



PARK GROVE PRIMARY ACADEMY POLICY

Children with Special Educational Needs (SEND)

INTRODUCTION

At Park Grove School we aim to offer excellence and choice to all our children, promoting individual confidence and a positive attitude, irrespective of ability or need. We encourage all the children to participate in the learning process and we have high expectations of them. We provide the necessary tools for learning and participation and want all our children to experience success and to feel they are valued members of our school community.

AIMS

Our aim at Park Grove School is to improve outcomes and provision for children with special educational needs and disabilities and to increase parental confidence that children's individual needs are being met.

OBJECTIVES

- ☑ Ensure that children with special needs and disabilities are quickly identified, assessed and their particular needs met.
- ☑ Provide the best quality of education for each and every child, overcoming barriers to learning and fully developing each child's potential and independence through a broad and balanced curriculum that is personalised and differentiated to meet individual learning styles, recognising personal strengths and needs and ensuring progress.
- ☑ Provide an environment that is conducive to fulfilling the needs of each child.
- ☑ Enable every child to have access to all areas of the curriculum.
- ☑ Identify the roles and responsibilities of all agencies providing for children's special educational needs.
- ☑ Ensure that parents are fully informed of the provision made for their children and try to secure their support as partners in the education process.
- ☑ Maintain close links with secondary schools and pre-school to ensure successful transfer across key stages
- ☑ Ensure children have a voice in this process.

STATUTORY CONTEXT

The Education Act 1996, the Special Educational Needs and Disability Act 2001, the Special Educational Needs Code of Practice 2014, the Equality Act 2010.

GENERAL CONTEXT

Definition of Special Educational Needs (SEN)

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of their peers; or

- has a disability which prevents them 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. (*SEN Code of Practice 2014*)

Roles and Responsibilities

The School Governing Body

The Governing Body will, in co-operation with the Headteacher: -

☐ Determine the school's general policy and approach to identification, assessment and provision for children with SEND.

- ☑ Nominate a named governor for SEND.
- ☑ Establish the appropriate staffing and funding arrangements.
- ☑ Ensure that the needs of SEND children are made known to all who are likely to teach them.
- ☑ Ensure that pupils with SEN join in all activities of the school so far as it is reasonably practical and compatible with: the child receiving appropriate SEND provision; the effective education of their fellow pupils; and the efficient use of resources.
- ☑ Monitor the school's work with children with SEND.
- ☑ Report to parents annually on the school's policy on SEND'

Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND. She will keep the governing body fully informed and, at the same time, work closely with the Senior Leadership Team, the school's SEND coordinator (SENCO) and Learning Support Teachers.

The Senior Leadership Team

The Senior Leadership Team may decide to undertake particular elements of the SENCO role, when this is considered to maximise effectiveness and efficiency in meeting the needs of the children.

SENCO

The SENCO:

- ☑ Is responsible for the day-to-day operation of the SEND policy and advises on a gradual approach to providing SEN support.
- ☑ Liaises with: outside agencies; Special Needs Teachers, Educational Psychologist, Behaviour Support, Portage Teachers, Speech and Language Service, as well as school staff and parents to coordinate provision for SEND children.
- ☑ Maintains the school's SEND register and ensures records of work undertaken are recorded and updated.
- ☑ Provides assistance and materials for Teaching Assistants to use in the class.
- ☑ Coordinates the provision for children with SEN and provides a provision map to help manage a range of resources, both human and material, to enable appropriate and fair provision to be made for children with SEND.
- ☑ In addition to termly reviews of Individual Education Plans (IEPs) and Pupil Passport, provides termly written and oral feedback on the nature of interventions and progress made.
- ☑ Reviews class- based interventions half termly. The results are analysed and the programmes amended if necessary. Duly annotated forms are returned to class teachers.
- ☑ Meets parents / carers to keep them informed and to answer any enquiries.
- ☑ The SENCO works as part of the Pupil and Family Support team. The two Pupil and Family Support workers will deliver small group or 1 to 1 specialised and targeted provision for the children on the SEND register.

Class Teachers

- ☐ All are teachers of SEND.
- ☑ Identify that a child has special educational needs or a disability and provide work, differentiated as necessary, to meet individual requirements within all curriculum areas, ensuring content and pace are appropriate and using a variety of materials and methods.
- ☑ In conjunction with the child (where possible) write and review IEPs or pupil passports for the children on the SEND register who are withdrawn to receive individual or group support.
- ☑ Work closely with the Teaching Assistants, allocated to support pupils within their class and also with the SENCO.
- ☑ Assess and record progress that the child has made.

☐ Meet at least termly with parents to keep them informed of their child's progress.

Pupils

At Park Grove School children are encouraged to express their views and to make decisions concerning their targets, where age and maturity allow. They are involved in setting their targets and the goals they are working towards. The children are able to write their own contribution towards review meetings or have those views transcribed for them and are encouraged to make judgements about their own performance. The SENCO will seek their views termly through a questionnaire and all statemented pupils will be able to express their views through the first section of their Education, Health and Care Plan (EHCP)

Parents and carers.

Park Grove School works closely with parents / carers in the support of those children with special educational needs and disability. Parents/carers:

- Have an in depth knowledge of their own child and we encourage them to be actively involved with us in discussions and decisions to identify their child's needs and provision both at school and at home.
- Are invited to both formal and informal meetings to discuss their child's behaviour or progress and their views and feelings are taken into account in deciding on any course of action.
- Are informed of the nature of any work being undertaken by intervention programmes and receive termly copies of evaluated IEP or Pupil Passports.
- Are entitled to see what is written about their child and are informed of rights and responsibilities including access to mediation and formal appeal.

Identification, Assessment and Provision

Park Grove School has close links with pre-school organisations who alert the school regarding children who have identified SEND or who present with potential difficulties. Identification can also come via the GP, Health Visitor, Child Centre, social worker, parent/carer or a previous teacher if the child transfers from another school.

The class teacher identifies any concerns through observation and both formal and informal assessment such as the objectives outlined in the National Curriculum and the National Curriculum tests.

Having identified that a child is having difficulties and having taken into account progress, severity and complexity, the school adopts a graduated response through the banding system provided by the LEA, from band 0 (Quality First Teaching for all) to band 3,4 and 5 (statutory provision outlined in a EHCP, possible dual placement in an Enhanced Resource provision (ERP) or a special school).

Criteria for Implementation of band 1:

Despite appropriate differentiation in the classroom -

- The child fails to progress as measured by age-expected norms.
- Physical or Sensory problems cause the child to make little or no progress.
- Receptive or Expressive language difficulties result in little progress being achieved.
- A child has emotional and/or mental needs resulting in behavioural issues which impact on personal learning or on the class as a whole.

Provision at Band 1:

- Small group interventions.
- Access to more direct help provided by the class teacher and teaching assistant.
- Access to small or individual withdrawal groups to target particular areas of weakness, following an IEP and outlining specific, measurable, achievable, relevant targets.
- Access to specialist assistance from outside agencies e.g. Speech and Language, School, Behavioural Service to offer help and advice to class teacher and parent/carer

Criteria for Implementation of Band 2

- The child continues to make slow or limited progress despite appropriate target-setting and specific and focused programmes of work as outlined on their IEP.
- The child continues to work at National Curriculum targets at a substantially lower level than age-expected levels.
- The child has emotional and/or mental needs which substantially impede both their progress and that of their peer group, resulting in behavioural issues, despite having an individual behaviour management programme.

Provision at Band 2

- Referral to outside agencies for specialist advice; e.g. Inclusion Support Teachers,
- Educational Psychologist, Behavioural Support Services, specialist teacher.
- Continued access to specialised programmes of work that are additional to and different from work within the class.
- A termly pupil passport that sets out small, achievable targets, a copy of which is given to parents/carers, and to the child for use in class.
- If necessary, a My Support Plan (MSP) may be written to outline provision.

Triggers for Statutory Assessment (Education Health and Care Plan), Band 3,4 and 5

- Statutory assessment is initiated after intervention strategies have failed to raise attainment and the lack of progress gives serious cause for concern.
- The advice and support of the Educational Psychological services and Inclusion Support teachers will have been instrumental in the statementing process.
- A My support Plan will have been written, documented and reviewed.
- Parents/carers will be fully involved in discussions leading to a statutory assessment.

Provision at Band 3,4 and 5

- There will be an annual review held between parents, SENCO, educational

psychologist, class teacher, Headteacher, teaching assistant and any relevant health professionals to discuss the progress made during the year, the targets for the forthcoming year and the recommended level of provision offered by the school and local education authority. An EHCP will be drawn with the wishes of the child and their family at the centre of all discussions. Outcomes, both short term and long term, will be identified.

In the case of Year 6 children, the SENCO of the receiving secondary school will also attend the annual review, mid-way through the year, before February, to prepare for transition.

Work stations will be provided to enable activities for repetition and reinforcement to take place, and work geared to the pupil's own work rate, which helps to promote a degree of independence.

Resources

Children with SEND have access to a heightened level of resources under the delegation of special needs funding from the local education authority to the school.

Children with an EHCP have access to an enhanced level of teaching assistant support and provision. Provision maps are designed to allocate human and material resources fairly throughout the school and allow for small groups of children to benefit from short or longer term intervention strategies.

MONITORING & EVALUATION

The Headteacher, Senior Leadership Team and SENCO will be responsible for the day to day monitoring of the implementation of this policy.

Information about children with SEN will be considered annually by the School Governing Body so that implementation of this policy can be evaluated and the needs of children met in the most effective and efficient way within all provision.

Indicators of the success of this policy will include:

- ☒ Appropriate identification of children with SEN as described in the SEN Code of Practice 2014.
- ☒ Timeliness of identification, assessment and implementation of appropriate provision.
- ☒ Continuous monitoring of the effectiveness of the provision and adjusting promptly as necessary.
- ☒ Good progress and attainment during and after provision (including independence and self-esteem)
- ☒ Good progress and attainment between Key Stages for cohorts of children with SEND.
- ☒ Good participation in the whole school curriculum.
- ☒ Appropriate expenditure per pupil according to need.
- ☒ Positive views of parents/carers and children.

LINKED POLICIES

This policy should be read in conjunction with the school Curriculum and with our other policies on Equality, Accessibility, Child Protection and Safeguarding.

REVISED BY: The Full Governing Body

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