

# PARKSIDE PRIMARY ACADEMY

## SPECIAL EDUCATIONAL NEEDS POLICY

### **Introduction**

Parkside Primary Academy values the contribution that every child and young person can make and welcomes the diversity of culture, religion and intellectual style. The school seeks to raise the achievement, remove barriers to learning and increase physical and curricular access for all. All children and young people with SEN are valued, respected and equal members of the school. As such, provision for children with SEN is a matter for the school as a whole. All teachers are teachers of children with SEN. The governing body, Headteacher, SENCO and all other members of staff have important responsibilities.

### **Objectives**

- To ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all children with SEN
- To enable children with SEN to maximise their achievements
- To ensure that the needs of children with SEN are identified, assessed, provided for and regularly reviewed
- To ensure that all children with SEN are offered full access to a broad, balanced and relevant curriculum including the foundation stage and the National Curriculum as appropriate
- To work in partnership with parents to enable them to make an active contribution to the education of their child
- To take the views and wishes of the child into account

## **Responsibility for the coordination of SEN provision**

### **Head teacher: Ms R Ward**

Responsible for the organisation and management of the whole school.

### **Special Educational Needs Coordinator (SENCO): Mrs A Jordan**

Responsible for the coordination of SEN provision.

## **Admission Arrangements**

The Head teacher is responsible for the admission arrangements which accord with those laid down by the Local Authority. The school acknowledges in full its responsibility to admit children with already identified special educational needs, as well as identifying and providing for those not previously identified as having SEN.

## **Specialised provision**

The school is built on a split level site and is accessible to wheel chair users through designated access routes. There are laundry facilities.

There are secure and refrigerated facilities to store prescribed medication.

## **Allocation of in-school resources to meet Special Educational Needs**

- All teachers share the responsibility to assess, monitor, review and report on provision for children with SEN.
- All teachers teach children with SEN.
- All Teaching Assistants contribute to the assessment, monitoring, review and reporting on children with SEN.
- All Teaching Assistants contribute to the provision made for children with SEN.
- The Parent Support Advisor (PSA) delivers advice and support to the parents/carers of children with SEN.
- Provision for children with SEN that is delivered by staff in the school is funded from the schools budget.
- The school designates resources for specialist equipment from the schools budget.

## **Allocation of external resources to meet Special Educational Needs**

Externally funded service provision is made available from:

- Educational Psychology Service
- Inclusion Support Service
- Speech and Language Therapy Service
- Child and Adolescent Mental Health Team
- Paediatric Therapy Service
- Social workers
- Community Pediatricians
- School Nurse

## **Monitoring and Review of SEN policy and provision**

SEN policy and provision are monitored and kept under review by:

- The Senior Leadership Team – The Headteacher, the Deputy Headteacher, the Inclusion coordinator/Foundation Stage/Key Stage One leader and the Assessment coordinator/Key stage two leader.
- The Governing Body - Personnel and Curriculum sub committee – designated SEN governor.
- The School Council
- Questionnaires to parents/carers

### **Assessment, Identification, Provision and Review of Special Educational Needs.**

All children with SEN are entered on the Register of Special Educational Needs which is maintained by the SENCO. Provision for children with SEN is entered on the Provision Map, which is maintained by the SENCO. Significant events for pupils on the SEN Register such as review meetings are logged by the class teacher on an individual Diary of Intervention. The progress of children with SEN is included as part of the whole school tracking system, that is maintained by the Assessment Coordinator.

The school follows the practice of early assessment and identification of need for all children, prior to school entry. Continuing assessment and review enables the school to identify pupils' particular needs where they emerge as they progress through school (Appendix 1). Following the staged approach of the SEN Code of Practice, (Appendix 2), children identified as having SEN are provided for in order to address their barriers to learning.

As part of Assessment for Learning all children have individual learning targets set every term that are discussed and reviewed by the class teacher with the children and their parents/carers. In addition, all children with SEN at School Action Plus or with a Statement of SEN have a termly Individual Education Plan (IEP), (Appendix 5) that describes the child's needs, the provision being made to overcome barriers to learning and their individual learning targets, which is part of the agenda for discussion at the termly review of individual learning targets.

### **Access to the curriculum**

The school adheres to the principle that all children and young people have an entitlement to a broad, balanced, challenging and relevant curriculum that takes account of diverse learning needs. Barriers to learning through SEN are addressed by differentiation through support, task and outcome in order to make the curriculum accessible to all children. Lesson planning evidences a range of approaches to learning and teaching.

Support for children with SEN is structured through support at Waves 1, 2 and 3, ( Appendix).The school maximises the amount of time that children with SEN spend in class taught with their peers as part of Wave 1 Quality First Teaching. Class teachers and teaching assistants work in partnership to promote and support the learning of all children through individual learning targets and differentiation.

Withdrawal from class for small group work is kept to a minimum. Intervention work in small groups at Wave 2 is accessed through assessment of individual barriers to learning against clear entry and exit criteria, and is time limited. Interventions at Wave 2 are clearly targeted at improving access to the learning and teaching at Wave 1.

Interventions for individual children at Wave 3 are structured programs delivered with the advice and support of external services, targeted at specific barriers to learning and are time limited. Interventions at Wave 3 are clearly targeted at improving access to the learning and teaching at Wave 1.

### **Access to the wider curriculum**

In addition to the statutory curriculum the school provides a wide range of additional activities. These include musical tuition (African drums and brass instruments) from Local Authority peripatetic teachers and after school clubs.

Children with SEN are actively encouraged and supported to join in and benefit from these activities. Such participation is monitored carefully.

### **Monitoring and evaluating the success of the education provided for children and young people with Special Educational Needs**

The school, including the governing body is committed to regular and systematic evaluation of the effectiveness of its work. In this respect, the governing body reports annually to the parents upon the quality of education provided for and the achievements of children and young people with SEN. The school employs a series of methods to gather data for analysis including:

- Regular observation of teaching
- Analysis of the attainment and achievement of different groups of children with SEN
- Success rates in respect of IEP targets
- Scrutiny of teachers' planning and children's work
- The views of both the parents and the child or young person
- Regular monitoring by the governing body/SEN governor
- Maintenance of assessment records (e.g. reading and spelling ages\*) that illustrate progress over time
- Regular meetings between SENCO, Class Teachers and Teaching Assistants

As a result of the above, the school reports annually upon its successes and identifies aspects for future development.

### **Arrangements for dealing with complaints from parents**

The School actively seeks to work with parents but should parents wish to complain about the provision for a child with special educational needs the class teacher working with the SEN coordinator, with the full knowledge of the Head teacher, will initially try to resolve the problem. Should parents not wish to resolve matters with the class teacher and SEN coordinator they will be directed to the Head teacher who will implement necessary governing committee procedures.

### **Arrangements for In-Service Training**

The school is committed to the professional development for all members of staff.

- The school SENCO regularly attends the SENCO network meetings arranged by the local authority and other relevant courses.
- Training for TAs is identified through their ongoing professional development and the special educational needs of the children they work with e.g. speech and language development, 'Jump Ahead', first aid, safeguarding
- SMSAs are provided with training to help them meet the needs of the children at lunch time e.g. safeguarding, first aid, and behavior management.
- Inset is arranged for all staff on SEN policy and procedures.

- Additional training for teaching staff is identified through ongoing professional development. Staff attend relevant courses organised by the Local Authority and visit to other schools.

### **Links with other schools, teachers and facilities**

Parkside Primary Academy has a good working relationship with other settings and schools.

- Foundation Stage practitioners visit other preschool settings as part of the transition arrangements to meet children, to discuss their needs and to ensure necessary provision is in place before they are admitted. Foundation Stage staff attend the termly area group meetings to liaise with other local Early Years settings.
- Children in Key Stage Two have the opportunity to work with staff from Carlton Community College.
- Key Stage Two children have opportunities to visit their chosen secondary school as part of the transition arrangements. Our school learning mentor is available to support parents with all aspects of transition to secondary education and, if parents request it, will accompany them when they visit other schools.
- The school takes part in various sports events with other local schools.

Parkside Primary Academy strives to work closely with other agencies to access appropriate advice, resources and support for individual children.

- Speech and Language therapists, Occupational therapists and Physiotherapists visit school to work with individual children.
- Staff from the Inclusion team visit school to provide advice, share resources and provide in-service training.
- The Educational Psychologist employed **by the academy** regularly meets with the SEN coordinator and offers support and advice for individual children (with parental consent).
- School work with Barnsley Behaviour Support and Child and Mental Health Service.
- The school works closely with EWO to address issues around attendance.

### **The role played by parents of children with Special Educational Needs**

In accordance with the SEN Code of Practice, the school believes that all parents of children with SEN should be treated as equal partners. The school has positive attitudes to parents, provides user-friendly information and strives to ensure that they understand the procedures and are aware of how to access advice. Through IEP review meetings and working with members of staff parents will be supported and empowered to:

- recognise and fulfill their responsibilities as parents and play an active and valued role in their child's education
- have knowledge of their child's entitlement within the SEN framework
- make their views known about how their child is educated
- have access to information, advice and support during assessment and any related decision making processes about special educational provision

The Parent Support Advisor works directly with individual and groups of parents to provide information support and training. As necessary and in consultation with the SENCO and other members of the senior leadership team the parent support advisor will signpost the parents to external support agencies and networks including the parent partnership service.

### **Whole-school Special Educational Needs self evaluation procedures**

The school has a cycle of review and self evaluation that underpins the school development/improvement plan and the SEF. Records of significant comments made by staff, parents, children and other agencies are kept to assist in ongoing evaluation of SEN provision.

The cycle of staff meetings provides the SENCO with feedback on SEN issues as they arise.

There is consultation with parents through questionnaires and feedback at parent evenings and review meetings.

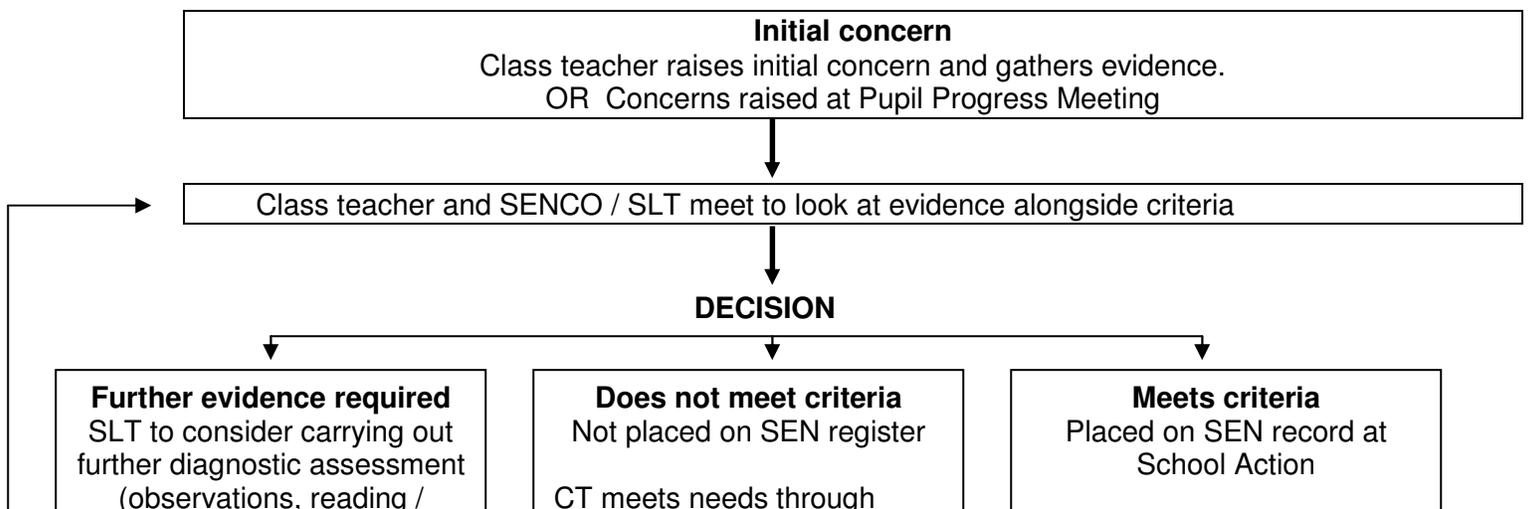
The school council provides a forum for children to express their views.

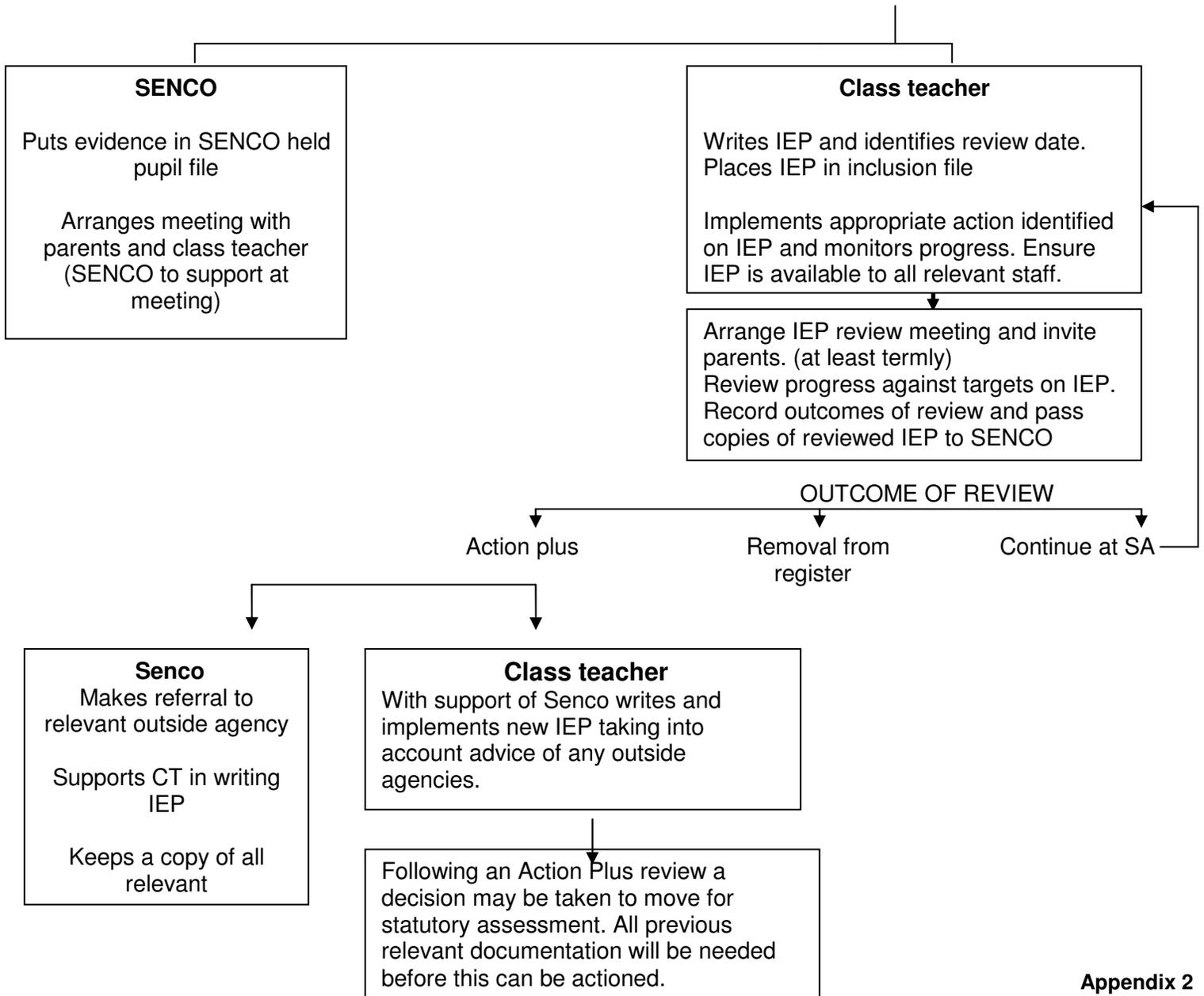
The school receives and records feedback from external agencies working in school to support SEN.

The senior leadership team leads the staff of the school in analyzing in progress and attainment data of the school. There are regular pupil progress meetings where members of the senior leadership team meet with class teachers to review and discuss pupil progress and attainment. Within this agenda, the progress of vulnerable groups, including SEN, is monitored.

## SPECIAL EDUCATIONAL NEEDS PROCEDURES

Appendix 1





Appendix 2

**INITIAL CONCERNS CHECKLIST – PRIMARY**

*To be completed by class teacher*

Pupil name: \_\_\_\_\_

D.O.B: \_\_\_\_\_

Class teacher: \_\_\_\_\_

Date completed: \_\_\_\_\_

	<i>Tick if included</i>
Records from previous school (if relevant)	
Absence percentage (if relevant)	
Medical details	
Summative assessment data e.g. SATs, Baseline, NFER	

Attainment in essential skills e.g. mark book records, early learning profile.	
Recorded examples of difficult to manage behaviour (if relevant)	
External agency records	
Work samples e.g. unaided writing	

*Please bring the above records to your meeting with the SENCO*

Differentiated classroom provision implemented over time

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Key notes from observations

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Key notes from discussion with other staff including teaching assistants

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Key notes from discussion with parents/carers

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Key notes from discussion with pupil

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Date discussed with SENCO: \_\_\_\_\_

Decision to place pupil on SEN record?: \_\_\_\_\_

If 'no' – advice from SENCO on strategies for supporting the pupil through class differentiation to be outlined below.

*Completed form to be copied to SENCO held file. Original to be kept by class teacher.*

**Appendix 3**

**PARKSIDE PRIMARY ACADEMY  
IEP REVIEW PROCEDURES**

***Advice for all staff - to be kept in class teacher's SEN file***

At the beginning of each term the class teacher will identify a block of time, usually toward the end of term, when the IEP of each pupil on the special needs record will be reviewed.

The IEP review process will involve:

- the pupil;
- pupil's parent/carers;
- all staff involved in supporting the pupil including teaching assistants;
- external agency staff where applicable;
- SENCO.

The ideal scenario would be for all those involved in the IEP review process to attend a designated IEP review meeting. This model, of course, is not always possible!

Common practice is for the class teacher, together with the SENCO where appropriate, to meet with the parents and pupils to review the IEPs of all pupils in the class at a designated

meeting. In some cases, parents may not be able to attend an IEP review meeting but every effort should be made to include their views in the process. The review meeting will take into account the contributions previously gathered from the teaching assistants, and external agencies either by the class teacher or SENCO. The following suggestions are made as to how SENCOs may seek such involvement in the IEP review process.

### **Involving the pupil, parents/carers and teaching assistants in the IEP review process**

- Involving the pupil may take the form of a discussion with an appropriate member of staff or supportive peer prior to the review meeting with the SENCO. Contributions should be noted in the relevant section of the IEP review sheet.
- The class teacher could meet with the teaching assistant(s) who work with the pupil prior to the review meeting noting their contributions in the relevant section of the IEP review sheet.
- Involving the parents/carers may take the form of:  
a meeting with the pupil's class teacher at the end of a day;  
inviting parents to join the SENCO and class teacher at a more formal review meeting - this is particularly preferable when reviewing the IEPs of pupils with statements;

Where a meeting with the parents/carers is not possible, a letter or e-mail could be sent requesting their contributions to the review of the IEP. Contributions made by the parents/carers should be noted in the relevant section of the IEP review sheet.

During the review process the class teacher should ascertain, discuss and record the following:

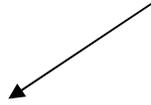
- progress made against IEP targets;
  - effectiveness of targets / strategies and support implemented;
  - parental and pupil comments (to be recorded);
  - whether the current placement on the record remains appropriate;
  - future action including changes to targets and strategies that address identified areas of need;
  - whether there is a need for more specialised advice;
  - updated advice and information about the pupil's areas of strength and difficulty.
- The class teacher should record the outcomes of the review process on the IEP review page and where necessary update the Pupil Profile.

### **Decisions regarding placement on the school's Special Needs Record**

#### **For pupil being reviewed at *School Action*:**

- If as an outcome of the review process it is considered that he/she is now making adequate progress\* and no longer meets the criteria for placement at *School Action*, he/she will be removed from the SEN record. The pupil should continue to be supported through class differentiation.
- If as an outcome of the review process it is considered that he/she continues to meet the criteria for placement at *School Action*, a new IEP will be devised and implemented. The pupil remains at *School Action* on the school's Special Needs Record.
- If as an outcome of the review process it is considered that the gap between the pupil's performance and his/her peers is widening and a concentrated individualised programme

has not resulted in the expected progress towards achieving the learning targets set, or provision is insufficient to meet his/her needs, a decision will be made as to whether he/she meet the criteria for placement at *School Action Plus*.



If he/she **meets the criteria** for placement at *School Action Plus* the SENCO, in full consultation with parents/carers, will contact the relevant external agency from whom advice is needed. A new IEP will be devised and implemented incorporating the advice received. The SEN record is amended placing the pupil at *School Action Plus*.

If he/she **does not meet** the criteria for placement at *School Action Plus*, the SENCO will recommend alternative strategies and more achievable targets to be incorporated within the next IEP. Pupil remains at *School Action* on the SEN record.

#### **For pupil being reviewed at *School Action Plus***

- If as an outcome of the review process it is considered that the pupil has made adequate progress and no longer meets the criteria for placement at *School Action Plus* but does meet the criteria for placement at *School Action*, his/her placement on the SEN record will be amended. A new IEP will be devised and implemented.
- If as an outcome of the review process it is considered that he/she continues to meet the criteria for placement at *School Action Plus*, a new IEP will be devised and implemented continuing to incorporate external agency advice.
- If after at least two reviews at *School Action Plus* it is considered that despite continuing an individualised programme incorporating relevant external agency advice he/she continues to experience a much higher level of difficulty than peers in making progress in his/her education, a decision will be made as to whether meet the LEA's criteria for *referring a pupil for statutory assessment* is now being met.



If he/she **meets the criteria** for *referral for statutory assessment* the SENCO will complete the appropriate documentation. Until the LEA advises the school of the outcome of the referral the pupil should continue to be supported through existing provision at *School Action Plus* although their placement on the SEN record will be amended to *Statutory Assessment*.

If he/she **does not meet the criteria** for *referral for statutory assessment*, the SENCO may seek further advice from the relevant external agency. A new IEP should be devised and implemented incorporating the advice received. Pupil remains at *School Action Plus* on the SEN record.

The SENCO should amend the school's SEN record in the light of the outcomes of the IEP reviews and distribute it to all class teachers.

**For pupil being reviewed with a *Statement*:**

- If as an outcome of the review process it is becoming apparent that the statement no longer remains appropriate, an annual review should be called to formally review this consideration. The annual review meeting and review report may recommend that the LA should cease to maintain the statement. If all those present cannot agree to the recommendations, the head teacher should ensure that this disagreement is recorded together with reasons for it. If the LA decides to accept the recommendation that the statement should cease to be maintained, they should inform the school, the pupil's parents and anyone else they think appropriate within one week. The school's SEN record should then be amended placing the pupil at *School Action Plus* or *School Action*.
- If as an outcome of the review process it is considered that he/she continues to require a *Statement*, a new IEP will be devised and implemented reflecting the objectives, educational provision and monitoring requirements as set out in Part 3 of the statement.

Appendix 4

**Criteria for Registration at each Stage of the Code of Practice.**

**Identification and Assessment – Monitoring.**

Children within the class who are doing less well than the majority of the class and who are registered as SEN concerns. We use the measures of adequate progress (Down a stage or off School Based Assessment) and the triggers for concern (On to the School Based Assessment process – Code of Practice 4:14 and 4:21, 5:42 and 5:44).

OFF TRIGGER.

Adequate progress might be progress that:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment base-line, but less than that of the majority peers
- Matches or betters the child's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates improvements in the child's behaviour.

ON TRIGGER

Triggers for intervention could be:

- Making little or no progress even when teaching approaches are particularly targeted to improve the child's identified area of weakness
- Continuing working at levels significantly below expected for children of a similar age in certain areas

- Presenting persistent emotional and/or behavioural difficulties, which are not improved by the behaviour management techniques usually employed by the behaviour
- Having sensory or physical problems, and continuing to make little or no progress despite the provision of personal aids and equipment
- Having communication and/or interaction difficulties, and requiring specific individual interventions in order to access learning.

These children require differentiation within planning, the differentiation may be of learning intention, structure or content of teaching, activity or outcome.

These children should be catered for mainly within whole class planning frameworks and individual target setting through daily planning.

These children will be registered at School Action or higher of the Code of Practice if their needs are significantly greater than their peers and they meet the criteria contained in the Triggers

### **School Action.**

Children within the class for whom you have concerns above 'normal classroom differentiation'.

There are likely to be two groups of children registered at School Action.

- Children who have needs similar to other children with SEN within the class (letter recognition, lack of phonic or phonological awareness, sight vocabulary, spelling etc.). Where needs are similar it is appropriate to support these children within a group focusing on the particular concern. This group may be taught by the class teacher and may also be supported by a TA.

The responsibility for planning for these children lies with the class teacher in consultation with the SENCO if necessary. A group plan needs to be in place, which runs concurrently with whole class planning. There should be scope within the plan for specific needs to be addressed for each individual within the group.

The SEN plan should then be reviewed at the same time as ordinary class plans.

Planning for individuals can be further addressed through daily planning and target setting as above.

- Children whom you consider to have more severe or longer term needs which are likely to result in an application for further professional advice. These concerns are often more major and of an individual nature. They may also seem likely to be long term.

These children will almost always have some additional support either individually or within a group and require individual plans which run alongside whole class and group plans in order to carefully target needs. Individual planning is supported by the SENCO whilst the class teacher constructs other plans as before.

These children should have an IEP which is set up. There should then be termly review meetings at which action plans are devised arising from the initial cover document. Targets from the action plan are monitored by all those working with the child. Parents are invited to all meetings to review individual plans.

We use the measures of adequate progress (Down a stage or off School Based Assessment) and the triggers for concern (On to the School Action Plus – Code of Practice 4:14 and 4:31, 5:42 and 5:56).

### **School Action Plus.**

Children who have had support at School Action but still require a higher level of support, and children whose needs make it likely that a request for multi-professional assessment may be necessary.

These children may have been discussed and where possible, observed or assessed by the educational psychologist. Other professionals may also be involved in producing programmes for the child (i.e. EBD, speech therapy).

These children will have additional support at some time during the school week, matched to their needs and agreed targets. Planning and review will take the same format as for the children at School Action.

### **Request for Formal Assessment.**

Code of Practice 4:33 to 4:36, 5:62 to 5:65

Children for whom it has been agreed with parents, that a statutory assessment may be necessary in order to determine whether a Statement needs to be made.

The school would submit evidence to the LA whose weekly Moderation of Assessments Panel makes a judgement (using the current 'Criteria for deciding to make a statutory assessment') about whether or not the child's needs can continue to be met from within the resources normally available to the school, or whether the child's needs should be assessed.

Planning systems continue as before whilst awaiting the outcome of any application.

### **Statement of Special Educational Needs**

Code of Practice Chapter 8.

Children who have a Statement of SEN and for whom additional support is provided using the funding arising from this.

Planning will continue as for School Action Plus and there will be an annual review meeting chaired by the SENCO (Code of Practice Chapter 9) to agree the appropriateness of provision and to recommend to the LA whether any changes need to be made either to the Statement or to the matrix allocation made for the child.

### **Note in Lieu or No Statement**

All advice collected as part of the statutory assessment can be used in school to augment strategies for meeting the child's special educational needs. The child will continue to be supported as at school action plus, from within the school's resources Code of Practice 8:15 to 8:22.

**Parkside Primary Academy**

**Individual Education Plan:**

<b>Name:</b>	<b>Date of Birth:</b>	<b>Year group:</b>	<b>Class teacher:</b>	<b>IEP start date:</b>
<b>SEN stage:</b>	<b>Main area of concern:</b>	<b>Other area of concern:</b>	<b>IEP No.</b>	<b>IEP review date:</b>

<b>Target (What)</b>	<b>Strategies / Resources (How)</b>	<b>Support (Who/ When)</b>	<b>Success Criteria</b>	<b>Outcome</b>

Parent/ Pupil involvement:

Persons involved in writing IEP

Review  
(outcomes of IEP / next steps)

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Future actions

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**Wave 1**

Wave 1 provides all children with access to quality first teaching as part of the whole class. Work is differentiated to meet the needs of individual children and some children may also receive additional classroom support from the class teacher or teaching assistant within the classroom.

**Wave 2**

Wave 2 provides children with support in the form of a structured and targeted small group intervention strategy designed to address identified gaps in children's learning. The interventions have strict entry and exit attainment criteria and are time limited.

Examples of Wave 2 interventions available for use in school currently include Read Naturally, Max's Marvelous Math's, Jump Ahead and Talking Math's.

**Wave 3**

Wave 3 interventions are child specific and address individual needs. These are usually delivered by a teaching assistant working with an individual child and may include programs of work provided by other agencies e.g. speech therapy.