils with Special Educational Needs and Disabilities in order to secure the best outcomes for them.
- Assist and support every pupil in overcoming barriers to succeeding and achieving their potential, enabling them to fully access the curriculum, adapted to their individual needs, with confidence and independence.
- Provide an inclusive and safe environment for pupils with SEND.
- Facilitate the involvement of parents and young people in decision making.
- Ensure that pupils are successfully prepared for adulthood, including independent living and employment.
- Collaborate with outside agencies and specialists to provide appropriate support.
- Provide support and advice for all staff working with pupils who have Special Educational needs.
- Provide a systematic means to monitor the progress of all pupils with Special Educational Needs.

Roles and Responsibilities

The Academy Committee

Academy Committees are responsible for overseeing and monitoring the implementation and effectiveness of PACT policies, including SEND, in their individual schools. This is to ensure that the needs of children and young people with Special Educational Needs and Disabilities are being met in their Academy. Each Academy Committee nominates a representative to lead on SEND monitoring.

Head of School

The Head of School:

- Has overall responsibility for the provision and progress of learners with SEN and/or a disability.
- Works with the Lead Practitioner for Inclusion & SEND and Academy Representative for SEND to determine the strategic development of the SEN policy and provision within the school
- Will ensure that they use their best endeavours to make sure children with SEND get the support they need.

Strategic Leader for Inclusion

The Strategic Leader for Inclusion will:

- Maintain a strategic overview of the SEND provision across the Trust.
- Mentor and coach all Trust Lead Practitioners for Inclusion & SEND.
- Monitor statutory compliance every term.
- Monitor the quality of SEN provision in each school.
- Lead half termly Inclusion Network meetings.
- Develop and review the Inclusion/SEND policy for the Trust.
- Report to the Board of Trustees every term.

Lead Practitioner for Inclusion & SEND

The Lead Practitioner for Inclusion & SEND will:

- Work with the Head of School, Strategic Leader for Inclusion and Academy representative for SEND to determine the strategic development of the Inclusion and SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans and SEN Support Provision Plans.
- Carry out timely reviews of the implementation and effectiveness of support and interventions and their impact on pupil progress / outcomes.
- Provide professional guidance and quality assurance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching.
- Advise on the graduated approach, providing high quality SEN support.
- With parental agreement bring a pupil to the attention of the Local Authority Special Educational Needs Assessment and Review team particularly where they believe an Education Health Care assessment may be necessary. This may be as the lead or via the submission of supporting evidence through requests made by parents, a young person (16-25 years) or health/social care practitioner.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next step providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the Head of School, Trust Strategic Leader for Inclusion and Academy representative for SEND to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date, complying with GDPR procedures.
- Liaise with the relevant Designated Teacher where a looked after pupil has SEND.
- Be part of the DSL Safeguarding team to ensure social care and child protection practices are followed in support of pupils with SEND.
- Lead EAL provision within the school.

Teachers

Prince Albert High School aims to provide high quality teaching and learning opportunities which enables all pupils to gain access to a broad, rich, balanced and appropriately adapted curriculum. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from a teaching assistant or specialist member staff.

Teachers should:

- Set high expectations for every pupil. They should challenge pupils whose attainment is significantly above the expected standard. Teachers should use appropriate baseline assessments to set targets which are deliberately ambitious.
- Deliver a curriculum that provokes ambition and inspires pupils to enjoy reflective and dynamic learning.

- Plan lessons that consider a wide range of pupils who have special educational needs, many of whom also have disabilities. Lessons should be coherently planned with adaptations and scaffolding to ensure that there are no barriers to every pupil achieving within and across subject areas. In most cases, all pupils will be able to study the full national curriculum.
- Ensure that pupils with SEND actively participate in the activities of the school, alongside pupils who do not have SEND.
- Spark curiosity and excitement in pupils about the world, themselves and each other.
- Be aware of the ability of pupils for whom English is an additional language. Teachers should plan activities to help pupils develop their English and should aim to provide the support pupils need to take part in all subjects should, additional needs / disabilities also be prevalent.
- Seek to identify pupils making less than expected progress given their age and individual circumstances
- Be aware of the school's procedures for the identification and assessment of, and subsequent provision for, pupils with SEND
- Work with the Lead Practitioner for Inclusion and SEND and Senior Inclusion Support Workers to decide the provision and support required to ensure the pupils make at least expected progress.
- Implement and review recommendations made by external support services / professional.
- Work with the Lead Practitioner for Inclusion and SEND to collect all available information on the pupil as part of the graduated approach.
- Facilitate effective and informed classroom partnerships with Senior Inclusion Support Workers.
- Develop and review one page profiles for pupils and keep parents informed of progress.
- Work with pupils to deliver the individual programme set out in their one page profile/SEN Support Provision Plan/EHCP.
- Develop effective relationships with parents/carers.
- Encourage pupils to participate in decision-making.
- Promote pupil independence and peer collaboration.
- Carry out accurate assessments to track pupil progress and identify the next steps to move learning on / deepen learning experiences.
- Work with the Lead Practitioner for Inclusion and SEND to identify their own training needs around SEND.

Identifying Special Educational Needs

The 2015 Code of Practice says that:

A person has SEN if they have a learning difficulty or disability which 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 of the same age, or, has a disability which prevents or hinders him or her from making use of the facilities of a kind generally provided for others of the same age in mainstream schools. Taken from 2015 SEN Code of Practice: 0-25 years – introduction xiii and xiv.

There are four broad categories of SEN:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Physical and sensory

Whilst the Code of Practice (2015) describes the four broad areas of need, the purpose of identification is to work out what action the school needs to take to support that pupil. We consider the needs of the whole child, not just their special educational needs and we recognise that a pupil may have needs that cut across all these areas and that needs can change over time.

If a pupil is known to have special educational needs before they start at the school, the Lead Practitioner for Inclusion and SEND will liaise with the primary school or previous secondary school to ensure there have a good understanding of the child's needs and the support that has been in place previously. The Lead Practitioner for Inclusion and SEND will ensure that all information including the pupil's SEN file is transferred.

We consider a pupil to have a Special Educational Need and will place them on our Special Support Database if:

- They have been identified as have special educational needs at their primary school;
- A pupil has significantly greater difficulty in learning than their peers;
- They are assessed as requiring targeted support or specialist support through NGRT, RAPID or Speechlink assessments;
- They are identified as having additional needs through their CAT test

- A pupil is consistently making less than expected progress, given their age and individual circumstances despite regular high-quality intervention and inclusive strategies embedded in quality first teaching and reasonable adjustments.
- A pupil has an emotional, social or behavioural difficulty, which prevents him / her from fully accessing the curriculum and requires a significant level of targeted support.
- A pupil has a physical or sensory difficulty.
- A pupil has a medical condition that has a significant impact on their ability to access the curriculum, attend school or may impair their development. Alternatively, it may require a significant level of special provision in order to access the curriculum.

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

- Through regular assessments and monitoring of progress, which takes place for all pupils.
- A social, emotional or mental health need is identified through a referral for mentoring support where the pupil requires a significant block of mentoring to enable them to access the curriculum fully.
- A parent asks us to look more closely at the pupil's learning. Frequently these concerns can be addressed through high quality teaching and some parental support but there will be times when the pupil is placed on the Special Support Database.
- A member of staff raises concerns regarding a pupil's learning or development. Pupils will be monitored for at least a term while observations and assessments take place. If, after monitoring, the pupil meets the identification criteria, they will be placed on the Special Support Database.
- An outside agency or health professional informs us of a new diagnosis or a development in a pupil's condition where the pupil will need alternative provision, specialist support or adaptations to the curriculum in order to access education at our school.

Although the school can identify special educational needs, and make provision to meet those needs, we are not able to make diagnoses. However, we can signpost parents to the most appropriate route in order to pursue a diagnosis if necessary.

Levels of Response

Under the SEN Code of Practice 2015, SEN is categorised as either SEN Support or EHC. The Lead Practitioner for Inclusion and SEND breaks this down further to support school staff to ensure all pupil's needs are met as fully as possible. When pupils have been identified as having SEN and have been placed on the Special Support Database at SEN Support, the Lead Practitioner for Inclusion and SEND identifies their level of need in the following ways:

- Monitoring (not recorded as having SEN)
- Targeted SEN support
- Complex need or EHCP

Type and code	Description
Monitoring (M) (Not SEN)	<p>Pupils who have been identified as low prior attainers through statutory end of key stage 2 assessments.</p> <p>Pupils who achieved a low standardised score on the NGRT test.</p> <p>Pupils who have a Cat test outcome that indicates additional support may be needed.</p> <p>Pupils who have been identified as making inadequate progress through universal quality first teaching during one assessment cycle.</p> <p>Pupils where teachers or parents have raised initial concerns that are being monitored.</p> <p>Pupils who have been taken off the SEN Support database within the last academic year</p>
Targeted SEN Support (TSS)	<p>Pupils who are not making progress despite receiving consistent universal provision and Quality First Teaching combined with a short, time limited intervention to close the gap.</p> <p>Pupils who are identified as requiring significant support through the NGRT test, Speechlink baseline or Rapid. Pupils will have an individual profile on Edukey Provision Map where all their SEN records will be held. Form tutors will set an holistic target each term to support the pupil's personal development. Parents are offered a SEN review phone call or Parent consultation appointment each term. All pupils with SEND will have a one-page profile which is developed during year 7 or within their first term of being in the school, detailing their needs and the strategies in place to support them.</p> <p>Pupils are also identified as needing targeted SEN support if they have a social, emotional or mental health need that has been identified through a referral for mentoring support and</p>

	<p>where the pupil requires a block of mentoring to enable them to access the curriculum fully. They will have a personal pastoral support plan written detailing the targets that they will be working on. This will be shared with parents and reviewed regularly.</p>
Complex needs (C)	<p>A pupil will be considered as having a complex need if they require a more specialist level of support which may be delivered through an SEN Support Provision Plan. A pupil with complex needs may be monitored for an Educational health and care needs assessment or for an SEN Support Provision Plan. All children with a complex needs will be known to at least one of the specialist outside agencies who support the school.</p> <p>Pupils with complex needs will have an individual profile on Edukey Provision Map where all their SEN records will be held. Form tutors will set an holistic target each term to support the pupil's personal development. Parents are offered a SEN review phone call or Parent consultation appointment each term. All pupils with SEND will have a one-page profile which is developed during year 7 or within their first term of being in the school, detailing their needs and the strategies in place to support them.</p> <p>Pupils with a complex medical or physical need will also have an individual health care plan and personal evacuation plan detailing all aspects of their medical care, health and safety issues, fire evacuation plans and reasonable adjustments required. These are discussed and agreed with parents and reviewed annually or more frequently if needed.</p> <p>Pupils with complex SEND may require a higher level of additional adult support or specialist provision which will be detailed in an SEN Support Provision Plan. An SEN Support Provision Plan is written in collaboration with all professionals who support the student and the parents. It is submitted to the local authority to request funding. SSPP's are reviewed annually.</p>
Education, Health & Care Plan (EHCP)	<p>Pupils who have an Education, Health & Care Plan have statutory outcomes and provision set out in their plan which must be addressed by the school. Some pupils with an EHCP will require intensive, high level support to meet their needs. Pupils with an EHCP will have an individual profile on Edukey Provision Map including a personal learning plan which will be reviewed three times a year. The targets are set specifically to close the gaps in learning and skills and to outline personalised provision. Parents are offered an SEN review phone call after each SEN review. All pupils with an EHCP will have a one-page profile which is developed during their first two terms of being in the school, detailing their needs and the strategies in place to support them.</p> <p>In addition to three SEN reviews a year, pupils with an EHCP will also be a statutory annual review of the EHCP, which all professionals involved and parents will be invited to. Following the annual review, statutory paperwork will be submitted to the Local Authority within the required timescales.</p>

A Graduated Approach

The SEND Code of Practice (2015) requires that schools adopt a graduated approach to meeting special educational needs that initially considers classroom and school resources before bringing specialist expertise to bear on the difficulties that a pupil is experiencing. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants and specialist staff. High quality teaching, differentiated for individual pupils is the first step in responding to pupils who have, or may have SEND. The school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the types of SEND most frequently encountered in our school. The decision whether to make SEN provision results from the Lead Practitioner for Inclusion and SEND working with all relevant staff to consider all the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This information includes standardised scores, formative assessment and early assessment materials.

Assess

Assessments will identify what pupils can do currently in order to highlight the next steps in learning. These next steps in learning should be used to support planning, maintaining high expectations while ensuring that pupils can access the lesson. Alternatively, the pupil or parents may communicate a difficulty experienced in accessing the curriculum across some or all subjects. The Lead Practitioner for Inclusion and SEND will work with the teachers to review the strategies and provision that is in place in class.

Plan

Using the information gained through assessments, teachers plan high quality teaching strategies and appropriate provision focusing on short term targets that will support the pupil to make progress in class. These will be recorded on each pupil's personal learning plan and their one page profile. If pupils haven't made progress through these high quality teaching strategies after one term, teachers will work with the Lead Practitioner for Inclusion and SEND to identify if a targeted intervention would be appropriate to further support progress. Consideration will also be given to whether a referral to a specialist service would be appropriate.

Do

Teachers put in place the strategies they have planned including any in class intervention, to ensure pupil's make progress for one full term. Targeted intervention, led by the Welfare Team will also take place for one full term.

Review

Ongoing review takes place through looking at pupil's work and adapting the planning for the next lesson to address gaps, misconceptions or identify areas where further teaching is required. Review also involves considering the progress made against the targets set. The review of targets takes place towards the end of each term. Pupils will participate fully in the review process. Parents / carers will also be invited to participate in the target setting and review process and to discuss success and/or exit criteria.

Education, Health and Care Plans (EHCP)

For a few pupils, the support given by school may not be sufficient to enable the pupil to make adequate progress. It will then be necessary for the school, in consultation with parents and the external agencies involved, to consider making a statutory request for an Education Health and Care needs assessment. If this is the case the school will:

- Co-ordinate a multi agency team around the child meetings and complete all paperwork to ensure the request for statutory assessment can be made.
- Support parents throughout the process.
- Ensure that all those teaching or working with a child named in an EHC plan, are aware of the pupil's needs and that arrangements are in place to meet those needs.
- request a re-assessment of an EHC plan following an initial assessment if a pupil's needs significantly change.
- meet its duty to respond to the local authority within the required timeframe if it is named on a pupil's EHC plan.
- Ensure an annual review meeting takes place, including convening the meeting on behalf of the Local Authority.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited.
- Send any advice and information gathered to all those invited at least two weeks prior to the annual review meeting.
- Send the completed annual review paperwork to the Local Authority within the required time frame.

Support for pupils with complex needs, SEN Support Provision Plans or An Education, Health Care Plan

Most pupils with complex needs, an SEN Support Provision Plan or an EHCP will have their needs met within their class with some additional support available to them. This support may be through small group intervention, through mentoring or on an individual basis and will be tailored to meet the pupil's individual needs. Where support is required on an individual basis, it will be provided by a Senior Inclusion Support Worker. Other support may be provided by Teaching Assistants or Learning Mentors.

Support for pupils within a Resource Base

PA High School has a Resource Base. A Resource Base is a more specialist setting which provides bespoke provision to the pupils who have a place within it. Our Resource Base is designated to support pupils with Autism across the secondary age range. Pupils must have an EHCP to be allocated a place within a Resource Base. The Local Authority decides when pupils should be offered a place in a Resource Base and will consult with the school to determine whether the pupil's needs can be met within that Resource Base. Our Resource Base has it's own capacity which is outside of the usual pupils numbers on roll. Pupil's in the Resource Base will have a bespoke, personalised curriculum that reflects their needs. Pupil's will join sessions in mainstream classes where they are able to. The Resource Base has a Resource Base teacher, an Inclusion teaching assistant and Senior Inclusion Support Workers, working on a minimum ratio of 1 adult to 3 children.

Adaptations to the Curriculum and Learning Environment

We regularly review our accessibility action plans to ensure that we are increasing curriculum access for all pupils, improving the physical environment so that all pupils and other users can take better advantage of the education, benefits, facilities and services available and improving the availability of accessible information.

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it i.e. levels of courses, assessment tools, cultural capital opportunities, topics studied, extra-curricular activities.
- Adapting our teaching, i.e. giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, questioning, seating plans, concrete resources, scaffolding.
- Adapting our resources, staffing arrangements and class sizes.
- Using recommended aids i.e. use of i-pads/ laptops, coloured overlays, visual timetables, larger print, radio aid.
- Adapting the environment i.e. personal care facility, change of classrooms, workstations, lockers, lunch club.

Interventions to support Teaching and Learning

PA High School believes that all pupils learn best with their class. Our aim is for all pupils to be working independently, in class, fulfilling their potential. Pupils with SEN and disabilities are entitled to be taught by a teacher.

At times, pupils on the Special Support Database may need to take part in an intervention that takes place outside of their classroom. The school uses evidence-based interventions, which are tracked on Edukey Provision Map. When considering an intervention, the Lead Practitioner for Inclusion and SEND looks at the pupil's profile of learning in order that they can select the intervention which is best matched to the pupil's needs. Interventions are planned in six-week blocks. At the end of each block, the progress of each pupil is informally reviewed. A decision is then made as to whether to continue the intervention, to swap to a new intervention, or to allow a period of consolidation in class. The Senior Leadership Team monitors all interventions to identify the impact of each programme. Interventions are tracked on Edukey Provision Map software. Interventions may be delivered by Teaching Assistants or Senior Inclusion Support Workers.

Staff Expertise and Training

All our teachers are trained to work with pupils with SEN. Some are very experienced, and others less so, but all have access to advice, information, resources and training to enable them to teach all pupils effectively. We offer training and self-help opportunities through access to bespoke in house CPD opportunities, provision of books or leaflets and guidance towards useful websites or access to resources in a shared area.

Staff are given the opportunity to develop their skills by working with our outside agencies for either individual, paired, year group, phase or whole school training opportunities.

Supporting Pupils and Families

Pupil Participation

Prince Albert High School actively encourages the involvement of pupils in their education. Where pupils are identified as requiring additional SEND support we utilise Person Centred Approaches to:

- Involve the pupil in decision making regarding the methods by which their individual needs will be met.
- Involve the pupil in setting and reviewing their own aspirational targets.
- Invite the pupil to attend all or part of their annual review meetings.
- Discuss the purpose of assessment arrangements with the pupil.
- Encourage the pupil to comment on his or her support and provision.
- Involve the pupil in the creation of the one page profile and key classroom strategies.
- Develop the pupil's self-confidence and self-esteem.
- Prepare the pupil / young person for adulthood by exploring employment, independent living, good health, friends, relationships and community inclusion matters.

Access to extra-curricular activities

All our pupils have equal access to before school, lunchtime and after school clubs, which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptations to meet the physical and learning needs of our pupils with SEND. Educational visits, wow experiences and residential visits are part of our curriculum,

and we aim for all pupils to benefit from them. No pupil is excluded from an Educational Visit because of SEN, disability or medical needs.

Parent/Carer Partnership

Prince Albert High School actively encourages parents/carers to be involved in the provision for their child's special educational needs and disabilities. We believe that parents/carers know their children best and have a great deal to contribute.

Where a pupil is identified as requiring SEND support we:

- Will liaise with parents/carers regarding any emerging needs and gather their views about their child's development.
- Involve the parent/carer in decision making regarding the methods by which their child's individual needs will be met.
- Invite the parent/carer to attend all review meetings and parent consultation meetings and encourage them to attend appointments with external services.
- Encourage parents/carers to request additional meetings when they feel they are required outside of parent consultations and the review schedule.
- Discuss the purpose of assessment arrangements and the implications of the one page profile with the parent/carer, providing them with a copy.
- Encourage the parent/carer to be actively involved in working with their child to achieve the targets.
- Encourage parents/carers to view information regarding SEND on the school's website and local authority SEND offer, providing support as needed.
- Ensure the parent/carer is aware of their rights to appeal regarding aspects of their child's SEND provision.
- Aim to further develop the parent/carers' confidence in the provision made for their child's special educational and disability needs.

Prince Albert High School operates a working in partnership approach which means parents/carers can contact the school whenever they have a concern and time will be made for them. The school will schedule meetings and consultations for parents/carers to meet with key staff to discuss their child's progress and the graduated approach. The school holds details of local and national support groups and can pass these on to parents/carers.

The Local Offer

Prince Albert High School will co-operate with the Local Authority and local partners in the development and review of the Local Offer. The school will ensure parents of pupils with SEND are aware of the Birmingham Local Offer website and the information that it contains. The Lead Practitioner for Inclusion & SEND will regularly check the local offer website for updates and will use it to ensure that all statutory processes are being followed correctly using up to date paperwork. The school will hold an annual parent workshop in collaboration with Pupil and School Support teachers to ensure parents are aware of the contents of the offer.

Please access the Birmingham Local Offer via this link; www.localofferbirmingham.co.uk

SEN Information Report

The school's SEN Information Report is available on the school website. Within this report you will find details of how the school supports pupils with SEND, how parents will be consulted and involved in their child's education, how pupils will be involved in their own education, our approach to teaching pupils with SEND, including additional support for learning and how progress will be measured, how the curriculum and learning environment will be adapted, the expertise of staff within school and training available for staff, how pupils with SEND will be supported to engage in all aspects of school life and how we work with other agencies and support services.

Admission Arrangements

The usual school admission arrangements apply for all children with SEND who do not have an EHCP. The parents of every pupil requesting a place at the school will be asked to complete an admissions form and a member of school staff will seek information about the pupil from the parent. When a pupil is transferring from a school that is not within the PACT, a member of the Welfare or Administration Team will contact the previous school to request a copy of the pupils school records.

Where the pupil has an EHC Plan, SENAR will consult directly with the school to ensure needs can be met appropriately as part of the admissions process. Parental preference will be integral to decisions made at this point.

Transition

A number of pupils who join PA High School in year 7, will have attended PACT Primary schools. All PACT Lead Practitioners for Inclusion & SEND work very closely together so the Lead Practitioner for Inclusion & SEND at PA High School will have detailed information about the pupils needs before they apply for a place at PA High School. Staff from PA High School will visit children in Y6 at PACT Primary schools to ensure they know the children well before they start year 7.

In the summer term, the Lead Practitioner for Inclusion & SEND will contact the primary schools (outside of PACT primary schools) of pupils who will be joining PA High School in year 7 to gather pupil-specific information. Where possible, they will arrange to visit each pupil in their primary school setting and meet with the SENCO. At the end of the summer term all pupils who are due to start in year 7 are invited to attend their secondary school for an induction day. In addition to this, pupils with SEND will be invited to attend some extra transition sessions, run by the Welfare Department, to further prepare for them for the transition to secondary school. Parents will be invited to attend one of these sessions to meet with the Welfare Team and discuss their child's needs. Should more detailed discussions be required parents will be invited to attend an additional meeting at a time to suit them. We will make every effort to ensure the Lead Practitioner for Inclusion & SEND or other member of staff from the Welfare Team attends any review meetings they are invited to by the feeder primary schools. Pupil's SEN files will be requested from the primary schools within the first couple of weeks in September.

When a pupil with identified an SEN or disability transfers mid year or outside of year 7 transition, the family will be invited into school to outline their child's needs. Additional information from the pupil's current school may be sought including assessment information from the Access to Education Toolkits at this stage. The Lead Practitioner for Inclusion & SEND will also contact the previous school to find out what strategies and support were in place for the pupil. They will also request that the SEN file is transferred.

Monitoring, Evaluating and Review of SEND Policy and Procedures

This policy and the associated SEN Information Report will be reviewed annually. The Lead Practitioner for Inclusion & SEND will meet with the nominated Academy Committee representative for SEND every term to conduct a learning walk. The SEN representative will report their findings to the Academy Committee every term.

PACT has a Trust Lead for Inclusion who leads and works closely with all of the school based Lead Practitioners for Inclusion & SEND, Senior Leadership Teams and Executive Senior Leadership Team to continually develop, improve and evaluate SEND provision and inclusive practices. These are reviewed in school through regular quality assurance visits where the effectiveness of the SEND policy and procedures are evaluated by the Executive Senior Leadership Team. The Trust Lead for Inclusion will report on the effectiveness of SEN provision to the Welfare and Safeguarding Committee each term.

Half termly Welfare Network meetings are also scheduled enabling Welfare Leaders from across the Trust to network, share good practice, to peer moderate pupil progress and develop a consistent approach to recording formats, protocols and systems.

Complaints

The PACT procedure is outlined in the PACT complaints policy, which can be found on the school website. Concerns and complaints about SEND provision should be addressed to the Lead Practitioner for Inclusion & SEND, Head of School or Trust Lead for Inclusion and SEND, who will acknowledge and respond to parents/carers to discuss the situation. If this does not resolve the situation, then the complaint should pass to the first level of the complaints procedure.

The SEN Code of Practice outlines additional measures that the Local Authority must set up for preventing and resolving disagreements. Parents/carers will be given this information on request and will be supported through the process if required.

Review

This policy will be reviewed annually or sooner should there be any changes in legislation or practice.