



# PARK PRIMARY SCHOOL

## STATUTORY A

# SPECIAL EDUCATIONAL NEEDS POLICY

### Section A: School Arrangements

#### **Aims**

We strive to create a sense of community and belonging for all our pupils. We have an inclusive ethos with high expectations and suitable targets, a broad and balanced curriculum for all children and systems for early identification of barriers to learning and participation.

#### **Definitions**

Children have special educational needs (SEN) if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- a) have significantly greater difficulty in learning than the majority of the children of the same age; or
- b) have a disability which hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- c) Are under compulsory school age and fall within the definition at a) or b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means:

- a) for children of two or over, education provision which is in addition to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in that area
- b) for children under two, educational provision of any kind

Section 312, Education Act 1996

#### **Roles and Responsibilities**

Provision for pupils with special educational needs is a matter for the whole school.

#### The Governing Body

As part of their statutory duties, the Governing Body of Park Primary School must publish information about the school's policy on special educational

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needs. The Governing Body has one member who is designated as the School SEN Governor.

The School SEN Governor will:

- establish links with the Inclusion Manager(SENCo)
- meet termly with the Inclusion Manager to exchange information about provision and to monitor the SEN Policy and practice
- keep informed about what the Local Authority is doing in relation to SEN

### The Headteacher

Staff responsibility for SEN lies with the Headteacher. The Headteacher has delegated the day to day management of SEN practice to the Inclusion manager.

### SENCo

The Inclusion manager (SENCo) is the lead professional for SEN provision at Park Primary School with responsibility for:

- overseeing the day to day operation of the SEN Policy as SENCo
- maintaining a recording system and coordinating assessment and provision for children with SEN
- ensuring that there is liaison with parents and other professionals in respect of children with SEN, to collate and disseminate relevant information and build effective relationships
- advising and supporting other practitioners in the school
- contributing to the continuing professional development of all staff
- ensuring that Individual Education Plans (IEPs) are in place, with targets that are Small, Measurable, Achievable, Realistic, Timed, Evaluated and Reviewed (SMARTER)
- maintaining awareness of current legislation, documents and research papers and passing on relevant information to staff

### Teaching and non-teaching staff

All teaching and non-teaching staff will be involved in the development of the school's SEN policy and be fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEN. Class teachers are responsible for ensuring that sufficient time is planned into weekly timetables to ensure implementation of intervention strategies for children with SEN.

### **Admission arrangements**

In accordance with the school's Admissions and Accessibility Policies, all children living within the catchment area are entitled to a place at Park Primary School, irrespective of any special educational need.

### **Specialisms and Special facilities**

Park Primary School has experience in supporting children with a variety of needs but does not have a specialist SEN unit, nor do we specialise in any

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one particular area of SEN. However, working with advisory services and specialist teachers, we welcome all pupils with any specific need and endeavour to ensure that appropriate provision is made to cater for them. The entrance is ramped and wheelchair users can access the main parts of the building and the disabled toilet facilities. Further “reasonable adjustments” may be made for a particular child’s need.

### **Section B: Identification, Assessment and Provision**

#### **Allocation of resources**

- A proportion of our budget is allocated for resources, which include identified materials for use to support children with SEN.
- The provision of appropriate additional support is made from the delegated SEN budget.
- We have a range of resources to support children with SEN, these link with the priorities stated in the School Improvement Plan.

#### **Identification, assessment and review**

##### **Identification and assessment**

- We are committed to the early identification and intervention of children who may have SEN.
- More detailed observations are made in a variety of contexts as well as careful monitoring of the curriculum. We obtain information from parents/carers and any other records from previous settings that the children may have attended.
- If further assessment is required we use appropriate screening and assessments to help us to determine the child’s strengths and areas to be developed. We can then identify and implement the appropriate strategies for the child.
- The graduated response, adopted in the school, recognises that there is a continuum of needs. This is recommended in the SEN Code of Practice and is in line with the LA policy.
- Early Intervention (EI): A child who achieving at a level which is slightly below that which is expected may be identified as needing EI. These children will be monitored closely by the class teacher and Teaching Assistant and will be reviewed by the SENCo and teaching staff termly.
- SEN support: A child is placed on the SEN register if they meet the criteria for the category of “SEN support” Additional teaching plans and support will be provided for these children usually including intervention programmes which are additional to and different from the usual curriculum. Further advice and professional support is sought and implemented as is considered necessary for the individual needs

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of the child. If adequate progress is not made after a substantial period of intervention and review, the teacher in consultation with the parents/carers, may conclude that further support and advice is needed. In some cases, outside professionals from health, social services, support services or the education psychological service may be involved with the child. An IEP will be written and agreed with the parents/carers.

- An Individual Partnership Agreement (IPA) may be formulated to record a child's special educational needs and the arrangements that are either being made or proposed. It will provide a summary of information about the child and how that child's needs will be met if the child transfers to another school within Hampshire or other LA. Parents and other professionals will meet to set up the IPA.
- In a very few cases it may be necessary for the school to consider, in consultation with the parents and any outside agencies involved, whether a statutory assessment may be necessary. Parents may also request the LA to make an assessment on their behalf. We use the LA criteria to help make any such decisions. If, in rare cases, the child's needs are considered to be severe and complex, a statement of special educational needs may be issued by the LA. We are making the transition from Statements to Education Health Care Plans following the timetable set out by Hampshire LA.

### Review and Evaluation

- SEN Policy and practice are regularly reviewed to ensure that they are effective.
- Pupil's IEPs are reviewed at least three times a year to ensure that the appropriate targets set provide success for the child and progress is made.
- Evaluations of the School Development Plan regarding SEN are made on a termly basis between the Headteacher and Inclusion manager.

### **Complaints procedure**

We strive to do our best for all children but if there are any concerns we encourage those concerned to approach the class teacher in the first instance, the Inclusion manager, the Headteacher or the SEN Governor and a response will be made as soon as possible.

## **Section C: Partnership within and beyond the School**

### **Staff development**

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- All staff and the Inclusion Manager are involved with further training in line with the priorities identified in the School Development Plan.
- We have staff meetings where SEN issues are discussed. These are related to specific concerns relevant to the needs identified or in ensuring that staff keep up to date with information and legislation.
- The Inclusion Manager attends relevant training and disseminates the details to all the staff as is appropriate. Individuals can access training that is necessary for their professional development.
- There is an induction procedure for NQT's and new staff into the school's policy and procedures for SEN

### **Partnership with parents/carers**

- Parents/carers are notified as soon as possible if we have any concerns and there is always a willingness to listen to issues brought forward for discussion.
- We share information with parents/carers in informal conversations and individual meetings.
- Parents/carers are invited to review meetings to discuss progress and to be involved in setting targets with appropriate intervention strategies to help the child both in school and at home, normally as part of parent consultation evenings.
- We promote a culture of co-operation between parents, schools, LAs and other professionals. This is important in enabling any child with SEN to achieve their full potential.
- We respect the differing needs of parents/carers, such as a disability or communication and linguistic barriers.

### **The voice of the child**

- Children, who are capable of forming views, have the right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the children in school are given due weight according to their age, maturity and capability.
- Pupils participate where possible, in decision making processes.

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- All children at Park Primary have targets set within their workbooks and this applies to children on the SEN register too. We do not overload our SEN children by giving them additional targets. Longer term targets for SEN children are shared between staff and parents.

### **Links with other schools and transfer arrangements**

We will strive to ensure that all information from previous settings has been sought, prior to a new pupil starting at Park Primary School.

We have procedures in place to ensure that transfer arrangements take place with ease and are perceived in a positive light, by all our pupils. We encourage liaison between staff and ensure records contribute to the future planning for the benefit of the pupils.

### **Links with other agencies, organisations and support services**

The school is committed to involving parents/carers whenever it is practically possible. We believe that effective action on behalf of children with SEN depends upon close co-operation between the school and other professionals.

The school is in regular contact with the Educational Psychologist, the Primary Behaviour Service, Speech and Language Therapist, the Locality team and Social Services. We also liaise with the school nurse and medical services. Other specialist external agencies are liaised with as appropriate to the needs of individual pupils.

#### Educational Psychologist

The Educational Psychologist visits the school at least termly and advises and supports the SEN provision in the school. The Educational Psychologist makes diagnostic assessments for individual pupils, supports class teachers with advice and special individual programmes to support learning. They give consultation and feedback to individual parents on SEN issues.

They have represented the SEN Directorate at Annual Reviews and submitted reports for Statutory Assessments.

#### Primary Behaviour Service

The service is available to come into school to work with groups of children and individual pupils and their families. They provide a range of support services which include working with social skills groups, anger management groups, counselling individual pupils with behavioural difficulties, training mid-day supervisors, providing information and advice. They also offer an inreach service at The Hive, for children offering a behaviour and nurture group.

#### Child and Adolescent mental health services (Camhs)

Some pupils may be referred by the school to the Clinical Psychologist within CAMHS. They provide support and counselling and anger management group work. When a clinical psychologist is involved, they may contribute to Statutory Assessments and EHCP Reviews.

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### School Nurse

The school nurse visits school regularly, at least termly. She meets with the Inclusion manager to monitor pupil's needs, give assessment feedback and exchange information. She assesses pupils for sight and hearing, weight and balance.

### Paediatric Consultant

The school nurse can refer pupils to the Community Paediatrician at Frimley Park hospital. They can be assessed for a range of needs and can be diagnosed. They may be referred on to Speech and Language and/or Occupational Therapy, or other specialists who can contribute to assessments of needs.

### Speech & Language Therapist

The Speech and Language Therapist (SALT) is in regular contact with the school and visits regularly to assess pupils, liaise with Inclusion Manager, provide programmes to support pupil's language needs and offer support to class teachers and Teaching Assistants. They may also conduct short programmes of therapy in groups out of school.

### Children and Families Service

The Head, the Inclusion manager and the Family Link worker liaise with children's social services and the Locality team as necessary.

### Occupational Therapist

The Occupational Therapist is in contact with the school as appropriate to the needs of individual pupils. She supports school by giving advice to class teachers, liaising with Inclusion Manager and providing a programme of support exercises as appropriate.

### Parent Partnership Service

This LA service provides free, independent advice, information and guidance to parents about matters relating to special educational needs so they can make informed decisions.

This Policy should be read in conjunction with the:

- Behaviour Policy
- Equal Opportunities Policy
- Restraint Policy
- Assessment Policy

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Inclusion  
Able Child