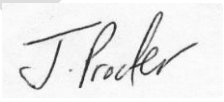
SEND Policy

draft

Review cycle:	1 / 2 / 3 years	**Date:** September 2026 Updated Nov 26
Approved by:	Full Governing Body / Executive Headteacher	
Changes made in this review cycle:	Updated to include The Pioneer Inclusion Statement Updates linked to the SEND reforms	
Linked policies:	Teaching and Learning Policy	
Signed:		
Position:	Executive Headteacher	
Date of next Review:	September 2027	

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This document aims to share with all our approach to Special Educational Needs and Disabilities (SEND) within Pioneer Federation.

Pioneer Vision

'Being the best that we can be in thriving communities and achieving fullness of life'

Pioneer Values

Ambition – Optimism – Resilience

Pioneer Ethos

'Achievement for All, Learning Together, Learning for Life'

The Pioneer vision, values and ethos are designed to value learning as a creative and irresistible experience that underpin children's aspirations for great futures. We are all focused on providing equal opportunities for all our children and believing that anything is possible. For this reason, our attitude is to 'aim high' for all children and use adaptive teaching methods to ensure all children reach their potential.

The Pioneer Inclusion Statement

Inclusion is about the wholehearted attempt to remove and reduce barriers wherever they exist to the presence, participation and learning of all children. It is about knowing children well, meeting them where they are and being ambitious about what they can achieve in all areas of their life.

(Adapted from a quote by Tom Rees, chair of the DfE expert advisory group for inclusion.)

This should be read alongside the East Sussex Vision "Everyone working together so that all children and young people access education and are supported in their safety, wellbeing, and learning to belong, thrive and achieve".

The federation schools are mainstream primaries admitting pupils from age 4 -11 and provide for children with all types of special educational need. A number of the schools also offer pre-school provision.

The kinds of SEND that are provided for are categorised into four broad areas of need:

- communication and interaction, including speech and language difficulties and autism
- cognition and learning, including developmental delay, and specific difficulties such as dyslexia and dyscalculia
- social, emotional and mental health difficulties including difficulties with behaviour, attention deficit disorder ADD, attention deficit hyperactivity disorder ADHD, attachment disorder or anxiety
- sensory and/or physical needs including visual or hearing impairment, dyspraxia, cerebral palsy and other physical or medical conditions which affect a child's learning

Our teaching and learning policy indicates:

'Our shared vision and set of values that underpin all that we do have a central focus on creative, innovative and engaging teaching that develops a love and interest in learning and promotes whole federation community wellbeing. We see 'all teachers are SEND teachers', putting a significant emphasis on our quality first teaching placing universal provision of the most effective adaptive strategies at its heart.'

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Within the federation, we want all children to achieve and become life-long learners, confident in themselves, aware of their strengths and to be responsible, respectful citizens. We recognise each child's uniqueness and strengths and endeavour to utilise these strengths and widen the horizons and ambitions of everyone in our school community. All children should be provided with a broad and balanced curriculum and high quality adaptive teaching that will promote enjoyment, creativity, resilience and fullness of life and meet their individual development needs. We are ambitious to be a neuro-affirming and neuro inclusive setting and a space of flourishing social and academic progress.

The Gov.uk: SEND code of practice 0 to 25 years defines a child or young person as having SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning [in any area of need] 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.

All our teachers and staff are the teachers of children with Special Educational Needs and disabilities (SEND), and the majority of support wherever possible takes place in class. Our adaptive teaching approach is outlined in the Teaching and Learning Policy and we aim for adaptions to be in place to scaffold, support and extend learning. Teachers will have proactively anticipated barriers to learning before the lesson as well as respond flexibly in real time to evolving needs. Attuning to and listening to pupil voice is key in this process.

All staff will work towards developing positive relationships with children, adults and between peers as this is key to fostering a sense of belonging and security and feeling part of the class and school communities. Staff will work in a way to avoid isolation of the children they are supporting and to develop their strengths wherever possible. We aim to follow the East Sussex BASE model (See reference list) prioritising belonging, autonomy, a sense of security and equity though out our practice and this is reflected in this policy.

Our aim is to identify any strengths or barriers to learning as soon as possible, so that intervention can be given at the earliest opportunity to improve the long-term outcomes for the child. A graduated approach is taken focusing on the universal provision of high quality first teaching and additional targeted and enhanced support with the access, plan, do review process at its heart. This is the basis of our provision management.



Everyone within the Pioneer Federation is committed to providing the conditions and opportunities to enable any child with SEND to be included fully in all aspects of school life.

We will have a flexible approach and reasonable adjustments will be made to ensure full access and positive well-being. However, we are aware of 'windows of tolerance' (Dan Siegel 1999) and plan to support children to maintain and widen these where we can. We are aware that that different children need different things and we will take an equitable approach often as part of our universal provision.

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We will listen to children's views and take them into account when making our decisions to support an experience of autonomy within curriculum activities and other aspects of school life. We support children to gain greater self-awareness and understanding of their own needs.

We will consider and review as necessary our routines, structures and environments so that to the best of our abilities they are welcoming and provide a sense of security through clear and consistent routines, expectations and boundaries. We will do our best to communicate this clearly.

We aim to be solution focused so where there is a challenge or barrier we look for the positive and strengths to make small steps towards a positive outcome.

We promote a co-regulation approach, where adults support by attuning, validating and containing any big feelings using the Dan Hughes principles of PACE (being playful, accepting, curious and empathic.

We are conscious of the principles of attunement and how necessary this is for being able to learn. Attunement theory has stages that include being attentive; encouraging; receiving; attuned together; guiding and supporting and deepening understanding. Adults work to connect with children and being increasingly attuned so they are able to support them to move through the stages of relationship development, play and then into learning. Cari Ebert MS, CCC-SLP, paediatric speech-language pathologist, summarises this as 'Regulate, Reach, Teach'.

Parents are key in helping us to understand and support children. We endeavour to involve parents as soon as we can when considering how to provide any additional support and welcome ongoing conversations to help us meet children's needs.

Effective inclusion results in happy pupils who make good progress towards their targets; show improvement in their independence, resilience, social, communication, academic and self-help skills; are enabled to access the wider curriculum; and are motivated to learn and develop their strengths, creativity, self-esteem and confidence in their ability as learners.

At times additional risk assessments and adjustments will be made so that it is highly unlikely that a child will be unable to engage in any school activity due to their SEND. In rare circumstances when it is clearly identified as unsafe via a risk assessment and school has exhausted all avenues for making reasonable adjustments the decision for a child not to engage in an activity will be made in consultation with parents.

SEND information report and individual school information

The Children and Families Act 2014 says that all maintained schools must publish a Special Educational Needs and Disabilities (SEND) Information Report every year. This report explains how each school meets the needs of children with SEND and should be read alongside this policy. The schools SEN information reports can be found on each school's website. From the end of December 26 this will be replaced by an Inclusion Strategy document which will set out the plan for the effective use of the school's inclusion funding.

Other related policies

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Other policies that are useful to consider are the: Accessibility Plan, Behaviour Policy, Equality Policy and Objectives, Child Protection and Safeguarding Policy and Procedures, Admissions Policy, Supporting children with Medical Conditions**,** Intimate Care Policy, Early Years Policy, Teaching and Learning Policy and Health and Safety Policy. These can be found each schools page on the Pioneer website: https://pioneerfederation.co.uk/

The SEND Inclusion Team

The Pioneer SEND team consists of a Pioneer Lead SENCO (Special Educational Needs Coordinator), the SENCOs in each of the schools and the team of SEND Governors. In schools with a Headteacher, the Headteacher shares some of the day to day running of the SEND provision within their school.

The Lead SENCO for The Pioneer Federation is Sian Leahy and is contactable on senco@pioneerfederation.co.uk or via any of the school offices.

Each school has its own SENCO and SEND governor and their contact details can be found on the school's website.

The SENCO role for each school is part time and the SENCO will usually be in school for a half or full day each week. The SENCO will aim to respond to contact within 10 days. This allows for discussion with class teachers and any other school based adults as needed, to give an appropriate and fully informed response. Please contact the school office to confirm the current pattern as this may change through the year. Office staff within in school will usually pass on phone messages/emails within one working day.

Admission Arrangements

The Pioneer Federation follows East Sussex Policy for admissions (see the Admissions Policy) which takes into consideration the duties required under the Equalities, SEN, Disability and discrimination legislation. If you would like a place for your child with an Education Health Care plan, please contact your Assessment and Planning Officer at East Sussex Council to apply.

If you would like a place for any other child with special educational needs, you should apply through the normal processes and include any additional needs on the application form. Please see schools admissions on the ESCC website or contact the information for family's team https://new.eastsussex.gov.uk/children-families/information-for-families

Suspensions and Exclusions:

We do not believe that suspensions/exclusions are the most effective way to support learners with SEND and will try to avoid this as much as possible. We will always work with parents and professionals to try to adapt and personalise provision for children so that they are able to access learning. An emergency review with Senior Leaders will occur for pupils with an EHCP at risk of permanent exclusion. We recognise that any suspension has a significant impact on pupils and their families.

We will work with parents and outside agencies when a child is at risk of any suspension/exclusion, to make sure that all strategies and efforts have been made to keep the child safely in school. We will ensure that parents are informed about school decisions regarding suspension/exclusion by at least 6pm on the day when the pupil was at risk of exclusion. We will utilise holding communications in the interim to ensure parents are fully informed. We prioritise regular and effective communication between school and parents and carers. Exclusion is always a last resort.

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In exceptional circumstances, it may be necessary to suspend/exclude a pupil for a fixed time and this would always be considered very carefully.

Exceptional circumstances include but are not limited to:

- Incidents that compromise the safety of the pupils and/or others
- Incidents of significant deliberate damage to property

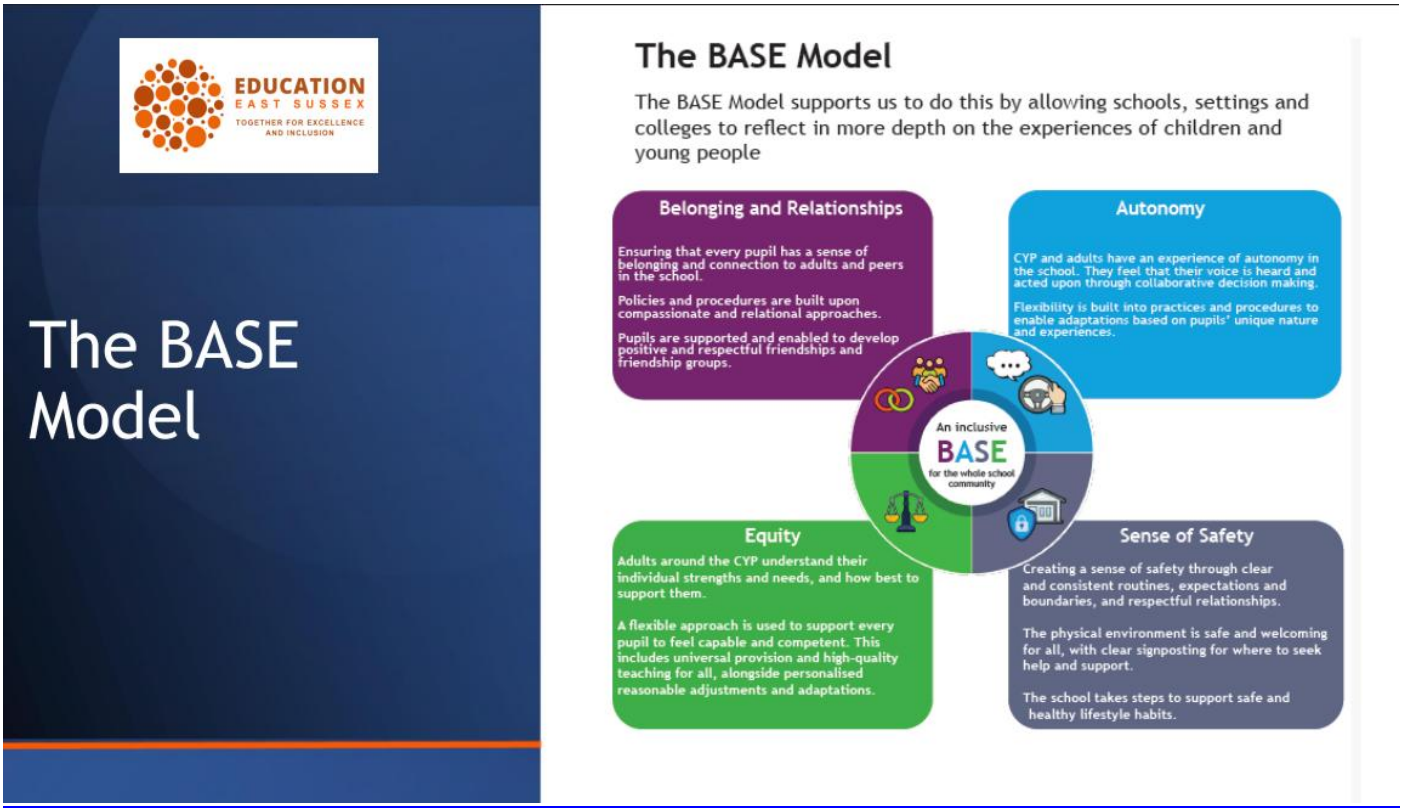
Wherever possible, we will seek advice from ISEND (including TASS Team Around the School and Setting or INCAP) prior to exclusion and to support transition back into school. All consultation with external agencies will be summarised in exclusion paperwork to parents.

All efforts will be made to ensure that pupils do not miss curriculum experiences if excluded. Decisions to suspend/exclude are made on an individual basis and will always be a reasonable and measured response. Individual pupil deregulation strategies will be taken into account when making these decisions.

References

SEND code of practice [SEND code of practice: 0 to 25 years - GOV.UK]

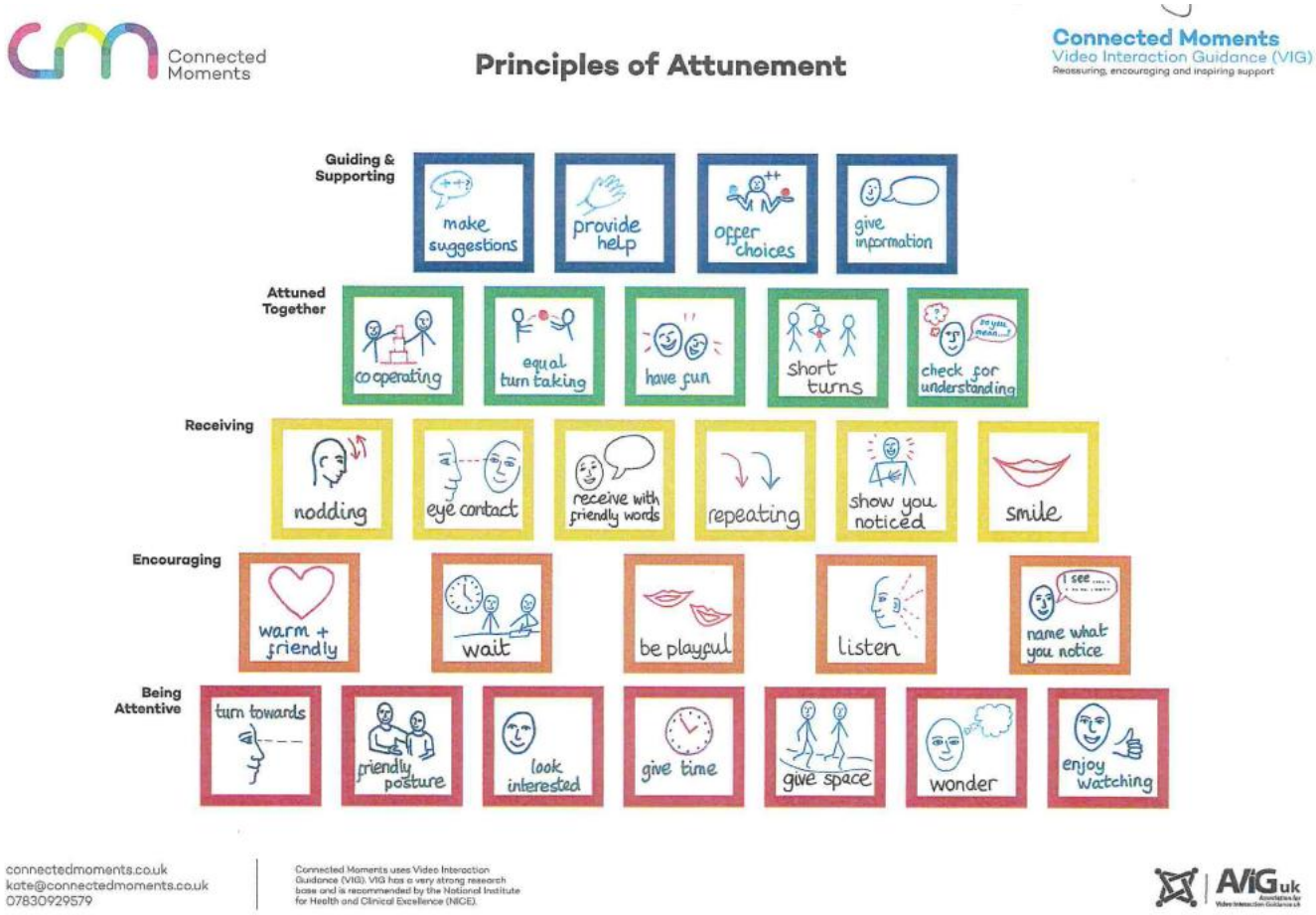
ES SENCO Briefing October 26



Continued

[The Principles of Attunement: Building Stronger Connections with Children – SEND Vision]

Principles of attunement - connectedmoments.co.uk



PACE

https://ddpnetwork.org/about-ddp/meant-pace/

http://www.danielhughes.org/home.html

https://helpchildrenlivebetter.co.uk/pace-a-therapeutic-approach/