

# Parklands Primary School

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## Special Educational Needs Policy

*Inspiring Success*

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# Parklands Primary School

## POLICY ON IDENTIFYING AND PROVIDING FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

### GUIDING PRINCIPLES

All our pupils have the right to an education which is appropriate to them as individuals. It is our aim to minimise the difficulties that pupils will experience. We aim to achieve this by adopting three principles that are essential to developing a more inclusive curriculum.

#### **Three principles for inclusion**

- *Setting suitable learning challenges* - We aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible.
- *Responding to pupils' diverse learning needs* - We take into account the different backgrounds, experiences, interests and strengths which influence the way in which pupils learn when we plan our approaches to teaching and learning.
- *Overcoming potential barriers to learning and assessment for individuals and groups of pupils* - We recognise that a minority of pupils will have particular learning and assessment requirements that will create barriers to learning if we do not address them through special arrangements.

### POLICY AIMS

In making provision for pupils with special educational needs and disabilities our policy objectives are:

- To ensure that our duties, as set out in the Equality Act 2010, are fully met to enable pupils with special educational needs and disabilities to join in the normal activities of the school along with pupils who do not have special educational needs;
- To ensure the school has an Accessibility Plan in line with statutory guidelines.
- To ensure that all pupils gain access to a broad and balanced curriculum and have an equal opportunity to receive an education that is appropriate to their needs;
- To identify the needs of pupils with disabilities and/or special educational needs (SEND) as early as possible;
- To use our resources as efficiently and equitably as possible when assessing and meeting the special educational needs and disabilities of our pupils;
- To provide a graduated approach in order to match educational provision to pupils' needs;

- To develop a partnership with parents/carers in order that their knowledge, views and experience can assist us in assessing and providing for their children;
- To take into account the wishes of the children and young people concerned and, involve them in decision making in order to provide more effectively for them;
- To make reasonable adjustments to enable children and young people with disabilities to access the whole school curriculum including school trips and out of school hours activities and learning;
- To ensure effective collaboration with Local Authority (LA) services, health services and social care in order to ensure effective action on behalf of pupils with special educational needs and disabilities;
- To ensure that all staff are aware of their responsibilities towards children and young people with special educational needs and disabilities and are able to exercise them;
- To carry out the above promptly and with sensitivity in order to avoid embarrassment or further disadvantage to the children and young people we are seeking to help.

### **LEGISLATION AND GUIDANCE**

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following 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 Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

### **DEFINITIONS**

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## **ROLES AND RESPONSIBILITIES**

In attempting to achieve the above objectives, the Governors, the Head Teacher and the staff will take all reasonable steps within the limit of the resources available to fulfill the requirements outlined in this policy document.

### **GOVERNORS**

Governors will fulfill their statutory duties towards pupils with special educational needs and disabilities as prescribed in sections 66 to 69 of the Children and Families Act 2014. In order to do this they will develop and monitor the school's SEND policy and Accessibility Plan and ensure provision is an integral part of the school development plan. All governors, with the SEND governor or committee of governors taking the lead, will be knowledgeable about the school's SEND provision, including how funding, equipment and personnel are deployed. The governors will monitor the quality of SEND provision and ensure all staff are appropriately trained and qualified.

Additionally, the SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Head Teacher and SENDCo to determine the strategic development of the SEN policy and provision in the school

### **THE HEAD TEACHER**

The Head Teacher has overall responsibility for the day to day management of SEND provision and the Accessibility Plan. S/he will work closely with the school's SEND coordinator (SENDCo) and will keep the governing body fully informed about the working of this policy, taking account of the requirements listed by OFSTED in the Handbook for the Inspection of Schools. S/he will encourage all members of staff to participate in training to help them to meet the objectives of this policy including that the SENDCo achieves the statutory requirements for the performance of his/her duties. Additionally, the Head Teacher will work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the school.

## **THE SPECIAL EDUCATIONAL NEEDS AND DISABILITIES CO- COORDINATOR (SENDCO)**

**NAME:** Mrs Bateman & Mrs Leach

The SENDCo will:

- Work with the Head Teacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- 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 providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Head Teacher and governing board 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 SEN up to date

**Note- The SENDCo will often have additional roles such as managing staff who work specifically with pupils who have special needs.**

### **CLASS TEACHERS**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

**All staff should** be fully aware of the contents of this policy and, in particular, of the procedures described below. Appropriate training will be made available.

**The Responsible Person**

**NAME:** Mrs Wilson

The school has informed the LA that, when the LA conclude that a pupil at the school requires an Education, Health and Care Plan, they should inform Mrs Wilson who will ensure that whoever teaches the pupil knows about his/her special educational needs or disabilities.

## **SEN INFORMATION REPORT**

### **THE KINDS OF SEN THAT ARE PROVIDED FOR**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

### **OUR APPROACH TO TEACHING PUPILS WITH SEN**

Access to the school's broad and balanced curriculum is achieved for pupils by adaptations of work by teachers through Quality First teaching. Pupils falling just below national expectations will usually benefit from catch-up programs. When a pupil is consistently and significantly falling behind normal expectations, additional interventions will be implemented (SEND Support).

**Teachers are responsible and accountable for the progress and development of all the pupils in their class.** High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Social Stories
- Motor Skills
- Phonics

- Literacy and numeracy interventions
- Social Activity Club
- Quad Squad
- Speech and Language Therapy
- Bucket Time
- Lego Therapy

## **ADAPTATIONS TO THE CURRICULUM AND LEARNING ENVIRONMENT**

Teachers and/ or Subject Leaders plan using pupils' achievement levels, adapting tasks to ensure progress for every pupil in the classroom. When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.

These adaptations may include strategies suggested by the Special Educational Needs and Disabilities Coordinator (SENDCo) and/or external specialists. In addition, if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the school will be recorded and shared with parents.

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

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

## **EXPERTISE AND TRAINING OF STAFF**

School staff have received a range of training. Individual training certificates are located in each staff member's personal file.

Awareness training has been provided to staff in relation to:

- How to support pupils with special educational needs
- How to support pupils with social, emotional and behavioural issues
- How to support pupils through differentiation

- The SENDCo holds Qualified Teacher Status and holds the Nationally Accredited Award for Special Educational Needs Coordination
- The school receives regular visits from a Local Authority Educational Psychologist and SEND specialist teachers who provide advice to staff and support the success and progress of individual pupils
- The school receives regular visits from Speech and Language Therapists who provide advice on assessing and planning for targeted children; programmes planned by the therapist are then delivered by TAs
- The school receives visits from Occupational Therapists and Physiotherapists who provide advice and support for pupils with physical needs

### **SEND SUPPORT**

**This follows an ASSESS, PLAN, DO, REVIEW model of graduated intervention.**

1. An important feature of SEND Support is the collection of all known information about the pupil and that those in regular daily contact with the pupil should attempt to deal with the concerns raised. When a teacher, member of the pastoral team or SENDCo identifies a pupil with special educational needs they will provide interventions **ADDITIONAL TO** or **DIFFERENT FROM** those provided as part of the school's usual differentiated curriculum offer. Consideration will be given when setting homework that it is also differentiated according to the pupil's speed of working.
2. The triggers for intervention will be concerns about the individual pupil who, despite receiving differentiated learning opportunities;
  - is significantly slower than that of their peers starting from the same baseline
  - fails to match or better the child's previous rate of progress
  - fails to close the attainment gap between the child and their peers
  - widens the attainment gap
  - shows signs of difficulty in developing literacy and numeracy skills that result in significantly poor attainment in line with Borough Guidance
  - persistent emotional difficulties which continue despite management techniques generally used in the school
  - has significant sensory or physical problems that impact on their ability to learn
  - has communication and/or relationship difficulties which continue despite differentiated approaches to the curriculum.



Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

3. The parents/carers of the pupil will be informed as soon as concerns emerge and will be consulted with by appropriate staff, and the views of the pupil sought.
4. All information about the pupil from within the school, together with any additional information from the parents will be considered.
5. The SENDCo will undertake further assessment of the pupil as appropriate and may use outside specialists to enhance the provision being made. The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on all available information about the pupil:
  - The teacher's assessment and experience of the pupil
  - Their previous progress and attainment and behaviour
  - Other teachers' assessments, where relevant
  - The individual's development in comparison to their peers and national data
  - The views and experience of parents
  - The pupil's own views
  - Advice from external support services, if relevant

The assessment will be reviewed regularly.

6. The class or subject teacher, working the SENDCo should agree in consultation with the parents/carers and the pupil the adjustments, interventions and support to be put in place and the targets to be achieved. This should be recorded in an Individual Plan.
7. The pupil's subject and pastoral teachers will be responsible for working with the pupil on a daily basis and for planning and delivering the Individual Education Plan (IEP).
8. All staff will be involved in providing further help to pupils. (Note: For this reason, the arrangements for recording IEPs should be planned and agreed with all staff and endorsed by senior management.)
9. The IEP will be reviewed on a termly basis.
10. The pupil and parents will take part in the review process and will be involved in setting further targets. Subsequent IEPs will reflect strategies to meet their needs and show a graduated response to those needs.
11. A request for additional advice from external services may be made at this stage. It is anticipated the decision to seek further advice will be taken by the SENDCo in consultation with teaching staff, parents and pupil.

12. Specialist assessment arrangements may need to be made and the Child & Community Psychology Service involved at this time.
13. Progress may be such that the pupil is no longer giving cause for concern and can revert to being subject to the usual differentiated curriculum available to all pupils.
14. If the pupil or young person:
  - continues to make little or no progress in specific areas over a long period of time;
  - continues working at National Curriculum levels substantially below that expected of pupils of a similar age;
  - continues to have difficulty in developing literacy and numeracy skills;
  - has emotional difficulties, which substantially and regularly interfere with their learning or that of the class, despite having an individualised management programme;
  - has sensory and/or physical needs, and requires additional specialist equipment, and/or regular advisory visits from an outside agency;
  - has ongoing communication or relationship difficulties which impedes social development and acts as a barrier to learning;then a statutory assessment may be sought from the Local Authority

### **SCHOOL REQUEST FOR A STATUTORY ASSESSMENT**

The SENDCo will again take a leading role and will provide information including:

- the school's action through Assess, Plan, Do, Review cycles
- individual progress plans for the pupil
- records of regular reviews for at least a twelve month period
- an individual provision map
- the pupil's health, including a medical history where relevant
- tracking of progress in National Curriculum levels
- attainments in literacy and numeracy
- educational assessments from an advisory specialist support teacher or educational psychologist
- views of the parent and child
- involvement of other professionals
- involvement of the social services or education welfare services
- pupil attendance details
- recent hearing and vision checks

Where there is agreement to proceed, the LA will take the lead in assessing and determining the provision that must be made to meet the pupil's special educational needs. The school's role here is to continue to support the pupil and this remains the case if the LA decides not to draw up an Education, Health and Care Plan following an assessment.

## **EDUCATION, HEALTH AND CARE PLAN**

If the LA does draw up an Education, Health and Care Plan then the school's role is as follows.

1. The Head Teacher/SENDCo will implement the recommendations
2. Short-term targets will be set and reviewed at least three times a year. The strategies to meet those targets will record only that which is **ADDITIONAL TO** or **DIFFERENT FROM** the differentiated curriculum.
3. Progress will be formally reviewed by holding an annual review meeting.
4. The Head Teacher/SENDCo will seek;
  - written advice from parents and professionals
  - ascertain the views of the pupil
  - convene the review meeting
  - prepare a review report for the LA
5. Those to be invited at least two weeks before the meeting are;
  - the pupil's parent/carer
  - relevant teacher/s and TA/s
  - representative of the LA
  - the pupil
  - where appropriate representatives of health and social services, other professionals closely involved and, in the year of transfer to further education, SENDCo or representatives from colleges/sixth form colleges etc.
6. The review report will be copied to parents, LA and other relevant professionals no later than 10 days after the meeting or at the end of term, whichever is the earliest.

## **THE ANNUAL REVIEW IN YEARS FIVE AND SIX**

The annual review should suggest amendments to the pupil's Education, Health and Care Plan (EHCP) if required. The Plan, once amended, will be used to inform the consultation for secondary schools in the following Autumn Term. The secondary school placement for all youngsters with EHCPs will be decided by February 15<sup>th</sup>. Following this planning for transfer to secondary school will be undertaken. Part of this process will be arranging the Year Six annual review in the Spring Term or as early as possible thereafter, to which the SENDCo or their representative from the receiving secondary review will be invited. This must be a Person Centred Review and a One Page Profile written to go with the pupil to secondary school.

## **THE FINAL REVIEW IN SCHOOL**

The final annual review, carried out preferably in the Autumn Term in the school, will identify the young person's likely destination on leaving school and liaison preferably through a person centered review will take place with the receiving Further Education Provision.

## **INCLUSION**

We are fully committed to the principle of inclusion and the good practice, which makes it possible. Our policy, as set out in this document, will enable pupils with SEND to be an integral part of our school community. Reasonable adjustments, including the provision of auxiliary aids and services for disabled children, are made in order to prevent children being put at a substantial disadvantage.

Regardless of the stage pupils have reached, all pupils will be given full access to the full range of activities the school has to offer. This will be achieved by careful consideration of the needs of each pupil and by either modifying activities or by providing support that will help the pupil to participate in them. All of our extra-curricular activities and school visits are available to all our pupils, including our before and after school clubs. All pupils are encouraged to go on our residential trip(s). All pupils are encouraged to take part in sports day/school plays/special workshops, etc. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

We recognise that, for some pupils with SEND, inclusion is not necessarily a matter of '*where you are geographically, but where you feel you belong*' (Warnock Report 1978). Many children with more severe SEND are more comfortable with peers who have similar interests, abilities and disabilities to themselves, which must be taken into account when considering educational provision. Therefore, for some pupils, a sense of belonging and inclusion in a learning community is more likely to result from placement in a resource room or special class. With this in mind, alongside the fact that children with SEND have the right to an appropriate education that meets children's specific needs (this being the priority), pupils with EHCPs have the opportunity to learn in a personalised provision group. Here, pupils with SEND experience a curriculum which is tailored to meet their needs; this includes engaging with learning activities such as life skills and groups to develop social skills as well as a broad and balanced curriculum.

## **SUPPORT FOR IMPROVING EMOTIONAL AND SOCIAL DEVELOPMENT**

All pupils in our school have regular access to the Pastoral Manager.

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to be part of Social Activity club and Quad Squad to promote teamwork/building friendships etc.
- Pupils have access to counselling services when required
- Pupils participate in a Social Stories group
- Pupils receive support developing their emotional literacy

We have a zero tolerance approach to bullying.

## **SPECIAL FACILITIES**

**The school's Accessibility Plan has reference to access for disabled pupils, e.g. Whether there are special ramps, toilet facilities, signage etc.**

**The Action Plan shows how the school improves access to the whole school's curriculum and physical environment. This includes the consideration of "auxiliary" aids which may enable pupils with a disability to access the curriculum. The Accessibility Plan shows *how* the school will improve the delivery of information to pupils (not parents/carers).**

## **RESOURCES**

When the governing board approves the school's budget, consideration will be given to the resources allocated to meeting special educational needs. The Head Teacher will manage the allocated funds and will ensure that the best use is made of these resources through provision mapping.

## **INVOLVING PUPILS AND PARENTS/CARERS**

The views of parents will be sought at all stages of assessment and provision. The views of the pupil will be ascertained and the pupil will be directly involved in the process.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- Notes of these early discussions will be added to the pupil's record and given to their parents.
- We will formally notify parents when it is decided that a pupil will receive SEN support.

All communication involving decisions about a pupil will be recorded and dated. Letters to parents regarding decisions about their child will have a section to be signed and returned.

Staff will endeavor to engage with the parents of pupils with SEND and will encourage them to work with the school in helping their child. Parents and teachers can, by working together, build up a more complete picture of a pupil and his/her needs. We intend that parents will feel able to ask about our provision and express their concerns to us. In return we will seek their help regarding work that they can do with their child at home.

Records will be kept of all who are parents and/or have parental responsibility for each pupil. When this involves adults in more than one household we will deal directly with the parent who has day to day responsibility for the pupil. We will seek to involve all parents and those who have parental responsibility in decisions about their child or young person, while appreciating sensitivities that may arise.

### **PARENT PARTNERSHIP SERVICES**

The LA has made arrangements to provide impartial information and advice on SEND matters to the parents/carers of pupils with special educational needs and disabilities. The overall aim of the service is to empower parents to play an active and informed role in their child's education. They provide a range of useful information booklets, which are available in school or directly from the service on their website [www.havering.gov.uk/pips](http://www.havering.gov.uk/pips). Parents will be informed of the availability of this service, which includes access to an independent parent supporter. In Havering this is done through the Parent Partnership Co-ordinator. Details of the service and contact information is available from the Parent Partnership Service.

### **LEAVING SCHOOL**

When a pupil leaves the school, the SENDCo will forward relevant information about the pupil's needs to the next placement. Where a pupil is moving to another local school or college this will be achieved, wherever possible, by inviting a representative to the last review meeting that is held under the staged procedures described above. We maintain good links with the colleges, who receive our pupils and with the Independent Participation

Advisor. This is particularly so in respect of pupils with special educational needs or disabilities.

### **WORKING WITH OUTSIDE AGENCIES**

The Head Teacher, or a person nominated by the Head Teacher which could be the SENDCO/INCO, will oversee and liaise with Health Services, Social Care and other relevant professionals working with pupils in the school. Health Care planning will follow the protocol agreed by Health and Education. The Head Teacher, or nominated person, will ensure that staff has relevant training and there are procedures in place to support pupils.

### **COMPLAINTS**

If you have any complaint about the special educational provision we make for your pupil please speak to the Head Teacher or to a member of the governing board. If you speak to a governor s/he will, in the first instance, refer the matter to the Head Teacher. The Head Teacher will investigate and will contact in accordance with our complaints policy. If s/he has not resolved the matter to your satisfaction it will be referred to the special needs governor, Nicola Hall, who will consider the complaint at their next meeting and will contact you in accordance with our school complaints policy.

### **MONITORING AND EVALUATION**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Regularly reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEND or EHC plans

The Governors ensure that SEND provision is an integral part of the school development plan and will evaluate the effectiveness and success of this policy in the light of the policy objectives detailed under the heading "Guiding Principles". In order to achieve this, Governors will monitor:

- The standards and progress made by pupils with special educational needs and disabilities.
- The number of pupils at SEND Support and those with Education, Health and Care Plans in each year group.
- The movement of pupils on SEND Support and Education, Health and Care Plans across the categories as recorded on the school's provision map.

- The level and pattern of help provided at each stage (i.e. average time allocated and the balance of in-class and withdrawal help) as evidenced in the provision map.
- Case examples selected from all stages of pupils with special educational needs especially those who are Children in Care.
- The views of parents expressed on stage forms and any complaints received.
- The extent to which pupils' views are reflected on IP forms.
- Details of visits by specialist teachers, educational psychologists and other agencies.
- Staff views on in-service training opportunities and the training opportunities available.

### **ADMISSIONS**

The school aims to meet the needs of any pupil whom the parent wishes to register at the school as long as a place is available and the admission criteria are fulfilled. This includes pupils with disabilities who we anticipate might attend. The currently agreed admissions policy of the Governors makes no distinction with regard to pupils who have SEND. No pupil can be refused admission solely on the grounds that s/he has SEND except where the pupil is the subject of an Education, Health and Care Plan under the Children and Families Act 2014 and the Local Authority has indicated that the provision required is incompatible with that available at our school.

Where a pupil due for admission is known to have special educational needs and disabilities the SENDCo will gather appropriate information from any school the pupil has been attending and from other agencies known to have been involved. The donating school is responsible for providing this information.

### **LOCAL OFFER**

The school will publish an annual report on SEND on its website containing the information required by the Special Educational Needs and Disabilities (Information) Regulations 2014. This will include information on where the Local Offer can be found at [www.havering.gov.uk/directory](http://www.havering.gov.uk/directory)

### **LINKS WITH OTHER POLICIES AND DOCUMENTS**

This policy links to our policies on:

- Accessibility plan
- Behaviour



## **REVIEW OF POLICY**

All policies will be monitored and amended as appropriate every year but all policies will be fully reviewed and updated every three years.

**Policy Updated:** September 2021

**Review Date:** September 2024

# PARKLANDS PRIMARY SCHOOL



## Special Educational Needs Policy

Written .....

Presented to Governors .....