



Special Educational Needs and Disability (SEND) Policy

Evidence of intentions and practice - for the information of
staff, governors, parents, LA, OFSTED and DfE

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Approved by:
Finance and Resources Committee

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PARKSTONE PRIMARY SCHOOL

Special Educational Needs and Disability (SEND) Policy

1 Introduction

- 1.1 Parkstone Primary School aims to provide a safe, happy and secure environment where every child achieves their full potential. We aim for enthusiastic learners through providing a stimulating and challenging curriculum. Team work between all stakeholders – children, staff, parents, governors – is at the heart of the school and we celebrate both achievements and successes. Our consistent positive approach to learning and teaching engages children and promotes lifelong learning.
- 1.2 This school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.
- 1.3 These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional or different help from that given to other children of the same age.
- 1.4 Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

2 Aims and objectives

- 2.1 The aims of this policy are:
 - to create an environment that meets the special educational needs of each child;
 - to ensure that the special educational needs of children are identified early, clearly assessed and provided for;
 - to make clear the expectations of all partners in the process;
 - to identify the roles and responsibilities of staff in providing for children's special educational needs;
 - to enable all children to have full access to all elements of the school curriculum;
 - to ensure that parents are able to play their part in supporting their child's education;
 - to ensure that our children have a voice in this process.

3 Educational inclusion

- 3.1 In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:
- have different educational and behavioural needs and aspirations;
 - require different strategies for learning;
 - acquire, assimilate and communicate information at different rates;
 - need a range of different teaching approaches and experiences.
- 3.2 Teachers respond to children's needs by:
- providing support for children who need help with communication, language, literacy and numeracy.
 - planning to develop children's understanding through the use of all available senses and experiences;
 - planning for children's full participation in learning, and in physical and practical activities;
 - helping children to manage their behaviour and to take part in learning effectively and safely;
 - helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.
- 3.3 All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:
- understand the relevance and purpose of learning activities;
 - experience levels of understanding and rates of progress that bring feelings of success and achievement.
- 3.4 Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.
- 3.5 Pupil Passports, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success.
- 3.6 We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation inside and outside the classroom.

4 Provision

- 4.1 Some children with special educational needs may have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if:
- they have significantly greater difficulty in learning than the majority of children of the same age;
 - they have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age;
 - they are under school age and fall within the definitions above.

- 4.2 Many of the children who join our school have already attended an early education setting. In many cases children join us with their needs already assessed. All our children are assessed when they join our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.
- 4.3 During SEND reviews teachers discuss all their children with the SENDCo and children can be identified as '**Cause for Concern**'. This is the first stage in the school process and means that, whilst not receiving additional support, the child's progress / development will be monitored by the class teacher to inform future discussions. It may be appropriate at this stage to arrange additional group support with the aim of addressing any needs so that the child does not need to go on the SEND register at a later date.
- 4.4 If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. The child's class teacher, in conjunction with the SENDCo, will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents informed and draw upon them for additional information.
- 4.5 The Special Educational Needs and Disability Coordinator (SENDCO), if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support. The SENDCO will then take the lead in further assessments of the child's needs. Here the interventions put in place are usually more personalised to each individual's learning difficulty (Wave 3 intervention).
- 4.6 We will record the strategies used to support children within a Pupil Passport. The Pupil Passport will show the short-term target set for the child and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place termly.
- 4.7 If little or no progress is made, the Pupil Passport review may identify support is needed from outside services. We will consult parents prior to any support being actioned. In most cases, children will be seen in school by external support services. This may lead to additional or different strategies to those already employed. External support services will provide information for the child's new Passport. The new strategies within the Passport will, wherever possible, be implemented in the child's normal classroom setting.
- 4.8 If the child continues to demonstrate significant cause for concern, a request for statutory assessment will be made to the LA. A range of written evidence about the child will support the request.

5 Role of the coordinator

- 5.1 The person responsible for coordinating the day to day provision for pupils with special educational needs and disability at the school is the SEND coordinator, Mr J Rogers, who can be contacted at Parkstone Primary School –Tel: 01482 854554.
- 5.2 In our school the SENDCo:

- manages the day-to-day operation of the policy;
 - coordinates the provision for and manages the responses to children's special needs;
 - supports and advises colleagues;
 - oversees the records of all children with special educational needs;
 - acts as the link with parents;
 - acts as link with external agencies and other support agencies;
 - monitors and evaluates the special educational needs provision and provides regular reports to the Governing Body;
 - manages a range of resources, human and material, to enable appropriate provision for children with special educational needs;
 - contributes to the professional development of all staff.
- 5.3 Staff and governors will receive in-service training relating to special educational needs and disability as required. This may take the form of the SEND coordinator or SEND governor attending meetings and providing feedback to colleagues.

6 Assessment

- 6.1 Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.
- 6.2 The class teacher and the SENDCo assess and monitor the children's progress in line with existing school practices. This is an ongoing process known as the Graduated Approach.
- 6.3 The SENDCo works closely with parents and teachers to plan an appropriate programme of support.
- 6.4 The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENDCo can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.
- 6.5 The LA seeks a range of advice before making a formal statement. The needs of the child are considered to be paramount in this.

7 Resources

- 7.1 Resources are allocated to supporting SEND children according to need and supply. The SEND coordinator devises support timetables for individuals and small groups with work to be carried out by the teaching assistant.
- 7.2 The teaching assistants, under the direction of the SENDCo, deliver specific, planned support, taken from the child's Plan. The detailed assessments are used to inform progress and identify the next steps required.
- 7.3 Resources from outside the school may be enlisted to support more specialist aspects of SEND provision or training.
- 7.4 The SENDCo liaises with a wide range of external agencies for essential expert, professional support, including the Kingston upon Hull Psychological

Service, Speech Therapy, Hearing Impaired and the Health Service/School Nurse. All the above services liaise with the school and meet with parents when necessary. Other services, such as Child health, social care, educational welfare services and some voluntary organisations (eg; anti-bullying or the Parent Partnership) are also used when required.

8 The role of the governing body

- 8.1 The Governing Body has due regard to the Code of Practice when carrying out its duties toward all children with special educational needs.
- 8.2 The Governing Body does its best to secure the necessary provision for any child identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with special educational needs. The Governing Body ensures that parents are notified of a decision by the school that SEN provision is being made for their child.
- 8.3 The Governing Body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. The current governor with responsibility for SEND is Mrs V Colley.
- 8.4 The SEND governor ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel. The governing body will receive regular reports on the organisation and implementation of special needs provision at Parkstone from the governor with responsibility for SEND who will liaise regularly with the SEND coordinator.

9 Partnership with parents

- 9.1 The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for children with special educational needs, in supporting, encouraging and working with their children and this is vital to achieving successes. Extra curricular sessions are used to develop this.
- 9.2 A named governor takes a special interest in special needs and is always willing to talk to parents.
- 9.3 The parents of children with SEND are involved at every stage of the process. They are invited to attend the review meetings to share the progress of their child. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.
- 9.4 When a parent is dissatisfied with the arrangements made for a child's SEND provision, the school will follow the LA guidelines for complaints re general educational provision within the school.

- 9.5 When a parent is appealing against the level of provision made by the LA in awarding a statement of SEND, or facilitating assessment procedures detailed in the code of practice, the school will refer to the SEND tribunal for advice.

10 Transfers

- 10.1 Children transferring to **secondary** school.
Every effort is made to ensure smooth transfer of children with Special Needs from this school to the secondary schools. Liaison takes place between Special Needs Coordinators of the respective schools. Where children with statements and TAs are involved, account is taken of their views. Also, any site problems for physically handicapped pupils are identified several months before transfer to ensure mechanisms are in place to overcome difficulties before the child transfers. Records are also transferred to ensure a smooth transition.
- 10.2 Children transferring to or from other **primary** schools.
Where transfer between primary schools occur liaison takes place between the two schools via the Headteachers and/or the SEND coordinators of the respect schools. Records are transferred including either any Plans or individual programmes currently in operation. Again, emphasis is placed on continuity.

11 Monitoring and evaluation

- 11.1 The SENDCo monitors the progress of children within the SEND system and provided staff and governors with regular summaries of the impact of the policy on the practice of the school.
- 11.2 The SENDCo and the headteacher hold regular meetings to review the work of the school in this area. The SENDCo and the named governor with responsibility for special needs also hold regular meetings.
- 11.3 The Governing Body reviews this policy annually and considers any amendments in the light of the annual review findings. The SENDCo reports the outcome of the review to the full governing body.