



**SPECIAL EDUCATIONAL NEEDS
AND DISABILITIES
POLICY**

UPDATED AUTUMN 2015

Special Educational Needs and Disabilities Policy

This document is a statement of the aims, principles and strategies for children with Special Educational Needs and Disabilities (SEND) at Park End Primary School.

It was reviewed during the Autumn Term of 2015 through consultation with teaching staff and non-teaching staff.

It was presented to the Governing Body for review in Autumn 2015.

This policy will be reviewed in the Autumn Term of 2017.

Aims and Objectives of the Policy

1. The Aims and Objectives of the is policy are as follows:-

- To fulfil the demands of the 2011 Education Act, as set out in the document 'Code of Practice' (2015).
- To implement an integrally differentiated curriculum throughout the school which takes into account the individual needs of every child.
- To follow procedures which facilitate early identification of Special Educational Needs and Disabilities.
- To ensure that there is a continuum of educational provision for children with Special Educational Needs and Disabilities throughout the school and provide documentation that would enable the same on transfer to any subsequent school.

To enable staff:

- To understand their own roles and responsibilities for Special Educational Needs and Disabilities provision at Park End School
- To understand the roles and responsibilities of others in and beyond the school, e.g. parents, Educational Psychologists, SENDCO
- To know and understand techniques which they and others can employ in order to identify and assess special educational needs and disabilities
- To have an overview of the whole school system for managing Special Needs and Disabilities and understand fully their part within it
- To work effectively within their team to implement the whole school policy on SEND and to review and evaluate their team's contribution to its success
- To take full and active responsibility for the sections within the SEN policy which relate to them
- To plan SMART targets for children with SEND within their class, which will be reviewed three times a year
- To develop good relationships and share targets with parents of children with SEND three times a year

For Pupils with Special Educational Needs we aim:

- To meet the specific needs of all pupils who have persistent or transient Special Educational Needs or Disability.

- To identify Special Needs as early as possible.
- To make appropriate provision wherever possible within the mainstream, so that SEND pupils can be educated alongside their peers.
- To ensure that children with special needs have the greatest possible access to a broad and balanced education and curriculum (including the National Curriculum).
- To take into account the wishes of parents and wherever possible the child's own views, when deciding upon appropriate provision, bearing in mind the resources available.
- To work in close co-operation and partnership with all agencies concerned with the welfare of the child, to ensure an effective multi-disciplinary approach to supporting all our SEND pupils.

Roles and Responsibilities

Governing Body

2. Overall responsibility for all education provision including Special Educational Needs and Disabilities lies with the Governors of Park End School.

Headteacher

3. The Head Teacher works closely with the SEND Co-ordinator, to ensure that SEND procedures are working efficiently. The head teacher also ensures there is efficient liaison between relevant outside agencies.

Special Educational Needs and Disabilities Coordinator (SENDCo)

4. The role of the SENDCo is to:
 - Oversee day to day operation of SEND policy including:
 - ❖ review of paperwork
 - ❖ ensuring entitlement for all pupils
 - ❖ planned, structured and organised reviews
 - ❖ ensuring SEND reviews are up to date and help to inform weekly planning
 - ❖ co-ordinate provision for children with Special Educational Needs and Disabilities
 - maintain the school's SEND register
 - oversee the records of pupils with Special Educational Needs and Disabilities
 - support the class teacher whenever possible, particularly in developing SMART targets on SEND review forms for pupils with Special Educational Needs and Disabilities
 - liaise with parents and outside agencies
 - contribute to the in-service training of staff in the school
 - manage the role of those staff designated as having specific responsibilities for other areas of needs. These include classroom assistants, the learning mentor and family support worker.
 - keep the head teacher informed of all relevant matters

- review curriculum policies in order to gain an overview of SEND practice and provision across the curriculum.
 - disseminate current educational trends, issues and directives.
5. The SENDCo is part of the Senior Leadership Team and ensures development of whole staff participation in delivering policies.

Class Teacher

6. The role of the class teacher is to:-
- identify, assess and, with appropriate support, provide for the educational needs of all children in their care.
 - review and provide evidence for accumulative records
 - provide teaching plans with clear objectives to implement targets from SEND reviews
 - assess the work and progress of pupils with SEND
 - discuss with parents the child's progress and how they might support the work being carried out in school.

Procedures

7. Park End Primary School, in accordance with the recommendations of the LEA and The Code of Practice, implements the model of Special Educational Needs and Disabilities outlined below.
- SEN Support
 - EHCP
8. All SEND Support pupils receive outside agency support, assessment or advice. This may be in the form of assessment, advice or direct intervention.

Inclusion

9. Park End Primary School promotes a policy of inclusion. All pupils are fully integrated and are expected to play a full part in the life of the school wherever possible. Resources are provided to support children where necessary.

Monitoring

10. Monitoring Involves :-
- Regular meetings with MDT teachers to:
 - ❖ review progress of current SEN Support pupils
 - ❖ discuss possible inclusion of other children in the future.
 - Scrutiny of children's work books and teachers planning to identify if SEND Review targets are planned for.
 - Monitoring numbers of targets set and achieved for each year group.
 - Monitoring behaviour incidents occurring during lunchtimes.

- Monitoring pupil data. All SEN pupils are tracked each half-term as part of school pupil progress meetings.
- Monitor communication with parents.

Assessment Procedures

11. All children are assessed annually to assist the class teacher in planning a differentiated curriculum, and to highlight those children who may be experiencing difficulties and need to be monitored more closely. Pupils with SEND receive an assessment by outside agencies (Learning Support) to review progress. The educational psychologist provides in depth assessment where necessary.

Success Criteria

12. Success may be defined in a number of ways, such as:
 - effective systems for early identification and assessment of pupils
 - accurate records of all pupils who need to be on the SEND register
 - well-defined and realistic SEND review SMART targets (Specific, measurable, attainable, realistic, timely)
 - a school atmosphere in which pupils' individual differences are recognised and valued
 - improvement in the attainment of pupils on the SEND register
 - parental involvement, 80% of parents attend reviews, parents evenings

Complaints

13. These are dealt with initially by the SENDCO and/or Headteacher who then follow the complaint procedure as set out in the school prospectus.
14. The Local Education Authority has established a procedure for considering complaints from parents relating to the school curriculum, the charging and remissions policies of schools and religious education and collective worship.

SEND Training

15. Staff attending courses disseminate to teams and/or the whole staff as appropriate.
16. An audit of staff training needs is held each year and is linked to performance management. This provides information for the School Improvement Plan.
17. Expertise from outside agencies is used wherever possible to provide in-house training.

Outside Agencies

18. The school receives:-
 - ½ day per week language and learning support teacher
 - 25 hours a year Educational Psychologist
19. All children are supported for learning and behaviour problems at SEN Support.
20. The Educational Psychologist provides further assessment and strategies for these children. The school recognises the benefit of early intervention and as such Learning Support is also given to a number of pupils at SEN Support where resourcing allows.

Special Facilities

21. The school is accessible to wheelchairs and has ramps to the main reception area and extension. A disabled toilet is available in the main reception area and in the administration corridor. A facility to change pupils has been added to Foundation Stage School seeks the advice of Occupational Therapy to ensure individual needs are met if needed.

Partnerships

Parents

22. Parents of children with special needs and disabilities often require more information.
23. Parents know their children best and are able to contribute valuable information about their children's difficulties.
24. Parents can participate in programmes of help for their children. Behaviour and learning programmes, which involve the parents, can be much more successful because they encourage a consistency of approach. Parents are invited to attend, and contribute to, reviews of their child's progress. This is done during termly parents meetings.

Links with other schools

25. Close links are established with Priory Woods Special School.

Links with other agencies

26. The school has strong links with the School Health Service, Social Services and Educational Welfare, who assist us in developing various initiatives depending on need.

SEND Procedure

SEND Alert (Cause for Concern)

1. Concern is shown for an individual either through teacher's concerns; a parent's concerns; or a concern is shown by some other relevant person.
2. A period of information gathering takes place.
3. From the information gathered, a decision is made as to what level the child will enter the SEND system, or indeed if it is necessary for him to be monitored within the system at all.

SEN Support

1. The teacher discusses concerns with the completes all relevant forms (SEND Registration)
2. The teacher then obtains a parent's signature for the child to be placed on the school SEND register.
3. A SEND Review is then formulated with SMART targets. A copy is given to parents.
4. Each term the parents will then meet with class teacher to discuss progress and ways they can support work in school.

Statutory assessment EHCP

1. Responsibility moves to the LEA (though teaching may continue in school) until and after a Education Health Care Plan is issued.
2. Implementation of teaching strategies set out for each individual child on the register.

At each stage a review occurs termly and decisions are taken as to the appropriate course of action.

Annual Review of EHCP

Identification, Assessment and Provision

1. Class teachers gather evidence once a child has been identified as giving 'cause for concern'. This may be due to lack of progress or being significantly behind peers within learning or behaviour.
2. Initial assessment / observations are made by the class teacher.
3. Further assessment may also be made by an outside agency.
4. Teachers plan work at appropriate levels for individual pupils. Additional classroom support is given and additional strategies are employed as appropriate and available.