

Park Schools Federation

Policies - SPECIAL

EDUCATIONAL NEEDS AND

DISABILITY



Record of Policy Amendment/History

Date Approved	Minute No.
30.03.2017	40/17
05.10.2017	117/17
04.10.2018	70/18
27.02.2020	7/02.20
04.02.2021	08/02.21
10.02.2022	09/02.22
13.07.2023	147/07.23

SEND Co-ordinator

Mrs Karen Marriott

SEND Governors

Mrs J Copestate

Review of Policy

Spring 2025

At Park Schools Federation we are proud to provide a safe, stimulating and inclusive learning environment where every member of our school community is valued and respected.

Our broad and balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed. We celebrate the achievements of all our children, irrespective of individual differences within the protected categories of the Equality Act 2010.

Together we take pride in making a positive contribution to our school and the wider community in accordance with the Special Educational Needs and Disability Code of Practice January 2015.

1. Aims and Objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum 2014 in line with the Special Educational Needs and Disability Code of Practice 2014 (SEND Code 2015) DFE.

Objectives

- ✚ Staff members seek to identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and early years' settings prior to the child's entry into the school.
- ✚ Monitor the progress of all pupils** in order to aid identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- ✚ Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.** This will be co-ordinated by the SENCO and Executive Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- ✚ Work with parents** to gain better understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.

- ✚ **Work with and in support of outside agencies** when pupils' needs cannot be met by the school alone. Some of these services include Educational Psychology Service, Speech and Language Therapy, Children and Adult Mental Health Service (CAMHS), Local Authorities Inclusion Support Services and Engagement Team.
- ✚ **Create a school environment where pupils can contribute to their own learning.** This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupils' participation is encouraged through school by wider opportunities such as school management team, trips, residential visits, school plays, after-school clubs, sports teams and mini leaders in the playground.

2. Responsibility for the Co-ordination of SEND Provisions.

- The person responsible for overseeing the provision for children with SEND is Mr Nadeem Shah (Executive Headteacher).
- The person co-ordinating the day to day provision for pupils with SEND is Mrs Karen Marriott. (Assistant Headteacher/SENDSCO)
- The SEND Governor are Mrs J Copestate.

3. Arrangements or Co-ordinating SEND Provision.

The SENCO will hold details of all SEND records for individual pupils.

All staff can access:

- The Park Schools Federation SEND policy.
- A copy of the full SEND Register.
- Guidance on identification of SEND in the Code of Practice (2015).
- Information on individual pupil's special educational needs, including pupil profiles, targets set to inform their target setting and the development of their personal learning plans.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities.
- Information available through Derbyshire's SEND Local Officer.

This will ensure every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

This policy is made accessible to all staff and parents in order to aid the effective co-ordination of the school's SEND provision

4. Admission arrangements

Please refer to the information contained in our school prospectus.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

5. Specialist SEND provision

We are committed to whole school inclusion. In our school, we support children with a range of special educational needs. We will seek specialist SEND provision and training from SEND Services where necessary.

The school complies with all relevant accessibility requirements, please see the school accessibility plan for more details.

6. Identification of pupils

A graduated approach

See identification of Special Educational Needs at start of policy.

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as possibly having SEND staff will closely monitor them in order to gauge their level of learning and possible difficulties, through an assess, plan, do review cycle.
- c) The child's class teacher will take steps to provide high quality teaching and differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge about their child with the school.
- h) The child's needs will be recorded, by the class teacher, on the school referral form (Assess, Plan, Do, Review) but this does not automatically place the child on the school's SEND register. Any concerns will be discussed informally or during pupil progress meetings.

SEND Support

Where it is determined that a pupil does have SEND in collaboration with parents will be formally advised and the pupil will be added to the SEND register. The support provided will be determined by

- Assessment
- Planning
- Implementing
- Reviewing

This is a continuous cycle to enable the provision to be refined and revised to meet the specific needs of the pupil so that interventions are effective and support the pupil towards achieving good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs, using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where outside agencies are already involved, their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress development and or behaviour that is expected and a clear date for review. Parental involvement will be sought where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual need, the support that is being provided, any teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistant and plan and assess the impact of support and interventions. The class teacher will liaise with the SENCO to inform and gain advice ensuring that the pupil's provision is effective and supporting the identified needs.

Review

Reviews of a pupil's progress will be made termly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCO will make any necessary adjustments to the pupil's provision if necessary.

When reviewing a pupil's Education, Health and Care Plan the SENCO will ensure that all involved outside agencies, parents and support staff are invited to take part in the review process. The pupil's views regarding their progress and achievements will be a focal point of all reviews. The SENCO will be responsible for completing paperwork and informing class teachers of any amendments/changes to the plan.

Referral for an Education, Health and Care Plan

If a pupil has a lifelong or significant difficulty, they may need to be referred for an Educational, Health Care Assessment; this is usually requested by the school with the support of parents but can also be requested by a parent.

The decision to make a referral for an Education, Health and Care Plan will be made after progress has been reviewed.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Young person's view
- Class teacher
- SENCO
- Parents
- Social Care professionals
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of target set. A decision will be made by a group of professionals from education, health and social care about whether or not the child is eligible for EHC plan. Parents have the right to appeal against a decision not to initiate statutory assessment leading to an EHC plan.

Education, Health and Care Plans (EHC Plan)

- a) Following Statutory Assessment, an EHC Plan will be provided by Derbyshire County Council, if it is decided that the pupil's needs are not being met by the support that is ordinarily available. The school and the pupil's parents will be involved in developing and producing the plan.
- b) Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c) Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by the SENCO, outside professionals, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

7. Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, considering the wishes of the parents and the needs of the pupil.

At Park Schools Federation, every effort will be made to educate pupils with SEND alongside their peers in the classroom setting. Where this is not possible, the SENCO will consult with the child's parents and outside agencies so that other flexible arrangements can be made.

Regular training and learning opportunities for staff about special educational needs and SEND teaching are provided both in school and through outside providers where appropriate. Staff members are kept up to date with teaching methods, which will aid the progress of all pupils including those with SEND.

In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We endeavour to ensure that individual or group tuition is available where it is felt pupils would benefit from this provision.

We set appropriate differentiated individual targets that motivate pupils to do their best and celebrate achievements at all levels.

8. Inclusion of pupils with SEND

The Acting Executive Headteacher, Inclusion Lead and SENCO oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils; this includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services when required through target review meetings.

Advice will be sought from the Local Authorities Inclusion Service for children who have behavioural issues. Where a behavioural incident warrants exclusion, schools have a duty to inform this service.

9. Evaluating the success of provision

In order to make consistent continuous progress in relation to our SEND provision, the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of discussions with parents and outside agencies.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

SEND provision and interventions are recorded on the cohort and where necessary individual learning plans, which are updated termly and monitored by the SENCO. Information is fed back to the SLT, parents and governors, to facilitate the effectiveness of the provision gained via the monitoring and evaluations.

10. In service training (CPD)

At Park Schools Federation, we aim to keep all staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The SENCO attends relevant courses and facilitates relevant SEND focused external training opportunities for all staff.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENCO, along with the leadership team, ensure that training opportunities are matched to school development priorities and those identified through the use of provision management.

11. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our pupils with SEND and aid school inclusion.

Park Schools Federation invites and seeks advice from support from external agencies in the identification and assessment of, and provision for SEND. The SENCO is responsible for liaising with the following:

- Derbyshire Education Psychology Services
- Social Service (CAF leader also liaises)
- Speech and Language Service (Class teacher also liaises)
- Language and Learning Support Services
- Inclusion Support Service
- Engagement team

In cases where a pupil is under observation or a cause for concern, focused meetings will be arranged with the appropriate agencies.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO who will then inform the pupil's parents.

12. Working in partnership with parents

Park Schools Federation believes that a close working relationship with parents is vital to ensure

- a) Early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- b) Continuing social and academic progress of children with SEND
- c) Personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual needs of the pupil. The SENCO may also signpost parents of pupils with SEND to the Derbyshire Information Advice and Support Service for SEND where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs, the parents and the pupils will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up regarding the provision for their child. The school's SEND Governors may be contacted at any time in relation to SEND matters.

13. Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to meet with the Executive Headteacher or SENCO, who will be able to advise on formal procedures for complaint.

Signed _____(NAME)

(Executive Headteacher)

Date _____

Signed _____(NAME)

(SENCO)

Date _____

Signed _____(NAME)

(SEND Governor)

Date _____

This policy will be reviewed annually.