

Parklee Community Primary School

Special Educational Needs/Disability Policy



Agreed March 2015
Reviewed Nov 2022

Parklee Community School

Special Education Needs/Disability Policy and Local Offer

This policy was reviewed in November 22
(Taking regard of the Children and Families Bill 2014)

It forms the basis of our “Local Offer” consisting of information for parents/carers of children who have Special Educational Needs (SEN) or a disability, and all of those who support children with additional needs. The information outlines the support and provision they can expect to receive whilst attending this school.

Consideration is also taken of the Single Equality Act 2010 and of the SEN Code of Practice 2014

Policy Statement

Parklee Primary School aims to enable pupils with special education needs and disabilities to be fully involved in the life of the school, and to reach their full potential, taking an active role in school life, feeling secure and happy whilst experiencing success in a caring and stimulating learning environment. The school also aims to involve pupils, their parents, staff and other concerned parties in the development of the necessary support for each child with special educational needs.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS/DISABILITIES

A child or young person has SEN 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 or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them

(Clause 20 Children and Families Bill)

This is a broad definition covering children and young people from 0- 25 years of age. Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEN definition.

OBJECTIVES

- To create an inclusive environment that meets the special educational needs of each child;
- To ensure that the special educational needs of children are identified, addressed and provided for;
- To make clear the expectations of all partners in the process (including parents and children);
- To identify the roles and responsibilities of staff in providing for children's educational needs;
- To enable all children to have full access to all elements of the school curriculum;
- To actively involve pupils in a sensitive and non-stigmatising way in the support plan and I.B.P. process to promote improved confidence and self-image.

ROLES AND RESPONSIBILITIES

The role of the Governing Body (ref: Children and Families Bill)

- to co-operate with the local authority in the development and review of the local offer. This is essential so that the local offer provides a comprehensive, transparent and accessible picture of the range of services available to local children and young people with SEND and their parents;
- to co-operate with the head teacher/SENDCO to determine the school's general policy and approach to provision for children with special educational needs;
- to establish appropriate staffing and funding arrangements;
- to maintain a general oversight of the schools work with Special Educational Needs pupils;
- to report to parents annually on the school's policy on Special Educational Needs/disabilities.

Governor with responsibility for SEND- Mrs Gemma Bushell

The role of the head teacher

- to be responsible for the day-to-day management of provision for children with Special Educational Needs;
- to keep the Governing body informed of issues related to pupils with Special Educational Needs;
- to work closely with the school's S.E.N.D.C.O.

Headteacher : Mrs D Roper

The role of the S.E.N.C.O.

At Parklee the key responsibilities of the S.E.N.C.O. include:

- Overseeing the day-to-day operation of the school's S.E.N.D policy;
- To report back to the Head teacher and Governing Body on a regular basis, giving updates of progress and development
- Co-ordinating provision for children with Special Educational Needs/Disabilities;
- Liaising with the safeguarding team and extended services
- Liaising with and advising staff, (teachers and teaching assistants);
- Managing Teaching Assistants/ Learning mentor
- Organising/ monitoring and evaluating interventions for children with Special Education needs/ disabilities.
- Overseeing the records of all children with Special Educational Needs/disabilities;
- Liaising with parents of children with Special Educational Needs/ disabilities;
- Identifying needs and facilitating or contributing to the in-service training of staff.
- Liaising with external agencies including the Local Authority Access and Inclusion department; the Educational Psychology services; health and social services, and voluntary bodies.

S.E.N.D.C.O : Miss R Wood
Support – Mrs L Hill
EY SENDCO – Mrs J Ashgari

The role of teaching and non-teaching staff

- to be involved in the development of the school's S.E.N.D policy;
- to be fully aware of the school's procedures for identifying, assessing and making provision for pupils with Special Educational Needs/Disability, including writing support plans/IBP's and reviewing and reporting progress to parents/carers.
- to provide appropriate and challenging activities for pupils with Special Educational Needs/disabilities.
- To keep up to date records for children identified as having a Special need.

ADMISSION ARRANGEMENTS

Parklee Community School acknowledges its statutory duty to provide a mainstream school place for all pupils, regardless of their gender, ethnicity, religion, disability or special educational need, should their parents wish it and it is compatible with the efficient education of other pupils.

We recognise the intrinsic value of every child, and we aim to meet all children's needs.
(Schedule 1 paragraph 4)

ACCESS TO THE CURRICULUM, INCLUDING THE NATIONAL CURRICULUM

All pupils follow the full National Curriculum except where disapplication is clearly indicated, and this decision is fully supported by the Local Authority. All S.E.N.D pupils including those with an Education and Health Care Plan (EHCP) spend the majority of their time in mainstream classes following the same curriculum as their peers, differentiated where necessary. Pupils who need it are withdrawn for short periods for individual programmes based upon their support plan./I.B.P.'s. Care is taken not to disadvantage pupils by this withdrawal. Staff gives consideration to children with Special Educational Needs/Disabilities within their short term planning, and work is differentiated so that it is accessible to all children. This can be evidenced from planning and artefacts produced by the children.

INCLUSION ARRANGEMENTS FOR PUPILS WITH S.E.N.D

All pupils play a full part in the life of the school. They have entitlement to all curricular and extra-curricular activities carried out at school. Those pupils who need individual tuition are withdrawn only for short periods.

FACILITIES

Educational access:

- The school employs a number of Teaching Assistants whose role includes the support of individuals or groups of children who need extra help in order to access the curriculum.
- The Teaching Assistants work closely with the class teachers and use recommendations of the children's Education Plan or Behavioural Plans, in order to support learning and assist the children in reaching their targets.
- The school also provides nurturing interventions. The Learning Mentor has responsibility for these groups' works closely with the head of safeguarding and extended services, and class teachers in identifying and supporting children who will benefit from a range of small group and/or 1:1 interventions
- We also run nurture interventions for children who need smaller group work and a more nurturing style approach to learning; this may be a short term intervention (e.g. a death in the family) or a more long term intervention.
- The Deputy Headteacher and Assistant Headteacher are both qualified in the effects of trauma and hold diplomas in 'Trauma Informed and Mental Health Specialist Practitioner'. School is working towards becoming a trauma informed school – whole school initiative.

Allocation of resources:

- The SE.N.D.C.O. is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements or EHCP of special educational needs.
- The Head Teacher informs the governing body of how the funding allocated to support special educational needs has been employed.
- The Head Teacher and the S.E.N.D.C.O meet on a regular basis to agree on how to use funds directly related to S.E.N.D
- The SE.N.D.C.O prepares an audit and action plan for the School Development Plan, which is monitored by the Governing Body and Head Teacher

WORKING IN PARTNERSHIP WITH PARENTS

(Ref: Code of Practice: Chapter 2)

(Schedule 1 paragraph 15)

Parklee actively seeks to work with parents to empower them to:

- recognise and fulfil their responsibilities as parents and play an active and valued role in their children's education;
- have knowledge of their child's entitlement within the S.E.N.D 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 needs provision.

To enable this:

- Parents are informed at an early stage of any school concerns about their child.
- Parents are encouraged to speak to their child's class teacher or SENDCO about any concerns they may have.
- Parents are encouraged to visit school and discuss any concerns or problems with the class teacher and/or the S.E.N.D.C.O
- Parents are encouraged to be involved in S.E.N.D provision they may be part of, and to take an active role in developing Education Plans (Support Plan); Individual Behavioural Plans (I.B.P.); Pastoral Support Programmes (P.S.P.) and Education Health Care Plans (E.H.C.P.).
- Parents are encouraged to take an active role in the monitoring their child's progress through regular review meetings.
- Problems and concerns are discussed and resolved through meetings with parent, pupil, class teacher, head teacher, S.E.N.D.C.O outside agencies and the L.A. The views and wishes of parents play an important part in these discussions and decisions.
- The school will inform parents of the Parent Partnership Services available within the Local authority (Please refer to appendix A for details.)
- School is aware that some parents will be anxious about their children needing S.E.N.D provision, and may find meetings with professional bodies stressful. We strive to make meetings parent friendly and convenient to all concerned.
- Parents have the opportunity to record their views in a section of the review form.
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PUPIL PARTICIPATION

Children, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child

(Articles 12 and 13: The United Nations Convention on the Rights of the Child)

To enable this:

- We aim to give children the opportunity to discuss feelings and views with family and staff, and to contribute to the development of their Support Plan. or I.B.P. at an appropriate level.
- We aim to ensure that children are aware of their targets, if they have achieved them, or of the progress that they have made. Children, if possible, sign their Support plan or I.B.P. with their parents.
- Children celebrate their success through praise from staff, certificates, stickers, rewards, sharing their success with other children and teachers, thus raising self-esteem and their motivation to succeed.
- Children are given the opportunity to discuss concerns and problems, whether they be learning, social, emotional, behavioural or physical. They discuss why the problems occur, ways of avoiding them, how to resolve them and ways forward.
- The purpose of any assessment, support plan or I.B.P. is explained to the child, to avoid any anxiety or confusion.
- The purpose of any visiting professional is explained to the child.
- School acknowledges the importance of providing therapeutic interventions for children.

FOUNDATION STAGE: ASSESSMENT AND IDENTIFICATION

- Teachers acknowledge that during the Foundation Stage, due to various previous learning and life experiences, also taking into account some children may not have received any education when they enter nursery or reception that children will progress at different rates. This may not necessarily mean they are children with S.E.N., but they will need carefully differentiated learning experiences and activities to ensure that they make satisfactory progress.
- On entering Nursery, children are monitored using the Foundation Stage Assessment.
- Wigan LA monitors any EY child with an identified Special Need/ Disability and informs schools how best they can meet their needs.

PRIMARY PHASE: ASSESSMENT AND IDENTIFICATION

- During both Foundation and the Key Stage One phase of education, teacher assessment and observation, along with parental views and contributions, will critically aid early identification of children with S.E.N.D
- School uses the Bug Club Phonics programme for all children in Years R to 2, and those requiring specific support in phonics from years 3 to 6 use the Bug Club Phonics and the Sounds-Write programmes. These programmes place the children in a specific group, linked to their individual ability level. The programmes are regularly reviewed, and the progress of the children assessed using Phonics Tracker assessment. Hands on Maths is used for children not making adequate progress in maths.
- Assessment at Key Stage Two is undertaken using age expected tests in reading, writing, spelling and mathematics.
- The SE.N.D.C.O. uses the pre-key stage criteria, where appropriate, to assess children when applying for additional enhanced funding.

GRADUATED RESPONSE

- The school's response is broken down into five major stages:
 - Monitoring through pupil progress meetings/ data
 - Early Years Action or School Action (EYA/SA)
(Interventions within and by school)
 - Early Years Action Plus or School Action Plus (EYAP/SAP)
(Assessments and/or Interventions by other support agencies)
 - Child brought up in school achievement team meetings with a 6 week intervention plan.
 - Enhanced Early Years Action or Enhanced School Action Plus (EYAPe/SAPe)
(if additional funding is needed to support a child's needs within mainstream education)
 - Statutory Assessment for EHCP
(If a child has complex needs which may require an alternative specialist educational environment)
- A child does not automatically progress up the stages. Intervention and stage of need may remain static if the child's progress is deemed to be satisfactory.
- When a teacher is concerned about a child's progress they will arrange to speak to parents, and the SE.N.D.C.O. if appropriate.

Early Years Action / School Action:

- 'When a class teacher or other educational practitioner, who works day to day with the child, or the SE.N.D.C.O identifies a child with special educational needs and has already concerned that child, they should devise interventions that are **additional to or different from** those provided as part of the settings usual curriculum offer and strategies. (Early Years/School Action)
- Teacher's, parents and where appropriate, the child, will develop a SUPPORT PLAN. or I.B.P. The SE.N.D.C.O. is available for help and advice on strategies and resources. The SUPPORT PLAN./I.B.P. will focus on approximately three targets. The SUPPORT PLAN./I.B.P. will show how the targets will be achieved and the criteria for success.
- After an agreed period of time the SUPPORT PLAN./I.B.P. will be reviewed by staff involved and parents. The child's progress will be discussed and new targets agreed. SUPPORT PLAN.'s or I.B.P.'s will be reviewed at least 3 times a year, and, if it is deemed appropriate, more often, if the needs of the child indicated this.

Early Years Action Plus/School Action Plus:

- If it is considered that the child has not made satisfactory progress then the SE.N.D.C.O., or head teacher will seek advice and support from outside agencies.
- Staff will arrange to meet the Wigan team in a Individual Progress meeting to discuss next steps
- A referral may be made to the Educational Psychologist, who will carry out further assessments and give advices. Alternatively a referral may be made to the behaviour support team (or the school nurse). After initial meetings with one or more of these agencies, other specialists may be contacted to deal with the specific needs of individual children. Parents will continually be involved and kept informed of the steps the school is taking.
- The S.E.N.D.C.O head teacher, class teacher, support staff will then use information from the previous support plan./I.B.P.'s, plus any additional information from outside agencies to develop a new support plan/I.B.P. with new targets.
- The new support plan/I.B.P. and targets are discussed with the parents and child.

Enhanced Early Years Action Plus/School Action Plus:

- If it is considered that the child is continuing to not make satisfactory progress, and more support plan is needed, the school will apply to the Local Authority for additional funding.
- A successful application will provide the school with additional funding targeted specifically at the needs of the child.
- This Provision Agreement will be signed by the Head teacher and make specific

reference to the Local Authority requirements.

- The Provision Agreement is reviewed annually, involving the parents, all agencies involved with the pupil and a report being sent to the Local Authority.

Statutory Assessment for EHCP:

- If, after several support plan./I.B.P.'s have been developed, monitored and reviewed, the child has not made satisfactory progress, the school, after discussions with parents, and taking into account outside agencies advices and reports, will consider asking the Local Authority for a statutory assessment of the child.
- All reports from outside agencies, support plan./I.B.P.'s, reviews and any relevant information are then sent to the Local Authority along with completed forms.
- If the Local Authority decides to proceed with statutory assessment, Educational advices are sent to the school and completed by the SE.N.D.C.O. and class teacher and returned as soon as possible.

Annual Reviews (ALL funded pupils are reviewed every twelve months)

- The S.E.N.D.C.O. arranges the Annual Review, inviting all the relevant outside agencies, parents and informs the Local Authority of the date, who may send a representative to the meeting.
- At the review meeting the child's progress is discussed in relation to the objectives listed in the EHCP.
- The current SUPPORT PLAN./I.B.P. is available, and targets and progress discussed.
- The school provision is discussed, such as equipment, resources and staffing, to ensure that the provision is appropriate and continues to meet the needs of the child.
- It is decided whether or not, the EHCP is still appropriate.
- If the EHCP remains in place, new targets may be set for the coming year.

NATURE OF INTERVENTION

The SE.N.D.C.O. and the child's class teacher will decide on the action needed to help the child to progress in the light of the assessment, and if necessary additional advice from outside agencies. This may include:

- different learning materials, or special equipment;
- Some group or individual support; (by Teacher, Teaching Assistant, etc.)
- Extra adult time to devise the nature of the planned intervention and to monitor its effectiveness;
- Staff development and training to develop knowledge of problems and to introduce and deliver more effective strategies;
- Access to Local Authority support services for one-off or occasional advice on strategies or equipment.

INDIVIDUAL EDUCATIONAL AND BEHAVIOURAL PLANS (SUPPORT PLAN. AND I.B.P.)

Strategies employed to enable a child to progress will be recorded within an Individual Education Plan (Passport) or an Individual Behavioural Plan (I.B.P.). Each of these plans will include information about:

- The short term targets or goals set for the child;
- The teaching strategies to be used;
- The provision to be put in place;
- When the plan is to be reviewed;
- Outcomes (to be recorded when the plan is reviewed, or as they are achieved.)
- Evidence that the parent and, if appropriate, the child have read and understood it.

The Individual plans will only record that which is additional to; or different from, the differentiated curriculum and will focus upon three or four individual targets that match the child's needs and have been discussed with the child and parents. The plans will be reviewed at least 3 times a year, and parents' views or their child's progress will be sought. Wherever possible the child will also take part in the review process and be involved in the setting of new targets.

TRANSITION OF PUPILS

- Meetings are arranged between staff during the summer term to discuss the transfer of children from one class to another within the school. Details of support plan./I.B.P.'s are transferred to the new teacher, along with any relevant materials.
- The class S.E.N.D file is also passed on to the new class teacher.
- For children transferring between Key Stage Two and Key Stage Three, a meeting is arranged with the appropriate SE.N.D.C.O of the school they are transferring to, to pass information.
- In the event of a supported transfer, either at this point or at any other point in the year, staff will attend the appropriate meeting to support that child's transfer to a new school, with the child, parents, staff from the new school, and any other involved parties.
- Children who are funded, have a transition review, to which all involved parties are invited. (Parents, Local Authority officers, Health staff, Educational Psychologists High school S.E.N.D.C.O. etc.)
If a transfer plan is required, one is recommended and will be in place prior to the child's arrival in their High school.

LINKS WITH OTHER SERVICES

The school has links with the following organisations on a regular basis:

- L.A. Access and Inclusion Service
- TESS team – Targeted support
- Educational Psychology Services
- Speech Therapy Services
- Health Services (School nurse)
- Social Services
- Gateway Services
- EAL team
- Language and Social Communication Service
- Learning Support Service
- Behaviour Improvement Team
- Child and Adolescent Mental Health Services
- Children’s Disability Services
- Sensory Service
- Occupational Therapy
- Ophthalmic Services
- Audiology Service

We seek advice and examples of good practice from:

- The Special Schools within Wigan
- Other schools.
- Voluntary agencies linked to specific disorders.

We are always willing to seek advice and help with the aim of achieving the best for each of the pupils in our school.

MONITORING

- The S.E.N.D.C.O. liaises with outside agencies.
- SE.N.D.C.O. meets regularly with the Inclusion Officer, Educational Psychologist and other professionals through the termly planning meeting.
- SE.N.D.C.O. meets regularly with head teacher and reports to governing body.
- SE.N.D.C.O. meets regularly with head of safeguarding and extended services.
- SE.N.D.C.O. meets regularly with each member of staff and monitors their S.E.N.D file.
- S.E.N.D.C.O attends each pupil progress meeting to flag up any child the teacher may be concerned about and discuss children already on the register to ensure they are making good progress.
- Notes from the meetings/monitoring are copied and given to staff.
- Copies of all support plan./I.B.P.'s and reviews are passed to S.E.N.D.C.O. for central record.

- S.E.N.D.C.O. attends reviews whenever possible, and always attends reviews of funded children.
- S.E.N.D.C.O. file contains information on every child at Early Years Action / School support, Early Years Action Plus / School Action Plus and Statement.
- S.E.N.D.C.O. attends L.A. S.E.N.D.C.O. UPDATE meetings.

RESPONSE TO COMPLAINTS

Parents or children who are dissatisfied with any aspect of the special needs support offered should make their complaints:

- In the first instance to the Head teacher.
- If a parent is still unhappy, she/he can put her/his complaint in writing to the Chairperson of the Governing Body.
- Further appeal can be made by contacting The Parent Partnership Office, an independent body who explain how to take the complaint to the Local Government Ombudsman.

LINKS TO OTHER POLICIES

- Safeguarding
- Behaviour
- Attendance Policy
- Health and Safety
- Equality Plan
- Restraint and Control
- Reference in Curriculum Policies
- Teaching and learning policy

Accessibility

Parklee is fully wheelchair accessible and has recently undergone building work to ensure it meets all required recommendations for accessibility. We have two disabled toilets and a wet room which can be used for changing.

For children with sensory needs we have soundfield systems in most classrooms and are currently replacing smart boards with HD C-touch screens. We also have various equipment in school that allows us to enlarge text and programmes to copy information onto ipads to enlarge and provide contrast for children's own use.

Two members of staff have completed the year long course for children with visual impairments to provide expert advice to the class teachers/TA.

The following information is advertised by the L.A. for Parent Partnership.

Parent Partnership

The service supports parents / carers of children with special educational needs. This could be provided at any stage of the Code of Practice and in a variety of ways. Parents / carers can contact the service by:

- **Telephone: Embrace 01942 233323**
- **<https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Parent-Partnership-Service.aspx>**

This support could be:

1. One to one contact with the parent / carer
2. Providing information
3. Explaining documents and procedures
4. Providing a Be-friender