

Park Gate Primary School Policy Statement for Special Educational Needs and Disability (SEND)

Park Gate Primary School is a two-form entry primary school in the Western Wards of Fareham. The school is located in a suburban area, with many young, professional families. The school community includes children with a wide range of educational, social and emotional needs.

Our school provides learning of the highest quality to support and develop the whole child.

In encouraging the inquisitive mind we develop resilience, curiosity, creativity and independence.

Through mutual trust and respect, we ensure success for all.

All children with SEND are valued and respected as equal members of our community.

Every teacher is a teacher of every child including those with SEND.

This statement has been agreed by all members of the school community and summarises our key aims for all of our children.

This policy has been written to comply with the statutory requirement laid out in the SEND Code of Practice 2-25 2014.

Section1

Our SEND Co-ordinator is Mrs Sheena Briscoe who has 13 years experience in working as a SENCo. She is contactable on 01489 575444 and is part of the Senior Leadership Team at the school. Our SEND Governor is Mrs Maureen Fisher.

Definition of Special Educational Needs

At Park Gate Primary School we define children as having special educational needs if they have a *learning difficulty*, which calls for special educational provision to be made to them.

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or 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 authority.
- are achieving under expectations for their age and fall within the definitions above or would so do 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 is an educational provision which is *additional to*, or otherwise *different from*, the educational provision made generally for children of their age in the school.

We aim to

- provide every child with access to a broad and balanced education
- raise the aspirations of and expectations for all children within the school community, regardless of their level of need.

In order to do this we will

1. Identify and provide for pupils who have special educational needs and additional needs
2. Work within the guidance provided in the SEND Code of Practice, 2014
3. Provide a Special Educational Needs Co-ordinator (SENCo) who will take responsibility for leadership of all matters within this policy

4. Provide support and advice for all staff working with pupils who have special educational needs.

Admission Arrangements

Pupils with SEND will be admitted to the school in accordance with the requirements of the Code of Practice 2014, the Equality Act 2010, advice for schools DfE May 2014 and the Local Authority admission policy.

Identifying SEND

The purpose of identification is to work out what action the school needs to take in order to meet the needs of the child; in practice children may have needs which involve more than one area. At Park Gate Primary School we identify the needs of pupils by considering the needs of the whole child.

We assess pupils in accordance with the 4 broad areas of need identified in the Code of Practice, 2014

- Communication and Interaction
- Cognition and Learning
- Social Mental and Emotional Health
- Sensory and or Physical needs

There may be issues that have an impact, if not addressed, on progress and attainment but are not SEN such as:

- Attendance and punctuality
- Health and welfare
- English as an additional language
- Being in receipt of Pupil Premium
- Being a looked after child (LAC)
- Being a child parents in the armed forces
- Disability (the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)

A Graduated Approach

The Code of Practice suggests that pupils are only identified as having a SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including when pupils access support from teaching assistants or specialist staff.

We pride ourselves on delivering high quality teaching to all of our pupils. This quality first teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND in order to overcome their barriers to learning.

The school regularly reviews the quality of teaching for all children, including those at risk of underachievement. This is through

- observation of lessons
- analysis of pupil data
- work scrutiny and pupil conferencing

This also includes reviewing and where necessary, improving teachers’ understanding and knowledge of strategies to identify and support vulnerable pupils. This involves the teacher and SENCo considering all the information gathered from high quality and accurate formative assessment within the school about the pupil’s progress, alongside national data and expectations of progress.

We hold termly pupil progress meetings to monitor the achievement and progress of all pupils including those at risk of under achievement.

For children with higher levels of need, we will draw on specialised assessments from external agencies and professionals such as educational psychologists, therapists (including speech and language therapists, occupational therapists and physiotherapists), specialist or support services and Child and Adolescent Mental Health Services (CAMHS).

Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored. Once a pupil has been identified as possibly having SEN they will be closely monitored by their teachers in order to gauge their level of learning and possible difficulties.

The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

The SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class. This process then determines the level of provision the child will need for future learning. If a pupil has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary.

Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

The school records which children are under observation because of concern by parent or teacher but this does not automatically place the child on the school's SEN register. Any concerns will be discussed with parents informally or during parents' evenings.

Managing the needs of children on SEND Register

Where it is determined that a pupil does have SEN, parents will be advised of this decision and the child will be added to the SEND register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables us to identify the interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where other professionals are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement will be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with learning support assistants and plan and assess the impact of support, interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Transition Partnership Agreement (TPA)

In instances where a child has a significant need, but where an EHCP has not been considered appropriate, the school will create a Transition Partnership Agreement (TPA). This document is created in consultation with parents and with the agencies supporting the child. The partnership agreement outlines the child's current needs, the strategies in place to support them and explores potential next steps, resulting in an action plan.

Referral for an Education, Health and Care Plan (EHCP)

If a child has lifelong or significant difficulties, which are not being resolved by the current arrangements in school, they may need to undergo a statutory assessment process. This can be requested either by the school or by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, planning provision and identifying resources, is required.

The decision to make a referral for an EHCP can be taken at any time, but is always done in consultation with parents and all relevant supporting agencies.

The application for an EHCP will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHCP. Parents have the right to appeal against a decision not to initiate a statutory assessment.

Following statutory assessment, an EHCP may be issued by Hampshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's

parents will be involved in developing and producing the plan. Parents have the right to appeal against the content of the EHCP. They may also appeal against the school named in the plan if it differs from their preferred choice.

Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Exiting the SEN register

If a child makes good progress and is no longer working at a level significantly below that of their peers or if his/her needs change, they may be removed from the SEN register. This decision is only made when there is sufficient evidence to show that the child no longer fulfils the criteria to be on the SEN register and will be in full discussion with the parents of the child and the other professionals involved. We consider it good practice to continue to monitor children leaving the SEN register.

Supporting pupils and families

Further information detailing how the school supports children and their families, including contacting external agencies that can provide advice and support can be found in the SEND Information Report in Policy section of the school website. There is a direct link from the school website to the Local Authority 'Local Offer'.

Children with SEND may need arrangements to access tests and assessments. We will check with guidelines and provide arrangements such as more frequent breaks, a quiet room, a scribe, a reader etc. as required. The class teacher is responsible for these arrangements.

Our admission policy takes account of all relevant legislation including that on disability, together with all relevant regulations and the School Admissions Code (published by DfE in 2012). For the normal admissions round, all on time preferences will be considered in accordance with the admissions criteria. If the school is oversubscribed places will be offered in priority according to the admissions criteria. Looked after children or children who were previously looked after will rank first in priority. Children or families who have a serious medical, physical or psychological condition which makes it essential that the child attends our school are ranked second in priority.

The school will admit any child whose EHCP names the school.

The admissions policy is available in the admissions section of the school website.

Class teachers and the SENCo liaise with pre-schools regarding any particular needs or provision for children starting school. Details concerning any children with statements, Education Health and Care Plans (EHCPs) or transition Partnership Agreements (TPAs) will be passed to relevant staff or the whole school as required.

The SENCo and class teachers also liaise with the inclusion manager at Brookfield Community School and any other primary or secondary schools or special units to discuss the needs and provision for any child transferring to them or from them.

The SENCo of the secondary school will be invited to the Year 5 annual review of any child with a statement, EHCP or TPA in order to facilitate additional visits if required.

The Head Teacher and SENCo also liaise with other schools in the Brookfield pyramid to share resources and expertise and to provide mutual support.

Supporting children with medical conditions

We recognise that children with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have SEND and may have a statement or an EHCP which brings together health and social care needs as well as their special educational provision and the SEND Code of Practice 2014 is followed. In school, children with medical conditions have Individual Health Plans (IHPs) describing their condition, daily care needs and action to take in an emergency. The School Nurse liaises with school regarding IHPs which are checked with parents. Parents also sign forms regarding any medication that is required by a child.

For further information please refer to the school's policy for supporting pupils with medical conditions. This is available in the Additional Policies section of the school's website.

Monitoring and Evaluation of SEND Provision

As a school we regularly and carefully monitor and evaluate the quality of provision we offer to all children. We take into account the views of parents, children and staff.

We look at children's needs, progress made and access to the curriculum. This is done by regular meetings, sampling of parent views, pupil and staff views and meetings with the school SEND Governor.

The SENCo monitors the movement of children within the SEND system in the school and reports any concerns to the headteacher.

The SENCo ensures all appropriate records are kept up to date and available when needed.

The governing body reviews the policy and considers any amendments in the light of the annual review findings

Training and Resources

SEND is funded mainly from the school budget. However some children with more significant needs receive additional funding and may have an EHCP.

The training needs of staff are reviewed according to their experience and the needs of children with SEND currently in school or due to attend. If we know a child has a particular need that we have little or no experience of we will seek training, support and advice prior to their start. We also contact outside agencies for training needs as and when required.

As a school we consider it important that all involved with SEND in our school are provided with continuous professional development and training.

The SENCo regularly attends the local pyramid SENCo circle meetings and SEND briefing sessions to keep up to date with local and national updates in SEND.

Roles and Responsibilities

- The person responsible for overseeing the provision for children with SEND is Lindsay McCarthy (Headteacher)
- The person co-ordinating the day to day provision of education for pupils with SEND is Sheena Briscoe [SENCO]

The role of the SEND Co-ordinator

The Headteacher, Governors and the SEND co-ordinator are committed to ensuring that effective provision is made for pupils with SEND. The SEND co-ordinator:

- Maintains an up-to-date register of pupils with SEND
- Monitors the quality and effectiveness of provision for pupils with SEND
- Discusses the needs of pupils with class teachers, supporting staff and parents.
- Recommends more detailed diagnosis and assessment where necessary
- Helps to establish, alongside the class teacher, efficient learning programmes to meet the needs of all individuals
- Ensures all records and Personal Targets are updated regularly.

- Offers support to all colleagues involved with SEND
- Where appropriate, liaises with parents/carers and available outside support services
- Attends annual review meetings and writes requests for EHCPs.
- Helps to improve and purchase resources that will enhance the learning for all pupils in their class
- Establishes inset provision for teachers and teaching assistants relating to SEND
- Liaise with the Governing Body regularly about SEND matters.

The role of Governors

Maureen Fisher is the governor responsible for SEND.

It is the responsibility of the Governing Body to receive and analyse information on the successful implementation of the SEND policy and its success in achieving progress for each child.

They keep up-to-date about the school's SEND provision, including how funding, equipment and personnel resources are deployed. They ensure SEND provision is an integral part of the school's strategic planning and continually monitor the quality of SEND provision.

They will ensure the following are maintained:

- SEND register
- Personal Targets and Individual Behaviour Management Plans (IBMPs) are in place and regularly reviewed and updated.
- Annual reviews and all the associated legal requirements.
- The opportunity for all staff to engage in professional training in the management of SEND.
- Improvement over time between SEND stages.
- The school's drive for inclusion

The role of staff

The class teachers' responsibilities include:

- High quality teaching, differentiated for individual pupils, as the first step in responding to SEND.
- Analysing the child's needs and working with a child with SEND daily, retaining this responsibility even when the child is following group or one-to-one interventions away from the classroom.
- Working closely with any support or specialist staff to plan and assessing the impact on interventions and how they link to classroom teaching.
- Notifying the parents that their child has a SEND.
- Revising the support in light of the child's progress and development, deciding on any changes to support and outcomes in consultation with the parent and child.
- Reviewing child's progress at least termly.

Provision for children with SEND will be monitored through their personal targets, lesson observations and tracking data. The SLT are responsible for ensuring that there are regular opportunities for staff training.

The line manager for SEN teaching assistants in most cases is the SENCo.

Storing & Managing Information

We store documents in line with Hampshire County Council policy and the requirements of the General Data protection regulations 2018. The provision made for children with SEND is recorded accurately and kept up to date with information systems to monitor the progress and development of all pupils.

We have a clear and explicit code of conduct for confidentiality. This ensures good practice throughout the school. The code applies to all teaching and non-teaching staff employed by the school, visiting staff, parent helpers, work experience students and staff from external agencies e.g. school nurse.

Accessibility

Statutory Requirements

In line with the SEN and Disability Act 2000 (2001) and the Equalities Act 2010 – advice for school 2013, we have an accessibility plan to ensure disabled children are not treated less favourably for a reason related to their disability, to make reasonable adjustments for disabled children, so that they are not at a substantial disadvantage and to plan to increase access to education for disabled children. The associated action plan is reviewed annually.

We have high ambitions for disabled children and expect them to participate and achieve in every aspect of school life. We will set suitable learning challenges, respond to children’s diverse needs and overcome potential barriers to learning and assessment.

Dealing with Complaints

At Park Gate Primary School, we aim to provide a positive, successful and caring environment and we endeavour to resolve any problems immediately. Further details of our complaints policy can be found on the school’s website.

Policy drafted, reviewed and agreed by Governors: May 2020

Review: May 2021