

SEN Policy

Policy Statement

At Park View Primary School we are committed to meeting the special educational need of pupils and ensuring they make good progress. We comply with the statutory requirements laid out in the Special Educational Needs and Disability (SEND) Code of Practice 0-25 (2015).

Park View Primary School provides a stimulating, secure and caring environment in which each child can be successful, to give them the best chance in their future lives. In order to do this many steps are taken to support children through their learning journey.

At the heart of our school is the care and support given to children of all abilities, to allow them to achieve. We value the contribution that every child can make and welcomes the diversity of culture, religion and ability. We are committed to offering an inclusive curriculum to ensure the best possible progress from all our pupils, whatever their needs and capabilities, ensuring that we do not discriminate.

All children with SEND are valued, respected and equal members of the school. As such, provision for pupils with SEND is a matter for the school as a whole. Our children are made aware of their responsibilities and are encouraged to make considered choices to promote their own well-being and the well-being of others through our six qualities:

- Respect
- Open minded
- Resilient
- Reflective
- Tolerant
- Co-operation

Every teacher is a teacher of every child including those with SEND

We aim to remove barriers so we can raise the aspirations of and expectations for all pupils including those with SEND by providing a focus on outcomes and not just hours of provision or support. The SENCO, along with the family Support Worker, is available for children, families and staff to provide advice and support.

Definition of Special Educational Needs

At Park View Primary School we use the Hampshire Local Authority definition of special educational needs: a child has special education needs if he/she has difficulties with learning or disabilities that make it harder for him/her to learn than most other children of the about the same age.

Our Aim

To support children with special education needs and disabilities we will:

- encourage early identification of children with a special educational need
- work closely with outside agencies to provide support
- use the graduated approach to create the best provision for children
- work within the statutory requirements of the SEND Code of Practice 0-25 (2015)
- provide support and advice for children, staff and parents
- support families through access to our school family support worker and SENCo
- plan for the best use of the school's SEN budget and additional funding

SEND Arrangements

Admission arrangements

Pupils with SEND will be admitted to the school in accordance with the requirements of SEND Code of Practice 0-25 (2015) and the Equality Act (2010). Our admission policy is developed in accordance with the guidelines of Hampshire local authority. The school acknowledges in full its responsibility to make all reasonable adjustments to accommodate and admit pupils with already identified Special Educational Needs, as well as to identify and provide for those children whose needs have not previously been identified.

Areas of Need

The SEND code of practice 0-25 (2015) identifies four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social Mental and Emotional Health
- Sensory and or Physical needs

When we begin the process of identifying a possible special educational need, we will assess all areas of learning as a child may have difficulties within more than one area. Children may be finding it difficult to make progress with their learning for all sorts of reasons and not all of these will be due to a special educational need. A child may be said to have a special educational need if the provision they require to remove the barriers to learning is additional to or different from that required for their peers. A child may be identified as having a special educational need for part of the time or the whole time they are attending school.

The graduated approach

Teachers are responsible and accountable for the progress and development of all the children in their class including when pupils access support from teaching assistants or specialist staff. The key strategy used in all classrooms to ensure that pupils make progress is high quality inclusive teaching. This involves the teachers planning carefully to meet the needs of all children through personalised provision within the classroom. Where a child is not making progress commensurate with their peers, the first step will be a small group or 1:1 intervention. If this provision does not enable the child to make the expected progress and he or she requires provision additional to or different from the majority of their peers, he or she may have a special educational need.

The quality of teaching is regularly reviewed for all children, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding and knowledge of strategies to identify and support vulnerable pupils. This involves the teacher and SENCo considering all the information gathered from high quality and accurate formative assessment within the school about the pupil's progress, alongside national data and expectations of progress. For higher levels of need, we will also draw on specialised assessments from external agencies and professionals.



The identification of a special education need is made using the Assess – Plan – Do – Review cycle, also known as the graduated approach. It is important that there is a regular and open dialogue between the child, the parents and the teacher, supported by the SENCO and the senior leadership team.

SEN Register

Any child who is having difficulty with making the expected progress in their learning may be identified to the SENCO. The first step is for the class teacher to fill out the assessment from the School's Therapy Resource Pack. This is a pack which has been brought into schools through Solent NHS, in conjunction with speech and language therapists, occupational therapists and physiotherapists. The preliminary assessment covers all areas of learning from motor skills to speech. A child who has been identified to the SENCO will be noted on the SEN register as KTS – known to SENCO, to support early identification. Parents will usually not be notified at this stage outside of the usual parent meetings as all the strategies used are a part of high quality inclusive teaching, unless a child is presenting with high level challenging behaviour. The needs of these children will be monitored by the class teacher and discussed at pupil progress meetings or with the SENCO as required. If the child continues to need further support additional to or different from that provided for their peers, they will need to be listed as receiving SEN support. At this point, the parents will be notified of the school's concerns through a meeting with the class teacher and/or the SENCO. With the agreement of the parents, the child will be listed as and begin receiving SEN support. The child always will be involved in planning how the provision will be put into place. There is a further level of support which involves applying for an education, health and care plan (EHCP). This is for children whose needs are particularly complex and require specialised support from outside agencies and extra funding for the school to meet their needs. Again, this level of support will be implemented in partnership with the parents and the child. The preferred formal method of communication between the SENCO and the parents is email, however a written confirmation on headed paper can be provided upon request.

SEN support

A child receiving SEN Support will require interventions additional to or different from those provided as part of the school's usual curriculum. They may have one or more of the following:-

- Makes little or no progress even when teaching approaches are targeted particularly at the child's identified area of weakness.
- Shows signs of difficulty in developing English or mathematical skills that result in poor attainment in some curriculum areas.
- Has an emotional or behavioural difficulty that is not relieved by the behaviour management techniques usually employed in the school and will require an individual behavioural plan.
- Has sensory or physical difficulties and continues to make little or no progress despite the provision of specialist equipment and support.
- Has communication and/or interaction difficulties and continues to make little or no progress.

In some cases outside professionals may already be involved with the child. Parents will always be kept informed of any action taken to help their child.

Education, Health and Care Plan

The education, health and care plan is a statutory assessment undertaken by the local authority. A request for an EHCP will generally be made by the school to the LA. Occasionally parents refer their children directly to the local authority for statutory assessment. Children with an education, health and care plan (EHCP) will have an annual review, to which parents and all other relevant professionals are invited and children's views listened to. Statutory assessment may be considered if the child has one or more of the following:-

- Continues to make little or no progress even when teaching approaches are targeted particularly at the child's identified area of weakness.
- Continues to show signs of difficulty in developing English or mathematical skills that result in poor attainment in some curriculum areas.
- Continues working at National Curriculum levels substantially below that expected of children at a similar age.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group despite having an individual behavioural plan. (IBP)
- Has sensory or physical difficulties and requires additional specialist equipment or regular advice or visits by a specialist service.

- Has an ongoing communication and/or interaction difficulty that impacts the development of social relationships and causes substantial barriers to learning.

These children may require extra funding or attend a more specialised provision.

Change of category or leaving the SEN register

At the annual review for a child with an EHCP, it may be agreed by the child, the parents and staff that the EHCP is no longer necessary as the required progress has been made. In this case, the child would then be moved to SEN support. If a child with SEN support has made the required progress then again, in discussion with the child, the parents and staff, the child would no longer be listed as SEN support. The child may come off the register completely or may remain on the register, listed as KTS – known to SENCO, for a period of time. All support received whilst at the level of SEN support is recorded through the use of 'My Journey' – a summary sheet maintained and updated by the SENCO. A child may be re-referred to the SENCO at any time.

Resources and Funding

These are managed as follows:

- The head teacher and governing body allocate funds to support special educational needs based on the school's audit allocation and any additional funds that may be required
- The head teacher reports to the governing body on the efficient use of the special needs allocation
- The SENCO is responsible for the operational management of resources

Interventions

Once a child has been identified as having special educational needs, support will be tailored to meet each child's needs. Two key documents are the 'Yeti plan' and the individual behaviour support plan (IBSP).

Yeti Plan: If a child has a learning difficulty they will work with the teacher and parents to set up a Yeti plan. This is a plan which sets out the specific end of year targets in reading, writing and maths. The interventions at school and at home to help achieve these targets are identified and a comment on progress is noted on the plan each term. If the child makes exceptional progress and meets the targets before the end of the year then a new Yeti plan can be created. The Yeti plan got its name from a growth mindset idea presented at a nurture conference: encouraging children to say "I can't do it...yet!" through the concept of an 'I can't do it' yeti character. Progress is measured through the specific interventions undertaken and overseen by the class teacher.

IBSP: If a child has a social, emotional and mental health difficulty or a communication and interaction difficulty, then they may need some support with regulating their emotions and changing their behaviour. For example, a child with high levels of anxiety may present with aggressive, defiant refusal or withdraw themselves from society. There are also children who manage their anxiety levels during the day at school, but may then become aggressive or withdrawn at home. These children will be supported using an IBSP based on the individual behaviour management plan developed by the Hampshire and Isle of Wight Educational Psychology service using the multi-element model. Targets relating to self-regulation and engagement with others and the curriculum will be set and updated frequently, at least once a half term. Progress is measured through a 1-10 scale and changes in provision are supported through the use of ABCC forms and behaviour reflection sheets and overseen by the class teacher.

Monitoring and Evaluation

- The school regularly and carefully monitors and evaluates the quality of provision offered to all pupils. This is done by regular meetings, sampling of parent, pupil and staff views and meetings with the school SEND governor.
- The governing body reviews the policy and considers any amendments in the light of the annual review findings
- The head teacher reports to governors termly on the effectiveness of the SEND policy
- The SEND governor visits the school at least every term to meet with the SENCO and head teacher to monitor provision

- The SENCo and head teacher hold regular meetings to review the work of the school in this area
- The SENCo monitors the movement of children within the SEND system in the school and reports any concerns to the head teacher
- The SENCo ensures that all appropriate records are kept up to date and available when needed

Medical and Disability Arrangements

The school recognises that children with special educational needs and disabilities may have medical conditions. The school will always make reasonable adjustments to ensure that children with SEND and/or medical needs have access to the educational provision on offer, including school trips and physical education. Parents of children with medical needs will be required to support the school to keep medical care plans up to date. The school will comply with its duties under the Equality Act (2010) and the details of our access arrangements are detailed in our SEN information report on our school website.

SEND Training

As a school we consider it important that all members of staff are involved with SEND in our school. The governors and both teaching and non-teaching staff are provided with in-service awareness and training. School development is on-going and aspects of training will be highlighted in the School Development Plan, SEND Action Plan, staff meeting minutes and LSA meeting minutes.

Dealing with Complaints

At Park View Primary School, we aim to provide a positive, successful and caring environment.

We aim to provide the best quality of education for our community; it is vital that worries and problems are dealt with fairly and quickly. Any comments, compliments and complaints should be addressed to the class teacher in the first instance and should matters need to be taken further referred to the website for the complaints procedure.

Roles and Responsibilities

The SEND Co-ordinator is Mrs Debbie Ricks

The SEND Governor is Mrs Karol Dines

The SLT Advocate for SEND is Mrs Danielle Owens, Head teacher

This Policy will be reviewed annually by all stakeholders and approved by the Head teacher and Governors.

Last reviewed at updated: Nov 2018