



Opening the Gate to Success'

Special Educational Needs and Disabilities Policy

RATIONALE

This policy has been written in line with the revised Code of Practice 2014. It also seeks to reflect the intended changes within the SEND Review (Green Paper) due later in 2022 (Right support, right place, right time).

Parkgate Primary is a mainstream school which recognises every child's right to a broad and balanced education, giving them opportunity to realise their full potential and make progress. We are committed to providing full access to the curriculum by ensuring high quality teaching and differentiation to meet individual needs and to address underachievement. We believe in equality of opportunity and we aim to create a supportive, stimulating and challenging environment that values difference and recognises the achievements of all children.

Aspects of this policy will be addressed in the PSHCE curriculum including the following themes:

- Restorative Approaches
- Protective Behaviours

There are regular opportunities for pupils to share their views within a cycle of consultation.

Where a pupil is identified as having additional needs we will take action to remove barriers to learning. We will endeavour to work in partnership with parents/carers and the child.

We recognise our duty to make arrangements to support pupils with medical conditions and to deliver their provision in a co-ordinated way in individual health plans.

Children may have special education needs either throughout, or at any time, during their school career. According to the Children and Families Act 2014, The Special Educational Needs and Disability (SEND) Regulations 2014:

'Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.'

Children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or

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- b] have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority; or
- c] are under compulsory school age and fall within the definition at [a] or [b] above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means:

- a] for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area; or
- b] for children under two, education provision of any kind.

AIMS

To ensure compliance with the;

Children and Families Act 2014, The Special Educational Needs and Disability Regulations 2014, Equality Act 2010, Articles 12 and 13 of the United Nations Convention on the Rights of the Child;

- all children have access to a broad and balanced curriculum, differentiated as appropriate to meet individual needs
- all children are given equality of opportunity to participate fully in school activities
- maximum opportunities for effective inclusion throughout the school to develop children's maximum independence, as appropriate to their level of need
- all children have opportunities to meet personal standards of excellence
- early identification of special educational need
- removal of barriers to learning and achievement
- effective assessment and monitoring of needs
- a relevant graduated response to children's needs
- appropriate provision for children with SEND
- all staff are clear about their roles and responsibilities in providing for children's special educational needs and work collaboratively to support children with SEND
- parents are able to play their part in supporting their child's education
- close and effective partnership between parents, schools and outside agencies
- children's views are valued and listened to

INFORMATION ABOUT SEND PROVISION

In compliance with The Children and Families Act 2014, Parkgate Primary's governing body has published the School Information Report on our website. This says how we implement this policy for pupils with Special Educational Needs and Disabilities (SEND).

The School Information Report is updated annually.

The class teacher has the greatest contact on a day-to-day basis with children and must, in accordance with the 1993 Education Act, identify and make provision for those children with special educational needs and disabilities.

SENCo

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Parkgate Primary ensures that there is a designated SENCo, currently this responsibility sits with the Assistant Deputy Headteacher/SENCo and the EYFS SENCo. We recognise that the SENCo has three key strands to their work;

1. Strategic Development

The SENCO has an important role to play with the headteacher and governing body, in determining the strategic development of SEN policy and provision in the school.

2. Day to day operational aspects

The SENCO has day-to-day responsibility for the operation of the SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.

3. Professional guidance

The SENCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENCO should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high-quality teaching. The SENCo can play an important role in advising and contributing to the broader support engaged by schools and the professional development of other teachers and staff.

The key responsibilities of the SENCO may include:

- overseeing the day-to-day operation of the school's SEND policy
- working alongside the Head teacher and SLT to coordinate provision for children with SEND
- liaising with the relevant Designated Classroom Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, education, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned

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- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date

THE GOVERNING BODY

The Headteacher and the SENCo are responsible for monitoring the implementation of the policy throughout the School. The Governing Body has the ultimate responsibility for monitoring the policy and the SEND Governor ensures that all governors are aware of the School's SEND provision. The SENCo and the named Governor meet regularly.

ADMISSION ARRANGEMENTS

Children with SEND are welcome at our mainstream school. The school makes provision for children with a range of needs identified broadly by the four areas;

1. communication and interaction
2. cognitive and learning
3. emotional, social and mental health
4. sensory and/or physical

The child or young person may have needs in more than one area of SEND and their plan will show strategies to support each of these needs.

Communication and Interaction needs:

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different stages of their time at school.

Children and young people with ASD and/or Attachment are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation and scaffolding. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

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Social, Emotional and Mental Health Difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

As a school we have continuing conversations with families to support children with complex needs. We work together to make reasonable adjustments and remove barriers to learning and well-being for pupils.

Sensory and/or Physical Needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Children and young people with sensory needs may experience discomfort or become overwhelmed when there are extremes of noise, temperature or smell, or when they are forced into situations such as crowded places.

We recognise that children may present with individual needs either within one of these areas or from across more than one of these areas. Successful inclusion is ensured by active engagement and collaborative working with parents, children and professionals in order to accurately identify, plan and meet individual need.

Transition Arrangements

Prior to admission, it is our School's policy to contact relevant outside agencies to obtain as much information as possible so as to successfully integrate all children into a supportive environment.

Home visits are carried out prior to children entering the Nursery Class in September. Reception colleagues visit pupils in their nursery setting/ invite them into school.

Parents of reception children are invited to take part in the school's annual admission into reception arrangements. Parents and pupils who transfer to Parkgate Primary from other schools are encouraged to tour the school before transition. Parents are asked to work with Parkgate Primary to ensure all SEND information is shared. This will help us support your child's smooth transition and ensure that previous support is built on.

Class teachers work with pupils and parents and the OB2L team to support the transition between year groups. Outside agencies provide support where needed.

Y6 teachers, the OB2L team and the SENCo work with colleagues from secondary schools to help pupils prepare for the transition to secondary schools. Year 6 class teachers share transition arrangements with parents.

Preparation for independence in adulthood is ongoing throughout pupil's time at Parkgate Primary. Pupils are encouraged to take responsibility for their actions and decisions from nursery onwards. Please refer to the Teaching and Learning Policy and the PSCH policy.

Please see our admissions policy for further details.

INCLUSION ARRANGEMENTS

The school is committed to inclusion and aims to provide equality of opportunity for all pupils. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have been identified or may have SEND.

All teachers are responsible and accountable for the progress and development of children in their class including where pupils access support from Learning Facilitators, Learning Mentors or visiting specialist staff. Children are supported in a manner that acknowledges their entitlement to share the same learning experiences enjoyed by their peers.

All pupils are encouraged to make choices which help them to be healthy, to stay safe, to enjoy and achieve their best, to make a positive contribution to school life and achieve economic wellbeing in the future.

For more detailed information on how the school puts this policy into action please refer to our SEND School Information Report. This is available on the school website.

COMPLAINTS PROCEDURES

We work to involve parents/carers at all times in their child's educational provision. This includes informal discussions and formal arrangements such as annual reporting/parents evenings.

If however a parent/carer has a complaint about the SEN provision for their child they should;

- firstly arrange a meeting with the class teacher at a mutually convenient time
- if the situation has not been resolved arrange a meeting with the SENCo
- if the situation remains unresolved, an appointment should be made with the Headteacher.

We will endeavour to act swiftly and positively to address the issue directly. Please refer to our complaints policy for further information

Special education needs provision to overcome barriers to learning and development

Parkgate Primary's SENCo coordinates the planning and delivery of special educational needs provision, in conjunction with our school leadership team. This ensures that we carefully plan our leadership, monitoring and improvement of SEND provision across our school and co-ordinate specialist approaches and resources in relation to the needs of our pupils.

The Governor with specific responsibility for special educational needs is Mr Neil Clayton.

Parkgate Primary School uses a range of information to monitor the progress and development of all pupils, see Policy for Assessment and Reporting. At the heart of these arrangements is our commitment to clearly defining expected learning outcomes for every pupil, and systematically monitoring their progress towards those outcomes – where an individual child is not making the expected progress and attainment then careful consideration is given as to the reasons. This consideration will involve discussions with the individual pupil and their parent/carer, both informally and at formal points during the school year.

Every teacher at Parkgate Primary has responsibility for the development and progress of every pupil (see Policy on Teaching and Learning). We work to ensure that the quality of teaching takes

account of individual learning needs as far as possible; teacher planning takes into account the skills and learning that supports the next phase of education, as well as providing opportunities to develop age related skills with knowledge and understanding across all curriculum areas.

We take early action where a pupil is identified as having special educational needs. This focused action is taken to reduce barriers to learning and put effective special educational provision in place so that every pupil can achieve their personalised goals and improve their learning outcomes. We recognise the pivotal role that each parent/carer has in supporting their child's development and success in school and beyond the classroom. We make sure that parents/carers are regularly involved with and kept up to date with information about their child's progress. We value the chance to work with parents/carers and will offer ideas as to how they can support their child's learning.

Parent/carer guide: the graduated approach

Arrangements for special educational needs provision at Parkgate Primary

Parkgate Primary organises its support for special educational needs in the form of a four-part cycle. This makes sure that there is a clear process to follow in responding to your child's needs and overcoming the barriers to their learning:

- **Accurate identification of the nature of individual need(s)** – we will base this identification of your child's special educational need on a range of up to date information to ensure it is accurate. We draw information from your child's teacher assessment of their learning and their experience and understanding of the barriers to your child's learning; we consider your child's previous progress and attainment and their individual development in comparison to their peers and national data. We will always consider your views as parent /carer, your child's opinion and, where relevant, advice from external specialist services. The learning and the wellbeing of our pupils is at the centre of all that we do. Where professionals from outside Parkgate Primary are already working with your child, then it will help us if you make us aware of their involvement, we can then agree through discussion with you whether we will contact them to liaise about how best to plan.
- **Plan** – although we will have discussed your child's progress with you, we always undertake to notify you in writing if it is decided to provide your child with SEND support. We will consult with you and your child to agree the adjustments, interventions and support to be put in place. An important part of this agreement is the positive difference we expect the arrangements will make on your child's progress, development and/or behaviour, as well as making a date for review. The support and intervention provided will be planned with a clear aim of meeting your child's intended outcomes, the goals will be based on evidence of your child's current knowledge and skills (See Parkgate Primary school's *Teaching and Learning Policy* for more detailed information).

We record information outlining the support given to overcome the special educational needs of each child. We store this information on Parkgate Primary pupil information systems and we share this information with the teaching staff who work with your child.

To support your child's needs we ask you to be actively involved in reinforcing school targets at home, as appropriate.

- **Do** - your child's class teacher is responsible for your child's achievement. This means that they will make sure the agreed support and/or arrangements are in place; they will plan it and be clear how its impact will be assessed in terms of helping your child to overcome the identified barriers to learning.

It may involve them working with Learning Facilitators, the SENCo, Learning Mentors or specialist staff set out as part of the support agreed. Your child's class teacher will identify how additional support can be linked to classroom teaching to ensure the learning can be reinforced where it is appropriate.

- **Review** – your child's class teacher will review the effectiveness of the support and interventions based on their progress towards the agreed outcomes. This is an additional part of our standard process to regularly review every child's learning and development during the school year. You may have informal and on-going conversations but there will always be a formal review process as part of the four stages of support.

The timeline for this will be set at the planning stage for their support, we will invite you to meet formally three times during the school year to keep you informed about the impact of these arrangements. You are welcome to request additional meetings, or have discussions with your child's class teacher, if you feel that your child's progress needs to be considered sooner than the agreed meeting date.

This evaluation of your child's progress and development will be informed by the targets which have been previously agreed as outcomes. You and your child, where appropriate, will have the chance to share your views about your experience of the support and the outcomes to this point, as part of this process.

We will make sure that you have clear information about the impact of the support and interventions provided which will also make sure that you can contribute to planning next steps if your child requires further support.

Where necessary, we will repeat this four-stage cycle to build our understanding of your child's needs and best match support and intervention so that your child will make good progress and achieve good outcomes.

Parkgate Primary is a Lead Achievement for All (AfA) school. All SEND pupils' targets are shared using an Individual Education Plan template which includes Wider Opportunities and enhanced family voice. As a result, pupils with SEND benefit from improved information sharing and increased opportunities for family engagement. These are key principals of the AfA programme.

Pupil's with ASD (Autism Spectrum Disorder) needs may work with their class teacher and their parents/carers to produce a Passport for Learning. This gives the pupil an opportunity to voice their social and communication needs and improves communication and understanding between school and home. Where used, these are updated annually.

Professional guidance and training for staff

A central part of the role of the SENCo at Parkgate Primary includes the leadership, coordination and delivery of provision for special educational needs. This is to ensure that additional needs, including special educational needs, is a key consideration when examining pupil progress and attainment.

Parkgate Primary plans staff training and development on an annual basis, and the SENCo will organise CPD with priorities arising from the SEN of our pupils, in consultation with the head teacher and teaching colleagues.

The SENCo works with external professionals and agencies to ensure that teaching across Parkgate Primary reflects the latest educational research in terms of how best to meet the additional needs of all our learners, and that it is appropriately resourced.

In addition, the SENCo works with all class teachers at each stage of the four-part cycle, although they may not be directly involved in terms of planning and review meetings with you as parent/carer. They will support class teachers with identifying relevant outcomes to address the concerns about their progress and attainment, they may give advice about appropriate interventions and the effective implementation of that support, they may talk through adjustments / refinements to improve arrangements, or they may discuss options for further assessment based on your child's progress and experience of the support arrangements.

Involving external specialists to add to Parkgate Primary's provision for special educational needs

We work with a range of external professionals, where appropriate, to ensure that every pupil experiences the highest quality of teaching and support for their personal development, based on our staff knowledge and skills as well as teaching approaches and resources.

Some of the external specialists typically providing support for professional development and supporting the needs of individuals and groups of children include:

- Social, Emotional & Mental Health & Learning (SEMH&L)
- Complex Communication Team (CCT)
- Educational Psychology Service (EPS)
- Speech and Language Therapy Service (SLT)
- Occupational Therapy (OT)
- Child and Adolescent Mental Health Service (CAMHS, Neuro Team & RISE)
- Children Services and Families Team
- Social Care
- NSPCC
- Clinical Psychologist (CP)
- School Nurse
- Virtual Schools (Looked after Children)
- Primary Mental Health Service PMHS
- Physiotherapy (PT)
- The Safeguarding Children Board
- Pre- school Education & portage
- Sensory Support
- SENDIASS (parental support)

If a child is working substantially below what is expected for children of their age despite intervention or if they have a clinical diagnosis, then we may involve specialist support. We discuss this with you in advance, obtain parental/carer consent for these specialist assessments and share any recommendations. This additional support will form part of their IEP or it may be recorded on a My Support Plan. MSPs are more detailed documents used in place of the IEP for some children who have a higher level of additional needs. MSPs are reviewed regularly by the school and home

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and may also contain targets and advice from specialist support agencies. A series of MSPs may be used to support an EHC plan request (see below).

Where pupils remain significantly below age related expectations, are making limited progress and have other significant needs in regards to their education, we may discuss a request for an Education, Health and Care assessment (EHC). Children for whom an EHC plan request is agreed by the Local Authority, will be supported in school as outlined in their EHC plan.

Requesting an Education, Health and Care Plan (EHC)

You have the right to request an Education, Health and Care assessment at any stage if you feel that your child's special educational needs cannot be met over time even if we continue to take relevant and purposeful action as outlined above in the four-stage process. You can ask for further information from Parkgate Primary's SENCo or contact the Local Authority (see link below).

Where a request for an Education, Health and Care assessment is made to the Coventry Local Authority, then it is supported by information about your child's attainment, rate of progress and evidence of the impact of interventions, evidence of the impact of actions taken by school in support of your child's special educational needs. A report from an Educational Psychologist may be used to support the assessment of your child's needs.

Please refer to the school Information Report (on the school website) for additional information about SEND support in school. You may also want to refer to Coventry Local Offer <https://www.coventry.gov.uk/sendlocaloffer> for information regarding the Local Authority's SEND support services.

EVALUATING EFFECTIVENESS OF THE POLICY

Our success criteria are as follow:

- All staff aware of the contents of the policy and the procedures contained within it
- Children with SEND will be accurately identified
- Effective provision made for all children with SEND
- Continuous monitoring of children's progress in relation to targets set
- All children will be given equality of opportunity to participate fully in school activities
- All staff will work collaboratively to remove barriers to learning and raise levels of self-esteem and achievement
- All children with SEND will make the best progress possible
- Children will have access to a broad and balanced curriculum, differentiated as appropriate to meet individual needs
- There will be effective partnership between parents, school and outside agencies
- The views of children will be valued and considered
- Governors will understand their role for SEND and support the development of the SENCo role

LINKS WITH OTHER POLICIES

This policy links closely with the following policies:

- Teaching and Learning Policy
- Equal Opportunities Policy
- Safeguarding and Child Protection Policy
- Personal development, behaviour and welfare policy
- Assessment and reporting Policy
- PSCHE Policy
- Positive handling Policy

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- Personal Development, Behaviour and Welfare Policy
- Medical Policy
- Accessibility Policy (review 2022)
- School Information Report

CONFIDENTIALITY AND DATA PROTECTION

Parkgate Primary is committed to the principle that Parents have the right to expect that the information they share with the school will:-

- be respected and not passed on to anyone outside the school without their permission
- that we will handle any such information in ways that conform with the Data Protection Act requirements, **unless** there are strong public interest concerns, i.e. child protection.

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Next review: January 2025