



Park Road Community Primary School

SPECIAL EDUCATIONAL NEEDS and DISABILITIES POLICY

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Signed by:

Headteacher

Date:

Chair of Governors

Date:

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Statement of intent

Park Road CP School believes that all pupils are entitled to an education that enables them to achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood.

This policy outlines the framework the school will use in meeting its duties, obligations and principal equality values in providing an appropriate high-quality education for pupils with SEND.

Through successful implementation of this policy, the school aims to eliminate discrimination and promote equal opportunities.

The school will work with the LA, or equivalent, in ensuring that the following principles underpin this policy:

- The involvement of pupils and their parents in decision-making.
- The early identification of pupils' needs and early intervention to support them.
- A focus on inclusive practice and removing barriers to learning.
- Collaboration between education, health and social care services to provide support.
- High-quality provision to meet the needs of pupils with SEND.
- Greater choice and control for pupils and their parents over their support.
- Successful preparation for adulthood, including independent living and employment.

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities. For the purposes of this policy, a pupil is defined as having SEND if they have:

- A significantly greater difficulty in learning than most others of the same age.
- A disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream settings.
- Special educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream settings.

1. Legal framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Children Act 1989
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Children and Families Act 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- Health and Care Act 2022

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2018) 'Working Together to Safeguard Children 2018'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'
- DfE (2023) 'Keeping children safe in education 2023'
- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled pupils'

This policy operates in conjunction with the following school policies:

- Admissions Policy
- Equality Policy
- Pupil Confidentiality Policy
- Data Protection Policy
- Records Management Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Supporting Pupils with Medical Conditions Policy
- Child Protection and Safeguarding Policy
- Careers Policy
- Suspension and Exclusion Policy
- Behaviour Policy
- Complaints Procedures Policy
- Accessibility Policy

2. Introduction

Park Road Community Primary School is committed to enabling every pupil to reach their potential, regardless of ability level, race, gender, social status or cultural background. Every pupil has access to the Foundation Stage Curriculum or National Curriculum (as appropriate) through the planning, teaching and provision of suitably differentiated activities. We are committed to catering for every pupil's needs and, for those children that need it, Individual Plans are provided to enable progress to be made

What are 'Special Educational Needs (SEN)'?

According to the 'Special educational needs and disability code of practice: 0 – 25 years, June 2014'. Children and young people will be deemed as having a special educational need if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

In line with the current Special Educational Needs and Disability Code of Practice 2014 and the SEND provisions of the SEN and Disability Act 2011, we believe:

- a pupil with Special Educational Need (SEN) should have their needs fully met
- all teachers are teachers of pupils with additional needs and everyone should commit themselves to the challenge of ensuring pupil participation
- where appropriate, the views of the pupil should be sought and taken into account
- parents/carers have a vital role to play in supporting their child's education
- relationships of mutual respect will be developed with every pupil - celebrating successes and supporting pupils through difficulties
- due regard will be given to the current Special Needs Code of Practice in all decision making, including liaison with other agencies.

3. Objectives

Our overall objectives are:

- To identify pupils who have special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of Practice 2014.
- To ensure that the learning environment matches all pupils' needs.
- To commit ourselves to the challenge of ensuring pupil participation that best suits the child.

- To assess, develop strategies, teach and monitor pupils' progress to enable all learners to make progress and achieve their potential (in academic, emotional, social).
- To identify the roles and responsibilities of staff in providing for pupil's special educational needs.
- To enable and encourage pupils to participate in setting targets and contributing to individual plans.
- To provide support as appropriate for a pupil's needs, working in liaison with other agencies as necessary.
- To develop and maintain partnership and high levels of engagement with parents.

4. Identification of Special Needs

All pupils throughout the school are monitored via our Provision Mapping tool which identifies each pupil's needs against the four areas of need in the Code of Practice, and also identifies the provision in place for that pupil (staffing, resources, activities, approaches). This is reviewed termly and is the basis for discussion between class teachers, the Head teacher and the SENDCo, particularly at transition time in July.

As recommended in the SEND Code of Practice 2014, there is a graduated model of action and intervention to help pupils who have special educational needs at Park Road Community Primary. This approach recognises that there is a continuum of special educational need. Where necessary, staff will follow the Graduated Approach model therefore ensuring progressively more powerful interventions can be used to meet increasing need. This model also allows the range, type and intensity of interventions to be reduced as a pupil makes adequate progress.

5. A Graduated Approach to SEN Support

The Graduated Approach will secure good outcomes for vulnerable pupils if all those who teach and support them have the highest aspirations and provide a plan of action to make this happen. An identification of a special educational need should not result in excuses for lack of appropriate progress or a lowering of expectations.

Step 1: Assess (the pupil's needs)

Concern may be initially expressed by the class teacher, parent/carer or pupil about progress being made in school. There may be concern about development in any of the four areas of need as set out in the SEND Code of Practice 2014;

- 1) Communication and Interaction Needs
- 2) Cognition and Learning Needs
- 3) Social, Mental and Emotional Needs
- 4) Sensory and/or Physical Needs or a combination of these.

The class teacher will then carefully draw on a range of information to establish a clear analysis of a pupil's need:

- Teachers' assessment and experience of the pupil.
- Pupil progress, attainment and behaviour.
- The individual's development in comparison with their peers.
- The views and experience of parents.
- The pupil's own views.
- Advice from external support services.

However, it may well be necessary to explore further the precise gaps in the pupil's learning and development and to clarify what the barriers to learning may be using the following assessment tools:

- Standardised tests
- Profiling tools (e.g. speech, language and communication tools)
- Observations (classroom/lunchtimes/playtimes)
- Screening assessments (e.g. dyslexia)
- Questionnaires (e.g. pupils/parents)

Step 2: Plan (What do you need to do? What provision is needed? What should the outcome be?)

Once the need for SEN support has been identified, the first step in responding to a pupil's identified need is through planned targeted provision; high quality teaching, differentiated for individual pupils.

The class teacher should work with the support of the SENDCo to adjust teaching, support and use of resources that would be the most effective.

All teachers and support staff who work with the child should be made aware of their needs, support and any teaching strategies or approaches that are required.

The class teacher is responsible for the planning process should take place in consultation with the parents and the pupil and it should be 'accurately recorded'. It is vital that targeted provision is planned for, there are clear and expected outcomes linked directly to the provision. This will be shared with parents at a meeting through a One Page Profile.

Step 3: Do (Provision)

The class teacher is responsible for working with the pupil on a daily basis and for planning and delivering the individual programme. Teachers may need to develop a range of teaching strategies and adapt the learning environment to ensure these targets can be achieved by the pupil. Teachers work closely with teaching assistants involved to plan and assess the impact of the targeted interventions. Continuous reflection of the pupil's day to day progress takes place to ensure that the targeted provision is moving the learning of the pupil forward.

Step 4: Review (What difference is it making towards the outcomes?)

The SEND Code of Practice 2014 states that the progress towards meeting planned outcomes should be tracked and reviewed regularly. This is a crucial part of the graduated

approach and it takes place on a half termly basis with the involvement of parents/carers and pupils.

After evaluation of the provision and outcomes it may then be felt that;

- a) planned provision has been effective, and further individual plans are necessary to ensure continuing progress.
- b) the planned provision has been effective in narrowing gaps so that no further individual plans are necessary, and the pupil's name may be taken from the Special Needs Register or Provision Map.
- c) the individual plan has been effective in narrowing gaps, therefore no further individual plans are necessary, but the pupil is monitored carefully by the class teacher.
- d) the gap has widened and it may be necessary to consult an outside agency. (The key test of the need for further action is evidence that the current rate of progress is not reflective to the intervention and support provided.)

The cycle (assess, plan, do, review) then takes place again. This time after evaluation of the provision and outcomes it may then be felt that;

- a) intervention has been effective, and further individual plans are necessary to ensure continuing progress.
- b) good progress has been made and the support of outside agencies is no longer required.
- c) the gap has widened, and it may be necessary to consider involving an Educational Psychologist to see if all needs are being addressed adequately by the school, or if outside agency support has already been sought and used, it may now be appropriate to consider putting the pupil forward for an Educational Health Care Assessment to obtain an Educational Health Care Plan

(The key test of the need for further action is evidence that the current rate of progress is inadequate)

This policy will be reviewed by the **who how frequently**. The next review of this policy will be **date**.

6. Educational Health Care Needs Assessment

If progress is still limited and/or needs are complex, it may be decided to put a pupil forward for an Educational Health Care Needs Assessment.

Educational Health Care Needs Assessment

When a child's special educational needs begin to present themselves complex, the school (SENDCo, class teacher alongside parents/carers consent) may request an Educational Health Care Needs Assessment possibly leading to high needs funding and an Educational Health Care Plan (EHC plan). At this stage, the involvement of external agencies will be valuable and may include LA or external specialist services e.g. occupational therapists, speech and language specialists.

If the LA decides not to provide an Educational Health Care Plan, the pupil continues at SEN support with progress continuing to be monitored carefully.

7. Educational Health Care Plans

Following on from a request for Educational Health Care Needs Assessment the decision to issue an Educational Health Care (EHC) plan, there will be process of considering draft EHC's (parents, schools, specialist professionals). Once an EHC has been finalised pupils will receive the provision stated on the plan.

Reviews of EHC Plans

An EHC plan must be reviewed annually, (bi-annually for Early Years EHCP) with all professionals concerned and parents.

This review could take one of three routes:

- 1) Amend the EHC plan in line with the recommendations of the meeting.
- 2) Leave the EHC plan as it is.
- 3) Decide that the EHC plan is no longer needed because all outcomes have been achieved.

The curriculum and teaching methods may involve the use of specialist teaching and/or communication techniques, supported by appropriate equipment, materials or adults. The SENDCo is responsible for co-ordinating the support, monitoring the pupil's progress with the class teacher and completing the documentation for annual review, at which the pupil's EHC plan will be reviewed by all involved with their education. There will be a longer-term plan for provision, supported by shorter-term targets. Parents/carers and pupils will be involved in both long and short-term planning through Annual Reviews and the target setting process. Pupils may work as part of the whole class, or for part of the time in small groups or on an individual basis in the classroom. Pupils may receive additional support from Teaching Assistants under guidance of the SENDCo, or specialist teacher support provided by the LA according to the terms of the Educational Health Care Plan.

8. Resolution of Disagreements

Should there be a disagreement between the parent/carer, school or LA over special educational needs matters, the LA (in line with the current Code of Practice) must make arrangements for avoiding or resolving disagreements. Independent persons must be appointed through the LA to facilitate these arrangements. The arrangements bring different parties together in the presence of an independent facilitator to seek an agreement. The people in the disagreement, not the facilitator, decide the terms of the agreement.

9. Roles and Responsibilities

The SENDCo is responsible for:

- The smooth running and co-ordination of special needs provision.
- Liaising with Head Teacher, class teachers and TA's.

- Liaising with outside agencies Inclusion Team, Health Service, Speech and Language Service, CAMHS (Child and Adolescent Mental Health Services) and the Traveler Education Service.
- Setting timetables and managing all staff working with special needs pupils.
- Overseeing records of pupils with special needs.
- Providing/organising in-service training for staff as necessary.
- Maintaining resources to meet pupils' needs.
- Liaising with parents/carers (after consulting class teachers).
- Keeping a record of pupils with Special Needs and those causing concern.
- Completing all necessary documentation in connection with an Educational Health Care Needs Assessment and the annual review of an Educational Health Care Plan.

The Class Teacher is responsible for:

- Liaising with parents/carers and the SENDCo about concerns.
- Compiling individual plans, involving the pupil and parents/carers in this process.
- Addressing the targets and evaluating the individual plans (One Page Profile) at least termly.
- Inviting parents/carers in to school each term to agree new targets and to sign the One Page Profile.
- Incorporating the involvement of outside agencies organised by the SENDCo.
- Incorporating any extra support provided within school.
- Planning the support which the TA provides in the classroom.
- Liaising closely with the SENDCo for target setting, teaching and assessment/evaluation.

The Teaching Assistant is responsible for:

- Supporting pupils with special educational needs within the classroom, as planned for by the class teacher. A HLTA, following support and direction from the class teacher and/or SENDCo, may plan these opportunities.
- Working with individuals or small groups on individual or group targets with class teacher's guidance.
- Keeping a record of support given.
- Contributing their evaluations and assessments to any discussions/meetings to agree future interventions.
- Liaising with the class teacher.
- Supporting the class teacher in assessment and planning.

The Governors are responsible for:

The Governing Body has a named member who has specific responsibility for Special Educational Needs and Inclusion and is responsible for ensuring that the Code of Practice is followed. This person will meet with the SENDCo and/or the Head teacher at least once a term in order to keep the governing body informed about current issues regarding special educational needs in school.

The Governing Body evaluates the success of the special educational needs provision through reports from the Governors with responsibility for Special Educational Needs, and updates to the Standards Committee. The Head teacher's report to the Governing Body also covers special educational need developments.

10. Resources

Resources may be purchased to meet individual needs as identified. This may include: personal technology devices, specialized equipment (scissors, rulers, pencils etc), printed materials such as dyslexia friendly books, or resources such as Thera-putty to support OT and Physio plans. .

11. PHSE / Citizenship

As documented in the schools PHSC and Citizenship policy, it is important for all pupils to develop the skills required to lead healthy, confident, independent lives and to become informed, active, responsible citizens. This is particularly true for pupils who are experiencing difficulties at school, and who may have low self-esteem or be lacking in confidence. All efforts will be made to develop and enhance the self- esteem of pupils with additional needs. The broad and balanced curriculum offered at Park Road Community Primary School ensures that pupils have a broad range of opportunities to excel in all aspects of their development. It is the responsibility of all staff to promote a positive attitude in all members of the school community towards those pupils experiencing special educational needs.

12. Monitoring and review

This policy will be reviewed by the SENDCo annually. The next review of this policy is show on the front cover of the policy.