

Parklands Community Primary & Nursery School



Special Education Needs and Disability Policy

September 2022

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Section 1: Compliance

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At Parklands Community Primary and Nursery School we believe that all children must be given the opportunity to succeed. We quickly identify individual needs and use our best endeavours to implement appropriate additional support delivered by highly skilled staff. Our inclusive approach enables all children to access the curriculum with enjoyment and purpose. Classrooms are calm and purposeful with clearly organised resources. Work is carefully scaffolded to support the needs of every child and outcomes inform planning. Communication is pivotal to ensuring tailored provision for children with additional needs. Families and children are instrumental in the development of individual education plans. With the consent of parents/carers, we need to seek further advice from outside professionals such as the education psychologist, occupational therapist, speech therapist etc. Teachers and parents are then able to work together to follow the advice with clear expected outcomes.

"Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less." 1.24 Code of Practice 2014

At Parklands every teacher is a teacher of every child.

This policy complies with the statutory requirement laid out in the SEN Code of Practice 0-25 2014 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEN Code of Practice 0-25 Sep 2015
- School's SEN Information Report Regulations 2014
- Statutory Guidance on Supporting pupils at school with medical conditions April 2015
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

The SEN Code of Practice 2014 emphasises that in order for children to receive the best possible SEN provision and support, collaboration between families, education, health and social care is paramount. It is "a Code which will help everyone working with children and young people with special educational needs and disability to secure for them the outcomes from education, health and social care which will make the biggest difference to their lives." (Code of Practice 2014)

This SEND policy reflects the fundamental principles outlined in the Code of Practice and has therefore been co-produced with parents, children, staff and governors. This policy runs in parallel with other School specific policies including: Behaviour, Child Protection, Anti-Bullying, Equal Opportunities, Safeguarding, Pupil Premium and the school Accessibility Plan.

1.2 "These principles are designed to support:

- the participation of children, their parents and young people in decision making
- the early identification of children and young people's needs and early intervention to support them
- greater choice and control for young people and parents over support
- collaboration between education, health and social care services to provide support
- high quality provision to meet the needs of children and young people with SEND
- a focus on inclusive practice and removing barriers to learning
- successful preparation for adulthood, including independent living and employment"

(1.2 SEN Code of Practice)

Section 2: Aims

At Parklands Community Primary and Nursery School all children are entitled to Quality First Teaching* which enables them to gain access to a broad, balanced and appropriately differentiated curriculum. Our aim is to ensure all children are monitored and supported so that they work with increasing independence, knowledge and confidence. We are committed to raising the aspirations of and expectations for all pupils without exception. Our interventions focus on the desired outcomes for each child rather than hours of support they could receive.

To achieve our aims we will:

- Identify need as early as possible and provide effective support.
- Work within the guidance of the 2014 SEN Code of Practice.
- Operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
- Provide a Special Educational Needs Co-ordinator (SENCo) who is a qualified teacher
- Provide support and advice and continuing professional development and training for all staff working with pupils who have special educational needs
- View our special needs provision as an on-going, developing process.

- Provide appropriate in-class support which enables all children to have access to the whole curriculum, including the National Curriculum 2014 and Early Years Foundation Stage.
- Incorporate special educational needs procedures including Provision Maps and Support Plan into curriculum planning through the differentiation of curriculum subjects, teaching styles and support.
- Develop an effective partnership between school, parents and outside agencies.
- Encourage children and parents/carers to participate in decision-making about provision to meet their special educational needs.
- Ensure that assessment and record-keeping systems provide adequate means of recording attainment and achievement and gives sufficient information for carefully planned progression at every stage.
- Involve the Governing Body and all staff, both teaching and non-teaching, in the regular review, development and evaluation of policy and guidelines.
- Ensure all those involved with children with special educational needs work as a team to support the child's learning.
- Ensure transition from one setting to another for our children with SEN is smooth and consistent.
- Track and monitor and amend provision and procedures which have been put into place to ensure children with SEN make significant progress as they move through the school.

****QFT - Quality First Teaching***

1. *Highly focused lesson design with sharp objectives;*
2. *High demands of pupil involvement and engagement with their learning;*
3. *High levels of interaction for all pupils;*
4. *Appropriate use of teacher questioning, modelling and explaining;*
5. *An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups;*
6. *An expectation that pupils will accept responsibility for their own learning and work independently;*
7. *Regular use of encouragement and authentic praise to engage and motivate pupils*

Department for Children Schools and Families, 2008)

Section 3: Identifying Special Educational Needs

“All schools should have a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.” (Code of Practice 2014 6.14)

Our school strives to identify and respond to children who have SEN as quickly as possible. Our 'open-door' policy encourages parents and carers to share any concerns they may have for their child at any time throughout the year. Equally, staff carry out ongoing formative and summative assessments in class and the data is collected and analysed. The data is discussed with parents and also with the Senior Leadership Team in the form of termly Pupil Progress meetings. Any additional needs are identified and aspirational desired outcomes are agreed.

“Consideration of whether special educational provision is required should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents. This should then help determine the support that is needed and whether it can be provided by adapting the school’s core offer or whether something different or additional is required.” (6.40 Code of Practice)

The Code of Practice states that there are four clear areas of need:

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. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), 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.

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger’s Syndrome and Autism, 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.

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.

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. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

We are aware that a child may have more than one type of need. Our aim is not to place children into a single category of SEN. Instead, we respond to the individual needs of the whole child which may also include non SEN needs that still impact on progress and attainment, such as:

- **Disability** (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation- these alone do not constitute SEN)
- **Attendance and Punctuality**
- **Health and Welfare**
- **English as an Additional Language (EAL)**
- **Eligibility for Pupil Premium**
- **Looked After Child (LAC)**
- **Children of Serviceman/woman**

Identifying behaviour as a Special Educational Need is no longer an accepted way to describe a need. Any concerns relating to a child or young person's behaviour should be described as an underlying response to an unmet need. As a school, we pride ourselves on forming strong relationships with the children. Sound knowledge of the child, communication with parents/carers and advice from external agencies all ensure that the underlying needs are met through individual programmes. A child will not be identified as having Special Educational Needs due to their behaviour.

Section 4: Managing Pupils Needs on the SEND Register

"Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff."

(Code of Practice 2014 6.36)

"High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching."

(Code of Practice 2014 6.37)

A Graduated Approach to SEN

“In deciding whether to make special educational provision, the teacher and SENCO should consider all of the information gathered from within the school about the pupil’s progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, schools should have arrangements in place to draw on more specialised assessments from external agencies and professionals. (6.38 Code of Practice)

The SEN Code of Practice sets out a graduated response to meeting children’s special educational needs. Children within the Early Years Foundation Stage are identified, assessed and provided for through foundation stage assessments. Children in Key Stages 1 and 2 are identified, assessed and provided for through the Graduated Approach of ASSESS – PLAN – REVIEW- DO.



Parents, staff and pupils consider the following criteria before implementing additional support:

- Children who make little or no progress, even when teaching approaches are particularly targeted to improve the child’s identified area of need.
- Children who continue working at levels significantly below those expected for children of a similar age in certain areas.
- Children who present persistent emotional, social or mental health difficulties, which are not ameliorated by the behaviour management techniques usually employed in our setting.
- Children who have sensory or physical problems, and continue to make little or no progress despite the provision of personal aids and equipment.
- Children who have communication and/or interaction difficulties, and require specific individual interventions in order to access learning
- Early Years staff using their knowledge of the child as well as Early Years development.
- The Class Teacher will have recognised through class work and termly assessments that a child is failing to reach their potential or make expected progress. Our assessment system will support a teacher in making these judgements. These difficulties will be met by Quality First Teaching Strategies– using a range of multi-sensory approaches in order to help a child access the curriculum.
- Interventions may be offered by the teacher themselves as part of a personalised and individual approach. As the teacher is the professional best placed to meet the needs of our children they will employ all the possible strategies in order to ‘narrow the gap’.
- Our school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement.

- Parents will be informed at the earliest possible time that a child is not making expected progress. We communicate termly with parents informing them of a child's progress. Class teachers inform parents in the first instance. If further assessment is required then the SENCo may become involved. The class teacher is the main point of contact at all times.
- If a child continues to not make expected progress then further, more specialist assessments are undertaken by staff within the SEN team or external professionals.

The process of ASSESS – PLAN – DO – REVIEW may be followed several times in order to fully understand a child's difficulties.

- ASSESS – Teacher assessments/Specialist assessments/ External agency advice
- PLAN – Teacher plans differentiated/personalised approach/applies appropriate interventions/liases and gets advice from SENCo
- DO - Teacher implements differentiation/personalised approaches/teacher/TA class based interventions are employed
- REVIEW – Teacher/TA review of provision/SENCO consults with teacher to advise on different strategies.

After external/ internal detailed assessments and after consultation and agreement with parents, referrals may be made to external agencies e.g. Autism Team, Speech and Language Specialist, Paediatrician etc.

Following consultation of all parties and having used high quality and accurate formative assessment, having used effective tools and early assessment materials, a decision may be made to place a child on the SEN Support Register.

The decision to place a child on this register will take into account the pupils progress alongside national data and expectations of progress.

Assess

- If concern is raised that a child is not making expected progress in line with the criteria previously mentioned the class teacher will carry out an assessment of the child's needs. The class teacher will seek advice from the school SENCo at this point.
- If a teacher has carried out all assessments they possibly can, then the SENCo may arrange for further assessments to take place e.g Dyslexia screening, Speech and Language difficulties etc
- In some cases an external assessor may be deployed by the school to ascertain specific guidance or diagnosis for an individual child.
- If a concern about a child is raised by a parent we will take the concerns seriously and investigate. The results of an assessment will be recorded and compared to our own school assessment data.

- Assessments will be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed.
- In some cases, outside professionals from health or social services may already be involved with the child. These professionals' opinions will help inform our internal assessments. Where professionals are not already working with school staff the SENCo will contact them if the parents agree.

Plan

- Where it is decided to provide a pupil with SEN support, the parents will be formally notified, although parents will have already been involved in forming the assessment of needs as outlined above
- All teachers and support staff who work with the pupil should be made aware of their needs.
- Additional and on-going training for all staff to help them meet the needs of all learners will be organised by the school SENCo. External professionals will be encouraged to help train staff where appropriate e.g Autism Team, Educational Psychologists etc.
- The teacher, with advice and support from the SENCo, will select and introduce a programme of support and intervention to meet the outcomes identified for the pupil.
- Parents will be informed of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home (Termly meetings will be held to help inform parents and aid parental involvement.)

Do

- The class or subject teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class they will still retain responsibility for the pupil.
- Support Plans will be used to monitor any child on an EHCP or SEN Support.
- Support Plans (see below) will help a class teacher and SLT to track and monitor the 'outcomes' and progress of each individual child.
- The SENCo will be monitoring the completion of these Support Plans and ensuring all staff are adequately meeting the needs of all SEN children.
- The SENCo will liaise with external professionals regarding the provision and support in place for any child with an EHCP or is on the SEN Support Register.
- The SENCo will liaise with the Local Authority to ensure reviews take place annually and where necessary as an interim review and high quality provision is in place for all our SEN children.

- The SENCo will be responsible for ensuring all applications for additional funding are completed to ensure children's needs are fully met. (In line with the new LA funding policies that require our school to fund the first £6k of support).
- The SENCo will publish the schools SEN Information on the website and ensure it is kept up to date.
- The SENCo will ensure that children with additional needs are effectively safeguarded and families are offered early help if required. (See Safeguarding Policy)

Review

- The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.
- The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents.
- Where a pupil has Top-Up funding or an EHC plan, the local authority and school will review the plan as a minimum every twelve months.

Writing Support Plans for children with EHCP or are on the SEN Support Register:

Support Plans are written and reviewed at least three times a year in autumn, spring and summer term. Support Plans include:

- Three short-term targets relating to addressing the key barriers to learning for the child.
- Information about the child's strengths
- Information about the child's difficulties/barriers to learning.
- Success criteria.
- Pupil (where appropriate) and parental comments.
- The teaching strategies to be used.
- The provision to be put into place - A costed provision map
- Timescales to achieve targets.
- Outcomes to be recorded when the Support Plan is reviewed.
- A record of assessments and data

Conducting Support Plan Reviews

There will be three opportunities a year for a Support Plan to be reviewed and discussed with parents.

“Where a pupil is receiving SEN support, schools should talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. Schools should meet parents at least three times each year.”

(Code of Practice 2014 6.65)

At the Support Plan review meeting, the child’s progress towards meeting the targets set is discussed and new targets identified. The meeting should consider the following questions:

- What are the child’s current levels of attainment relating to Support Plan targets?
- What progress has the child made towards meeting the overall objectives set out in the Support Plan?
- What are the parents’/carers’ views of the child’s progress?
- What are the child’s views of their progress?
- Is the current provision appropriate to the child’s needs?
- What targets should be set?
- Have there been any significant changes to the child’s circumstances?
- Have there been any significant changes in the child’s special educational needs and therefore do they need to move within the graduated stage?
- How will the child’s progress be assessed?
- Are there any particular strategies that have led to improvement?
- Are there any particular requirements to promote inclusion?

Statutory Annual Reviews

For a child who has an Education Health Care Plan, the Local Authority has a statutory duty to formally review his/her EHCP, at least annually. Annual Review Meetings are organised in school by the SENCO.

The Annual Review Is In Four Parts:

- Collection and collation of information
- Annual Review Meeting.
- Head Teacher’s/SENCO’s report of the Annual Review Meeting.
- LA Review.

Annual Review Procedure

The SENCO:

- Maintains a calendar of review dates.
- Determines who should be invited to attend each meeting
- Seeks the views of the child and invites him/her to all or part of the meeting.
- Plans Annual Review Meetings at least two months in advance and contacts professionals by letter.
- Seeks written advice on the child's progress from all invited to the meeting, including the parents/carers, at least two months in advance.
- Sends out formal invitations to parents/carers by letter, giving at least fourteen days' notice.
- Provides parents/carers with guidelines for completing an Annual Review Advice Form.
- Ascertains the child's views regarding their progress, through an appropriate medium.
- Offers to assist parents/carers and children in preparing reports for the meeting.
- Advises parents/carers and children that they may bring a friend or relative to the meeting.
- Co-ordinates receipt of all reports and ensures copies are circulated to each person invited to attend the review at least two weeks in advance of the meeting.
- Allows the tabling of reports at the meeting where appropriate with the agreement of all persons attending the meeting.

The Review Aims to:

- Assess the child's progress towards meeting the objectives within the EHCP
- Discuss appropriate outcomes for the child.
- Review the educational progress made by the child.
- Consider the effectiveness of the ECHP in light of the child's progress.
- Set new targets for the coming year, or determine whether amendments to the EHCP are necessary.
- Record information which the school and other professionals can use to plan provision and support for the child.

The Annual Review Meeting- Paperwork is completed in line with the Cheshire West Local Offer

- The meeting should consider the following questions:
- What are the child's current levels of attainment in English and maths?
- What progress has the child made towards meeting the overall objectives set out in the EHCP?
- What progress has the child made over the past year, especially in relation to each SEN?
- What are the parents'/carers' views of the past year's progress?
- What are the child's views of the past year's progress?
- How successful has the child been in meeting the targets in the Support Plan?
- Is the current provision appropriate to the child's needs?
- What targets should be set for the coming year?
- Have there been any significant changes to the child's circumstances?
- Have there been any significant changes in the child's special educational needs?
- How will the child's progress be assessed?
- Are there any particular strategies that have led to improvement?
- Are there any particular requirements to promote inclusion?
- Are any amendments to the EHCP necessary?
- Should the LA recommend ceasing or maintaining the EHCP?
- If a parent/carer is unable to attend the review, how and when will the outcome of the meeting be conveyed to them?

Close attention is paid to the SEN Code of Practice 2014 and [Cheshire West Local Offer](#)

Reporting of the Annual Review Meeting

During and after the meeting the views of the parents/carers in terms of the aims for the child and provision to be made are recorded and the SENCO records the outcomes of the meeting on the Post Review Record Form. Copies of all reports and any additional materials including the most recent Support Plan are forwarded to all those present at the meeting; all those invited to the meeting but who were unable to attend; and, the Local Authority's Named Officer responsible for SEN.

Local Authority Review

The Local Authority reviews the EHCP in the light of the Head Teacher's/SENCo's report of the review meeting report, and decides whether to amend the EHCP or cease to maintain it.

Section 5: Criteria for Exiting the SEN Register/Record

- If a child who is on the SEN Support Register makes progress and 'closes the gap' in line with national and local expectations then a review meeting may be held in school to discuss a child being taken off the SEN Support Register.
- Parents will be included in any discussion and fully informed of the schools actions.

Section 6: Supporting Pupils and Families

“What is the Local Offer?”

*4.1 Local authorities **must** publish a [Local Offer](#) setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. In setting out what they 'expect to be available', local authorities should include provision which they believe will actually be available.*

4.2 The Local Offer has two key purposes:

- To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it, and

To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents and service providers in its development and review “

(Code of Practice 2014 4.1/4.2)

- The SENCO will guide parents towards the LA local offer (Regulation 53, Part 4) See above.
- The SENCO will ensure an up to date SEN Information Report (Regulation 51, Part 3, section 69(3)(a) of the Act)
- The SENCO will be responsible for ensuring links with other agencies are used to best effect to support the family and pupil.
- The school's admission arrangements are published on the website.

- Where children require specific Access Arrangements, the SENCo and Headteacher will ensure they are implemented consistently and fairly and in line with National (SATS) expectations.
- The Head Teacher, class teacher and SENCo are responsible for ensuring that the needs of children with SEN are consistently met and especially during class to class transition, across Key Stages and from one school to another. (Including secondary transition)

Section 7: Supporting Pupils at School with Medical Conditions

- The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEN Code of Practice (2014) is followed
- A pupil who is unable to attend school because of medical needs must not be removed from the register without parental consent, even during a long period of ill health, unless the school medical officer certifies him or her as unlikely to be in a fit state to attend school before ceasing to be of compulsory school age. Our policy, 'Pupils with medical conditions who cannot attend school' sets out further details.

School should:

- Notify the Local Authority/Education Welfare Officer if a pupil is likely to be away from school due to medical needs for more than 15 working days.
- Supply the appropriate education provider with information about a pupil's capabilities, educational progress and programmes of work.
- Be active in monitoring progress and reintegration into school, liaising with other agencies as necessary.
- Ensure pupils be kept informed about social events and are able to participate through homework if necessary.
- Facilitate liaison with peers through visits and videos if necessary.
- Ensure pupils have access to public examinations possibly as external candidates.

Section 8: Monitoring and Evaluation of SEND

The school regularly monitors and evaluates the quality of provision of SEN.

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.”

(SEN Code of Practice 2014 xiii.)

- The SENCo completes termly observations of Teacher and TA interventions and provision for SEN.
- The SENCo is responsible for ensuring all staff receive relevant training.
- The SENCO meets with the SEN designated governor once every term to ensure effective monitoring and evaluation occurs.
- These evaluations form an important part of the SEN Action/Development Plan which is revised annually by the SENCo.

Section 9: Training and Resources

- The SEN Team is funded by a Notional SEN Budget provided by CWAC based on a pre-determined formula.
- The staff audit helps to identify Staff training requirements.
- The SENCo plans staff training in consultation with the SLT and the School Development Plan.
- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place around the school’s SEN provision and practice and to discuss the needs of individual pupils.
- The school’s SENCo regularly attends the LAs SENCo network meetings in order to keep up to date with local and national updates in SEN
- Where appropriate, staff may have a target relating to the provision of SEN as part of their annual appraisal
- The SENCo will arrange for annual appraisals to be carried out with teaching assistants

“The quality of teaching for pupils with SEN, and the progress made by pupils, should be a core part of the school’s performance management arrangements and its approach to professional development for all teaching and support staff. “

SECTION 10: ROLES AND RESPONSIBILITIES

Designated SEN governor: Emily Reid

The Governing Body, in consultation with the Head Teacher, determines the school's policy and approach to provision for pupils with special educational needs, establishes the appropriate staffing and funding arrangements and taking the SEN Code of Practice into account, maintains a general overview of the school's work.

The Governing Body:

- Ensures appropriate provision is made for any child with SEN.
- Reports annually to parents on the school's policy for children with SEN.
- Ensures all children; including those with SEN have access to a broad, balanced and appropriately differentiated curriculum.
- Appoints a representative of the Governing Body to oversee SEN provision.
- Ensures regular communication between parents and teachers is in place.
- Ensures that pupils with SEN are fully involved with school activities.
- Ensures they are involved in developing and reviewing SEN Policy and SEN Information Report.

The Head Teacher: Mrs Kim Cairns

The Head Teacher is responsible for the day-to-day management of all aspects of the school's work, including provision for special educational needs and disability. The Head Teacher ensures that the Governing Body is kept up to date with all developments with regard to SEN.

Admissions

In every instance, when a parent seeks a place for a child at Parklands Community Primary and Nursery School, the Head Teacher:

- Ascertains whether or not the child is the subject of an EHCP or SEN support (parents are to record this information on the school's admission form)
- Informs the parent that the child cannot be admitted to the school if it is not named in the EHCP until the Local Authority have been consulted
- Informs the Local Authority that an approach for admission has been made.

- Must not refuse to admit a child who has SEN but does not have an EHC plan because they do not feel able to cater for those needs

Admission Arrangements

The school requests school records including National Curriculum Assessments; Child Protection file (where appropriate), and details of any SEN including Support Plan and the most recent provision map prior to agreeing to admitting a child transferring from another school.

Teachers

6.37 High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

(SEN Code of Practice 2014)

They will:

- Understand that they are responsible for meeting the needs of ALL learners in their class. They must be able to identify, assess and provide for those children with SEN in their classrooms.
- Identify and assess, and provide subsequent provision for pupils with SEN.
- Work with the SENCo to decide the action required to assist the pupil to make progress.
- Work with the SENCo to collect all available information on the pupil.
- Develop and review Provision Maps/Support Plan for pupils with additional needs or who require SEN Support.
- Plan for and work with SEN pupils on a daily basis to deliver the individual programme set out in the Provision Map/Support Plan.
- Develop effective relationships with SEN pupils, parents and support assistants.
- Take responsibility for ensuring parents of children with SEN are communicated to and involved effectively.
- Encourage pupils to participate in decision-making.
- Be involved in the development and review of the school's SEN policy.

- Continuously assess pupil progress and identify the next steps to learning.
- Keep parents informed of their child's progress.(3 termly meetings as a minimum to discuss Support Plan)
- Work with the SENCo to identify their own training needs around SEN.

SENCO: Mr Daniel Snowden

The role of the SENCo involves:

- Overseeing the day-to-day operation of the school's SEN policy.
- Ensuring an appropriate budget allocation to meet SEN.
- Managing all SEN staff including Specialist TAs and SEN Class based TAs.
- Interpreting legal requirements for staff, parents and governors.
- Reviewing the SEN policy and SEN Information Report annually and publishing them on the school website
- Co-ordinating and evaluating provision, including interventions, for children with SEN.
- Monitoring the progress of children with SEN alongside the class teacher.
- Liaising with and advising teachers whenever necessary.
- Monitoring and evaluating the quality of provision.
- Overseeing the records of all children with SEN.
- Maintenance of the SEN Support register.
- Liaising with parents of children with SEN.
- Organising and delivering INSET training in order to meet the needs of staff.
- Liaising with external agencies including the Local Authority support and educational psychology services, health and social services, and voluntary bodies.
- Ensuring that relevant background information about individual children with SEN is collected, recorded and updated.
- Overseeing the Support Plan, provision map and review process for children who have an EHCP or are identified as requiring SEN Support.
- Reporting to Headteacher and Governing Body once a term on summary/update of SEN provision and progression.

Special Educational Needs Teaching Assistants

“Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.”

(Code of Practice 2014 6.36)

“High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.”

(Code of Practice 2014 6.37)

The SEN TAs work under the direction of the class teachers and SENCo.

They:

- Work with ALL pupils who have an EHCP, attend annual reviews, assess progress and contribute to the planning of the Provision Map and Support Plan.
- Plan the individual additional work needed to work towards ‘Outcomes’ agreed and differentiate and moderate class planning as agreed with the class teacher to enable full access to the curriculum.
- Deliver individual occupational and physiotherapy plans in accordance with pupil Care Plans.
- Work closely with the class teacher, SENCo and other outside agencies to meet the child’s needs.
- Support individual and small groups of pupils towards attaining targets identified in their Provision Maps/Support Plan.
- Work with the class teachers to assess and write provision maps and annual reports for pupils that they support.
- Continuously assess pupil progress and identify the next steps to learning.
- Are aware of the school’s procedures for the identification and assessment of, and subsequent provision for pupils with SEN.
- Complete termly assessments with pupils identified as having SEN and assist teachers, if required.
- Keep parents informed of pupil progress.
- Accompany pupils on trips and residentials to enable the pupil to fully participate.

Pupil Participation

The school actively encourages the involvement of children in their education. With reference to all children requiring SEN Support, we:

- Involve the child in decision making regarding the methods by which their individual needs will be met.
- Invite the child to attend all or part of review meetings.
- Discuss the purpose of assessment arrangements and the implications of the Support Plan with the child.
- Encourage the child to comment on his or her SEN provision through an appropriate medium.
- Involve the child in the implementation of the Provision Map/Support Plan.
- Aim to further develop the child's self-confidence, self-esteem and independence as a learner to the extent the child is able.

Parent/Carer Participation

6.51 Parents should be fully aware of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home.

The school actively encourages and recognises the rights of parents/carers in terms of their involvement in the provision for their child's special educational needs.

The school will:

- Involve the parent/carers in decision making regarding the methods by which their child's individual needs will be met.
- Invite the parent/carers to attend all review meetings and communicate regularly with the class teacher, support assistant, SENCo or Head Teacher to alert any concerns about their child's learning or provision.
- Discuss the purpose of assessment arrangements and the implications of the Support Plan with the parent/carers.
- Encourage the parent/carers to be actively involved in working with their child to achieve the targets set in their Support Plan.
- Encourage the parent/carers to comment verbally and in writing on their child's SEN provision.
- Ensure the parent/carers are aware of their rights to appeal regarding aspects of their child's SEN provision.
- Aim to further develop the parent/carers' confidence in the provision made for their child's special educational needs.
- Provide details of the [Information Advice and Support Service](#) who provide free advice and guidance and training to parents of children with SEN.

Section 11: Storing and Managing Information

- SEN Related Documents are password protected
- SEND information is stored on CPOMS which is password protected
- Children's personal SEN files are stored in a lockable filing cabinet in the SENCo's room.
- Please see the schools Policy on Information Management and Confidentiality policy.

Section 12: Reviewing the Policy

Unless there is change to key named personnel, this policy is subject to annual review. Any amendments will adhere to the current Code of Practice, the Local Offer and all stakeholders will be consulted.

Section 13: Accessibility

The school is aware that the DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

Please refer to the school's Accessibility Plan

Section 14: Dealing with Complaints

The school's complaints procedure is outlined in the School Prospectus. The SEN Code of Practice outlines additional measures the Local Authority must set up for preventing and resolving disagreements. Parents/carers will be given the necessary information upon request.

Section 15: Bullying

- Please refer to the school's Bullying Policy and Behaviour policy.
- We fully understand our duty to safeguard the needs of pupils with SEN, promote independence and build resilience in their learning