

Park Street C of E Primary School & Nursery



Special Educational Needs and Disability (SEND) Policy

Version	1.2
Name/Department of originator/author:	Sarah Castro
Name/Title of responsible committee/individual:	School Effectiveness Committee
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Target audience:	All

The governing body shall conduct the school with a view to promoting high standards of educational achievement.

Park Street Primary School is committed to eliminating discrimination, advancing equality of opportunity and fostering good relations between different groups. These factors were considered in the formation and review of this policy and will be adhered to in its implementation and application across the whole school community.

Park Street Primary School will promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and will actively challenge any member of the school community expressing opinions contrary to fundamental British Values, including 'extremist' views.

Version	Date	Notes
V1.1	Nov 2019	Reviewed by Senco and SEND Governor October 2019. To be sent for approval by governors.
V1.2	18/05/2020	Approved by FGB

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2015) and has been written with reference to the following guidance and documents:

- The Equality Act 2010: advice for schools Feb 2013
- SEND Code of Practice (2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with Medical Conditions, April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- This policy was developed with an engagement and participation process that involved the governing body, the Senior Leadership Team, teaching staff, support staff, children with SEND, and parents of children with SEND. It will be reviewed annually.

This policy should be read in conjunction with the SEN Information Report and the following school policies:

Behaviour Policy, Equalities Policy, Safeguarding Policy, Inclusion Policy, Complaints Policy.

The name and contact and qualification details of the SEN Co-ordinator

The SENCO at Park Street Church of England Primary School is Mrs Sarah Castro, who is a qualified teacher and has the National Senco Qualification. Mrs Castro is available on 01727 872158 and or senco@parkstreet.herts.sch.uk

Headlines from the 2015 Code of Practice (from September 2015)

- Statements have been replaced by Education, Health and Care Plans (EHC Plans) which can be used to support children from birth – 25 years.
- School Action and School Action Plus have been replaced by one school based category of need known as 'Special Educational Needs Support' (SEN Support). All children are closely monitored and their progress tracked each term. Those at SENS are additionally tracked by the SENCo.
- There are four broad categories of SEN:
 - Communication and Interaction
 - Cognition and Learning
 - Social, Emotional and Mental Health
 - Physical and Sensory

We have children in all of these categories of SEN.

- We are working more closely with parents and children to ensure that we take into account the child's own views and aspirations and the parents' experience of, and hopes for their child. Parents are invited to be involved at every stage of planning and reviewing SEN provision for their child.
- All children benefit from 'Quality First Teaching': this means that teachers assess, plan and teach all children at the level which allows them to make progress with their learning. In addition, we implement some focused interventions to target particular skills.

Defining SEND

Definition of SEND

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions *SEN Code of Practice (2015, p 4)*

Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is'...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' *SEN Code of Practice (2015, p5)*.

Aims

Park Street C of E Primary School is committed to providing an appropriate and high quality education for all pupils. We believe that every teacher is a teacher of every child, including those with SEND. All children, including those with SEND have an entitlement to a broad and balanced academic and social curriculum, which is accessible to them and enables them to be fully included in all aspects of school life. We aim to raise the aspirations and expectations for all pupils with SEND. We focus on providing a holistic outcome for all our pupils. We believe in supporting the child as an individual and meeting not just their academic needs, but developing them as a well-rounded individual.

Objectives

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND
- To work within the guidance provided in the SEND Code of Practice, 2015
- To ensure that every child experiences success in their learning and achieves the highest possible standard
- To enable all children to participate in learning fully and effectively
- To value and encourage the contribution of all children to the life of the school
- To work in partnership with parents and carers
- To work with the Governing body to enable them to fulfil their statutory monitoring role
- To work closely with external support agencies, where appropriate, to support the needs of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils

Around 20% of our children are either at SENS (SEN support) or have EHCP plans. Types of SEND which we currently have in school, during 2018-2019, include children with a diagnosis as well as those with learning profiles consistent with a diagnosis:

Communication and Interaction

- Autistic spectrum and language disorders

Cognition and Learning

- Dyslexia and dyscalculia; moderate learning difficulties; global development delay

Social, Emotional and Mental Health

- ADHD, attachment disorders, emotional difficulties, mental health difficulties

Physical and Sensory

- Hearing impaired

Medical Needs

- Diabetes, Asthma, Epilepsy and Allergies.

Identifying children at SENS

Our school identifies the needs of pupils by considering the needs of the whole child, not just the special educational needs of that child. Children with SEND are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all the pupils:

- The progress of every child is monitored at termly pupil progress meetings. Where children are identified as not making progress in spite of Quality First Teaching they are discussed with the SENCO and a plan of action is agreed.
- Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2015 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:
 1. Is significantly slower than that of their peers starting from the same baseline
 2. Fails to match or better the child's previous rate of progress
 3. Fails to close the attainment gap between the child and their peers
- Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Often, the concern can be addressed by Quality First Teaching or some parental support. Otherwise, the child may be recognised as SEND and placed on our SEN Register.

The SENCO can undertake a small range of assessments if required. She can use these assessments to add to and inform teachers' own understanding and assessments of a child.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have ASD or other concerns about their development. Alternatively we can refer the child to the School Nurse.

In identifying the needs of our pupils we also consider other factors which may impact on progress. These include the following:

- Disability
- Attendance and Punctuality
- Health and/or Welfare
- EAL (English as an Additional Language)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child, or Previously Looked After
- Being a child of a Serviceman/woman

A Graduated Approach to SEND Support

At Park Street Primary School we identify and manage children with SEND by a graduated response, through an Assess, Plan, Do and Review cycle:

- The first step to responding to all pupils and to those who have or may have SEND is Quality First Teaching, this includes differentiation for individual pupils. All teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Additional intervention and support cannot compensate for a lack of good quality teaching. Our school will regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, further supporting teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered *SEN Code of Practice (2015, 6.37)*.

In order to identify a pupil with SEND the class teacher and SENCO consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress, including a completed SEN Cause for Concern referral form.

- This includes high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, we contact the relevant external agencies/professionals for specialised assessments.
- Following the assessment of a pupil a plan is then written with the input of the class teacher, SENCO, Pupil and pupil's parents and if necessary a professional from an external agency.
- Children are added to the Special Needs Register for some or all of the following reasons:
 1. Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness.
 2. Shows signs of difficulty in developing literacy or mathematics skills which results in poor attainment in some curriculum areas.
 3. Presents persistent emotional and behavioural difficulties which are not improved by the behaviour techniques usually employed in school.
 4. Has sensory or physical problems and continues to make little or no progress, despite the provision of specialist equipment.
 5. Has communication and/or interaction difficulties and continues to make little or no progress.
- We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings (Autumn and Spring terms) or during informal meetings to discuss the child's progress.

- Once a child has been identified as having SEND, the class teacher will invite the parents to a meeting to:
 - formally let them know that their child is being placed at SEN Support.
 - discuss assessments that have been completed.
 - agree a plan and provision for the next term.
- This is all part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the Code of Practice.
- Depending on their age, and their interest, the child may be invited to attend all or part of the meeting.
- Records are kept of these meetings and copies are available to parents.
- Thereafter, parents – and children- are invited to a meeting each term to review progress made, set targets and agree provision for the next term. In the summer term, there is an annual review of the child's progress.

Please see Appendix 1.

Managing pupils on the SEND Register

Once a child has been identified as having SEND and is placed on the SEND Register the following paperwork is completed:

- Annually, a one-page plan is used to record the child's strengths and interests, what they enjoy about school, what they find hard and what helps them achieve. This is completed with the child and acts as a guide to their class teacher.
- Termly, at Pupil Progress Meetings with the Class Teacher, Literacy/Maths Co-ordinator, SENCO and Headteacher the children's progress is discussed. This then informs the Provision Map.
- Each term the child's individual Assess Plan Do Review cycle is reviewed and new targets set. The plans detail specific targets for the child to achieve in the term, together with the personalised provision (which may be adaptations to usual class teaching practices, or be 1:1 or small group support) put in place to enable the child to achieve these targets. The child, parent, teacher and where possible TA all meet to review the current targets and set new ones if necessary.
- Class teachers continually monitor those children on the SEND register.
- The SEND register is updated Termly.

Moving from SEN Support to an EHCP (Education, Health and Care Plan)

If children fail to make expected progress, in spite of high quality, targeted support at SEN Support, we may apply for the child to be assessed for an EHC Plan. Generally, we would apply for an EHC Plan if:

- The child is Looked After and therefore additionally vulnerable.
- The child has a disability which is lifelong and which means that they will always need support to learn effectively.
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.

Children, who we think will manage in mainstream schools, albeit with support, are less often assessed for EHC Plans. Having a diagnosis (eg. ASD, ADHD or a Specific Learning Difficulty) does not mean that a child needs an EHC Plan.

If the application for an EHC Plan is successful the Local Authority will produce the EHC Plan which will detail the child's strengths, dreams and aspirations as well as the barriers they face.

Also recorded on the SEND Register are those children who have an existing EHCP (Education, Health and Care Plan).

If we are unable to fully meet the needs of a pupil through our own provision arrangements we will seek parental consent to engage specialist services. These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have been previously set.

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the individual Assess Plan Do cycle continues to be the responsibility of the class teacher.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of his/her peers.

This is discussed fully with parents and a referral (single agency referral or a CAF if there is more than 1 need) completed and signed by the parents (a CAF is a Common Assessment Framework, this is a document that identifies the child's needs, brings together outside specialists and sets targets. There are regular meetings determined by the level of need and the amount of support needed). It is decided at this point which agency or agencies would be most suitable.

Criteria for exiting the SEND Register

The children who are included on the SEND Register are monitored through the Assess, Plan, Do, Review model. If, for example, a child has made outstanding progress in school, after discussions between the pupil and parents, class teacher and SENCO they may be removed from the SEND Register. This will be a joint decision and they will be monitored to ensure that the best decision has been made. Alternatively, if a child has been receiving input from a specialist, such as the Speech

and Language Therapy Service and they are signed off, it may also be possible for them to exit the Register. Whatever the reason for potential exiting of the Register, the process is the same. There will be a meeting with the child, parent, class teacher and SENCO, which will determine if the child can exit the Register.

Supporting Pupils and their Families

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of the child's needs. All parents of children with Special Educational Needs will be treated as partners to play an active and valued role in their child's education.

Children and young people with Special Educational Needs often have a unique knowledge of their own needs and views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages.

We encourage parents to make an active contribution to their child's education and have regular meetings each term to share the progress of special needs children with their parents. We inform parents of outside interventions and share the process of decision making by providing clear information relating to the education of their child.

Parents always have access to the SENCO, Mrs Sarah Castro, either through her email address (senco@parkstreet.herts.sch.uk) or through the school office in person or by telephone (01727 872158).

Parents can see a copy of the School SEN Information report by visiting the school website (<http://www.parkstreetprimary.org.uk/>) and clicking on the relevant button. For information of the Local Authority's Local Offer parents can visit <http://directory.hertsdirect.org/kb5/hertfordshire/directory/localoffer.page>.

Section 324 of the Education Act 1996 requires the governing body of all maintained schools to admit a child with an Educational Health Care Plan (EHCP) that names the school. All the details of our school admissions can be found in our Admissions policy, which can also be found on our school website, see above for the address.

All children in the school have equal access to assessments and additional arrangements are made when necessary for the end of Key Stage Assessments,

currently known as SATS. This is arranged by the class teacher responsible for the pupil.

At times of transition, both within the school and upon a change in provision we have a number of processes in place to make transitions between classes and schools as smooth as possible. We understand how difficult it can be for some children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child.

At the end of each school year current class teachers meet with the new class teachers to discuss all the children in their class and will discuss in depth any children with Special Educational Needs, passing along all the relevant paperwork. All children spend a short time with their new teacher towards the end of the summer term, to get to know each other.

Additional arrangements may also include:-

- Additional meetings for the parents and child with the new teacher.
- Additional visits to the classroom environment in order to identify where the toilets are, pegs, etc.
- Opportunities to take photos of key people and places in order to make a transition booklet.

Enhanced transition arrangements are tailored to meet individual needs.

When the children move to a secondary school, teachers visit from the receiving secondary school. The visiting teacher meets with the Year 6 teacher and then with the children. The secondary schools have a day/s towards the end of the summer term when the children visit.

Transition reviews for Year 6 pupils with EHC plans are held, where possible, in the Summer Term of Year 5 or the Autumn term of Year 6. The Secondary school SENCO is invited to the Annual Reviews and other review meetings. Additional transition arrangements may be made at these reviews e.g. extra visits, travel, training etc.

The school's Medical Conditions Policy can be found on the school Website - <http://www.parkstreetprimary.org.uk/>. Paper copies are available in the school office.

Supporting Children with Medical Conditions

Our school recognises that the children with medical conditions are supported appropriately to enable them to have full access to all their education, including school trips and physical education.

Any children who also have Special Educational Needs may also have an Education, Health and Care Plan which brings together health and social care needs, as well as their special educational provision. The SEND Code of Practice (2015) is followed.

Children who have a medical condition have an Individual Healthcare Plan. These plans have been completed together with the child's parent and detail the child's specific condition, any triggers, the type and dose of the medication to be administered and what to do in the event of an emergency. A copy of this plan is kept in the child's classroom and also in the Medical Conditions file in the school office. The child's medication is kept in the classroom in a secure but easily accessible place. The medication and healthcare plan accompanies the child on any trips or visits.

A named member of staff, Mrs Maxine Fowler, is responsible for ensuring that all medication is in date and informing parents when new medication is needed.

Named members of staff have been trained to administer medication for particular children and all staff are trained in administering an Epipen. Further details of our Medical Conditions Policy can be found on the school website <http://www.parkstreetprimary.org.uk/>, as well as paper copies from the school office. This policy is in line with new recent guidance published by the DfE.

Monitoring and Evaluation of SEND

The monitoring and evaluation of SEND is central to promoting an active process of continual review and improvement of provision for all pupils. Like the Assess, Plan, Do, Review process we have in place for working with our SEND children we also have regular and careful monitoring and evaluation mechanisms in place. The SENCO regularly monitors the movement of children within the SEN system in school and provides staff and governors with summaries of the impact of the policy on the practice of the school. The SENCO supports teachers when necessary and will aid in the drawing up and monitoring of Assess, Plan, Do, Review Cycles. The Headteacher, SENCO, class teachers and TAs hold termly meetings to review all children, including the SEN children, the provision they are receiving and progress they are making. In addition, the SENCO and the named governor with responsibility for special needs (Ruth Ward) also hold regular meetings.

Monitoring is carried out by the following mechanisms:-

- Planning scrutiny
- Observations
- Pupil Voice
- Sampling of parent views
- Tracking data

The SEN policy is formally reviewed annually at the end of each academic year. The evaluation is based on:- the progress made by students with SEN and the outcomes they have achieved in relation both to curriculum subjects and to personal development ; - the extent to which the aims and objectives of the policy have been met;- how effective the SEN provision has been in relation to the resources allocated (value for money assessment).

The policy is amended to reflect the outcomes of the evaluation.

Training and Resources

All professional development needs are identified through the school's appraisal system, self-evaluation and quality assurance processes and the school improvement plan. In addition to this, the needs of the children are assessed and the staff who work with those children are trained accordingly, either on an individual basis or through a whole staff inset. We work closely with outside agencies to train any staff when a particular need is identified.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

Special Educational needs are funded from the school budget. A 'Predicted Needs' formula is applied to the school by Hertfordshire County Council and an amount of money is then given. There is also 'Exceptional Needs' funding which has to be applied for and is allocated within the county areas following strict criteria. This is usually given for a specified time period.

Any new staff, teachers and support staff meet with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

When possible, the school SENCO, Sarah Castro, attends regular Local Authority's SENCO network meetings in order to keep up to date with local and national updates in SEND.

In addition, the SENCO attends regular SENCO Forum meetings organised by the local SPLD Base on a termly basis, this offers an additional forum to keep up to date with local and national updates as well as receive training on particular areas.

Roles and Responsibilities

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2015.

The governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

The governing body reviews this policy annually and considers any amendments in light of the annual review findings. The Headteacher or SEND Governor reports the outcome of the review to the full governing body.

The governor with particular responsibility for SEND is Mrs Ruth Ward. She meets with the SENCO at least termly to discuss actions taken by the school.

Teaching Assistants (TAs) play a key role in supporting our children with SEND in a variety of ways, depending on the child's individual needs. .

The designated teachers with specific Safeguarding responsibilities are Mrs Wendy-May Foster, Headteacher, Mr Rawdon McDonough, Assistant Head and Mrs Victoria Duxbury, Reception class teacher.

The designated members of staff responsible for managing PPG/LAC funding are Mrs Wendy-May Foster, Headteacher and Mrs Carly Tominey, Assistant Headteacher.

Mrs Sarah Castro, SENCO, is responsible for managing the school's responsibility for meeting the medical conditions of pupils.

The designated teacher with specific Looked After Children responsibility is Mrs Wendy-May Foster.

Storing and Managing Information

The school complies with current data protection and confidentiality requirements with regard to information about students and families.

Reviewing the Policy

The policy will be reviewed annually, or sooner in the event of revised legislation or guidance, to comply with new requirements for SEND with effect from 1 September 2015.

Accessibility

A duty has been placed on schools and Local Authorities to increase the accessibility of schools for disabled pupils. Schools are required to produce accessibility plans for their school. Please see the school website for details of the Accessibility Plan,

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meet children's needs.

All complaints are taken seriously and are heard through the school's complaints policy and procedure.

A copy of the complaints policy can be found on the school's website,
<http://www.parkstreetprimary.org.uk/>

Bullying

Please refer to our Behaviour policy, which is available on the school website.

Policy Agreed

Date:

Review date: November 2020.

Appendix 1

Action	Who is involved?	What is involved?	Next steps
Differentiation	The class teacher is responsible for differentiating work for all the pupils.	The teacher plans for the activities to be given to the pupils at the appropriate level of need for success and progress to be achieved.	If, after observations in a variety of contexts and in discussion with parents/carers, a pupil is not making adequate progress, placing the child on the SEN register at SEN Support level is considered. The teacher responsible for the child informs the SENCO of the concern using the 'SEN Cause for Concern' form.
SEN Support, step 1	The Class teacher, TA and SENCO.	Appropriate interventions are identified and discussed with the child and his/her parents/carers. Additional and/or different activities and resources are used to meet the needs of the pupil. Suggestions for support at home are considered with the parents/carers. The interventions and support given to the child are recorded on the termly provision map and an individual Assess Plan Do Review plan is made.	The child is placed on the SEN register. Most pupils should make progress with the additional help, but if the targets and strategies implemented mean that adequate progress is not made, advice is requested from outside agencies.
SEN Support, step 2	The SENCO requests advice from an external agency.	An individual Assess Plan Do Review plan is devised from the additional guidance given and is agreed with parents/carers. The teacher involved delivers the plan of action. The plan is implemented in the class using the strategies and additional/different resources suggested.	The majority of pupils will make progress with the further advice and intervention, but if the targets and strategies do not result in adequate progress all the parties involved will consider contributing evidence to support a request for statutory assessment.
Education and Healthcare Plan (EHC)	Local Authority issues the EHC. Professionals from outside agencies.	Objectives and targets are issued. The school has a legal duty to fulfil these and ensure the child receives the appropriate support and provision.	Annual Reviews are held to discuss progress. A change of provision may be appropriate.

Appendix Two

SEN Cause for Concern Referral Form

(Please complete this form with as much detail as possible and give a copy to Sarah Castro and save a copy on RMStaff)

Name of Pupil
Class
DoB-

Please tick which area(s) of SEN is/are of concern for this Pupil

- Cognition and Learning**
- Social, Emotional and Mental Health**
- Communication and Interaction**
- Sensory and/or Physical Needs**

Briefly explain how you have differentiated the work for this pupil.

Briefly explain what difficulties they are experiencing in accessing the curriculum.

Please detail any other factors which might be relevant i.e recent conversations with parents.