



# Park Street C of E Primary School



**POLICY:**

SEND

**Date of approval:**

**Date of review:**

JANUARY 2026

JANUARY 2027

In our school our Christian vision shapes all we do.

Flourish and  
"Let your light shine."  
Matthew 5:16

At Park Street, we are committed to creating a school community of happy and confident lifelong learners equipped with the skills and knowledge needed to FLOURISH and lead successful lives.

Objectives

The objectives of our SEN policy and practice in this school are:

- to identify, at the earliest possible opportunity, any barriers to learning and participation for pupils with SEN.
- to make appropriate provision to try and overcome barriers to learning and ensure pupils with SEN have full access to the National Curriculum where they can.
- to work in partnership with parent and carers to gain a better understanding of their child and involve them in all stages of their child's education.
- to seek and respond to pupil's views and value their contribution when making decisions concerning their education.
- to ensure support for pupils with medical conditions are given the opportunity to be fully included in all school activities by ensuring consultation with health and social care professionals.
- to identify the roles and responsibilities of all staff in providing for children's special educational needs;
- to carefully map provision and review outcomes for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- to ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.
- to 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 SEND learners.
- Involve parents and pupils; working in partnership with families, listening to children's views and keeping everyone informed about progress.

Responsibility for the Co-ordination of SEN Provision

Park Street CE Primary School has a named SENCo (Special Educational Needs Coordinator), Carly Tominey, and a named Governor responsible for SEN, Ruth Ward.

They ensure that the School's Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school.

The SENDCo is also a member of the school leadership team. The SENDCo has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils with SEND including those who have EHC plans, so they get the support they need

to thrive. The SENDCo provides professional guidance to colleagues and works closely with staff, parents and carers, and other external professionals from multi-agencies.

The SENDCo is aware of the provision in the Local Offer and works alongside professionals to provide a supportive role to the family to ensure that pupils with SEND receive appropriate support to access learning, make progress and feel included in school life.

The key responsibilities of the SENDCo are:

- Promoting an inclusive school culture
- Overseeing the day-to-day operation of the school's SEND policy
- Identifying SEND needs through monitoring pupil progress
- Overseeing the management of support plans (APDR's)
- Monitoring the effectiveness of interventions and provision for children with SEND, tailoring support to meet individual needs.
- Communicating with parents of pupils with SEND ensuring decisions are made collaboratively.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, local authority SEND teams and independent or voluntary bodies
- Ensuring effective transitions with previous and subsequent education providers.
- Working with the Head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) regarding reasonable adjustments and access arrangements
- Being involved in the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Ensuring that the school keeps the records of all pupils with SEND up to date

### Role of the Governing Body.

The governing body challenges the school and its members to identify SEND needs early and secure necessary provision for any pupil identified as having special educational needs. They ensure the school meets its legal duties and that children with SEND needs receive high-quality, inclusive support. The governing body must make sure that funds and resources are used effectively whilst monitoring outcomes and challenging leaders where needed.

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 Head teacher reports the outcome of the review to the full governing body.

### What are Special Educational Needs?

Definition of special educational needs

The 2014 Code of Practice says:

*A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, 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.*

SEN CoP 2014 0-25yrs

At Park Street Primary School, we believe that all children have an equal right to a full and rounded education which will enable them to flourish. We identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person but also areas such as:

- Disability
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

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 broad areas of need identified in the new SEND Code of Practice:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

This SEN policy details how we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs.

### Identification, Assessment and Provision

#### Definition of special educational provision

The 2014 Code of Practice says:

*For children aged two or more, 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.*

SEN CoP 2014 0-25yrs

Provision for children with special educational needs is a matter for the whole school.

The governing body, the school's head teacher, the SENCO and all other members of staff, particularly class teachers and learning support assistants, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs.

Park Street Primary School will assess each child's current attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be

transferred from other partners in their Early Years setting and the class teacher and the SENDCO will use this information to:

- Provide starting points for the development of an appropriate curriculum;
- Identify and focus attention on action to support the child within the class;
- Use the assessment processes to identify any learning difficulties;
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

### Monitoring Children's Progress

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENCO to consider what else might be done. This might lead to the conclusion that the pupil requires help over and above that which is ordinarily available within the class or subject. The key test of the need for action is that they are not making expected progress, even after targeted support and their difficulties are significantly greater than those of their peers.

Adequate progress can be identified as that which:

- is appropriate in relation to the pupil's starting points and individual needs;
- shows improvement in the pupil's knowledge, skills, or independence over time;
- enables the pupil to build on prior learning and engage successfully with the curriculum;
- reduces barriers to learning so the pupil can access a broad and ambitious curriculum to the greatest extent possible;
- supports the pupil in developing wider outcomes, such as communication, social skills, self-regulation or independence.

At Park Street, in order to help children with special educational needs, we carry out a graduated response. We first, assess needs, we then plan for this. We put provision in place and we then review it to see if it is successful (Assess, Plan, Do and Review) This may see us using specialist expertise if as a school we feel that our interventions are still not having an impact on the individual. The school will record the steps taken to meet the needs of individual children through provision mapping and the SENCo will have responsibility for ensuring that records are kept and available when needed. If we refer a child for an Education Health and Care Plan, we will provide the LA with all the necessary paperwork and supplementary evidence.

When any SEND consideration is noticed, it is the responsibility of the class teacher in the first instance to take steps to address the issue. At this stage the class teacher will call for a 'concern' meeting with the SENDCo, who will then arrange for an organised observation with a follow-up 'outcome meeting' shortly after. This is where additional support, consideration of classroom provision, reasonable adjustments and interventions will be put in place and monitored for a period of up to 6 - 12 weeks. If after this point, there is no or little progress noted, it is at this point, along with discussions with parents and carers that the child may be added to the school SEND register and will receive enhanced support.

The class teacher, after discussion with the SENDCo, will then create a support plan (APDR) with individualised targets tailored to the child's identified needs, along with adjustments and interventions. These targets will be monitored by the class teacher and learning support assistants within the class and reviewed formally with the SENDCo, parents and child every term.

Reasons for a child being added to the SEN database may include the fact that he/she:

- Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Presents persistent social, emotional or mental health difficulties which are not improved by the techniques usually employed in the school;
- Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment;
- Has communication and / or interaction difficulties, and continues to make little or no progress.

### Partnership with Parents

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 a child's needs. All parents of children with special educational needs will be treated as partners and given support 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 their 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. The school website contains links to our policy for special educational needs.

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 the parents of any outside intervention and share the process of decision-making by providing clear information relating to the education of their child.

### The Nature of Intervention and Support

The SENDCo and the child's class teacher will decide on the action needed to help the child progress in the light of earlier assessments/observations. This may include:

- Additional and adapted learning materials or specialist equipment.
- Some group or individual support, which may involve small groups of children receiving additional and targeted interventions.
- Staff development and training to introduce more effective strategies.

After initial discussions with the SENDCo, the child's class teacher will be responsible for working with the child daily and ensuring the planning and delivery of any individualised programme in the classroom. Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. Parents will be invited to meet regularly with the class teacher

and SENDCo and they will have specific time slots to discuss individual targets and progress with the SENCo on termly basis.

### Links to Support Services and Outside Agencies

Sharing knowledge and information with support services is key to the effective and successful SEN provision within our school. The following services provide valuable expertise, advice and support to our school:

- Educational Psychology Service
- VISTA – St Albans Plus
- DSPL 7
- Social Services
- Speech and Language Service
- Specialist Outreach Service
- Links and Cedars outreach and support base
- Occupational Support Service
- CAMHs
- Hearing Impaired Service
- Visually Impaired Service
- Speech, communication, language and Autism Team
- Parent Partnership
- CLA Virtual schools' advisory service

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 previously been set.

The external specialist may act in an advisory capacity, or provide additional specialist assessments 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 pupil's APDRs 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 an extended period of time;
- Continues working substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or social skill difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- 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 peers.

## Monitoring and Evaluation

The SENDCo monitors the movement of children within the SEND system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. The SENDCo is also involved in supporting teachers to draw up individual support plans (APDRs) for children. The SENDCo and the head teacher hold regular meetings to review the work of the school in this area. In addition, the SENDCo and the named governor with responsibility for SEND also hold regular meetings

## School Request for an Education Health and Care Plan

A request will be made by the school to the LA if the child has demonstrated significant cause for concern. The LA will be given information about the child's progress over time and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous SEND support plans and targets for the pupil.
- Records of regular reviews and assessment outcomes from any external professionals working with the pupil.
- Records of the child's health and medical history where appropriate.
- Attainment in reading, writing, maths, communication and emotional well-being
- Examples of learning outcomes
- Views of the parents

An Education, Health and Care plan is for children and young people who have special educational needs and disabilities and where an assessment of education, health and social care needs has been agreed by a multi-agency group of professionals. It is available from birth to age 25.

## Pupils with an EHC Plan

Once a pupil has an EHC plan, the school has a legal obligation to ensure that the targets listed under section E and F are adhered to.

A formal review of the EHC plan will take place annually- however, If a pupil's SEND needs change, and the local authority need to be informed sooner than the annual review date, then an **early** annual review can be called at any point throughout the academic year.

## In Service Training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND

The SENDCo attends relevant SEND courses and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train all our staff on SEND issues. The SENDCo, with the senior leadership team, ensures that training opportunities are matched to school development priorities and the current presenting demographic of the school.



### Links with Other Schools

The SENDCo attends regular network meetings to share advice, updates on future initiatives, training and development activities and expertise. Liaison is made from the receiving external Nursery provider and between the subsequent secondary schools to which children with special educational needs will be attending in the new school year of September, during the summer term.

We also liaise with the primary school the child has moved from when we receive child mid-year who were on the SEND register at their previous school.

### Complaints Procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENDCO, along with head teacher, who will be able to advise on formal procedures for complaint.

For further information please refer to the Complaints Policy.

This policy will be reviewed and updated annually. The SENCO, Mrs Carly Tominey, will also report annually to the Governing Body concerning the effectiveness of the policy.