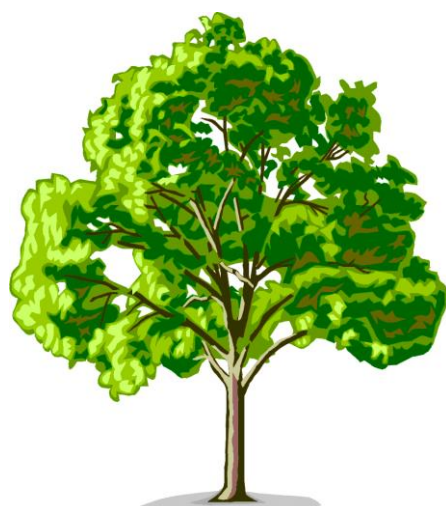


Park Hill Primary School

Special Education Needs and Disability (SEND) Policy

2023/2024



Responsible for Policy	Mandeep Mann Assistant Headteacher – SENDCO NASENCO Accredited
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Date Ratified by Governors	
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1. Aims

We are all committed to working together with parents, carers and children to improve the quality of SEND provision offered and also the support and information offered to parents. Our school SEND Information Report is available from our school website and there is a comprehensive set of Frequently Asked Questions which explains how we support children and parents. The SEND Information Report was produced in conjunction with parents and carers from the school. The website also includes a link to the Coventry Local Offer for parents, carers, children and young people with SEN and disabilities.

This SEND policy is written to comply with the Children and Families Act 2014, the SEND Code of Practice 2015 together with the Equality Act 2010 and takes into consideration the statutory guidance on support students in school with medical needs, the school's Safeguarding Policy, Accessibility Policy and Behaviour Policy.

2. Inclusion and Additional Needs Leader

Enquiries about an individual child's progress should be addressed first to the class teacher as, after you, he or she is the person who knows the child best.

Following this, other enquiries can be addressed to Mrs Mandeep Mann (Assistant Headteacher - Inclusion and Additional Needs Leader – SENDCo); a member of the Senior Leadership Team.

3. Headlines from the 2015 Code of Practice - From January 2015

- Local Authorities will now issue Education, Health and Care Plans (EHC Plans) to those children in the very highest categories of need, which can be used to support children and young people from birth-25 years.
- Children who are accessing additional support as part of the school's Special Educational Needs Support (SEND support) process are closely monitored through the graduated approach (Assess, Plan, Do, Review), and their progress tracked each term. The Inclusion and Additional Needs Leader provides additional tracking for those children who require SEND Support.
- There are four broad categories of SEN:
 - o Communication and interaction
 - o Cognition and learning
 - o Social, emotional and mental health
 - o Physical and sensory
- We work closely with parents and children to ensure that we take into account the child's own views and aspirations and the parents' experiences of, and hopes for, their child. Parents should be involved in every stage of planning and reviewing SEN provision for their child.
- All children benefit from 'Quality First Teaching'; this means that teachers expect to assess, plan and teach all children at the level, which allows them to make progress with their learning, providing all the resources that they may require. In addition, we may implement some focused interventions to target particular skills.
- We have high expectations of all our children.
- Schools must publish a SEND Information Report on their website: ours can be found at www.parkhillprimaryschool.co.uk

3a. Defining SEN

The 2015 Code of Practice says that:

“A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.” (DfE & DoH, 2015, p.94).

“A child of compulsory school age or a young person has a learning difficulty or disability if he or she: 16

- has a significantly greater difficulty in learning than the majority of others of 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 or mainstream post-16 institutions.” (DfE & DoH, 2015, p.15-16).

Taken from 2015 SEN Code of Practice: 0-25 Years

4. SEND at Park Hill Primary School

Our objectives are:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND;
- To ensure that every child experiences success in their learning and achieves to the highest possible standard, enabling each pupil to become an independent and confident student
- To enable all children to participate in lessons fully and effectively, supporting pupils' learning without making them feel different or inferior to their peers
- To value and encourage the contribution of all children to the life of the school
- To work in partnership with parents and carers, sharing information on children's progress and their individual needs
- To work with the governing body to enable them to fulfill their statutory monitoring role with regard to the Policy Statement for SEND
- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils

5. Types of SEND

5a. Communication and Interaction (including but not exclusively):

- Autistic Spectrum Disorder (ASD)
- Language Disorders/Delay

5b. Cognition and Learning (including but not exclusively):

- Dyslexia, Developmental Coordination Disorder, moderate learning difficulties, global developmental delay

5c. Social, Emotional and Mental Health (including but not exclusively):

- Attention Deficit Hyperactivity Disorder (ADHD), Attention Deficit Disorder (ADD), Attachment disorders, emotional difficulties, mental health difficulties

5d. Physical and Sensory

- Hearing impairment, vision impairment, sensory processing difficulties

If your child has medical needs, they will not automatically also have SEND, however where a child's medical needs impact on their learning they may require identification at SEND Support. Each of these cases will be reviewed individually.

6. Identifying children at SEND Support

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 pupils:

- The progress of every child is monitored at termly pupil progress meetings. Where children are identified as not making progress, despite Quality First Teaching, they are discussed with the Inclusion and Additional Needs Leader (SENDCo) 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:
 - o is significantly slower than that of their peers starting from the same baseline
 - o fails to match or better the child's previous rate of progress
 - o 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. We have discussions with parents/carers and consider all the presenting information, to make a decision on whether a child is placed on the Additional Needs Register, and the graduation approach to support is implemented.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. If parents/carers are concerned that their child may have ASD, ADHD or other specific learning difficulty or disability, the school can refer the child to the appropriate agency for further assessment.

7. Working with Children and their Families

We aim to have good and informative relationships with all our parents. If a child is experiencing difficulties, parents will be informed as soon as these difficulties become apparent either at parents' meetings or during an additionally arranged meeting to discuss the child's progress. Staff are required to complete "Additional Support Internal Request Form" to notify the SENDCo of the challenges the pupil is facing, the strategies already tried or in place and the level of support required.

Once a child is added to the Additional Needs Register parents can discuss their child's progress or any concerns at termly SEND review meetings, or additionally arranged meetings if urgent support is needed. Additionally, SEND Coffee and Chat meetings are arranged periodically throughout the academic year where specialist teachers from Coventry SEND Support Team present information on key topics identified within the school via parent and staff voice.

Once a child has been identified as having SEND, the class teacher will invite the parents to a meeting to:

- Request consent to add their child to the SEND register at SEND Support
- discuss assessments that have been completed
- agree a plan and provision for the next term.

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the Code of Practice as outlined in Coventry City Councils Local Offer which can be found at <https://www.coventry.gov.uk/coventrys-special-educational-needs-disability-send-local-offer/school-education-children-special-education-needs-disabilities/4>. Depending on their age, understanding 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.

8. Identification process for pupils receiving SEND support

Once a child has been identified as needing SEND support the following actions are completed:

- Termly SEND review meetings are scheduled with parents, the child and class teacher to create a SEND Support Plan using the Edukey Provision Mapping Software. The Support Plan records specific and challenging SMART targets for the child to achieve in a term, together with the personalised provision (which may be in class, 1-1 or in a small group) put in place to enable the child to achieve these targets. If a more individualised curriculum is appropriate for a child, a provision plan lists the range of activities and interventions available for the pupil, together with targets to be achieved over a given time.
- The class teacher will share the SEND Support Plan targets with the child in an age-appropriate way, if it is felt by both school and the parents that the child should not attend the meeting.
- Children who receive personalised provision (in a 1-1 or small group) delivered by either a teacher, higher level teaching assistant (HLTA) or teaching assistant (TA) will have notes kept about the progress they are making towards the targets throughout the term.

9. Education Health and Care Plan Assessment

If children fail to make progress, in spite of high quality, targeted support at SEND support level, we may request a statutory assessment, also known as an Educational Health and Care Plan (EHCP) assessment, following the guidelines set out in Coventry City Council's Criteria for Special Educational Needs and Disability, which can be found at

<https://www.coventry.gov.uk/directory/86/send-local-offer-for-coventry>

Parents do have the right to apply for a statutory assessment without the school's involvement, but the school will be consulted if the application to assess is accepted.

If the application for an EHC Plan is successful, the Coventry City Council (the Local Authority) will produce the EHC Plan, which will record the child's strengths and areas for development, along with the support required by Education, Health and Social Care in order for the child to meet their long-term goals. Once a year, the school will organise an Annual Review in order to discuss the current support being offered to ensure that it remains appropriate; all relevant agencies will be invited to attend.

10. Teaching and Learning

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, at their full potential. Children with SEN and disabilities are entitled to be taught by their teacher, not always by a TA. Teachers aim to spend time each day working with all children with SEND, individually or as part of a group.

When allocating additional TA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

The school has a range of interventions available. When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to the child.

Targets for children at SEND Support are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher, who monitors progress towards the targets during the intervention, and by the Inclusion and Additional Needs Leader (SENDCo), who monitors overall progress after the intervention.

Interventions are planned in blocks, the length of the blocks depends on the intervention being delivered, but often they are in place for approximately 6 weeks.

- At the end of each block, children's progress towards their targets are assessed and recorded.
- A decision is then made whether to continue the intervention, to adapt the intervention, or to allow a period of consolidation in class.

11. Adaptations to the Curriculum, Teaching and Learning Environment

Park Hill Primary School is disability friendly. Adaptations to the physical environment will be made, as appropriate, to accommodate children with disabilities. For more information, please refer to the schools Accessibility Plan available on our school website

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

All of our classrooms are inclusion-friendly: we aim to teach in a way that will support children with Autism Spectrum Disorder, Attention Deficit Hyperactivity Disorder, Dyslexia and Dyspraxia. This is good practice to support all children but is vital for those who particularly need it. All of our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class adaptations, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources such as, visual timetables, coloured overlays, pre-teaching topics etc.

12. Access to Extra-Curricular Activities

All our children have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children. Class trips are part of our curriculum, and we aim for all children to benefit from them.

13. Staff Continued Professional Development (CPD)

All our teachers are trained to work with children with SEND, having access to advice, information, resources and training to enable them to teach all children effectively. We offer training and self-help opportunities through access to courses, subject-specific literature or guidance towards useful websites.

Staff have scheduled opportunities to meet the SENDCo prior to SEND review meetings to discuss concerns or seek support in writing targets and plans. Further support from the SENDCo can be requested at any point. Regular audits of learning environments and provisions is undertaken by the SENDCo, at times in conjunction with other members of SLT or Special Teachers from

Educational Psychologists and Advisory Teachers from the Social, Emotional, Mental Health and Learning team, and the Complex Communication Team.

All HLTA's and TA's deliver interventions and work with all children within the school. Some of our HLTA's and or TA's have further qualifications around supporting children with specific SEND.

If we identify information we can't access without the aid of additional, more specialist help, the school is able to buy-in additional expertise from the local authority. This includes access to Educational Psychologists and Advisory Teachers from the Social, Emotional, Mental Health and Learning team, and the Complex Communication Team.

The SENDCo regularly attends Coventry City Council's (the Local Authority) SENDCo Network Meetings in order to remain informed of all local and national updates in relation to SEND.

14. Transition Arrangements

14a. Transition into and within school

We understand how difficult it is for 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, to make transitions between classes, including from the nursery; as smooth as possible. This may include, for example:

- 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, where the pegs are etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet.

Enhanced transition arrangements are tailored to meet individual needs.

14b. Transition to Secondary School

A range of transition arrangements are offered to Year 6 pupils. The secondary school SENCo is invited to Annual Reviews and other review meetings. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training etc.

15. Roles and Responsibilities

Provision for students with SEND is the responsibility of classroom teachers. Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff. All staff are responsible for following the school's procedures for identifying, assessing and making provision to meet those needs.

The Local Governing Board will ensure that:

- SEND provision is an integral part of the school development plan
- They work with the Headteacher, SEND SLT link and the SENDCO to determine the strategic development of the SEND policy and provision in the school
- Staff are aware of the need to identify and provide for students with SEND
- They have regard to the requirements of the SEND Code of Practice 2014
- They are fully informed about SEND issues, so that they can play a part in the school's self-evaluation process
- They set up appropriate staffing and funding arrangements and oversee the school's work for students with SEND

- They understand how the school is using its resources to support students with SEND
- They monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this.
- There is an identified SEND governor responsible to be the key link for communicating with colleagues. This SEND governor will help to raise awareness of any possible SEND issues at Local Governing Board meetings.

The SEND governor will:

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

The Headteacher has responsibility for:

- The management of all aspects of the school's work, including provision for students with SEND
- Overseeing the update of SEND information given to LGB.
- Working closely with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Ensuring that the implementation of this policy and the impact on the school is reported to governors
- Has overall responsibility for the provision and progress of learners with SEND and/or a disability

The SENDCo is responsible for:

- Having day to day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans
- Organising and managing the work of the support staff focusing on SEND.
- Provide professional guidance to colleagues and work staff, parents and other agencies to ensure that students with SEND receive appropriate support and high-quality teaching.
- Helping staff to identify students with SEND (please see below) and advise on the graduated approach to providing SEND support
- Carrying out detailed assessments and observations of students with SEND and staff supporting those students
- Supporting subject teachers in devising strategies, writing Edukey plans, setting targets appropriate to the needs of the students, advising on appropriate resources and materials for use with students with SEND and on the effective use of materials and additional adults in the classroom
- Liaising closely with parents/carers of students with SEND so that they are aware of the strategies that are being used and are involved as partners in the process
- Liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- Maintaining the school's SEND register and records ensuring that records are kept up to date
- Assisting in the monitoring and evaluation process of students with SEND through the use of school assessment information and quality assurance procedures
- Work with the Headteacher and LGB to ensure that the school meets its responsibilities under the Equality Act 2010 with regards to reasonable adjustments and access arrangements
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively

- Liaising with SENDCOs in other schools to help provide a smooth transition from one school to another
- Being the point of contact for external agencies, especially the local authority and its support services
- Producing reports and updates to LGB members and ensuring that Park Hill Primary School's Information report is maintained and up to date
- Work with the Headteacher and the SEND governor to determine the strategic development of the SEND Policy and provision in the school

Class teachers are responsible for:

- Teaching students with SEND in the classroom and for providing an appropriately differentiated curriculum. Teachers are responsible for the progress and development of every student in their class.
- Developing their practice in line with the policy and procedures for identification, monitoring and supporting students with SEND
- Maintaining contact with parents/carers of students with SEND to inform them of their progress
- Taking responsibility for implementing SEND targets on student profiles into the classroom.
- When required, fully comply with requests for information for the completion of annual reviews assessments, specialist teacher assessments etc.
- Be familiar with the SEND Code of Practice to ensure full understanding of SEND protocols and how they will impact on classroom practice.
- Collaborate with external agencies that may need to see students when required.
- Work alongside the SENDCo to review each students' progress and development
- Ensure that they follow this SEND policy

Support staff should:

- Be fully aware of this policy and the procedures for identifying, assessing and making provision for students with SEND
- Assist in making provision for the individual needs of students identified as having SEND, whether in class, or small group intervention
- Deliver interventions and facilitate provisions as directed by the class teachers or SENDCo.
- Support class teachers by inputting their observations and judgements into SEND review meetings.

16. Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure.

17. Coventry's Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Coventry's Local Offer is available at <http://www.coventry.gov.uk/localoffer>

18. Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or additional needs in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school

19. Reviewing the Policy

The new requirement for SEND has been effective in schools since the 1st September 2014 and it is recommend that the policy will be reviewed annually. The review for this policy is due September 2024. It will also be updated if there are changes that arise throughout the academic year. It will be approved by the school's Governing Body.