

Park Primary School

Special Educational Needs and Disabilities Policy (SEND Policy)



Reviewed	Approved by	Approval date	Review cycle	Next review
September 2024	Full Governing Body		Every year	September 2025

Section A: School Arrangements

Aims

We strive to create a sense of community and belonging for all our pupils. We have an inclusive ethos with high expectations and suitable targets, a broad and balanced curriculum for all children and systems for early identification of barriers to learning and participation.

Definitions

Children have special educational needs (SEN) if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- a) have significantly greater difficulty in learning than the majority of the children of the same age; or
- b) have a disability which hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- c) Are under compulsory school age and fall within the definition at a) or b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means:

- a) for children of two or over, education provision which is in addition to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in that area
- b) for children under two, educational provision of any kind

Section 312, Education Act 1996

Roles and Responsibilities

Provision for pupils with special educational needs is a matter for the whole school.

The Governing Body

As part of their statutory duties, the Governing Body of Park Primary School must publish information about the school's policy on special educational needs. The Governing Body has one member who is designated as the School SEN Governor.

The School SEN Governor will:

- establish links with the SENDCos
- meet termly with the SENDCos to exchange information about provision and to monitor the SEN Policy and practice
- keep informed about what the Local Authority is doing in relation to SEN

The Headteacher

Staff responsibility for SEN lies with the Headteacher. The Headteacher has delegated the day-to-day management of SEN practice to the SENDCos.

SENDCo

The SENDCos are the lead professionals for SEN provision at Park Primary School with responsibility for:

- overseeing the day-to-day operation of the SEN Policy as SENDCo
- maintaining a recording system and coordinating assessment and provision for children with SEN

- ensuring that there is liaison with parents and other professionals in respect of children with SEND, to collate and disseminate relevant information and build effective relationships
- advising and supporting other practitioners in the school
- contributing to the continuing professional development of all staff
- ensuring that Individual Education Personal Learning Plans (IEPLPs) are in place, with targets that are Small, Measurable, Achievable, Realistic, Timed, Evaluated and Reviewed (SMARTER)
- maintaining awareness of current legislation, documents and research papers and passing on relevant information to staff

Teaching and non-teaching staff

All teaching and non-teaching staff will be involved in the development of the school's SEND policy and be fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEND. Class teachers are responsible for ensuring that sufficient time is planned into weekly timetables to ensure implementation of intervention strategies for children with SEND.

Admission arrangements

In accordance with the school's Admissions and Accessibility Policies, all children living within the catchment area are entitled to a place at Park Primary School, irrespective of any special educational need.

Specialisms and Special facilities

Park Primary School has experience in supporting children with a variety of needs but does not have a specialist SEND unit, nor do we specialise in any one particular area of SEND. However, working with advisory services and specialist teachers, we welcome all pupils with any specific need and endeavour to ensure that appropriate provision is made to cater for them.

The entrance is ramped and wheelchair users can access the main parts of the building and the disabled toilet facilities. Further "reasonable adjustments" may be made for a particular child's need.

Section B: Identification, Assessment and Provision

Allocation of resources

- A proportion of our budget is allocated for resources, which include identified materials for use to support children with SEND.
- The provision of appropriate additional support is made from the delegated SEND budget.
- We have a range of resources to support children with SEND, these link with the priorities stated in the School Improvement Plan.

Identification, assessment and review

Identification and assessment

- We are committed to the early identification and intervention of children who may have SEND.
- More detailed observations are made in a variety of contexts as well as careful monitoring of the curriculum. We obtain information from parents/carers and any other records from previous settings that the children may have attended.
- If further assessment is required, we use appropriate screening and assessments to help us to determine the child's strengths and areas to be developed. We can then identify and implement the appropriate strategies for the child.

- The graduated response, adopted in the school, recognises that there is a continuum of needs. This is recommended in the SEND Code of Practice and is in line with the LA policy.
- Early Intervention (EI): A child who achieving at a level which is slightly below that which is expected may be identified as needing EI. These children will be monitored closely by the class teacher and Teaching Assistant and will be reviewed by the SENDCos and teaching staff termly.
- SEND support: A child is placed on the SEND register if they meet the criteria for the category of "SEN support". Additional teaching plans and support will be provided for these children usually including intervention programmes which are additional to and different from the usual curriculum. Further advice and professional support is sought and implemented as is considered necessary for the individual needs of the child. If adequate progress is not made after a substantial period of intervention and review, the teacher in consultation with the parents/carers, may conclude that further support and advice is needed. In some cases, outside professionals from health, social services, support services or the education psychological service may be involved with the child. A ~~PLP~~ IEP will be written and agreed with the parents/carers.
- ~~An Individual~~ A Transition Partnership Agreement (IPA) may be formulated to record a child's special educational needs and the arrangements that are either being made or proposed. It will provide a summary of information about the child and how that child's needs will be met if the child transfers to another school within Hampshire or other LA. Parents and other professionals will meet to set up the IPA.
- In a very few cases it may be necessary for the school to consider, in consultation with the parents and any outside agencies involved, whether a statutory assessment may be necessary. Parents may also request the LA to make an assessment on their behalf. We use the LA criteria to help make any such decisions. If, in rare cases, the child's needs are considered to be severe and complex, ~~a statement of special educational needs~~ an Education Health and Care Plan (EHCP) may be issued by the LA.

~~We are making the transition from Statements to Education Health Care Plans following the timetable set out by Hampshire LA.~~

- SEND Policy and practice are regularly reviewed to ensure that they are effective.
- Pupil's ~~IEPs-PLPs~~ are reviewed at least three times a year to ensure that the appropriate targets set provide success for the child and progress is made.
- Evaluations of the School Development Plan regarding SEND are made on a termly basis between the Headteacher and Inclusion manager.

Complaints procedure

We strive to do our best for all children but if there are any concerns we encourage those concerned to approach the class teacher in the first instance, the SENDCos, the Headteacher or the SEND Governor and a response will be made as soon as possible.

Section C: Partnership within and beyond the School

Staff development

- All staff and the SENDCos are involved with further training in line with the priorities identified in the School Development Plan.
- We have staff meetings where SEND issues are discussed. These are related to specific concerns relevant to the needs identified or in ensuring that staff keep up to date with information and legislation.
- The SENDCos attend relevant training and disseminates the details to all the staff as is appropriate. Individuals can access training that is necessary for their professional development.
- There is an induction procedure for ECT's and new staff into the school's policy and procedures for SEND

Partnership with parents/carers

- Parents/carers are notified as soon as possible if we have any concerns and there is always a willingness to listen to issues brought forward for discussion.
- We share information with parents/carers in informal conversations and individual meetings.
- Parents/carers are invited to review meetings to discuss progress and to be involved in setting targets with appropriate intervention strategies to help the child both in school and at home, normally as part of parent consultation evenings.
- We promote a culture of co-operation between parents, schools, LAs and other professionals. This is important in enabling any child with SEND to achieve their full potential.
- We respect the differing needs of parents/carers, such as a disability or communication and linguistic barriers.

The voice of the child

- Children, who are capable of forming views, have the right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the children in school are given due weight according to their age, maturity and capability.
- Pupils participate where possible, in decision making processes.
- Children on the SEND register will be given individual targets. Where there is a barrier to learning, personalised provision should be identified to support progress.

Links with other schools and transfer arrangements

We will strive to ensure that all information from previous settings has been sought, prior to a new pupil starting at Park Primary School.

We have procedures in place to ensure that transfer arrangements take place with ease and are perceived in a positive light, by all our pupils. We encourage liaison between staff and ensure records contribute to the future planning for the benefit of the pupils.

Links with other agencies, organisations and support services

The school is committed to involving parents/carers whenever it is practically possible. We believe that effective action on behalf of children with SEND depends upon close co-operation between the school and other professionals.

The school is in regular contact with the Educational Psychologist, the Primary Behaviour Service, Speech and Language Therapist, the Locality team and Children's Services. We also liaise with the school nurse and medical services. Other specialist external agencies are liaised with as appropriate to the needs of individual pupils.

Educational Psychologist

The Educational Psychologist advises and supports the SEND provision in the school. They can make diagnostic assessments for individual pupils; support class teachers with advice and special individual programmes to support learning; give consultation and feedback to individual parents on SEND issues.

Primary Behaviour Service

The service is available to come into school to work with groups of children and individual pupils and their families. They provide a range of support services, which include working with social skills groups, anger management groups, counselling individual pupils with behavioural difficulties, training mid-day supervisors, providing information and advice. They also offer an inreach service at The Hive, for children, offering a behaviour and nurture group.

Child and Adolescent mental health services (CAMHS)

Some pupils may be referred by the school to the Clinical Psychologist within CAMHS. They provide support and counselling and anger management group work. When a clinical psychologist is involved, they may contribute to Statutory Assessments and EHCP Reviews.

School Nurse

The School Nurse is in contact with the school as appropriate to the needs of individual pupils. They monitor pupil's needs, give assessment feedback and exchange information. The school nurse also assesses pupils for sight and hearing, weight and balance.

Paediatric Consultant

The school nurse can refer pupils to the Community Paediatrician at Frimley Park hospital. They can be assessed for a range of needs and can be diagnosed. They may be referred on to Speech and Language and/or Occupational Therapy, or other specialists who can contribute to assessments of needs.

Speech & Language Therapist

The school have access to Speech and Language Therapist (SALT), who can visit the school to assess pupils, liaise with the SENDCo, provide programmes to support pupil's language needs and offer support to class teachers and Teaching Assistants. They may also conduct short programmes of therapy in groups out of school.

Occupational Therapist

The Occupational Therapist is in contact with the school as appropriate to the needs of individual pupils. They support school by giving advice to class teachers, liaising with the SENDCo and providing a programme of support exercises as appropriate.