

Park End Primary School



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Date: 18.11.19

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

| Review Date | Type of Review | Comments | Initials |
|-------------|----------------|----------|----------|
| Sept 2016 | New | | KR |
| Sept 2017 | Review | | KR |
| June 2018 | Review | | KR |
| Sept 2019 | Review | | KR |
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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 is the responsibility of the SENDCo to maintain and implement this policy.

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
- The fulfil the demand of the SEND Code of Practice (2014)
- To implement an 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
- to 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 with parents
- To take part in, where appropriate, EHCP reviews or SEND Support Plan reviews

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

Inclusion

2. 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.
3. The school holds the Inclusion Quality Mark and is a Centre of Excellence for Inclusion (2019). The school will be assessed yearly for accreditation.

Roles and Responsibilities

Governing Body

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

Headteacher

5. The Head Teacher works closely with the SEND Coordinator, to ensure that SEND procedures are working efficiently.

Special Educational Needs and Disabilities Coordinator (SENDCo)

6. 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 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
7. The SENDCo is part of the Senior Leadership Team and ensures development of whole staff participation in delivering policies.

Class Teacher

8. 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 Support Plans
 - 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 SEND Support Plans and review targets 3x a year with parents
 - attend Multi-agency meetings at request of the SENDCO

Procedures

9. 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

10. 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.
11. See Appendix A for school's identification process.

Monitoring

12. 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

13. 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

14. 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 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 and progress of pupils on the SEND register compared to local, national and school non-SEND
 - parental involvement: 80% of parents attend reviews, parents evenings

Complaints

15. Complaints will be dealt with as according to the school complaints policy

SEND Training

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

Emotional well-being

19. 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 teaching and non-teaching staff
 - Referral to and access of nurture class in school
 - Therapeutic intervention – THRIVE
 - Referrals to outside counselling services
 - Referrals to mental health outside agencies e.g. CAMHS

Outside Agencies

20. The school receives:-
 - ½ day per week language and learning support teacher
 - 20 session of Educational Psychologist time per year
 - Support from Speech and Language Therapy
 - Incredible Years project supported by CAMHS
 - Support from Visually Impaired/Hearing impaired services
 - Support from Occupational Therapy
 - Support from local specialist settings through outreach
21. The role of the Language and Learning Support Teacher is to complete assessments of pupils on request of the class teacher/SENDCO, feedback to staff and parents, monitor individual progress and liaise with the SENDCO
22. The role of the Educational Psychologist is to;
 - ❖ Provide a consultation model within the school
 - ❖ Leading multi-agency meetings
 - ❖ Consultations with staff and parents
 - ❖ Individual observations and work with pupils to contribute to assessment
 - ❖ Support for staff on how to best meet the needs of pupils with SEND
 - ❖ report writing on individual pupils
 - ❖ Staff training

23. The role of the Speech and Language Service is to provide therapeutic support for pupils within and outside of school
24. The role of the Visually Impaired Service/Hearing Impaired Service is to provide the school and pupils with guidance, training and equipment for children who have a hearing impairment or visual impairment
25. The role of the Occupational Therapy Service is to provide support for pupils within and outside of school and ensure the school have the correct equipment in place to support pupils' needs

Special Facilities

26. 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.
27. A facility to change pupils has been added to Foundation Stage.
28. School seeks the advice of Occupational Therapy to ensure individual needs are met if needed.

Parents

29. Parents know their children best and are able to contribute valuable information about their children's difficulties.
30. Parents are invited to attend, and contribute to, reviews of their child's progress and SEND Support Plan three times a year. This is done during termly parents meetings.

Links with other schools

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

Links with other agencies

32. 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 Support

1. The teacher discusses concerns with the SENDCO/parents and completes all relevant forms (SEND Registration)
2. A SEND Support Plan is then formulated with parents, setting SMART targets. A copy is given to parents. The Assess, Plan, Do, Review cycle is followed
3. 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