

PARK PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

SEPTEMBER 2023



Love Lane
Wallasey
Wirral
CH44 5RN

Approved at Governing Body meeting

Chair of Governors/Committee:

J. Fairbrother

Date: 15/11/2023

Headteacher:

M. Mellin

Date: 15/11/2023

'All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfillment of potential.'
Code of Practice, 2015

Introduction

Park Primary School is committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils, whatever their needs or abilities. We believe that all children have an entitlement to a broad, balanced curriculum, which is fully accessible and inclusive. This policy has been formulated with due regard to the Special Educational Needs and Disability Code of Practice: 0- 25 Years (2015) and the Equality Act 2010.

Park Primary School has a named SENCo (Mrs. N Smyth) and a named Governor responsible for SEND (Mrs. K Stuart). The SENCo is a member of the school leadership team. The team work closely with the Headteacher and Deputy Headteacher, who oversee the learning and development of all the pupils in our school (SEN code of practice, 6.89).

The SEND coordinator has consulted with the SEND governor, Headteacher, Senior Leadership Team and teaching staff as part of the process of updating this policy.

Rationale

At Park Primary school, we endeavour to make teaching lively and engaging and we use carefully blended approaches to direct pupils' learning. We aim high for all our pupils to ensure progress is made by all. Our pupils like to be challenged and enjoy opportunities to practise and apply their learning. We understand that there are pupils who need more support than others, these pupils are identified at the earliest possible point to receive intervention in order to help them maintain their progress. The classroom environment at Park supports learning through models, images and visual resources as well as range of high-level technology.

Aims

At Park Primary School, our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Identify pupils' additional needs as they arise, at the earliest possible opportunity and provide teaching and learning experiences that enable them to achieve their full potential.
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN
- To involve pupils and their parents or carers in any decision making that affects them

We will achieve the above aims by:-

- 1) Ensuring the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school through assessment and record keeping
- 2) Ensuring equality of opportunity for all and eliminating prejudice and discrimination against, children with special educational needs
- 3) Continually monitoring the progress of all pupils, to identify needs as they arise and to provide support as early as possible
- 4) Providing full access to the curriculum (except where disapplication arises, this is very rare, and we aim to offer the full curriculum to all our pupils) through adapted planning and scaffolding of quality first teaching by class teachers, SENCo, and support staff, sharing strategies to ensure continuity and progression.
- 5) Providing specific input, (funding for resources including human resources) matched to individual needs, in addition to adapted classroom provision, for those pupils recorded as having SEND at the level of SEN Support.
- 6) Ensuring that all members of the school community perceive pupils with SEND positively, and staff, parents and carers value inclusive provision.
- 7) Enabling children to move on from us well equipped in the basic skills of English, Maths and social independence to meet the demands of secondary school life and learning. This will include holding appropriate cross-phase meetings.

- 8) Promoting a positive approach to inclusive provision by valuing and recognising achievements of children with SEND.
- 9) Meeting with parents/carers, at every stage in plans, both generally and specifically to meet their child's additional needs.
- 10) Involving the children themselves in planning and in any decision-making that affects them.

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 coordinators (SENCOs) and the SEN information report

Definitions

A pupil has a special educational need 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 their peers of the same age, or
- A disability, which prevents or hinders them from making use of facilities of a kind generally provided for peers of the same age.

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.

Many children and young people who have SEND may 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 includes Sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision, they will also be covered by the SEND definition.

Roles and responsibilities

The SENCO (Special Educational Needs and Disabilities Coordinator) will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND 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 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 SEND up to date

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND 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 SEND policy and provision in the school

The Headteacher will:

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

Class teachers are 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
- Remaining responsible for working with the SEND pupil on a daily basis, even when interventions involve group or one-to-one teaching away from the main class
- Ensuring they follow this SEND policy

Identifying pupils with SEN and assessing their needs

We recognise that pupils learn at different rates and there are many factors affecting achievement, including ability, emotional state, age and maturity. We understand that many pupils, at some time in their school career, may experience difficulties, which affect their learning, and we recognise that these may be long or short term.

At Park Primary School, we endeavour to identify these needs as they arise and provide teaching and learning contexts, which enables every child to achieve to their full potential. This includes looking at what additional provision is needed for specific pupils and ensuring this is put into place to support them when they need it.

Concerns about a pupil's development or progress may be raised from a variety of sources including school, family, health professionals or social care teams. School will discuss these concerns with parents/ carers and an initial plan of action to support the pupil will be made.

A pupil may be identified as having SEN if their development in any of the four areas mentioned below is:

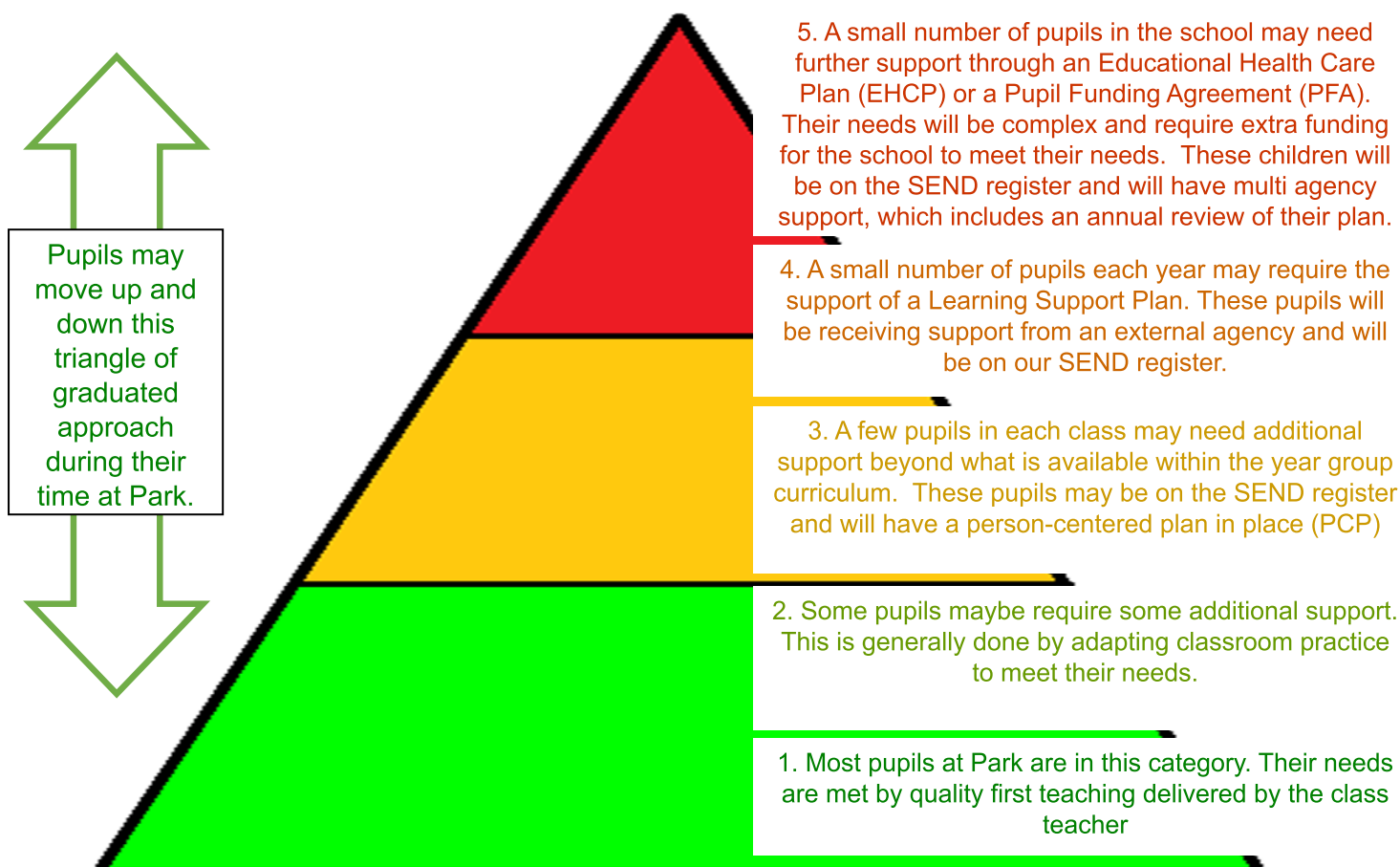
- Significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

A pupil's area(s) of need will be classified in the categories of:

- 1) Cognition and Learning
- 2) Communication and Interaction
- 3) Sensory and Physical
- 4) Social, Emotional and Mental Health

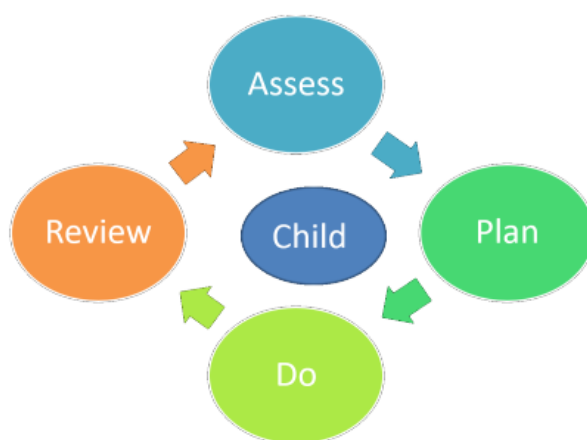
Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. By identifying an area of need, we are then able to decide what action we need to support the pupil. A decision will be made to discuss placing a pupil on our school SEND register with the parent/ carer and if appropriate, the pupil. This meeting is to ensure that everyone develops a good understanding of the pupil's areas of strength and difficulty. We always take into account the family's concerns and ensure that everyone is clear on what the next steps are.

When a pupil is identified with a SEN, we follow a **graduated approach** to supporting them.



Assessing and reviewing pupils' progress towards outcomes

We follow the graduated approach and the four-part cycle of **assess, plan, do, review**. Provision is planned and delivered for all SEND pupils by the class teacher, who may have additional support such as a teaching assistant, advice from the SENCo or a support agency. Teachers are responsible and accountable for the progress and development of SEND pupils in their class, including those pupils who receive additional support. High quality, adapted teaching for pupils is the first stage of support for those pupils who may have SEN.



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

Having reviewed a pupil's work, if a class teacher still has concerns about their progress, there will be a meeting with the teacher, parent/carer and the SENCo to look at ways forward and other support available. For pupils with a higher or continuing level of need, staff may draw upon specialist knowledge and assessment from external agencies. Parents/ carers will be part of this process.

Once a pupil is placed on the SEND register, a person centered plan and /or learning support plan is developed. This considers the views of parent/carers and the pupil. It explains what needs have been identified, how the pupil will be supported and what the outcomes the pupil is aiming to achieve.

The class teacher has access to additional support from colleagues, the SENCo and the senior leadership team. If a pupil is not making sufficient progress, school may seek further support. This may be in the form of advice from the local authority, educational psychology or specialist teachers. This advice is then used to further support the identification, support and planning for the pupil and may contribute to decisions on applying for further, higher-level support.

Other non-educational agencies such as the school nurse or speech and language therapy may come into school to work with a pupil and advice is shared to both home and school to follow. Parents/ carers may need to attend with their child clinic appointments at a different location. Plans are reviewed at the end of each term and is discussed in review meetings which may be at parent evenings.

Pupils will exit the SEND register when they have:

- 1) Reduced the gap between themselves and their peers from the same starting point
- 2) Increased educational attainment to a rate previously attained
- 3) Stopped a progress or developmental gap getting wider

The SEND register is fluid and it is possible for a pupil to go back onto the register if needed.

Supporting pupils moving between phases and preparing for adulthood

- When a pupil starts at Park Primary School, we meet with parents/carers to discuss their needs. If a pupil arrives at school with SEN, the SENCo should be informed by their previous setting and by parents.
- Before meeting their new classes for the following year, teaching staff discuss the needs of SEND pupils with the new year group and band leader. Pupils and staff spend at least half a day in their new setting in the summer term.
- All official paperwork and records kept are passed on to the new teacher. Parents are informed of their child's new teacher during the second half of summer term. We support any pupils who find change difficult with additional transition time, photographs of their teacher or classroom and welcome letters if needed.
- For secondary school transfers, key members of staff including SENCos from the receiving schools liaise with staff from Park through transition meetings. Enhanced transition is held for those it is deemed necessary. The pupil and their family may be invited to additional workshops, time at the school or secondary staff may come into Park to meet with the pupil on a 1:1 or small group basis.

Adaptations to the curriculum and learning environment

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

- Adapting 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.
- Scaffolding our teaching, for example, giving worked examples, frameworks, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Medical Conditions

Children with medical conditions, for example, diabetes, heart conditions, severe allergies etc. should be identified and their details passed to the SENCo as well as class teachers and relevant support staff. Medical conditions are listed on our SEND register and Scholarpack.

An individual health care plan may be made if it is felt necessary by the SENCo and /or health professionals. The class teacher should regularly discuss the condition with parents so that they are updated of any changes or potential problems. It is parents' responsibility to check the expiry dates of medicines, insulin pens and epi-pens stored in school and to replace them as necessary. Our SENCo is the point of contact for medical professionals and sharing of information, including training.

Expertise and training of staff

Our SENCo is employed full time at Park Primary School and has completed the national award for SEN coordination and the national professional qualification for senior leadership.

All teachers hold a teaching qualification at degree level and our teaching assistants are either qualified NNEBs or hold a teaching assistants' qualification. Staff have a wide range of experience at dealing with pupils' individual needs. On-going training is available for all school staff to keep them informed of current developments within education and safeguarding either internally at school or via external training courses. If staff feel that additional support is needed to supplement their teaching of a pupil, advice is sought via colleagues, team leaders, SENCo or Senior leadership team. If further support is needed for a pupil, advice and recommendations may be given from other agencies e.g. school nurses/occupational therapist. Specialist advice for children requiring additional SEN support maybe secured by the SENCo.

Different members of staff have received SEND related training sessions on:

- Emotional Literacy (accredited ELSAs)
- Sensory Circuits
- Wellcomm
- Dyscalculia and Dyslexia
- CAHMs Training
- Autistic Spectrum Condition (ASC)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Bereavement
- Trauma and Attachment Difficulties
- Precision Teaching
- Place2Be
- First aid
- Children and Adults Well Being

Evaluating the effectiveness of SEN provision

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

- Reviewing pupils' individual progress towards their targets each term
- Reviewing the impact of interventions before and after completion
- Using pupil questionnaires
- Monitoring by the SENCo
- Holding annual reviews for pupils with PFA or EHC plans

Accessibility – please see the school accessibility policy

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 trip(s) to the Conway Centre and Barnstondale Centre.

All pupils are encouraged to take part in sports day/school performances and educational visits.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Park Primary School building is fully accessible for wheelchair use and all year groups have an accessible toilet.

On the lower floor, we have a medical room.

For parents/ carers whose first language is not English, we use the support of the MEAS team. For arranged meetings we employ the services of a translator and encourage parents to bring with them family/ friends who may support them.

For pupils who require enhanced accessibility or personal evacuation plan, we detail this through an Individual Health Care Plan (IHCP). This plan is drawn up with SENCo, parent/ carer and any health care professionals involved in the Pupil's care.

Person centered plans (PCPs) are created by the class teacher with advice from the SENCo for children on our SEND register. These aim to look at strengths and targets for the pupil to enable them full involvement in school life and the curriculum.

The SENCo and safeguarding staff at school have a list of other agencies to contact concerning the needs of pupils with SEN. The support available to our children includes (but is not restricted to) the services listed below.

- School nurse service
- Occupational Therapy
- Physiotherapy
- Social Care
- Next Chapter – school partnership
- Community paediatrics
- Speech and language therapists
- Specialist schools outreach support
- CAMHs
- Educational Psychology
- School counsellors
- Children and young people’s mental health practitioners
- Special Educational Needs Assessment Advice Team (SENAAT)
- Child and Family Minority Ethnic Achievement Service (MEAS)
- Wallasey EHCP advisor
- Alternative provision providers

Complaints about SEN provision

Any complaints or issues concerning children with SEND should first be addressed to the class teacher. If the issue is not resolved, parents/ carers should then speak to the SENCo, Mrs Smyth or Mr Mellin, the Headteacher.

If the issue is still not resolved then a complaint form can be found at the school office or on our website. The local authority offer a resolution and mediation support service through WIRED.

www.wired.me.uk **0151 522 7990**

Wirral’s Local Authority Offer

Our local authority offer can be found at:

<http://localofferwirral.org/>

SEND Local Offer

<https://www.sendlowirral.co.uk>

Monitoring arrangements

This policy and information report (see Appendix 1) will be reviewed by the SENCo **every year**. It will also be updated if any changes to the information are made during the year. It will be approved by our SEND governor.

Links with other policies and documents

This policy links to our policies:

- Accessibility plan
- Behaviour Policy
- Intimate Care Policy