

Park End Primary School



Approved By: *D. Jackson*
Date: 14.3.22

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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
Sept 2020	Review	Temporary changes relating to Covid 19 are in red	KR
January 2022	General	Updated	KR

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1. Introduction

- 1.1 Our vision for children with Special Educational Needs and/or Disabilities (SEND) is the same for all children; that they achieve well at school, lead happy lives and we prepare them for their next stage of education
- 1.2 This policy is in line with the SEND Code of Practice January 2015 and the Children's and Families Act 2014
- 1.3 At Park End Primary, we believe that children's SEND should be identified at the earliest point with support put in place quickly. Parents and carers are fully involved in decisions about their child's support
- 1.4 This document is a statement of the aims, principles and strategies for children with SEND at Park End Primary School. It is the responsibility of the SENDCo to maintain and implement this policy.

2. Definition

2.1. A child has Special Educational Needs and/or disabilities 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

3. Area of need

3.1 Section 6.25-6.32 of the Code of Practice identifies four broad categories of SEND:

- **Communication and Interaction** (Speech, Language and Communication difficulties, ASD)
- **Cognition and Learning** (children who learn at a slower pace than their peers including Moderate Learning Difficulties, Severe Learning Difficulties, Specific Learning Difficulties or Learning Disabilities)
- **Social, Emotional and Mental health** (behaviours which may reflect underlying mental health conditions)

- **Sensory and/or Physical needs** (Visually and/or hearing impaired, Multi-sensory impairments, physical disabilities)

3.2 Children are placed on the register depending on their area of need. Some children may only be registered under one area whereas other children may be registered under multiple areas of need

4. **Aims and Objectives of the Policy**

4.1 The Aims and Objectives of the policy are as follows:

- To fulfil the demands of the 2011 Education Act and the 2015 SEND Code of Practice
- To promote an inclusive ethos throughout school
- To follow procedures which facilitate early identification of SEND
- To enable pupils with SEND to have their needs met
- To ensure pupils are safe
- To encourage good communication with parents of children with SEND
- To provide a child centred approach to meeting the needs of a pupil with SEND
- 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
- To facilitate full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum, for pupils with SEND

3.2 To enable staff to:-

- understand their own roles and responsibilities for SEND provision at Park End School
- understand the roles and responsibilities of others in and beyond the school, e.g. parents, Educational Psychologists, SENDCO
- know and understand how they and others can identify and assess SEND
- have an overview of the whole school system for managing SEND and understand fully their part within it
- 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
- take full and active responsibility for the sections within the SEND policy which relate to them
- complete and maintain SEND Support Plans for every child in their class identified as having SEND, including setting targets which will be reviewed three times a year with parents
- take part in, where appropriate, EHCP reviews or SEND Support Plan reviews

- engage with external agencies and implement advice

3.3 For Pupils with SEND we aim to:-

- identify SEND as early as possible
- meet the specific needs of all pupils who have SEND
- make appropriate provision wherever possible within the mainstream, so that SEND pupils can be educated alongside their peers
- differentiate teaching methods to suit individual needs
- ensure that children with SEND have the greatest possible access to a broad and balanced education and curriculum (including the National Curriculum)
- 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
- 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
- acquire appropriate specialist support whenever possible
- develop working partnerships with parents or carers
- provide suitable and adequate resources
- ensure every child identified as having SEND has an individual SEND Support Plan or EHCP, updated three times a year, with parents

5. Inclusion

5.1 Park End Primary School promotes 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.

5.2 The school holds the Inclusion Quality Mark and is a Centre of Excellence for Inclusion since 2019. The school will be assessed yearly for accreditation.

6. Roles and Responsibilities

5.1 *Governing Body*

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

5.2 *Headteacher*

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

5.3 Special Educational Needs and Disabilities Coordinator (SENDCo)

The role of the SENDCo is to:

Day to day:

- oversee day to day operation of SEND policy
- monitor the effectiveness of this policy
- maintain the school's SEND register
- monitor and track the progress of all children with SEND
- analyse the impact of SEND provision
- promote an inclusive environment and inclusive practice in school
- organising planned, structured and organised reviews for SEND Support Plans and EHCPs
- oversee the records of pupils with SEND
- report to the governing body as part of the headteacher's termly update on all aspects of SEND
- 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
- disseminate current educational trends, issues and directives
- be part of the Senior Leadership Team and ensures development of whole staff participation in delivering policies
- transfer files relating to pupils with SEND to new settings once a child leaves the school, including destroying all data held on the pupil in line with GDPR

Annual:

- keep the school's SEND information report up to date on the school website
- update the Local Authorities Local Offer to reflect school procedures
- review curriculum policies in order to gain an overview of SEND practice and provision across the curriculum

Staff and pupil support:

- work closely with the care team and direct their work
- model best practice
- support with and advise on strategies used with pupils with SEND
- support the class teacher whenever possible, particularly in developing targets for SEND Support Plans
- contribute to the in-service and external training of staff
- support pupils directly where required

External agencies:

- liaise with external agencies
- make referrals to appropriate external agencies on behalf of pupils and their families
- coordinate the timetabling of visitors and external agencies relating to SEND
- apply for funding to support pupils with SEND

Parents and carers:

- liaise with parents and carers, maintain positive relationships and keep them informed about their child's progress and SEND support

5.4 Nurture team

The role of the nurture team is to:-

- assist the SENDCO with meeting the needs of children across school
- provide specialist teaching to pupils as outlined in their SEND Support Plans
- provide specialist support for pupils identified by the SENDCO, Safeguarding and Pastoral Officer or Designated Safeguarding Lead
- attend multi agencies meetings as directed by the SENDCO
- maintain 'Olive class', ensuring suitable resources are available

5.6 Class Teacher

The role of the class teacher is to:-

- inform the SENDCO if they have concerns about a pupil in their class
- have knowledge of the pupils identified as having SEND and ensure their SEND Support Plan is kept up to date and reviewed 3x a year
- promote inclusion in the classroom and give every pupil the opportunity to succeed, including those with SEND
- use differentiation and quality first teaching in order to maximise the achievement and progress of pupils with SEND
- monitor the progress of pupils with SEND in order to identify areas where a pupil is not progressing and potential barriers to learning
- make reasonable adaptations to their teaching and environment to ensure children with SEND achieve
- write and update SEND Support Plans, managing resources to implement targets
- discuss with parents the child's progress and SEND Support
- follow the assess, plan, do review cycle of support and intervention, supported by the SENDCo
- attend Multi-agency meetings at request of the SENDCO

5.5 Teaching Assistants

The role of the teaching assistant is to:-

- be aware of children in the class identified as having SEND
- be up to date with children's SEND Support Plans or EHCPs
- assist and support the class teacher in the delivery of a broad and balanced curriculum
- assist the class teacher in the delivery of support for children with SEND

- provide intervention programmes for children with SEND as directed by the classroom teacher or senior leader

7. Procedures

7.1 Park End Primary School believes that early identification is fundamental to supporting our pupils effectively

7.2 Park End Primary School, in accordance with the recommendations of the LA and The Code of Practice (2015), implements the model of Special Educational Needs and Disabilities outlined below:

- SEND Support
- EHCP

7.3 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

7.4 See section 10 for identification process

8. Medical needs

Parents will complete their child's Health Care Plan via telephone. Parents will then be invited in to the school office to sign the Health Care Plan.

8.1 Children who have complex medical conditions but do not require SEND provision will have a Health Care Plan in school. This will be created with parents and updated annually or when there is a change to medical advice

9. SEND Deregistration

9.1 Parents will be consulted if staff believe a child no longer requires SEND Support in school

9.2 Parents will be invited to a review meeting with relevant professionals and all professionals will make an agreement as to if SEND Support should continue

9.3 If SEND Support ceases, parents will be asked to sign a deregistration form which will be stored electronically in school until the child leaves the school. Information will then be transferred to their new school setting

10. Graduated response to SEND identification

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
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
5. Children with an EHCP continue to have A SEND Support Plan in place, breaking down long term targets set by the LA in to smaller steps

11. Monitoring

11.1 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 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

12. Success Criteria

12.1 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 targets on SEND Support Plans
- an inclusive 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

13. Complaints

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

14. SEND Training

14.1 Staff attending courses disseminate to teams and/or the whole staff as appropriate

14.2 An audit of staff training needs is held each year and is linked to performance management. This provides information for the School Improvement Plan

14.3 Expertise from outside agencies is used wherever possible to provide in-house training

15. Emotional well-being

15.1 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:

- A personalised tiered response to emotional well-being and mental health (see Appendix A)
- 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

16. Outside Agencies

16.1 The school receives: -

- 1 day per fortnight 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
- 1/2 day per week Support from Future Steps Private Occupational Therapy
- Support from local specialist settings through outreach
- Individual therapy sessions by The Bungalow Partnership

16.2 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

16.3 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

16.4 The role of the Speech and Language Service is to provide therapeutic support for pupils within and outside of school

16.5 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

16.6. 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, including writing sensory diet plans for individual children

17. Special Facilities

17.1 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 outside the hub

17.2 A facility to change pupils has been added to Foundation Stage

17.3 School seeks the advice of Occupational Therapy to ensure individual needs are met if needed

17.4 Please refer to Accessibility Plan

18. Parents

18.1 Parents know their children best and are able to contribute valuable information about their children's difficulties

18.2 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

19. Links with other schools

19.1 Close links are established with Beverley Special School

Appendix 1

Tired response to mental health

