



Parklea Primary School

Special Educational Needs and Disability (SEND) Policy

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INTRODUCTION

Rationale

A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her in accordance with Part 3 of the Children and Families Act 2014 and the Special Educational Needs and Disability Code of Practice: 0 to 25 Years (January 2015)

Fundamental Principles

- A child of compulsory school age has a learning difficulty or disability if he or she:
- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools
- A child with special educational needs should have their needs met. This requires us to support the child and the child's parents to facilitate the development of the child and to help them to achieve the best possible educational and other outcomes.
- The views, wishes and feelings of the child and the child's parents must be sought and taken into account.
- It is vital that the child and their parents participate as fully as possible in decisions. To enable them to do so, we will do our best to provide them with the necessary information and support.
- Parents have a vital role to play in supporting their child's education. We will enable parents to share their knowledge about their child and give them confidence that their views and contributions are valued. At times, parents, teachers and others may have differing expectations of how a child's needs are best met. Sometimes these discussions can be challenging but it is in the child's best interests for a positive dialogue between parents, teachers and others to be maintained, to work through points of difference and establish what action is to be taken.
- Children with special educational needs will be offered full access to a broad, balanced and relevant education, including an appropriate National Curriculum. They will be included in all the opportunities available to other children so they can achieve well.
- We will adopt a graduated approach of assess, plan, do and review. in which the cycle of support will give access to increasingly frequent reviews and specialist expertise.
- We adopt a whole school approach when providing provision for children with special educational needs.

Equality and Inclusion

Under the Equality Act 2010 all children are entitled to an education that enables them to make progress. All schools have a duty towards disabled children and children with SEN to prevent discrimination and to promote equality of opportunity which focuses on inclusive practice and removing barriers to learning.

At Parklea Primary School aim to improve outcomes for all children. We have high aspirations and expectations for children with SEN so that they can achieve and become confident individuals going on to live fulfilling lives. We support pupils with a wide range of SEN. In collaboration with the Local Authority (LA) and other local education providers we endeavour to do our best to explore how different needs can be met most effectively.

Participating in decision making

We strive to involve the child and their parents in decision making by:

- Where a child is known to have an Education and Health Care Plan (EHCP), a representative from the school will meet with the parents and child prior to admission to the school to discuss their needs and to begin the process of ensuring these needs are met.
- When a child is identified as having a special educational need whilst on roll at Parklea Primary School a representative from the school will meet with the parents and child to discuss their needs and to begin the process of ensuring these needs are met.
- Where a statutory assessment has been carried out leading to an Education, Health and Care Plan, parents and the child will be involved in all reviews.
- Where a child is identified as having a special educational need requiring SEN Support, the child and the child's parents will be involved in the Personal Learning Plan (PLP) reviews at least three times per year, including prior to transfer to High School. This will normally be facilitated by the class teacher.

Educational expectations

High quality teaching that is adapted will meet the individual needs of the majority of children. Some children need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014.

At Parklea primary School we

- Use our best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.
- Track precisely where children with SEN are in their learning and development.
- Ensure decisions are informed by the insights of parents and those of children themselves.
- Have high, ambitious and stretching targets for children with SEN.
- Track their progress towards these goals.
- Keep under review the additional or different provision that is made for them.
- Promote positive outcomes in the wider areas of personal and social development.
- Ensure that the approaches used are based on the best possible evidence and are having the required impact on progress.

Graduated approach

We have adopted a graduated approach of action and intervention as set out in the Code of Practice: 0 to 25 years (January 2015). This SEN support takes the form of a four-part cycle: assess, plan, do, review. Through this, earlier decisions and actions are revisited in order to match intervention to the SEN of the child.

In identifying a child as needing additional support the class teacher, working with the SENDCO will carry out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's monitoring of pupil progress, attainment, and behaviour.

A child requires special educational provision if:

- The child has a significantly greater difficulty in learning than most others of the same age, or
- The child has a disability which prevents or hinders him/her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

INDIVIDUAL RESPONSE TO PUPILS NEEDS

Areas of Special Needs

The Code of Practice: 0-25 Years (January 2015) has identified four broad areas of special needs. They are as follows:

- Communication and interaction
- Cognition and learning
- Social, Emotional and Mental Health difficulties
- Sensory and/or Physical needs

Classifications used at Parklea Primary School when considering the needs of a child:

Classification	Initials
Cause for concern	
SEN Support	K
Education, Health and Care Plan	E

The Four-part cycle: Assess, Plan, Do, Review

Before a child is considered against the categories above, the class teacher and SENDCO will monitor them closely. They will discuss the concerns with the parents and look carefully at such matters as classroom organisation, teaching materials, teaching style and adaptations to decide how these can be developed so that the child is enabled to learn effectively. If specific gaps in learning are identified, then appropriate internal support from school staff given. If a specific learning difficulty is suspected, then SEN support may be considered.

The four-part cycle for PLP ¹and ECH Plans is as follows:

- **Assess** – to identify the child's needs
- **Plan** – interventions and support will be put in place with an expected outcome and timescale
- **Do** – the class teacher and/or support staff will implement interventions and assess progress
- **Review** – the effectiveness and impact of the intervention will be evaluated along with the views of the child and parent.

¹ PLP - Personal Learning Plan

Cause for concern

Following advice from the SENDCO a child may be identified as a cause for concern, internal interventions are put in place to support the learning and/or behaviour of the child. A Personal Learning Plan (PLP) may be implemented. The progress of the child will continue to be closely monitored by SLT, the class teacher and the SENDCO. Parents will be consulted about this additional support and kept informed regularly about progress.

This support may take the form of:

- Different teaching strategies, classroom management or curriculum materials
- Use of technology, including information technology
- Small group work or individual support for short periods of time, within the classroom.

SEN Support

If a child continues to cause concern, the SENDCO will request parental permission to seek additional support and advice from external specialists relevant to the child's needs.

This support may take the form of:

- Identification, observation and assessment of pupils
- Use of technology, including information technology
- Specific advice on teaching strategies for the class teacher
- Professional development of teachers working with pupils with SEN

The SENDCO and class teacher consider the advice given and review the child's PLP termly. This review takes into consideration the pupil progress and the views of the parents and the child.

Where a child is identified as requiring **SEN support**, the class teacher, in consultation with the inclusion team, child and parents, develops a Personal Learning Plan (PLP).

A Personal Learning Plan (PLP) will outline the interventions, learning strategies and intended outcomes for the child. This uses a small-steps approach, by breaking down the existing levels of attainment into finely graded steps and targets, to ensure that children experience success. A PLP records targets and strategies that are additional to or different from normal class adaptations. It will identify the nature of the child's difficulties, the targets of the curriculum area to be achieved within a given timescale, the strategies used, the staff involved and any pastoral care or medical arrangements. This will be reviewed a minimum of three times per year taking into consideration the pupil's progress and the views of the parents and the child.

Requesting an EHC Plan

SEN support should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. If, despite the school having taken relevant and purposeful action to meet the SEN of a child, the progress expected has not been made, the school and parents may discuss and consider requesting an Education, Health and Care assessment. To inform its decision the local authority will expect to see evidence of the action taken by the school as part of its SEN support. This evidence is collated by the SENDCO and will be in the form of relevant paperwork including reports, assessments, examples of work, PLPs, parent's views, pupil's views and records of communication with specialists.

The Special Education Needs Assessment Team (SENAT) then considers the need for an Education, Health and Care plan (EHCP). If appropriate, the EHCP is implemented and the provision is reviewed annually by lead professionals. Parents and the child will be included in

review discussions. The Local Authority (LA) provides information, support, advice and guidance to the parents of children with SEN including the provision of statutory Luton SEND Partnership Information, Advice and Support Service (SENDIAS). This information can be found at: <http://directory.luton.gov.uk/kb5/luton/directory/family.page?familychannel=11>

INTERNAL ORGANISATION

The role of the SENDCO

The SENDCO has responsibility for the day-to-day operation of SEN policy and coordination of specific provision made to support individual pupils with SEN including those who have EHC Plans. The SENDCO will maintain individual records for all pupils with SEN and ensure that staff regularly write and implement children's PLPs. The SENDCO provides professional guidance to colleagues and will work closely with staff, parents of children with SEN and other agencies. They will liaise with other schools and ensure up to date information is available for external agencies.

In order to facilitate the early identification of pupils with SEN, the SENDCO will liaise with educational settings before the children transfer into reception. Those children with SEN are identified and all the relevant documentation is compiled for the start of the new academic year. Records of any other children with SEN, who transfer part way through an academic year, are requested from their previous school.

When a child transfers to another school all relevant papers will be passed on to the SENDCO of the new school.

In the case of transfer to high school the SENDCO will liaise with the relevant staff from the high school. In addition, when children with EHC Plans are due to transfer to high school, the SENDCO from the school concerned is invited to attend the review and a transition plan is drawn up.

We encourage and support integration programmes involving children who live within catchment and who attend special schools.

SEN In-Service Training

The SENDCO will attend relevant courses and will cascade information, if appropriate, to other staff, both teaching and non-teaching. INSET may be given from outside agencies. Governors will be informed of, and encouraged to attend, suitable training.

Admission Arrangements for Pupils with SEN

These will not differ from those of other children unless there is a medical condition needing prior consultation between parents, school staff, the LA and the Health Authority. Individual healthcare plans will be considered and provision will be planned and delivered in a co-ordinated way.

Raising Concerns internally

Where staff have concerns about the attainment and progress that a child is making they need to follow the Parklea SEND flowchart. Appendix 1

PROVISION FOR ALL PUPILS WITH SEN

Allocation of Resources

Schools are provided with financial resources to support those with additional needs, including those with SEN and disabilities.

An amount is agreed by the Governing Body each year to maintain a central store of SEN support materials which are available to all staff.

A major part of the allocation is used to employ support staff who work:

- within the classrooms
- providing interventions, or
- providing specialist support overseen by the class teachers.

External Support Services

Support from external agencies and services will be sought as required. This will ensure that any children causing concern are discussed and appropriate action taken as necessary. The SENDCO will co-ordinate any support from external agencies including health and social services.

Looked After Children

The Children and Families Act 2014 requires every local authority to appoint a Virtual School Head (VSH). The VSH tracks the progress of looked after children including those that have SEN. We work closely with the VSH as well as with social workers and other specialists to ensure that joined up processes for meeting the SEN of looked after children are not compromised.

The Designated Teacher for looked after children in school will work closely with the SENDCO. In the case of an EHCP assessment being required this will be carried out in the shortest possible timescale to avoid breakdown in their care placement.

CRITERIA FOR EVALUATING SUCCESS

The success of this policy will be measured by the implementation of the following:

- Early identification of a child's needs
- A PLP being in place for a child at: SEN support.
- Evidence of improved performance of a pupil with SEN
- Evidence of improved self-image of a pupil with SEN
- Parental involvement at every stage of a child's progress with regular contact between home and school
- Annual, formal EHC Plan reviews
- On-going reviews of PLPs

Implementation of Policy

Priorities for SEN are identified in the School Improvement Plan and reviewed annually.

Complaints Procedure

If a parent is dissatisfied with the school's provision to meet their child's special needs, a complaint should be made following the school's complaints procedure.

The school endeavours to maintain a close relationship with parents and it is hoped that complaints can be dealt with effectively through the SENDCO and/or Headteacher.

Evaluation and Review by the Governing Body

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.

The governor responsible for SEND is John Paxton who, after consulting with the SENDCO, reports to the Governing Body. The Governors Annual Report to parents includes a section on SEN.

The Governing Body reviews this policy triennially or as necessary or when recommended to do so by LBC

Agreed by Governors on:

Signed by Chair of Governors:

Next review date: Academic Year 2024-2025