

Special Educational Needs and Disabilities Policy

A child has Special Educational Needs if they:

- have a learning difficulty or disability which calls for special educational provision to be made for him or her
- 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 facilities of a kind generally provided for others of the same age in mainstream schools

This document is a statement of the aims, principles and strategies for children with Special Educational Needs and Disabilities (SEND) at Park End Primary School.

It was reviewed during the Summer term of 2018 through consultation with teaching staff and non-teaching staff.

This policy will be reviewed in the Summer Term of 2019.

Aims and Objectives of the Policy

1. The Aims and Objectives of the is policy are as follows:-

- To fulfil the demands of the 2011 Education Act, as set out in the document 'Code of Practice' (2015)
- To implement an integrally differentiated yet inclusive curriculum throughout the school which takes into account the individual needs of every child
- To follow procedures which facilitate early identification of SEND
- To ensure that there is a continuum of educational provision for children with SEND throughout the school and provide documentation that would enable the same on transfer to any subsequent school
- To ensure that decisions about children with SEND are informed by the insights of parents and children themselves

To enable staff:

- To understand their own roles and responsibilities for SEND provision at Park End School
- To understand the roles and responsibilities of others in and beyond the school, e.g. parents, Educational Psychologists, SENDCO
- To know and understand techniques which they and others can employ in order to identify and assess SEND
- To have an overview of the whole school system for managing SEND and understand fully their part within it

- To work effectively within their team to implement the whole school policy on SEND and to review and evaluate their team's contribution to its success
- To take full and active responsibility for the sections within the SEND policy which relate to them
- To plan SMART targets for children with SEND within their class, which will be reviewed three times a year
- To take part in, where appropriate, EHCP reviews or SEND Support Plan reviews
- To develop good relationships and share targets with parents of children with SEND three times a year

For Pupils with Special Educational Needs and Disabilities we aim:

- To meet the specific needs of all pupils who have persistent or transient SEND
- To identify Special Needs and/or Disabilities as early as possible.
- To make appropriate provision wherever possible within the mainstream, so that SEND pupils can be educated alongside their peers
- To ensure that children with SEND have the greatest possible access to a broad and balanced education and curriculum (including the National Curriculum)
- To take into account the wishes of parents and wherever possible the child's own views, when deciding upon appropriate provision, bearing in mind the resources available
- To work in close co-operation and partnership with all agencies concerned with the welfare of the child, to ensure an effective multi-agency approach to supporting all our SEND pupils

Roles and Responsibilities

Governing Body

2. Overall responsibility for all education provision including SEND lies with the Governors of Park End School.

Headteacher

3. The Head Teacher works closely with the SEND Co-ordinator, to ensure that SEND procedures are working efficiently. The head teacher also ensures there is efficient liaison between relevant outside agencies.

Special Educational Needs and Disabilities Coordinator (SENDCo)

4. The role of the SENDCo is to:
 - Oversee day to day operation of SEND policy, including:
 - ❖ review of paperwork
 - ❖ ensuring entitlement for all pupils
 - ❖ planned, structured and organised reviews
 - ❖ ensuring SEND reviews are up to date and help to inform weekly planning
 - ❖ co-ordinate provision for children with SEND
 - maintain the school's SEND register

- oversee the records of pupils with SEND
 - support the class teacher whenever possible, particularly in developing SMART targets on SEND review forms/SEND Support Plans for pupils with SEND
 - liaise with parents and outside agencies
 - contribute to the in-service training of staff in the school
 - manage the role of those staff designated as having specific responsibilities for other areas of needs. These include classroom assistants, therapists and the language and learning team
 - keep the head teacher informed of all relevant matters
 - review curriculum policies in order to gain an overview of SEND practice and provision across the curriculum
 - disseminate current educational trends, issues and directives
 - offer children with SEND and families of children with SEND a consultation approach to meeting their needs
5. The SENDCo is part of the Senior Leadership Team and ensures development of whole staff participation in delivering policies.

Class Teacher

6. The role of the class teacher is to:-
- identify, assess and, with appropriate support, provide for the educational needs of all children in their care
 - review and provide evidence for accumulative records
 - set clear objectives and manage resources to implement targets from SEND reviews
 - assess the work and progress of pupils with SEND
 - discuss with parents the child's progress and how they might support the work being carried out in school.
 - follow the assess, plan, do review cycle of support and intervention
 - complete, where appropriate, SEND review targets or SEND Support Plans
 - attend Multi-agency meetings at request of the SENDCO

Procedures

7. Park End Primary School, in accordance with the recommendations of the LEA and The Code of Practice (2015), implements the model of Special Educational Needs and Disabilities outlined below.
- SEND Support
 - EHCP
8. All SEND Support pupils, if required, receive outside agency support, assessment or advice. This may be in the form of assessment, advice or direct intervention.

Inclusion

9. Park End Primary School promotes a policy of inclusion. All pupils are fully integrated and are expected to play a full part in the life of the school wherever possible. Resources are provided to support children where necessary.

Monitoring

10. Monitoring Involves :-

- Regular meetings with teachers to:
 - ❖ review progress of current SEND Support pupils
 - ❖ discuss possible inclusion of other children in the future
- Scrutiny of children's work books and provision maps to identify if SEND review targets are planned for
- Monitoring numbers of targets set and achieved for each year group
- Monitoring behaviour incidents
- Monitoring pupil data. All SEND pupils are tracked each half-term as part of school pupil progress meetings
- Monitor communication with parents

Assessment Procedures

11. All children are assessed annually to assist the class teacher in planning a differentiated curriculum, and to highlight those children who may be experiencing difficulties and need to be monitored more closely. Some pupils with SEND receive an assessment by outside agencies (Learning Support) to review progress. The educational psychologist provides in depth assessment where necessary.

Success Criteria

12. Success may be defined in a number of ways, such as:
- effective systems for early identification and assessment of pupils
 - accurate records of all pupils who need to be on the SEND register
 - well-defined and realistic SEND review SMART targets (Specific, measurable, attainable, realistic, timely), three times a year
 - a school atmosphere in which pupils' individual differences are recognised and valued
 - improvement in the attainment of pupils on the SEND register compared to local, national and school non-SEND
 - parental involvement: 80% of parents attend reviews, parents evenings

Complaints

13. These are dealt with initially by the SENDCO and/or Head teacher who then follow the complaint procedure as set out in the school prospectus.
14. The Local Education Authority has established a procedure for considering complaints from parents relating to the school curriculum, the charging and remissions policies of schools and religious education and collective worship.

SEND Training

15. Staff attending courses disseminate to teams and/or the whole staff as appropriate.
16. An audit of staff training needs is held each year and is linked to performance management. This provides information for the School Improvement Plan.
17. Expertise from outside agencies is used wherever possible to provide in-house training.

Emotional well-being

18. The emotional well-being of our pupils is a priority for the school. The school will support the emotional well-being of pupils in the following ways:
 - Emotional support and intervention provided by class teachers
 - Referral to and access of nurture class in school
 - Therapeutic intervention – THRIVE
 - Referrals to counselling service
 - Referrals to mental health outside agencies e.g. CAMHS
19. All staff will attend mental health training as part of annual CPD
20. The school will work in partnership with Head Start

Outside Agencies

21. The school receives:-
 - ½ day per week language and learning support teacher
 - 15 session of Educational Psychologist time per year
 - 1/2 day per week therapeutic support
 - Support from Speech and Language Therapy
 - Incredible Years project supported by MAIN/CAMHS
 - Support from Visually Impaired/Hearing impaired services
 - Support from Occupational Therapy
 - Support from local specialist settings through outreach
22. The Educational Psychologist provides further assessment and strategies. The school recognises the benefit of early intervention and as such Learning Support is also given to a number of pupils at SEND Support where resourcing allows.

Special Facilities

23. The school is accessible to wheelchairs and has ramps to the main reception area and extension. A disabled toilet is available in the main reception area and

in the administration corridor. A facility to change pupils has been added to Foundation Stage. School seeks the advice of Occupational Therapy to ensure individual needs are met if needed.

Partnerships

Parents

24. Parents of children with SEND often require more information.
25. Parents know their children best and are able to contribute valuable information about their children's difficulties.
26. Parents can participate in programmes of help for their children. Behaviour and learning programmes, which involve the parents, can be much more successful because they encourage a consistency of approach. Parents are invited to attend, and contribute to, reviews of their child's progress three times a year. This is done during termly parents meetings.

Links with other schools

27. Close links are established with Priory Woods Special School and Holmwood Special School.

Links with other agencies

28. The school has strong links with the School Health Service, Social Services and Educational Welfare, who assist us in developing various initiatives depending on need.

SEND Procedure

Internal Monitoring (Initial concern)

1. Concern is raised for an individual child through termly pupil progress meetings with the SENDCO
2. A period of information gathering and assessment takes place
3. Strategies are planned and implemented
4. This is reviewed with the SENDCO and class teacher
5. At this stage, concerns are shared verbally with parents

SEND Alert (Cause for Concern)

1. Continuing concern is shown for an individual either through teacher's concerns; a parent's concerns; or a concern is shown by some other relevant person
2. Previous strategies are reviewed
3. A further period of information gathering and assessment takes place
4. The assess, plan, do, review cycle is followed 3 times a year
5. At this stage, concerns are shared through a meeting with the class teacher/SENDCO and a parental signature is required
6. Following the assess, plan, do, review cycle, a decision is made as to what level the child will enter the SEND system (SEND targets or SEND Support Plan), or indeed if it is necessary for him to be monitored within the system at all.

SEND Support

1. The teacher discusses concerns with the SENDCO/parents and completes all relevant forms (SEND Registration)
2. A SEND Review is then formulated with parents, setting SMART targets. A copy is given to parents. The Assess, Plan, Do, Review cycle is followed
3. If appropriate, some children will be given a SEND Support Plan
4. Each term the parents will then meet with class teacher and/or SENDCO to discuss progress and ways they can support work in school measured against their individual targets

Education, Health and Care Plan

1. If the child's SEND remains a barrier to progress, despite significant and prolonged adaption to their provision, then an EHCP can be applied for through education, health or social care.
2. Responsibility moves to the LA (though teaching may continue in school) until and after an Education Health Care Plan is issued
3. Children require an EHCP to transition to specialist school provision
4. A yearly review of the child's EHCP will take place with the SENDCO within a multi-agency meeting