



**PARK HILL PRIMARY SCHOOL**  
**SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY**  
**2017-2018**

**Park Hill Primary School is an inclusive school.**

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

This SEND policy is written to comply with the Children and Families Act 2014, the SEN Code of Practice 2015 together with the Equality Act 2010. It is linked to our behaviour, anti-bullying, supporting children with medical needs, managing medicines in school, the curriculum and assessment policies.

**Inclusion and Additional Needs Leader**

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

Other enquires can be addressed to Mrs Vikki King

**Headlines from the 2015 Code of Practice - From January 2015**

- Local Authorities will no longer issue Statements of Special Educational Need. Statements have been replaced by Education, Health and Care Plans (EHC Plans), which can be used to support children and young people from birth-25 years.
- School Action and School Action Plus have been replaced by one school based category of need known as Special Educational Needs Support (SENS). All children are closely monitored, and their progress tracked each term. The Inclusion and additional Needs Leader provides additional tracking for those children who require SENS.
- There are four broad categories of SEN:
  - Communication and interaction
  - Cognition and learning
  - Social, emotional and mental health
  - Physical and sensory



- We are working more closely with parents and children to ensure that we take into account the child's own views and aspirations and the parents' experiences of, and hopes for, their child. Parents should be involved in every stage of planning and reviewing SEN provision for their child.
- All children benefit from 'Quality First Teaching'; this means that teachers expect to assess, plan and teach all children at the level, which allows them to make progress with their learning, providing all the resources that they may require. In addition, we implement some focused interventions to target particular skills.
- We have high expectations of all our children.
- Schools must publish a SEND Information Report on their website: ours can be found at [www.parkhillprimaryschool.co.uk](http://www.parkhillprimaryschool.co.uk)

### **Defining SEN**

The 2015 Code of Practice says that:

*'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.'*

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

### **SEND at Park Hill Primary School**

Our objectives are:

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

### **Types of SEND**

Park Hill Primary School SEND Policy 2016



### **Communication and Interaction**

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

### **Cognition and Learning**

- Dyslexia, dyspraxia, moderate learning difficulties, global developmental delay

### **Social, Emotional and Mental Health**

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

### **Physical and Sensory**

- Hearing impairment, vision impairment, sensory processing difficulties

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

### **Identifying children at SENS (SEND Support)**

Children with SEND are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

- The progress of every child is monitored at termly pupil progress meetings. Where children are identified as not making progress in spite of Quality First Teaching they are discussed with the Phase Leader and a plan of action is agreed.
- Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2015 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:
  - is significantly slower than that of their peers starting from the same baseline
  - fails to match or better the child's previous rate of progress
  - fails to close the attainment gap between the child and their peers
- Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. On most occasions, the concern can be addressed by Quality First Teaching or some parental support. Otherwise, the child is placed at SENS and is added to our SEND register.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. If parents/carers are concerned that their child may have ASD,



ADHD or some other disability, the school can refer the child to the appropriate agency for further assessment.

### **Working with Parents and Children**

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings or during informal meetings to discuss the child's progress.

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

to:

- formally let them know that their child is being placed at SENS
- discuss assessments that have been completed
- agree a plan and provision for the next term.

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the Code of Practice. Depending on their age, and their interest, the child may be invited to attend all or part of the meeting. Records are kept of these meetings and copies are available to parents.

Thereafter, parents and children are invited to a meeting at least each term to review progress made, set targets and agree provision for the coming term.

### **Paperwork for children at SENS (SEND support)**

Once a child has been identified as needing SENS the following paperwork is completed:

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

### **Moving to an EHCP (Education, Health and Care Plan)**

If children fail to make progress, in spite of high quality, targeted support at SENS, we may apply for the child to be assessed for an EHC Plan, following the guidelines set out in Coventry City



Council's Criteria for Special Educational Needs and Disability, which can be found at <http://clg.coventry.gov.uk>.

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

### **Teaching and Learning**

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

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

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

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

Interventions are planned in blocks, the length of the blocks depends on the intervention being delivered, most run for approx. 6 weeks

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

### **Adaptations to the Curriculum, Teaching and Learning Environment**

Park Hill Primary School is disability friendly. We generally find that no additional adaptations to the building are necessary for children with physical disabilities.



Other adaptations to the physical environment will be made, as appropriate, to accommodate children with disabilities.

All of our classrooms are inclusion-friendly: we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. This is good practice to support all children but is vital for those who particularly need it. All of our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

### **Access to Extra-Curricular Activities**

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

### **Staff Expertise**

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

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

If we identify information we can't access without the aid of additional, more specialist help, the school is able to buy-in additional expertise from the local authority. This includes access to Educational Psychologists and Advisory Teachers from the Learning and Wellbeing Support Service.

### **Children with Social, Emotional and Mental Health Needs**

Behaviour is not classified as a Special Educational Need. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we will support the child/family through that process. In these circumstances we may complete a CAF with the family's agreement.

If parents and school are concerned that the child may have mental health needs, we can make referrals to the Integrated Primary Mental Health Service or directly to the Child and Adolescent Mental Health Service (CAMHS), REACH or to our Pastoral Manager and Learning Mentor, who develop good, trusting relationships with the children.



All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs.

The school has a zero-tolerance approach to bullying, especially towards children with SEND and disabilities. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills.

### **Transition Arrangements**

#### **Transition into and within school**

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes, including from the nursery; as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment in order to identify where the toilets are, where the pegs are etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet.

Enhanced transition arrangements are tailored to meet individual needs.

#### **Transition to Secondary School**

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

### **Governors**

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2015. Park Hill has a named Governor with particular responsibility for SEND.

### **Complaints**

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

### **Coventry's Local Offer**



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

### **Equal Opportunities**

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

UPDATED: 6<sup>th</sup> September 2017

This policy will be updated annually or sooner if needed, by the Head-Teacher, in consultation with the Inclusion Lead.

Approved by *Governors*: October 2017

Signed Chair of *Governors*:

Date:

Signed Head-teacher:

Date: