

St Stephen's Church of England  
Multi Academy Trust



# **Parkfield Primary School**

## **SEND Policy**

<b>Policy agreed by staff:</b>	<b>April 2021</b>
<b>Policy agreed by LGB:</b>	<b>April 2021</b>
<b>Policy to be reviewed:</b>	<b>January 2022</b>

## **Background**

Parkfield Primary School is a one form entry primary school.

The school is situated in the heart of an extremely socially deprived area of Wolverhampton, whilst the school deprivation indicator is 0.40 (RAISEonline Validated 2016)

61.7% of our children claim free school meals, 74.9% of our children are from ethnic minority cultures, 29.1% are on various stages of the Special Needs Register and 34.7% have English as an additional language. This data has been taken from Raiseonline Validated 2016.

Our Special Educational Needs Co-coordinator (SENCO) is Mrs T Robinson is an experienced SENDCo, Miss K Ruff, Year 6 teacher has completed the National Award for SEND Co-ordination. Parkfield also have a named governor for SEND, Mrs T Argyle. They ensure that the Parkfield Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2014), Wolverhampton's SEND Strategy and other policies within the school.

## **Aims and Objectives**

### **At Parkfield we aim to:-**

- Identify children with special educational needs according to our graduated response document of monitoring, observation and assessment.
- Provide an effective and engaging learning environment, where everyone's contribution is valued regardless of gender, race or ability and pupils can develop a sense of pride in both themselves and the school.
- Enable each child to achieve their full potential through a broad, balanced and differentiated curriculum, which motivates them and allows pupils to become effective and independent learners, with individual action plans if needed.
- Use our best endeavors to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum, including liaison with outside agencies.
- Better respond to the four areas of need identified in the Code of Practice; Communication & interaction, Cognition & learning, Social, mental & emotional health and Sensory/Physical. (September 2014).
- Teach children with special educational needs alongside their peers, building on their strengths.
- Provide 1:1 or small group intervention when necessary.
- Maintain close links with parents and encourage parent/teacher discussion regarding concerns or progress, including meetings for teachers and parents when necessary.

**We aim to develop children who:-**

- are happy and secure in school and in their learning
- enjoy their learning and are well motivated to fully achieve their potential whatever their background or ability;
- become technologically confident;
- are kind and caring towards each other, taking pride in their own heritage and cultural tradition whilst being understanding and tolerant of others;
- behave well, are respectful and polite and take responsibility for their own actions;
- are hard working and well motivated: looking at ways to improve their own performance;
- feel valued and develop as independent learners
- develop their self-esteem and take pleasure in the successes of others.

This policy sets out how we intend to meet these objectives. The procedures we set out will be reviewed every year to ensure that we are doing all we can to meet the objectives.

**Roles in Provision for Pupils with SEND**

Our SENCO will:

- Manage the operation of this policy and our graduated response to SEND.
- Manage arrangements for initiating, monitoring, reviewing and evaluating the effectiveness of provision for SEND
- Report on the effectiveness of provision to the senior management team and through them to governors.
- Keep up to date with new initiatives to support pupils with SEND and share good practice with all teachers.

Class Teachers will:

- Identify pupils experiencing difficulties, (learning and behaviour) as well as greater depth children
- Discuss pupils with SEND with the SENCO and parents/carers
- Contribute to planning and provision to meet identified needs
- Contribute to monitoring and review procedures
- Seek to meet SEND within the overall framework of inclusion in the school (see Inclusion Policy).

The Head of School and Senior Management team will:

- Plan with the SENCO how resources are used to support pupils in the most efficient, effective and equitable way
- Set the overall school policy for inclusion

- Decide, in consultation with the SENCO and parents/carers, whether to put forward pupils for Education, Health and Care Plans (EHCPs)
- Monitor teachers plans to ensure they include appropriate differentiation for pupils with SEND

Governors will:

- Identify one governor (or several) with a special interest in SEND
- Report on the effectiveness of the SEND policy in their annual report to parents
- Use their best endeavors to ensure that pupils' special educational needs are identified and provided for
- Ensure that the school has effective procedures for ensuring that parents/carers are informed when special provision is made for pupils

### **Admission Arrangements**

Before pupils come to school we may undertake home visits or invite parents into school to consult with parents on SEND.

Once pupils arrive in school we will:-

- Undertake a range of assessments to identify pupils with special educational needs and establish their strengths and areas of difficulty
- Review any existing Individual Educational Plans (IEPs) in consultation with the pupil's parents/carers
- Discuss the placement of pupils on the school's SEND support list with parents
- Make sure that information about pupils' SEND is passed on to appropriate school staff
- Give parents/carers information for the Independent Advice & Support Network

When pupils leave the school we will:-

- Pass on information about the pupil's educational history to any receiving school
- Complete other transfer documentation as required.

### **Building Adaptations and Special Facilities**

We have the following adaptations and special facilities:

- Wheelchair access to teaching areas and additional areas of the school
- A toilet for pupils with disabilities including wheelchair access

We are continuously extending these facilities as resources become available, in line with the requirement to make reasonable adaptations to meet the needs of pupils with disabilities and facilitate access for adults with disabilities. (See Accessibility Policy).

## **Identification, Provision, Monitoring and Review Procedures**

### **All teachers are teachers of children with special educational needs.**

Provision for children with special educational needs is a matter for the whole school. The governing body, the Head of School, the SENCO and all other members of staff, particularly class teachers and teaching assistants, who have important day-to-day responsibilities.

The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the class teacher and SENCO will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.

The school's system for observing and assessing the progress of individual children will identify children who have not made adequate progress.

In order to help children with special educational needs, school will adopt a graduated response.

- **Monitoring**

When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. Parents may be consulted and specific intervention put in place and monitored. If no progress is noted after a cycle of intervention, plan, do and review, the class teacher will consult with the SENCO.

- **SEND Support**

The school will record the steps taken to meet the needs of individual children through the use of a Provision map, group intervention maps or, where required, specific targets such as an IEP (Individual Education Plan) and reviews or provision records. This may see us using specialist expertise if as a school we feel that our interventions are still not having an impact on the individual.

- **Education Health and Care Plan**

When we can no longer meet the specific needs of a child with standard funding, we may apply for an EHC Plan (Education, Health and Care Plan) to support the specific needs of that child in school. If we refer a child for an Education Health and Care Plan, we will provide the LEA with a record of our work with the child to date.

At all of the above stages of Parkfield graduated response to SEND, children will have access to interventions led by Teaching Assistants, and Teachers. These interventions are reviewed and adapted on a regular basis to meet the needs of children at Parkfield.

## **Monitoring and Review**

The SENCO will meet class teachers to monitor pupil progress. This may involve termly observations of SEND children by SENCO, to review progress made against any intervention maps or IEP targets and suggest areas for future development.

SEND Provision map, class files and intervention records to be monitored by SENCO each term.

An up to date SEND document of need, provision and monitoring list (whole school) is kept by the SENCO, a Provision Map.

Individual Educational Plans or targets set by external agencies, will be reviewed each term, by the class teacher, in consultation with parents/carers. The school encourages parents/carers to be active participants in pupils' education.

## **Allocation of Resources**

The Governing Body of the school sets the overall budget available to meet special educational needs taking account of:

- Statutory requirements
- Budgetary pressures in the school, including, resources identified (but not earmarked) for SEND within the Individual School's Budget
- The availability of additional grants to the school
- Priorities identified in the School Development Plan

The SENCO works with the senior management team of the school to:

- Identify the pattern of need across the school
- Establish the most cost effective means of meeting these needs
- Allocate support to groups of pupils and individual pupils, including those with Education, Health & Care Plans on a fair and equitable basis.
- Monitor the progress made by pupils with SEND
- Manage and evaluate the effectiveness of provision for SEND
- Ensure that support staff, including teaching assistants, work within the framework of school policy and practice.

## **How pupils with SEND are integrated into the school as a whole**

We seek to be an inclusive school by:

- Using the SEND review procedures to identify any barriers in the way of the pupil and plan appropriate and reasonable action

- Ensuring that all pupils have appropriate learning targets which are challenging
- Valuing the diversity of all our pupils, including those with SEND
- Ensuring that our reading stock includes stories with positive images of pupils with SEND
- Looking for opportunities within the curriculum to raise SEND issues
- Seeking to make provision for SEND within routine class arrangements wherever possible or in support groups
- Encouraging pupils with SEND to work and socialise with other pupils
- Developing links with special schools to extend pupils' experience of diversity

### **Information about the School's Staffing Policies and Partnerships**

#### **The School's Arrangements for SEND In-service Training**

- All staff receive In-Service training or information about the SEND Code of Practice (2014) and issues relating to Disability
- All staff have the opportunity to receive In-Service training on SEND Procedures in school
- All staff have the opportunity to receive In-Service training on specific disorders and/or disability of children within their care including training in techniques related to differentiation, class management and specific disorders e.g. Dyslexia, Autism etc.
- The SENCO will identify areas for In-Service training or with the Head of School which will be written into the school's development plan.

#### **The use of Teachers and Facilities from outside the School including Support Services**

- External agencies will be used to provide advice and In-Service training for staff especially specific needs as they arise within school
- External agencies will be used to identify specific targets for pupils in line with the school's procedures
- Planning meetings are held each term to agree a programme of work with the Area Team Educational Psychology Service.
- Regular liaison takes place with Area Health professionals, to access the following services: Speech and Language Therapy, Physiotherapy, Occupational Therapy, Child and Adolescent Mental Health Service and Social Services

#### **Parents & Partnerships**

The concept of parents as partners is central to the SEND Code of Practice (2014) and plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners and given support to play an active and valued role in their child's education.

Children and young people with special educational needs often have a unique

knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

At all stages of the special needs process, staff keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We have open access for parents/ carers who wish to raise concerns at any time.

We encourage parents to make an active contribution to their child's education and have termly family consultation meetings to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

### **Transition**

At Parkfield we work closely with children and their families, supporting a transition to another educational setting in the city, when this is required. Each year, teachers liaise to discuss their new cohort, supporting the transition from one year group to the next, for children with significant needs. These are personalised to the needs of the individual child. Mrs Robinson and Miss Ruff are always willing to meet parents/carers prior to their child joining the school.

### **Links with Health, Social Services, Educational Welfare Services and Relevant Voluntary Organisations**

We liaise with:

- Health Visitors
- Social Services
- Child Health Service
- National Society for the Prevention of Cruelty to Children
- Community Education
- Child and Adolescent Mental Health Service
- Playgroups and Nurseries
- Outreach Service
- Occupational Therapy – The Gem Centre
- Physiotherapy – The Royal Wolverhampton Hospitals
- MAST professionals

### **Arrangements for Considering Complaints about the SEND Provision within the School**

In the first instance, complaints should be taken up with school staff directly concerned. If the complaint is not resolved then the matter should be raised with the Assistant Headteacher, who may:

- Arrange a joint meeting with complainant
- Undertake further investigations
- See the involvement of external agencies, such as the Information, Advice & Support Network
- Take action to address the complaint
- Decide that the complaint does not warrant any action, and advise complainants of further action they can take.

### **Criteria for Evaluating the Success of the SEND Policy**

The following criteria will be used:

- The amount of identified teaching time available to support SEND pupils
- The number of pupils with special educational needs attaining specified expectations in End of Key Stage assessments
- The number of planned programmes of intervention and support
- The amount allocated to SEND by governors
- The proportion of teachers' records which include information on the special educational needs of pupils in their class
- The tracking of SEND pupil's progress throughout the school.

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