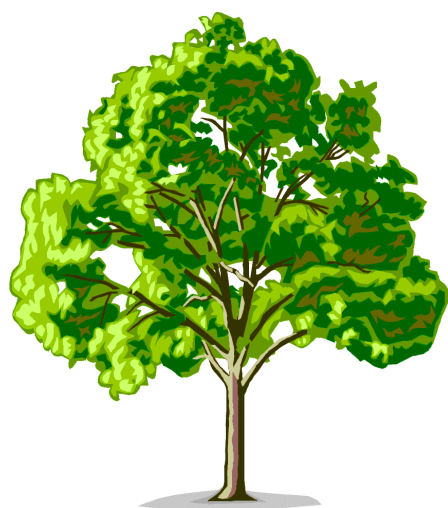


Park Hill Primary School

Special Educational Needs and Disabilities Policy

2024/2025



Responsible for Policy	Paul Griffin – Headteacher
Policy Written by	Anna Buckeridge – AHT/SEND Lead
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At Park Hill Primary School, we are committed to providing an inclusive education that seeks to meet the diverse needs of all learners. This Special Educational Needs and Disabilities (SEND) Policy outlines our approach and dedication to ensuring that children with SEND receive the support they require to thrive within our school community. Reflecting the principles and guidance outlined in the SEND Code of Practice 2015, this policy aims to clarify the definition of SEND, the roles and responsibilities of staff, the structures we have in place to promote inclusion, and our framework for evaluating the effectiveness of our SEND provisions. It is to be accessed in conjunction with the SEN information report and a comprehensive set of Frequently Asked Questions which explain how we support children and parents.

1. Introduction

The commitment to inclusion at Park Hill Primary School serves as a foundational element of our educational ethos. We believe that every child has the right to access a quality education tailored to their individual needs. With the aim of supporting learners with SEND, we recognise and celebrate the unique abilities and strengths of each child. This policy not only seeks to lay out our commitment but also acts as a guiding framework for all staff, governors, parents, and external partners involved in the education journey of children with SEND.

2. SEND Code of Practice: January 2015

The SEND Code of Practice, published in January 2015, serves as the statutory framework for Special Educational Needs and Disabilities provision in England. It outlines the responsibilities of local authorities, educational settings, and health and care services in supporting children and young people with SEND. Key principles of the Code include:

- A clear focus on the participation of children and young people and their parents and carers in decision-making.
- A strong emphasis on early identification of children's needs and early intervention to provide support.
- The importance of a holistic approach to meeting the needs of children and young people, recognising their physical, emotional, and social development.
- Encouragement for collaborative working amongst education settings, local authorities, and health services to create well-rounded support for children and families.

This policy upholds these principles by placing emphasis on collaborative approaches, early intervention, and active participation of all stakeholders in the support process.

3. Definition of SEND

According to the SEND Code of Practice, children or young people are deemed to have Special Educational Needs if they have learning difficulties or disabilities that necessitate special educational provision that is different from or additional to what is ordinarily

available to their peers. This encompasses a wide range of difficulties that can affect a child's ability to learn, as well as their interaction within a classroom environment.

Children may have SEND if they exhibit:

- A significantly greater difficulty in learning compared to the majority of their peers.
- A disability that inhibits or obstructs their ability to utilise educational facilities within a mainstream environment.

By adhering to this definition, we ensure that our understanding of SEND is comprehensive and inclusive, effectively guiding our identification and support processes.

4. Roles and Responsibilities

The effective support of children with SEND at Park Hill Primary School relies on the collaboration of various stakeholders. Each group carries specific responsibilities that are integral to the success of our SEND provision:

Governors

Our governors play a critical role in maintaining oversight of the SEND provisions. Their responsibilities include ensuring compliance with the SEND Code of Practice, monitoring the effectiveness of SEND provision, and approving and annually reviewing the SEND policy and SEND information report to ensure it meets the evolving needs of our learners.

SENDCo (Special Educational Needs and Disabilities Coordinator)

The SENDCo acts as the linchpin in our SEND strategy. Responsible for the leadership and management of SEND across the school, the SENDCo oversees the identification of children with SEND, maintains the SEND register, coordinates support, liaises with external agencies, and provides training and support for staff. This role is crucial in ensuring that a high-quality, cohesive approach to SEND is implemented across all levels of our school.

Teachers

All teaching staff at Park Hill Primary School are tasked with ensuring the progress and development of every child, inclusive of those with SEND. They are expected to deliver high-quality, differentiated teaching that caters to the varying needs of all learners in their class. Collaboration with the SENDCo, parents, and external agencies is essential for the successful implementation of support plans tailored to individual students.

Parents/Carers

The involvement of parents and carers in their child's educational journey is paramount. We encourage them to collaborate closely with the school, providing valuable insights and aspirations for their child. Their participation in reviews of support plans is vital, as it empowers families to contribute to meaningful decisions regarding their child's educational provision.

Children

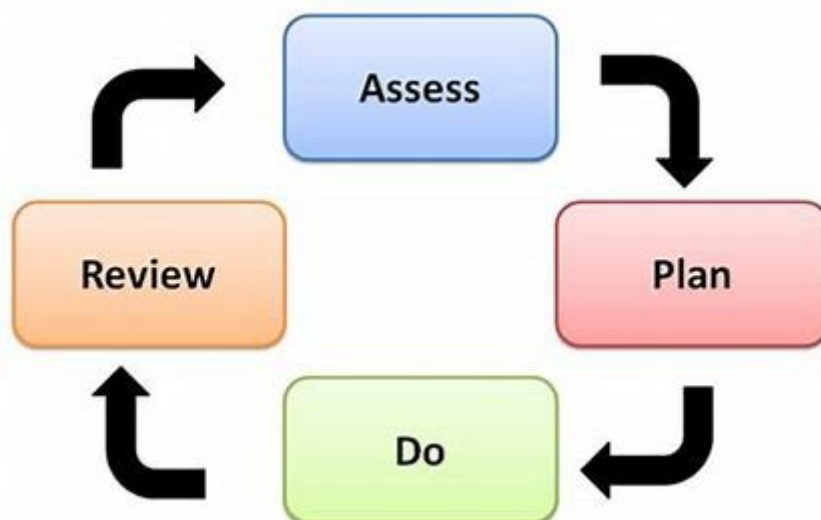
Children with SEND are encouraged to express their views about their learning and the support they receive. Actively engaging them in setting and reviewing their targets fosters a sense of ownership over their education, which is essential for their personal development and self-advocacy.

5. The Graduated Approach

At Park Hill Primary School, we employ the Graduated Approach, which follows the Assess, Plan, Do, Review cycle as outlined in the SEND Code of Practice. This systematic framework allows us to identify, plan for, and address the needs of children with SEND effectively.

1. **Assess:** Identification of needs occurs through a process of observation, assessments, and consultations with parents/carers. This ensures a well-rounded understanding of each child's unique challenges.
2. **Plan:** Specific strategies and interventions are developed and documented in a support plan. This plan serves as a roadmap for both teachers and parents, detailing how each child's learning needs will be addressed.
3. **Do:** Implementation is carried out within the classroom, where quality-first teaching is paramount. Teachers are expected to adapt their pedagogical approaches to meet the individual learning requirements of children with SEND.
4. **Review:** Regular evaluations of the impact of the implemented strategies allow for adjustments and refinements based on the progress observed. This review process is crucial in ensuring that children receive the most effective support.

Our aim at Park Hill Primary School is to identify and address the needs of SEND children as early as possible to facilitate positive educational outcomes.



6. Inclusion in a Mainstream School

In line with our commitment to inclusion, Park Hill Primary School actively seeks to remove barriers to learning for all our students. We ensure that every child has meaningful access to a broad and balanced curriculum, enabling them to develop academically, socially, and emotionally.

We believe that every child should feel valued, respected, and supported within the school environment. By fostering an inclusive culture, we encourage every individual to contribute to the school community, enhancing their sense of belonging and self-esteem.

7. Specialist Agencies We Work With

To further enrich our SEND provision, we collaborate with a variety of external agencies. Our partnerships include experts such as:

- SEND Information, Advice of Support Service (SENDIASS)
- Social, Emotional and Mental Health Support Service (SEMHL)
- Educational Psychology Service (EPS)
- Sensory Support Service
- Child and Adolescent Mental Health Service
- Children's Occupational Therapy and Physiotherapy Service
- Speech and Language Therapy Service
- Complex Communication Team (CCT)
- School Nursing Service
- Coventry MIND/Rise
- NHS Primary Mental Health Team

These collaborations provide additional expertise, guidance, and resources, allowing us to offer comprehensive support to our students and their families.

8. Aims

Our overarching aims are clearly defined:

- **All teachers are teachers of SEND:** Every educator has the responsibility to adapt their teaching to meet the diverse needs of all learners, ensuring that SEND is viewed as an integral aspect of the teaching process.
- **High-quality teaching:** This represents our primary answer to addressing the needs of pupils with SEND. Teachers are equipped and expected to implement high-quality, differentiated instruction that is responsive to individual learning styles.

9. Behaviour and Wellbeing

It is important to clarify that behaviour is not classified as a Special Educational Need. However, if a child demonstrates consistent unwanted behaviours, the class teacher will undertake an assessment of the child's needs, taking into consideration family circumstances and the child's known history of experiences.

If the child's behaviour is perceived to be a response to trauma or home-based situations (such as bereavement or parental separation), we are dedicated to providing support to both the child and their family throughout the process. In these circumstances, we may complete a Common Assessment Framework (CAF) with the family's agreement.

Should both parents and school staff have concerns that the child may be experiencing mental health difficulties, referrals can be made to the Integrated Primary Mental Health Service or directly to the Child and Adolescent Mental Health Service (CAMHS), REACH, or to our Pastoral Manager who is specialised in fostering trusting relationships with children.

All children's behaviour is addressed consistently in accordance with our Behaviour Policy, with reasonable adjustments made to accommodate individual needs. Where a child's behaviour, due to their SEND needs, becomes a barrier to learning, a Relational Plan will be implemented. This plan is developed by the SENDCo, with input from SLT, classroom staff, parents, and the child (where appropriate). The plan seeks to better understand the child and what may lead the potential triggers for negative behaviours and outline proactive strategies to support the child in regulating their emotions and discussing their behaviours constructively.

The plan will also specify any behaviours that may necessitate sending the child home, which aligns with our school's Behaviour Policy. The school adopts a zero-tolerance approach to bullying, particularly towards children with SEND and disabilities. We will actively investigate all allegations of bullying and work collaboratively with both the perpetrator and the victim to enhance their social skills and understanding.

10. Communication

Effective communication is essential for the success of our SEND provision. At Park Hill Primary School, we strive to maintain regular updates with parents, carers, and external agencies. This facilitates open dialogue about student progress and ensures that families have the opportunity to contribute to decision-making processes pertaining to their child's education.

We implement various communication methods, including meetings, regular reports, and informal check-ins, to keep parents informed and engaged in their child's learning journey.

11. Student Voice

We place significant value on the input of children with SEND. Their views are integral to shaping the decisions that impact their education and support. By actively involving students in discussions around learning targets and support strategies, we empower them to take ownership of their educational experience.

This commitment to student voice underscores our belief in the importance of fostering self-advocacy and confidence in all learners, particularly those with SEND.

12. Accessibility

In accordance with the Equality Act 2010, Park Hill Primary School is unwavering in its commitment to ensuring both physical and curricular accessibility for all learners. Regular audits are conducted to evaluate our facilities and practices, ensuring they remain inclusive and capable of meeting the requirements of our diverse student population.

We continually assess our resources and infrastructure, implementing necessary adaptations and modifications so that every child can participate fully in all aspects of school life.

13. CPD and SEND Resources

To ensure that our staff are well-equipped to meet the needs of students with SEND, we prioritise Continuing Professional Development (CPD) and resource allocation. This includes:

- Funding targeted interventions tailored to the individual needs of students.
- Purchasing specialist resources and equipment as required.
- Accessing external professional advice to support staff training.
- Offering high-quality training to all staff, which emphasises the best practices for meeting SEND requirements.

Furthermore, we consider provisions that are adaptable, ensuring they meet the needs of every individual student within our care.

14. The Four Areas of Need

In our approach to SEND, we recognise four key areas of need, which guide the identification and support processes:

1. **Communication and Interaction:** This encompasses challenges related to speech, language, and communication, as well as conditions like Autism Spectrum Disorder (ASD).
2. **Cognition and Learning:** This includes children with moderate, severe, and profound learning difficulties, along with specific learning disabilities such as dyslexia and dyspraxia.
3. **Social, Emotional, and Mental Health (SEMH):** This area covers issues like anxiety, depression, and ADHD that can impact behaviour and emotional regulation.
4. **Sensory and/or Physical Needs:** This includes students with visual or hearing impairments, physical disabilities, and sensory processing difficulties.

By acknowledging these four areas, we ensure that our identification processes remain comprehensive and that our support is appropriately tailored to meet the distinct needs of our learners.

15. Evaluating the Policy

The effectiveness of our SEND policy is reviewed annually by the governing body in collaboration with the SENDCo and school leadership team. Our evaluation methods include:

- Monitoring pupil progress and academic outcomes.
- Collecting feedback from parents, staff, and external agencies about the quality of support and provision.
- Assessing the impact of interventions on child development and learning.
- Collaborating with other SENDCOs and schools to share best practices and strategies.

16. Complaints

In the event that parents or carers have concerns or complaints regarding the SEND provision at Park Hill Primary School, we encourage them to adopt the following process:

1. Initially, we recommend that parents raise their concerns directly with the class teacher or the SENDCo. This initial discussion often allows for clarification and resolution of the issue.
2. If the matter is not resolved to the satisfaction of the parent or carer, they should then contact a member of the senior leadership team for further assistance.
3. Should the issue remain unresolved, we advise the parent or carer to put their complaint in writing, which will be investigated in accordance with the school's complaints procedure. The findings will be communicated to the parent within a specified timeframe.

We take all complaints seriously and are committed to resolving issues in a constructive and collaborative manner. Our primary aim is to address concerns to ensure that all children with SEND receive the support they need.

For any further information or questions regarding this policy, please do not hesitate to contact the SENDCo at Park Hill Primary School. Together, we can ensure that every child receives the support they need to achieve their full potential within our inclusive learning environment.