

Park Spring Primary School

Special Educational Needs Policy

March 2021



Written by: Janet Draper

Date: March 2021

Approved by:

Date:

Last reviewed on:

Next review due by:

March 2022

The Inclusion Manager/SENCo is a member of the Senior Management Team who together ensure that this Special Educational Needs Policy works within the guidelines and inclusion policies of the Code of Practice (Jan 2015) the Local Education Authority and other policies current within school.

1. Aims

Our SEN Policy aims to:

- Set out how our school identifies supports and makes provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

At Park Spring Primary School all staff are wholly committed to meeting the needs of all pupils and aim to:

- Provide curriculum access for all.
- Value every individual and enable them to enjoy their learning and achieve their full potential.
- Provide an environment which enables pupils to be safe and healthy.
- Enable every pupil to make a positive contribution to their school and their community.
- Identify and respond to pupil's diverse and individual needs.
- Identify and overcome barriers to learning.
- Ensure that pupils achieve the highest levels of attainment possible.
- Attain high levels of satisfaction and participation from pupils, parents and carers.
- Carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- Promote the self-worth and self-esteem of all who learn and work at Park Spring Primary School.
- Promote early identification, assessment and provision for children with SEN.
- Promote early identification, assessment and provision for children who have additional needs. These include EAL children, looked after children, gifted and talented, children from families who are asylum seekers or refugees and children who are at risk of exclusion.
- Work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- Set suitable challenges *'Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds'* (National Curriculum, 2014).
- Work within the guidance provided in the SEND Code of Practice, 2015.

2. 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

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- 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.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is **Janet Draper** (email: jdraper@parkspringprimary.co.uk). Her role and responsibility is to:

- Work with the headteacher and SEN 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 body 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

4.2 The SEN governor

The SEN governor is Jennifer Lawton (email jlawton@parkspringprimary.co.uk). Her responsibility and role is to:

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

4.3 The headteacher

The Head teacher is Rachel Horan and her role and responsibility is to:

- 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

4.4 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
- Ensuring they follow this SEN policy
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5.1 The kinds of SEN that are provided for

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

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, 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

5.2 Identifying pupils with SEN and assessing their needs

Staff and parents can raise concerns at any time with the SENCo about a child's progress or difficulties that they are experiencing. We use a screening checklist to provide some preliminary information before the SENCo then observes the child, analyses current assessment information and gathers the views of the parents and child. The outcome of this may include putting in place a specific intervention, resources, modifying provision or seeking the advice of another professional.

Our school assessment cycle provides valuable tracking information which is discussed at termly pupil progress meetings. This can also help in the identification of specific pupils who may need more targeted or specialised support. We also use the SENIT Development Journal in Foundation Stage and Year 1 and B Squared Progression Steps in Years 2 – 6 and these inform planning the next steps as part of the assess – plan – do - review process. We also use a variety of other assessment tools to assess specific needs, such as SENIT Phonics and GL Assessment.

We also gather the views of the child and parents and, where relevant, the views of external agencies. Incoming children are identified through liaison with feeder schools and through immediate assessment.

5.3 Consulting and involving pupils and parents

We have early discussions with the pupil and their parents when identifying whether they need special educational provision. These conversations make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions are added to the pupil's record.

5.4 Assessing and reviewing pupils' progress towards outcomes

We follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher works with the SENCo to carry out a clear analysis of the pupil's needs. This draws on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment is reviewed regularly.

All teachers and support staff who work with the pupil are made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases classes

We recognise that periods of change and transition in a child's life can be particularly challenging and distressing for some pupils. We aim to support children and ensure a smooth transition by:

- Contacting feeder schools and nurseries/day care providers when children enter Foundation stage or join us from another school mid-year to get records and build a picture of the child's likes and dislikes and what is important to help them settle early on.
- Offering the child and parents a visit to look round the school in advance of their start date and meet the head teacher and ask any questions.
- If a child is moving on to another school, depending on the level of need, the SENCO may coordinate a detailed transition plan, including herself, relevant colleagues, parents, pupil and the SENCO at the next school.
- Holding meetings during the summer term between the SEN leaders from the feeder schools where all SEN children are discussed and records handed over.
- Children transferring to other schools are dealt with on an individual basis.
- Children have transition days where they meet their new teachers and are (where possible) made familiar with their new classroom environment before the summer holiday.
- Children we know to be particularly anxious about transition and/or special events have additional preparation and mentoring support.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

Universal Support

All learners have access to 'quality first' teaching. This means that they access lessons that are engaging with high levels of pupil participation and interaction. Questioning is effective and outcomes clearly identified. Opportunities for reflection are built in and pupils evaluate their own progress and next steps. Tasks are differentiated appropriately and the challenge level is ambitious but achievable. A culture of independence is fostered and pupils are encouraged to take the lead in their own learning. A lively range of teaching strategies are used, including visual and kinaesthetic as much as possible. The classroom environment is stimulating and accessible for all, and visual timetables are used throughout the school.

Targeted Support

Some vulnerable learners have access to additional interventions/resources. These are pupils who are making less than expected progress and have been identified by the school as needing to make accelerated progress. They are not necessarily be pupils with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEN. This will often be at a group level and children may temporarily enter in and out of this level of support

Specialist Support

'Specialist Support is where a school will involve a specialist where a pupil continues to make little or no progress and is significantly below age related expectation'

Specialist support tends to be provided more on a 1:1 basis and include assessments and interventions on a more complex and significant level over a longer period of time.

We currently have access to the following professionals and agencies:

- Mindmate/CAMHS
- Speech and Language Therapy
- Visually Impaired Team
- Oasis Behavioural Support
- Social Care
- Educational Psychologist
- Physiotherapy
- SENIT
- Occupational Therapy
- STARS
- Willow Foundation
- DAHIT (Deaf and Hearing Impaired)
- ABC Gateway
- Pudsey Cluster
- School Nurse

Education, Health and Care Plans

An Education, Health and Care Plan (EHCP) is a legal document outlining the child's needs, provision, outcomes and educational placement. A request for an Assessment of a child's education, health and care needs is made to the Local Authority if it is deemed that the school is unable to meet the child's needs effectively without one or in preparation for a transition to the next phase of education. The request can be made by the parent or the school and a multi-agency panel decides whether the child's needs meet the criteria. The process takes 20 weeks and does not always result in an EHCP being granted. An EHCP and is required to be reviewed annually or sooner if it is deemed a review would be beneficial. Pupils are only able to access specialist provision if they have an EHCP naming the placement which is done through a consultation process.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

Provision

All vulnerable learners are included on a detailed whole-school provision map which outlines and monitors all additional intervention across the school. The whole school provision map enables the school to:

- Plan strategically to meet pupils' identified needs and track their provision.
- Audit how well provision matches need
- Recognise gaps in provision
- Highlight repetitive or ineffective use of resources
- Cost provision effectively
- Demonstrate accountability for financial efficiency
- Demonstrate to all staff how support is deployed
- Inform parents, LA, external agencies and OFSTED about resource deployment
- Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

We have a multitude of intervention programmes such as Blast, Alpha to Omega, Drawing and Talking and Nurture to meet the needs of children presenting with all types of SEND.

5.9 Expertise and training of staff

In service training for the SEN leader, all teaching staff and support staff is based upon the priorities established by the SEN and School Development Plan and on individual need. PDM (staff meeting) time is often used for whole staff training on areas for development.

All staff have the opportunity to request specific training through performance management annually. Discrete training on specific areas pertinent to the school and/or individuals/groups take place on an ongoing basis.

5.10 Securing equipment and facilities

We secure Funding for Inclusion(FFI) for children in specific year groups (Reception, Year 2 and Year 4) each year during July. Funding is allocated according to the level of need for particular children by the April of the following year (i.e. when the child is in Year 1, 3 and 5) Funding can be applied each term for children in Nursery(EYFFI) or when required (SENDIF). We can also submit requests for funding in November for children in Reception Classes.

Please refer to Specialist Support Section for details of other agencies that we can access.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions either at the end of the specified block or each term.
- Using pupil/staff/parent questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans or FFI

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. All pupils are encouraged to go on our residential trips and are encouraged to take part in sports day/school plays/special workshops, etc. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in many ways. We follow the Webster Stratton approach to behavior and developing positive relationships and wellbeing and have a comprehensive anti-bullying policy. We have a comprehensive system of rewards and sanctions and all staff follow the Behaviour Hierarchy. Behavioural incidents are recorded on SIMS and we also use CPOMs to record concerns and significant events/observations. The Inclusion Manager produces a Report every 3 weeks which is then discussed and responded to within the Inclusion Team and SLT. We fully recognise that some children present with behaviours that reflect a multitude of adverse and negative experiences in their young lives and we are sensitive and skilled in recognising and responding to these through additional support such as enabling them to access Counselling, Drawing and Talking, Little Voices, Nurture, ABC etc, This is in addition to the day to day support that children (and parents/carers) receive from caring and patient staff who provide time and strategy to enable them to experience a sense of positivity, confidence and safety.

5.14 Working with other agencies

We recognise the importance and benefits of working within a multi-agency framework and are fully committed to this to enable the needs of our children and families to be met in the most beneficial and productive way. The SENCO ensures that recommendations are responded to and shared with the child, parents and relevant staff to ensure that the needs of the child and family remain central to the provision that we provide.

5.15 Complaints about SEN provision

We at Park Spring follow the Leeds City Council Guidelines 'Complaints about school'. We work closely with parents/carers to resolve any concerns informally if possible. If an issue cannot be resolved to the parents/carers' satisfaction then the formal complaint procedure is followed. Please refer to the Complaints Policy.

5.16 Contact details of support services for parents of pupils with SEN

Please access this link for the Leeds Local Offer <https://leedslocaloffer.org.uk/#!/directory>.

6. Monitoring arrangements

This policy and information report will be reviewed by Janet Draper annually. It will also be updated if any changes to the information are made during the year and presented to the governing body for approval and ratification.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions
- Inclusion