



Parlaunt Park Primary Academy

Special Educational Needs and Inclusion Policy

Headteacher: Jane Sweeney

SENCO: Manraj Tawana

Inclusion Governor:

Updated: September 2014

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Aims, values and beliefs

Parlaunt Park Primary Academy provides a broad and balanced curriculum for all children and is committed to inclusion. We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. We are committed to giving all of our children every opportunity to achieve the highest of standards. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever

their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for, and the achievement of, different groups of learners:

- Males and females
- minority ethnic and faith groups, Travellers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with special educational or additional needs.
- learners who are disabled
- those who are gifted and talented
- those who are looked after by the Local Authority
- others such as those who are sick; those who are young carers; those who are in families under stress
- any learners who are at risk of disaffection and exclusion

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. Progress is judged against individual starting points as the main indicator.

Aims

To ensure the SEN and Disability Act as well as the SEN Code of Practice and guidance from the Children and Families Act, 2014 are implemented effectively across the school.

To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with special educational needs.

To continually monitor the progress of all pupils, to identify needs as early as possible and to provide appropriate support.

To provide full access to the curriculum through differentiated planning by class teachers, SENCo, and support staff as appropriate.

To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those pupils recorded as having SEN.

To ensure that pupils with SEN are perceived positively by all members of the school community, and that SEN and inclusive provision is positively valued and accessed by staff, parents/carers.

To enable children to make transition from the school well equipped in the basic skills of literacy, numeracy and social independence, depending on their level of development, in

order to meet the demands of secondary school life and learning.

To involve parents/carers at every stage in the 'assess, plan, do and review' cycle to meet their child's special needs.

To work within the guidance provided in the SEND Code of Practice, 2014 and operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.

A Definition of Special Educational Needs

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her (SEND Code of Practice, 2014)

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
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions
- is under compulsory school age and falls within the definition of the above descriptors or would do so if special education provision was not made for them (section 20 Children and Families Act, 2014)

Identification of children who need support

The school acknowledges that pupils' needs fall into four general areas:

1. Communication and Interaction,
2. Cognition and Learning,
3. Social, Emotional and Mental Health difficulty
4. Sensory and/or Physical Needs.

The importance of identifying a child with Special Needs early in his/her education is crucial. The earlier action is taken to support individuals, the more responsive a child is likely to be.

At Parlaunt Park Primary Academy, children are identified as having a Special Need through a variety of ways. These include:

- Information gained through meetings with the child's previous setting.

- Concerns raised by a parent/carer.
- Significantly lower than expected levels of achievement.
- Concerns raised by a member of staff such as unusual behaviour or poor academic results.
- Information gained through meeting with other professionals that might be in contact with the child such as a health or medical practitioner, physiotherapist, speech therapist or pediatrician.

Once a child has been identified as having a Special Educational Need, the school follows the graduated approach as set out in the SEND Code of Practice, 2014 (paragraph 6.44) in order to remove the barriers to learning for that child.

The Graduated Approach

High quality teaching, differentiated for individual children is the first step in responding to pupils who have been identified as having a Special Educational Need.

If the class teacher still has concerns about the child's lack of attainment and/or progress despite 'quality first teaching' input, a consultation is arranged with either the SENCO the class teacher, parent/carer and the child (where appropriate) in order to gather further information and consider whether special educational provision is required.

Starting with the desired outcomes for the child, this meeting should determine the support that is required and if it can be provided by adapting the school's available resources or whether additional or external support is required.

The level of support given is continually reviewed through a process of assessing the child's progress, planning for future learning, providing the necessary support and then measuring the impact of this and considering whether changes need to be made. The parent/carers and the child (where appropriate) are actively involved in each part of this process.

While the majority of children will have their special educational needs met as part of this four stage process, some may require further assessment to determine whether it is necessary for the local authority to make provision through an Education, Health and Care Plan (formerly known as a Statement of Special Educational Needs).

For those children who have an Education, Health and Care Plan, a review involving the parent/carers and the child will be held (either annually or bi-annually according to the child's age) at the school to discuss outcomes, provision and progress.

Support for Children with special educational needs

The school supports these children through:

- Support for behaviour
- Bespoke, individual support through specific programmes or interventions
- Support for health needs
- Small group work

- Specialist teaching groups.

Working in Partnership with Parents/Carers

Parlaunt Park Primary Academy promotes a culture of co-operation between parents/carers and school.

We believe that children do their best when staff and parents/carers work together. Parents/carers have a unique knowledge of their child and we encourage them to share this knowledge with the class teacher.

We keep parents informed at each stage of intervention and provide clear information relating to the education of children with special educational needs. The class teacher, SENCO will meet with parents/carers on a termly basis.

Pupil Participation

Children are encouraged to share their views either verbally or non-verbally using appropriate methods to suit communication needs. They have a right to receive and make known information, to express an opinion and have that opinion taken into account. Whenever appropriate, children's opinions and views will be sought and they will be encouraged to take an active part in decision making, at all levels, including planning and reviewing their learning journey.

Roles and Responsibilities

Governors

- A named governor to have regard to the SEND Code of Practice, 2014 and have responsibility for the implementation of the Special Educational Needs and Inclusion policy in the school.
- To ensure that arrangements are in place to support pupils at school with medical conditions.
- To publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others and the facilities provided to assist access of disabled children.
- To ensure that an appropriate proportion of school resources and funds are allocated to special needs provision.
- To liaise regularly with the SENCO and I

Headteacher

- To take overall responsibility for the implementation of and compliance with the SEND reforms.
- To ensure a process is in place for involving parents and children in reviewing provision and planning for children identified as having special educational needs.
- To keep the Executive Principal, Local Governing Body and The Langley Academy Trust informed of the school's special needs provision.

- To liaise regularly with the SENCO

SENCo

- To oversee the day-to-day operation of the school's SEN and Inclusion policy in accordance with the SEND Code of Practice, 2014, in liaison with the Headteacher.
- To co-ordinate provision for children with Special Educational Needs.
- To advise on the graduated approach to SEN support and the use of appropriate interventions and strategies.
- To liaise regularly with parents of children with SEN to discuss needs and progress.
- To provide relevant opportunities for staff Inset and continued professional development.
- To link with other education settings and outside agencies.
- To advise teaching and support staff on the teaching and assessment of children with special needs.
- To attend Inset and appropriate courses.
- To ensure that SEN records are up to date.
- To teach individuals and small groups using appropriate, multi-sensory methods.
- To deal with all transfers of children with special educational needs into secondary school and/or other education settings.

Class Teacher

- To be clear about the desired outcomes from any SEN support.
- To liaise with the SENCO to evaluate the quality and efficacy of support for those children with SEN.
- To have high aspirations for every child and set clear progress targets for them to help them achieve.
- To involve parents and children in the planning and reviewing process by seeking their views and providing regular updates.
- To make themselves aware of and act within the school's Special Needs and Inclusion policy.
- To be responsible for meeting Special Educational Needs for the children in their care.
- To keep detailed, accurate records about individuals.
- To meet with appropriate professionals as necessary to support the educational development of the children with identified SEN within their class.

Teaching Assistant

- To be involved in the whole school approach to SEN and work in close partnership with the class teacher and the SENCO.
- To carry out activities and learning programmes planned by the class teacher and the SENCO
- To keep records of work as requested.

- To effectively support those children with SEN in class or by withdrawing individuals and small groups as required
- To attend Inset and courses where appropriate.
- To be aware of the school's SEN and Inclusion Policy.
- To meet with parents and appropriate professionals as necessary to support the educational development of the children with identified SEN within their care.

Parents/Carers

- To ensure their child's regular school attendance.
- To inform the school of any concerns or problems.
- To support their child's learning at home.
- To attend meetings convened to discuss progress or determine next step provision for their child

Facilities and Access

The school has been adapted to accommodate children with a physical disability. The car park has a designated disabled parking space with easy access to the school. The entrance to the main school building has doors that can be opened to allow wheelchair access. There is a purpose built disabled toilet in each of the buildings. The main building has shower facilities.

Disability Equality and Trips

Parlaunt Park Primary Academy tries to make all school visits and journeys inclusive by planning carefully for all children in advance, ensuring that locations visited are accessible. Risk assessments are carried out for all trips.

All children are welcome at After School activities. For those children who require 1:1 support in order to take part in an activity, a 'Needs Analysis' would be completed and discussed with parents.

Resources

Our most valuable resources are our teaching assistants and teachers. Learning Support Assistants will be deployed within class settings as appropriate as well as the class teacher to support children's learning needs.

Those children who have an Education, Health and Care Plan have a designated teaching assistant to support their specific needs.

Additional support is also provided by the SENCO and members of School Leadership Team.

Working Partnerships with External Agencies

There may be occasions when we require advice from other professionals. We will discuss this fully with parents/carers before contacting any agencies.

Our partnerships include:

- Educational Psychology Service
- Autism Outreach Service
- Social Emotional Behaviour Difficulties Outreach Service (SEBDOS)
- Speech Therapy Service
- Sensory Consortium Service
- Physiotherapy and Occupational Therapy Service
- School Nurse
- Parent Partnership
- Social Services
- Attendance Officer
- Learning Difficulties and Disabilities Service

Transition Arrangements

Transition between year groups:

Children with Special Needs are prepared for transition to a new year group through frequent visits to the new class during the summer term.

In addition to this, children with an Education, Health and Care Plan, plus those pupils identified as having needs linked to change eg ASD, anxiety, are given a transition booklet made specifically with the individual child in mind. The booklet is written as a social story that can be read over the summer break.

Teachers meet with the receiving teacher in the summer term to pass on information. In September teachers meet with the SENCO to discuss individual pupils' needs and to transfer SEN files, IEPs and reports from outside agencies.

Transition to Secondary School:

The school will follow the Local Authority transfer arrangements to secondary schools.

Secondary staff are invited to the final annual review of a child with an Education, Health and Care Plan.

The SENCO meet with secondary staff to discuss all children with special needs prior to transfer. The SENCO can arrange additional visits to the secondary school for children prior to transfer.

All documentation and information will be forwarded for any child transferring to another school before the end of year six.

We are in the process of developing a One Page Pupil Profile in which all strengths, needs, differences and special arrangements are documented for all pupils with Education, Health and Care Plans.

The Profiles are updated annually and handed to relevant members of school staff in preparation for the new academic year.

Staff Development and Training

We recognise the value of on-going training and endeavor to keep abreast of current practice and thinking by attending courses and taking part in In-Service Training.

Admission Arrangements

We welcome all children irrespective of need – physical, intellectual, social and emotional – as long as we are confident that the school can provide a quality educational experience which is effective in meeting their particular needs as well as the efficient use of the Trust's resources to meet the needs of all children in the school. This would be agreed upon in consultation with parents, outside agencies, the school and the Local Authority.

Dealing with Complaints

If a parent wishes to raise a complaint about the provision or the policy, they should, in the first instance, raise it with the SENCO who will try to resolve the situation.

Any issues that remain unresolved at this stage will be managed according to the school's Complaints Policy. This is available on request, from the school.

Review Date: July 2017