



SEN Policy

Pallister Park Primary School

September 2015

Contents

Policy Review

Policy will be reviewed annually and discussed with SLT and Governors.

Aims

As outlined in the *SEND Code of Practice, 2014*,

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives

A pupil has Special Educational Needs where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age and is within the four broad areas of need.

- communication and interaction
- cognition and learning,
- social, emotional and mental health difficulty
- sensory and or physical need

Our objectives are;

1. To identify and provide support for pupils who have SEN and additional needs
2. To work within the guidance provided in the SEND Code of Practice 2014
3. To provide an environment whereby a child has the opportunity to make progress academically, socially and physically as part of a mainstream school
4. To create a support structure to enable individuals to achieve

The role of the SEN Co-ordinator

The Special Educational Needs Co-ordinator for Pallister Park Primary School is [Mrs Heather Adams](#), (NASENCo Award) and also a nominated teacher for Child Protection (CP), Looked After Children (LAC) and a member of the Senior Leadership Team (SLT).

The SENCo will:

- Work in conjunction with staff to identify and monitor children who have SEN
- Attend termly meetings with each year group to review progress
- Oversee the SEN records of all children on the SEN register
- Arrange for assessment, where appropriate and ensure parents are informed
- Liaise with external agencies e.g Educational Psychologist, Health and Social Services
- Work with Head Teacher, SLT and SEN Governor evaluating information and informing them of any issues

Identification, assessment and provision for pupils with SEN

In the continuous cycle of planning, teaching and assessment, teachers and support staff make regular judgements about children's performance in relation to national expectation. These judgements will be discussed at *Pupil Progress Meetings* and the termly *Vulnerable Pupil Review meetings*.

We also identify SEN needs through;

- information directly given by parents
- data gathered from in school assessments
- recommendations from other professionals; Health and Social Care

There should not be an assumption that all children progress at the same rate, a judgement has to be made in each case as to what is reasonable for each child to achieve. Where progress is not adequate it will be necessary to take some additional or different action to enable the pupil to learn more effectively.

Levels of identification of SEN need;

<i>Level</i>	<i>Triggers</i>	<i>Process</i>
Monitor	<p>If a child has been identified by the Class teacher and year group team as failing to make progress they will monitor the child (Assess-plan-do-review cycle).</p> <p>Discussions will be held at <i>Pupil Progress meetings</i> and <i>Vulnerable Pupil Reviews</i>.</p>	<ul style="list-style-type: none"> • Areas of difficulty will be established • <i>Discussions with parents</i> • Some strategies and differentiation of the curriculum will be initiated • Wave 1 interventions
Vulnerable Pupil	<p>As above but the cause of lack of progress is believed to be due to;</p> <ul style="list-style-type: none"> • poor attendance and punctuality • LAC • medical needs • behaviour issues 	<ul style="list-style-type: none"> • Vulnerable Pupil Support Team will discuss support with team around the child and parents. Support may include; • Parent support • Play Therapy • CAF • Behaviour contracts
SEN Need	<p>After a period of monitoring, If a child;</p> <ul style="list-style-type: none"> • continues to make little or no progress over a longer period, • is working at curriculum levels substantially below that expected of a child of a similar age • has sensory or physical needs and requires specialist equipment or regular advice or visits a specialist service 	<ul style="list-style-type: none"> • Specific targeted support will be initiated • Further assessments may be arranged • Referral to outside agencies e.g Educational Psychologist • Wave 2 interventions

	<ul style="list-style-type: none"> • has on-going communication or interaction difficulties which cause substantial barriers to learning. <p>Even when teaching approaches are particularly targeted, in discussion with parents, they may be placed on the SEN register.</p>	
EHCP	<p>If a child;</p> <ul style="list-style-type: none"> • continues to make little or no progress over a longer period, • is working at curriculum levels substantially below that expected of a child of a similar age • has sensory or physical needs and requires specialist equipment or regular advice or visits a specialist service • has on-going communication or interaction difficulties which cause substantial barriers to learning. <p>It may be decided in discussion with parents and multi-agency meetings that there is a need to apply for EHCP.</p>	<ul style="list-style-type: none"> • Plan and track targets • Work with support services • Work with parents

Vulnerable Pupil Review Meetings

Each term a meeting is held by the SENCO with every year group team to discuss the progress of children identified as having additional needs. Individuals and groups of children will be targeted for specific interventions to help raise their attainment. (see Intervention strategies) Discussions are shared on progress and any continuing concerns where the SENCO offers advice and support. Discussions are also held with parents to detail interventions that their child is having in school and additional meetings are held with the SENCO to discuss progress where necessary.

Teachers also discuss progress in [Pupil Progress Meetings](#) and any concerns over individuals are discussed again with the SENCO to see if additional support is to be implemented. Assessments are carried out throughout the year which informs these meetings and targets are put in place for individuals.

Specific [SEND Support Plans](#) may be put in place for individual children with specific additional needs, such as:

- Physical aids/interventions
- Visual/Hearing impairments
- Behaviour contracts
- ASD 1:1 support
- Medical needs

Targets are reviewed and evaluated and progress monitored. If a child is seen to be making progress in line with peers they will continue to receive support, where needed, but

discussions will take place with the class teacher and parents, as to if they need to remain on the SEN register.

Monitoring

The SENCO evaluates the school's SEN provision as part of the School Improvement Plan. Regular meetings are held between the SENCO, Head teacher and Vulnerable Pupil Support Team. The Designated Governor is kept informed about SEN developments at governors meetings and on visits round the school.

The SENCo is given half-day release each week and will spend some of the time monitoring teachers planning and delivery of maths and English in relation to targets and progress.

Intervention strategies to support children with SEN

The school organisation allows for each year group to have a 'team around the child' with 3 teachers and 2 teaching assistants. Work is differentiated and groups are supported at the appropriate levels to provide specific, targeted interventions. As is highlighted below, there are numerous strategies that are used throughout the school. There is also flexibility to provide support across year groups if it would benefit an individual child or group.

Quality First Teaching	Daily in-class support with TA Small group maths and English support ALS ELS Rainbow Readers 1:1 tuition BLAST Direct Phonics Numeracy Interventions Speech and Language Therapy ELS
Wave 2	Vulnerable Support Manager Read Write Inc Outreach Support SENCo support CAMHs Play Therapy
Wave 3	Educational Psychologist Hearing/ Visual Services Overfields Speech and Language Occupational Therapy

Supporting pupils with medical conditions

Pallister Park Primary School recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case schools will comply with its duties under the Equality Act 2010.

Supporting pupils with disabilities

Not all children with disabilities have SEN, many pupils will learn alongside their peers with little need for extra resources beyond that of a hearing aid, equipment to aid vision or a wheel chair. Teachers must however take action in their planning to ensure that these pupils are enabled to participate as fully as possible within the Curriculum and assessment arrangements.

Facilities currently in school are; disabled toilet and shower, hand rails near stairs.

English as an additional language (EAL)

Children with limited English do not necessarily have SEN. If a child is experiencing difficulties with appear to be more than language based then school will arrange for assessments to be carried out to establish whether or not they have learning difficulties.

Training

The SENCO will keep staff updated on any changes concerning SEN and encourage personal development in this field.

SENCO will budget appropriately for SEN priorities outlined in the School Improvement Plan.

As part of the Middlesbrough Schools Teaching Alliance, Pallister Park continues to be part of the SEN Network, having access to training and support from schools in the alliance.

Partnership with parents

The school will endeavour to;

- Provide clear and accurate information about the child's SEN and purpose of any assessment, targets or intervention
- Ensure that parents have the opportunity to talk with SENCO, Vulnerable Pupil Support Manager and other professionals so that they understand the agreed outcomes of any intervention and how they can be a partner in working towards their child's targets
- Outline provision in the Local Offer [[Appendix 1](#)]
- Inform parents before involving outside agencies for additional advice or assessments

Arrangements for considering complaints about SEN provision within school

Initially, complaints should be discussed with the class teacher.

Depending on the outcome of the meeting the SENCO should be informed or Head Teacher.

If no agreement can be arrived at the parent can then approach the school's named governor with responsibility for the monitoring of the schools SEN policy. They would also be given the name of the LEA identified/nominated person who have been trained to help them deal with their problem, or the Parent Partnership Service.

It is hoped, however, that matters can be dealt with within the school domain.

Appendix 1

The Local Offer



School Name:	Pallister Park Primary School	Middlesbrough																		
Type of School:	Mainstream																			
Accessibility:	Fully wheelchair accessible	Main Building No Nursery Yes																		
	Auditory/Visual enhancements	No																		
	Disabled toilet	Yes																		
Core Offer:	<p><i>Are you currently able to deliver your core offer consistently across all areas of your school?</i></p> <ul style="list-style-type: none"> We have 3 teachers per year group to provide targeted support for small groups in all areas of the curriculum. Vulnerable Pupil Support Manager consistently works with children and their families providing targeted support Social Worker allocated to our school to ensure consistency between agencies 																			
Policies	<i>Are the schools policies available on its website for:</i>	<table border="1"> <tr><td>SEND</td><td>Yes</td></tr> <tr><td>Behaviour</td><td>Yes</td></tr> <tr><td>Safeguarding</td><td>Yes</td></tr> <tr><td>Charging</td><td>yes</td></tr> <tr><td>Data Protection</td><td>yes</td></tr> <tr><td>Anti-Bullying</td><td>yes</td></tr> <tr><td>Equality</td><td>yes</td></tr> <tr><td>Whistleblowing</td><td>yes</td></tr> <tr><td>The Local Offer</td><td>yes</td></tr> </table>	SEND	Yes	Behaviour	Yes	Safeguarding	Yes	Charging	yes	Data Protection	yes	Anti-Bullying	yes	Equality	yes	Whistleblowing	yes	The Local Offer	yes
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Range of Provision	<p><i>General support offered consistently in school:</i></p> <ul style="list-style-type: none"> Small group support Read Write Inc Letters and sounds 1:1 Reading support 	<p><i>More specific support:</i></p> <ul style="list-style-type: none"> BLAST Play Therapy Direct Phonics Play Room 																		
Inclusion	<p><i>How do you promote inclusion within your school?</i></p> <p>Lessons are as inclusive as possible, with adjustments made depending on need.</p> <p>Children with disabilities are included on all school visits.</p>	<p><i>What proportion of children currently have SEND?</i></p> <p>20%</p>																		
Parent Support	<p><i>How do you involve/support the parents of children with a SEND regarding identifying and meeting their needs. How do you communicate their progress and areas of difficulty?</i></p> <p>Children with SEND work closely with SENCo, Vulnerable Pupil Support Manager and outside agencies.</p> <p>At Parents evenings each term progress is discussed and opportunities to have further meetings with SENCo are offered. Written reports are also provided in the summer term. Specific plans are also in place for individuals with home/school planners.</p> <p>Parents training/learning events will be held where necessary</p>																			
Specialisms	<p>Vulnerable Pupils Family Support LAC</p>																			

	PE	
Staff Training	<i>Whole staff:</i> Child Protection Autism in the Classroom Team Teach Monitoring Vulnerable Pupils Letters and Sounds	<i>Individuals:</i> Designated Teacher Training Behaviour Management ELKLAN LAC Asthma Training Play therapy Makaton Read Write Inc BLAST ELS
Specialist Services accessed by school	Educational Psychologist CAMHs Physiotherapists/ Occupational therapists Speech and Language Therapists Specialist teaching Service Beverly Outreach Playing for Real School Nurse REACH	Forget-me-knot, bereavement support Daisychain/ MAIN, ASD support Young Carers Harbour Barnardos Fire Brigade – fire started intervention
Completed by:	H Adams , Vulnerable Pupil Coordinator/SENCo	Update due: September 2015

1a. How does the school identify children with special educational needs?

- Information directly given by parents
- Vulnerable Pupil Review meetings held in school with SENCo and Year Group Teams
- Pupil Progress Meetings and data gathered from in school assessments
- Direct recommendations from other professionals; Health and Social Care
- If required the school will bring in external professionals to further assess and give recommendations for appropriate provision.

1b. How do we involve parents in planning for those needs?

- Discussions held at Parents Evenings
- Meetings held with the SENCo
- For students with an EHC meet with parents at parents evenings, annual reviews and throughout the year
- Involvement in meetings with other professionals

2a. Who in school will support my child and how will this be monitored?

- SENCO will have overall charge of all students on the SEND register and will oversee monitoring and evaluation of progress and provision;

- All teachers at Pallister Park Primary School have a responsibility for the teaching, monitoring and evaluating of students with SEND. This is the first principle of the New Code of Practice;
- Students who are registered as SEN support, in line with the SEN code of practice 2014, will have termly planning and evaluation meetings with yourselves and the student to oversee the plan, monitor progress and evaluate any interventions.
- Students with an EHC (statement) will have their progress and reviews with SENCO;
- Quality first teaching is supported by a team of support staff who have differing roles. However, always central to this is breaking down barriers to learning and helping SEN students to move forward with their learning and progress.

2b. How are decisions made about the type and amount of provision a young person will need?

- From talking to parents and the student (where age appropriate) to understand and establish what they see as the priority;
- Decisions are based on quality evidence the school has collected: both data evidence and that from talking to everyone involved in teaching a student;
- Decisions will also be based on the advice from any other professionals who have been working with or assessing a student;
- The amount of provision is decided in line with the needs of the student; for example this could be a short term programme of work such as a half term of input on a specific area of need or longer term in-class support;
- Effectiveness of any intervention will be monitored throughout with a full evaluation at the end or at review points to ascertain progress towards objectives;

3. Curriculum:

- Overall curriculum structure is directed by the government and the National Curriculum;
- All students have an entitlement to study a full curriculum;
- Differentiation is the responsibility of all teachers. Informed by the data and information on each student, subject teachers plan for and deliver using different styles of teaching and meeting individual needs through a range of strategies;
- Especially within core subjects groups are set within ability bands and this leads to differentiation to the levels students are working at using quality first teaching and ensuring that targets are stretching and attainable.

6. Overall Well-being:

- Vulnerable Pupil Support Manager. This is a non-teaching member of staff who is the day-to-day contact for parents and students in all areas of need. She will provide support for pupils and parents where needed.

- Mentors are used in school to work with individual children who may need additional support.

7. What specialist services and expertise are available at or accessed by the school?

Pallister Park Primary School has a wealth of expertise from its staff over and above the qualifications needed for their jobs.

Specialist services are often used when the need arises and the school feels it needs more support or advice to ensure a student makes best progress.

8. Staff Training Priorities within the School:

All staff are either teachers of, or are supporting students with SEND.

Pallister Park Primary School therefore values staff training and ensures that full staff training programmes are in place as well as those for individual staff where appropriate. Future planned training and disability awareness:

- Full staff SEN Code of Practice 2014 Implementation
- Further Autism training
- Updated Dyslexia training
- Asthma training

9. Activities Outside of school:

- There are a large and varied number of out of school activities for all students to participate in;
- Pallister Park Primary is a fully inclusive school and puts in place the support a student needs in order for them to join in with their peers in their chosen activity. This may include extra staffing, specialist staff and or equipment;
- Staff who are arranging an offsite trip will discuss with parents and the SEND staff the requirements needed and the suitability of any trip which the school is putting on;
- We will not stop any student from going on a trip due to their special educational need and or disability if the trip is suitable for the child and their safety and the safety of others is not compromised (Equality Act 2012);

10. How is Transition planned and managed by the school?

Transition from Primary to Secondary School:

- Parents and students in Year 5 and 6 are invited to visit the school in September each year;
- There are parent meetings in the summer term for Year 5 students at targeted primary schools;
- On-going primary visits to school for different activities. These ensure that the primary students begin to be more comfortable and knowledgeable about the school;
- Information gathered from parents by SEND staff;

- Talks with the primary schools begin in Year 6 and for those with an EHC the SENCO attends their review;
- Once a place has been confirmed the SENCO liaises with parents and the primary school;
- A transition plan is put in place on their advice which could include early visits;
- A mentor might be put in place as a familiar adult to help with transition;

11a. How are the school resources allocated and matched to the young person's special educational needs?

- All resources are allocated to and matched using the extensive data that the school holds about each student;
- This includes planning for these interventions with parents and students.

11b. How is the SEND budget allocated?

Pallister Park has a number of different SEND provisions and interventions which are matched to the young person's special educational needs financed through the SEND budget.