



Special Educational Needs and Disabilities (SEND) policy 2021

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2015), Children and Families Act (2014) and the Equality Act (2010). It should be read in conjunction with other relevant school policies.

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 SEND are valued, respected and equal members of the school. The code of Practice (2015) states 'all teachers are teachers of SEND' and as such provision for children with SEND is a matter for the school as a whole. The governing body, Head teacher, SENDCO and all other members of staff have important responsibilities. The academy staff work together as a team to ensure that provision for all children is of the highest standard and continually strive to develop and improve practice.

Head of Academy: Ms Rachel Ward

Responsible for the organisation and management of the whole school.

Special Educational Needs Coordinator (SENDCO): Miss Haverty

Responsible for the coordination of SEN provision.

Should you require information about your child's progress, attainment or general information about your child at school, you should contact your child's class teacher in the first instance. Other SEND enquiries can be addressed to Miss Haverty – SENDCo. Please make an appointment with the school office if you wish to speak to the SENDCo.

Aims

The aims of this policy are:

- To create an environment that meets the special educational needs of each child, in order for them to achieve their learning potential and engage in activities alongside pupils who do not have SEND.
- To ensure that the needs of children with SEND are identified, assessed, provided for and regularly reviewed.
- To work in partnership with parents to enable them to make an active contribution to the education of their child.
- To make clear the expectations of all partners in the process.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To identify the roles and responsibilities of all staff, in providing for children's special educational needs.
- Through reasonable adjustments, enable all children to have full access to all elements of the school curriculum.

- To work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

Legislation and Guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

Definitions

A child or young person has Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. 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
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

At Parkside Primary Academy it is the belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the SEND Code of Practice (2014).

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder (ASD) and speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

The Equality Act (2010) states that a person has a disability if they have a physical or mental impairment and the impairment has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

A physical or mental impairment includes: learning difficulties including specific learning difficulties; medical conditions including epilepsy, diabetes and more severe forms of asthma and eczema; autism; speech, language and communication impairments.

If the impairment has a substantial and long-term effect on a person's ability to carry out normal day-to-day activities it may amount to disability.

Roles and Responsibilities

The SENCO

The SENCO will:

- Work with the head teacher and Special Educational Needs governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date.

The SEN Governor

The SEN Governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the head teacher and SENCO to determine the strategic development of the SEN policy and provision in the school

The head teacher

The head teacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Work with parents to regularly review Children's School Focused Plans (SFPs)
- Providing support for children who need help with communication, language and literacy.
- 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.
- Supporting pupil's mental health and wellbeing
- Ensuring they follow the Special Educational Needs policy.

Admission Arrangements

The Head teacher is responsible for implementing the admission arrangements which accord with those laid down by the Academy Trust and 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 SEND. The school admissions policy adheres to current legislation. The Leadership team will keep up to date with new legislation, recommendations and requirements by attending professional development courses and disseminating appropriate information to all stakeholders.

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 SEND.
- All teachers teach children with SEND.
- All Teaching Assistants contribute to the assessment, monitoring, review and reporting on children with SEND.
- All Teaching Assistants contribute to the provision made for children with SEND.
- The Family Support and Safeguarding Manager delivers advice and support to the parents/carers of children with SEND.
- Provision for children with SEND 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.

Working with other agencies

Parkside staff work closely with a number of other agencies who provide support and advice for children with SEND. These include:

Educational Psychology Service
Child and Adolescent Mental Health Service
Speech and Language Therapy
Occupational Therapy
Physiotherapy
Inclusion Services
Community Pediatricians
School Nurse
Health Visitor
Social Services
Positive Regard

Parents are always consulted before any referrals are made to other agencies and they are kept fully informed of the advice and support received. Parents are given copies of reports received and have opportunities to discuss them with the relevant professionals.

School tries to facilitate opportunities for parents to meet the agencies supporting their child and discuss their concerns with them.

Many children with SEND have an Early Help Assessment (EHA) and regular Team around the Family (TAF) meetings are organised to allow staff from all agencies to get together with parents / carers to discuss concerns and plan support for the child. These meetings usually take place in school or in the family home.

Equal Opportunities and Inclusion

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society. We also measure and assess the impact regularly through meetings with our SEND coordinator and individual teachers to ensure all children have equal access to succeeding in this subject.

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.

Strategies

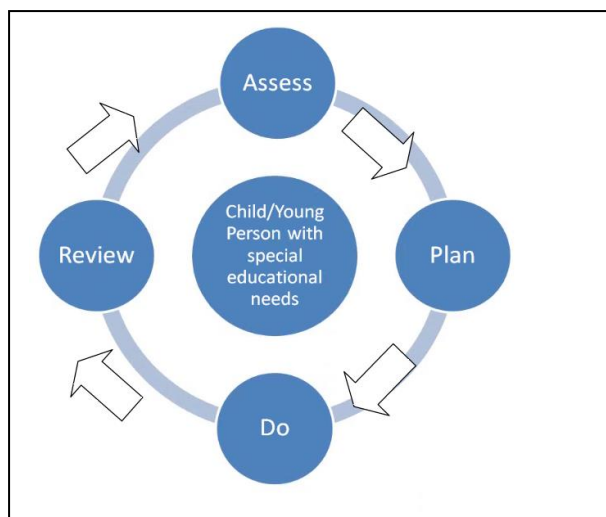
- External professionals will support the school to identify and assess specific needs for individual pupils.
- Procedures are in place to ensure effective liaison between school and external agencies.
- Relevant professionals will assist the SENDCO and senior leadership in monitoring and evaluating the characteristics of effective learning to ensure quality of opportunity and provision and the impact on learning.
- The assessment of disability will be diagnostic in nature and constructive in practice, with appropriate involvement of parents and relevant professionals.
- CPD opportunities will be provided for staff, to raise awareness, share good practice and provide practical examples of suitable curricular resources.
- A flexible approach will be used, involving a variety of forms of support and intervention.
- Active participation of parents in the teaching and learning process will be encouraged.
- The positive achievements of pupils will be celebrated and recognized. Children will believe they are an integral part of communities and groups and will engage in positive relationships.
- All learners will play an active part in the development of their learning and their opinions will be sought and respected.
- Learners with Education and Health Care Plans will continue to have access to the whole curriculum unless a specific exemption has been made and agreed.
- Withdrawal from class for small group work is kept to a minimum. Intervention work in small groups is accessed through assessment of individual barriers to learning and against clear entry and exit criteria. These interventions are time limited and clearly targeted at improving access to the learning and Quality First Teaching.

Examples of Specific Strategies for Inclusion and Accessibility.

- Quality first teaching with differentiated activities, to support within the classroom.
- Access to nurture provision
- Establishing creative and effective learning environments.
- Focused and challenging targets
- Flexible timetables
- Individual support when appropriate from Teachers and Teaching Assistants.
- Using appropriate and effective assessment techniques.
- School Focused Plan (SFP)
- Intervention and booster groups
- Wider curricular opportunities
- Reasonable and practicable adjustments for accessibility may include adjusting provision in the following areas:-

- Academic, musical, sporting standards etc.
- Financial resources available
- Consideration of existing support and/or services
- Health and safety requirements

The Graduated Approach



Following the SEN Code of Practice, the Academy uses a graduated approach when meeting the needs of children with special educational needs. Once identified as requiring additional SEN support, pupils will receive an enhanced package of support to remove barriers to learning and put in effective provision. This will be managed through a four-part cycle of assessment, planning, intervention and review. This cycle is known as the **Graduated Response**, which follows the model described in the SEND Code of Practice. It will enable a growing understanding of the pupil's needs and the nature of support the pupil will need to make good progress and secure positive outcomes. Depending on the need of each pupil, successive cycles will draw on more detailed approaches, more frequent review and more specialist expertise.

Assess

In identifying a child as needing SEN support the class teacher, working with the SENDCO, will carry out a clear analysis of the pupil's needs. This will include discussions with parents and carers and, when appropriate, the pupil. This will also draw on the teacher's assessment and experience of the pupil and their previous progress and attainment. The individual's development will be compared to their peers and national data. It may also draw on assessments and reports from external agencies involved with the pupil. The SENDCO may also carry out more diagnostic assessments of needs in key areas of difficulties.

Each pupil's difficulties will be considered against the four broad areas of needs:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/ or physical needs

The school recognises that it is highly likely that the needs of individual pupils will overlap across one or more of these areas of need or that needs may change over time, therefore regular assessment is necessary. This comprehensive assessment will give a detailed picture of each child's strengths and

their primary and secondary special needs and allow targeted support to meet each child's individual needs.

Plan

At this stage the decision will be made about what additional provision is required. All teachers and support staff, who work with the pupil, will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will be recorded on the child's School Focused Plan (SFP). The pupil will also be asked to contribute their voice to decisions about their strengths, likes and how they want to be supported.

The school will use the information from the assessment to draw up a plan to show the support that will be offered. The plan will:

- Be outcome focused where the desired benefit from any intervention is clearly identified and used to evaluate the impact of any intervention.
- Outline a range of additional interventions and approaches that will be made available to support progress towards these outcomes.
- Highlight the ways parents and carers can be involved to reinforce and contribute to progress outside of school.
- Give details of the role and input of external agencies when they are involved with a pupil.
- Be shared with all key teachers and support staff so that they are fully aware of the outcomes sought, the support on offer and any particular teaching strategies and approaches that have been agreed.

Parents and carers will receive a copy of this plan (SFP) within 2 weeks of the initial planning meeting and 2 weeks following a review meeting.

Do

Class teachers, with the support of the SENCO, will take the responsibility for overseeing the implementation of the plan. This will ensure that the additional support offered is linked closely to the general curriculum offer and maximise the opportunities to reinforce and consolidate key skills within the context of the class.

This will be particularly important when the intervention takes place outside of the classroom. There will be regular liaison and feedback with staff delivering interventions so that any required refinement of the support can be managed promptly.

Review

The impact of any additional support offered will be reviewed at least termly. Parents and carers will be invited to attend along with pupils when this is appropriate.

Where the pupils' needs are more complex and they receive support from a range of specialist agencies a separate review meeting will be arranged so that all key parties can contribute.

At the review the following will be considered:

- Impact of each element of the intervention towards the identified outcomes.
- Pupil's response to the support and view of their progress where this is applicable.
- Views of parents and carers and specialist agencies.
- Next steps with refinement and adjustments to the support offered as required.

Where progress has been limited, further analysis and assessments will be made to ensure the provision offered matches the nature and level of needs. If not already involved and with the agreement of parents, the SENCO will make a referral to a specialist agency.

SEND Register

The school maintains a register of SEND. All staff work within current legislation on Equal Opportunities which includes gender (Inc. gender realignment), sexual orientation, marital status, persons with responsibility for dependents, pregnancy or maternity/paternity allowances, colour, race, age, ethnicity or national origin, disability or religious beliefs.

Children will be placed on the school SEND register for the following reasons;

- EHC plan is in place
- Direct and specific work with an outside agency (Educational Psychologist, Speech and Language) is taking place
- They have medical conditions which affect access to teaching and learning. Despite the provision of personal aids or equipment these children continue to make little or no progress (e.g. deafness, visual impairment, epilepsy etc.).
- Children with communication and interaction difficulties who require specific interventions in order to access learning.
- Children with social, emotional and mental health difficulties which are impacting on their mental health and wellbeing.
- Vulnerable children whose situation prevents them from accessing teaching and learning.
- Children who despite differentiated quality first teaching makes little or no progress at two consecutive assessment periods and attainment is low. For example, if a child is identified at a pupil progress meeting, it is expected that appropriate provision and a review of teaching strategies is carried out by classroom staff to ensure progress is made. If at the next pupil progress meeting the child's progress and attainment continues to be a cause for concern they will be placed upon the SEND register and a School Focused Plan (SFP) will be put in place.

Children placed upon the SEND register will require provision that is additional to and different from their peers. Class teachers are responsible for assessing, planning, implementing and reviewing provision for all children, with the support of the SENDCO.

Removal from the SEN Register

If a pupil makes good progress and achieves the outcomes set then they will no longer require additional SEN support and his/her name will be removed from the register. Parents and carers will be formally notified of this decision. Progress will continue to be monitored regularly as part of the termly tracking for all pupils.

Outcomes

This policy will play an important part in the educational development of individual pupils. It will ensure that all learners including learners with a disability are treated as favourably as others and that the school will make reasonable adjustments, to avoid disadvantaging disabled pupils. Pupils with a disability will be treated as equal and valued members of the school community.

Arrangements for dealing with complaints about SEN provision

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 SEND 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 SEND coordinator they will be directed to the Head teacher who will implement necessary governing committee procedures.

Monitoring and Review of SEND policy and provision

SEND 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 and Two leaders and the Assessment coordinator.
- The Governing Body - Designated SEN Governor.
- The School Council
- Questionnaires to parents/carers

Related policies:-
Safeguarding Policy
Behaviour policy
Mental Health and Wellbeing