



# **SEN Policy**

## **POLICY FOR SPECIAL EDUCATIONAL NEEDS**

At Park View Primary School we recognise that our children are at the centre of our work and that the school exists for them. All members of our school community should be respected, feel valued, and value others. With this in mind, we work hard to identify and remove all barriers that may impede our children in meeting their true potential and to create a culture that works to remove prejudices and increase understanding in relation to people with disabilities.

We recognise that the needs of our children are wide and varied. Some of our children may require extra help and support throughout their time in school, whilst others may need a little extra support for a short period to help to overcome more temporary difficulties. Person centred planning is at the heart of Special Educational Needs at Park View.

### **Roles and Responsibilities**

#### **The Governors**

The responsibility for Special Educational Needs has been delegated to Councillor Mrs Andrea Simpson of the Governing Body, and the Special Educational Needs Co-ordinator meets every half term to provide regular reports and updates on Special Educational Needs issues in the school to the Governing Body.

#### **Class Teachers**

The class teacher is responsible for the child with Special Educational Needs within his/her class and close liaison with the Special Educational Needs Co-ordinator and Classroom Assistants is of paramount importance. It is by liaising with these members of staff that a workable and manageable programme of work can be set up and implemented, and as the responsibility for the child's work ultimately rests with the Class Teacher it is vital that he/she should manage the plan of action, even though this may be implemented by other members of staff.

#### **The Special Needs Co-ordinator**

The Special Needs Co-ordinator (SENCO) must be a qualified teacher and hold the National Award in Special Educational Needs Co –ordination within three years of appointment.

At Park View our SENCO is Mrs Sue Parkinson-Wood. As of December 2015 she holds the NASENco award.

Mrs Parkinson-Wood has day –to –day responsibility for the operation of SEN policy, and co-ordination of specific provision made to support individual children with SEN, including those who have Statements of Educational Needs and Education Health and Care Plans. Mrs Parkinson-Wood works closely with staff, parents and other agencies to ensure that pupils

## **Identification**

Class teachers, supported by the SENCO and senior leadership team, will make regular assessments of progress for all children. Pupil Progress meetings are held on a termly basis with the SENCO and senior management team. We will look for children who are making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- Is significantly slower than that of their peers starting at the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

This can also include progress in areas other than attainment for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to high school and beyond.

For some children SEN can be identified at an early age. However, for other children, difficulties become only as they develop. At Park View we are pro-active and alert to emerging difficulties and respond early. The class teacher and SENCO begin to gather evidence early, including the views of the parents and child we believe it is very important to listen to the parents' concerns as they know their children best.

If a child is identified as needing extra help, the class teacher will meet with the parent to discuss the needs of the child. A parental interview form will be filled in. Targets and provision will be agreed and then reviewed with the parents, child and class teacher on a termly basis. A learning support plan MAY be written at this time.

At Park View School:

At Park View, Person Centred Planning is practised and at all times the views of parents and children is actively sought.

The SENCO ensures that three termly meetings are held to review Learning Support Plans and provision. The purpose of these meetings is to find out what is working and what is not. Targets and provision are discussed and altered accordingly. The child, their parents, Class Teacher and SSA will all be involved in the meeting.

The SENCO ensures that the following information is easily accessible to staff  
The school's SEN policy on the P-drive and school website.

Information about all pupils identified with SEND in each class is kept in the Red class file. The class teacher and SENCO will keep this information up to date and the file will be passed up the school to each receiving teacher.

Children's files or folder will be kept securely in the SEN Base (Rainbow Room) in year order. A dated action sheet is kept in each child's file or folder.

## **The Education and Healthcare Plan**

The Education and Healthcare plan replaces the Statement of Educational Needs. From September 2014 any child who is formally assessed by the LEA will receive an EHC. Those children who currently have a Statement of Educational Needs will be transferred over to an EHC before September 2018.

The Educational Health Care Plan process is explained in Appendix 2.

## **Assessment**

Effective assessment and record keeping is essential in order to support the child with Special Educational Needs.

For those children who we identify as having SEN, regular and rigorous assessment by the class teacher is very important. Some children will be assessed by using P Scales, while others will be assessed by using National Curriculum Bands. WRATs tests are also used to assess progress with specific interventions.

If a particular intervention is shown not to be effective for the child/children, another intervention will be run instead.

Children who have a Statement of Special Educational Needs/Education and Health Care Plan will have a termly meeting with class teacher, parents, SSA and SENCO to discuss progress. In addition to this they will have two formal parents' evenings and a written report. Learning Support Plans (LSP) are also used to set targets and assess progress on a termly basis, based on the Assess, Plan ,Do ,Review cycle.

Parents will receive a copy to sign and keep and the LSP will be shared with the child. Where possible the child will be involved with setting their own targets.

## **Categories of Special Educational Need**

The SEN Code of Practice 2014 identifies four broad areas of need. This is not to label children, but to work out what best action for the class teacher and SENCO to take.

### **Communication and Interaction**

By this we mean those children whose speech, language and communication needs have difficulty communicating with others. (SLCN).The profile for every child with SCLN is different with one child having difficulty with some or all aspects of speech, while others have difficulty with one.

Children with Autistic Spectrum Disorder (ASD) , including Asberger's Syndrome and Autism are likely to have particular difficulties with social interaction.

### **Cognition and Learning**

When children learn at a slower pace than their peers, even when their work is differentiated, extra support may be required. These children are identified by the class teacher and through the termly pupil progress meetings.

Learning difficulties cover a wide range of needs including moderate learning difficulty (MLD) severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD).

Specific learning difficulties (SpLD) affect one or more specific aspects of learning.

This encompasses a wide range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **Social, emotional and mental health difficulties**

At Park View we build relationships with our children so that if a child is becoming withdrawn or isolated ; or is displaying challenging disruptive behaviour or disturbing behaviour we notice and take steps to help them. We recognise that these behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

## **Sensory and /or physical needs**

Some of our children with a physical disability (PD) Vision impairment (VI) or hearing impairment (HI) will need additional support and equipment to access all the opportunities available to their peers. The SENCO liaises with relevant outside agencies to ensure that the necessary equipment and adjustments are made in anticipation of need and are ongoing.

Children with physical difficulties may require support from the Local Authority Sensory Support Team or from other agencies such as Physiotherapist or Occupational Therapists, and it is recognised that close liaison and co-operation should be maintained with the appropriate agencies for the child concerned to be integrated as fully as possible into the school.

### **Admission Arrangements**

Park View strives to be a fully inclusive school and will make reasonable adjustments to accommodate all children. It acknowledges the range of issues, particularly in relation to the nature of the school site, that need to be taken into account in the process of development to become fully inclusive. All pupils are welcome, including those with SEN, in accordance with the LEA's admissions policy which can be found on the schools' website.

### **Arrangements for complaints**

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with the class teacher in the first instance. Anyone who feels unable to talk to the teacher, or who is not satisfied with the teacher's comments, should ask to speak to the SENCo. If a resolution cannot be achieved the matter will then be considered by a member of the Senior Leadership Team. A mutually agreed appointment can then be made to allow appropriate time for a full discussion to take place.

In the event of a formal complaint, parents are advised to follow the school's complaints procedure.

### **Partnership with Parents**

This policy was written with input from parents, governors, teachers and the SENCO. An invitation to all parents to become involved was posted on the website. Park View has been awarded Leading Parent Partnership status because of the excellence of our work with parents. This is based on our experience of the success of early intervention, leading parenting courses and helping parents to support their children to access and get optimum benefit from school.

Advice and support can also be tailored to meet the needs of individual families and children including supporting families dealing with mental health issues and SEN.

At Park View, Person Centred Planning is practised and at all times the views of parents and children is actively sought. When preparing for an Education healthcare plan parents are closely involved with the process and their views along with their child's are very important.

A yearly SEND open evening is held by the school and all parents are invited to attend.

At all stages the involvement of parents is of great importance. Whenever a parent registers concern about their child it is essential that whoever the parent has spoken to completes a Parental Interview Form. This is then passed to the Special Educational Needs Co-ordinator and, if necessary, action is taken to address the concerns of the parent, and the interview form is placed in the child's file. When discussing a child with Special Educational Needs with his/her parents it is important that strengths as well as weaknesses are discussed, and that where suggestions are made as to how the parent can help at home that these are specific rather than general. All parties should leave the meeting clear both about the action to be taken and about how the outcomes will be monitored and reviewed. Our focus should be on how to tackle shared concerns, and we should endeavour not to allow anyone to feel that they are being blamed, whether this be parent, teacher or child. Parents must always be consulted before outside agencies are involved, and their permission for such involvement needs to be obtained. Parents have the right to access any records of their child's progress, and are encouraged to contribute to these records if appropriate.

Parents' Evenings are held twice a year in the Autumn and Spring terms, and parents are welcome to visit the school, or arrange meetings at other times, to discuss any aspect of their child's progress with the class teacher, Head Teacher or SENCo. Leaflets about SEN provision in Bury and the school's SEN policy are available in school and on the school's website.

Bury Parent Partnership Service provides a range of support for parents of pupils with SEN, particularly for those parents whose children are undergoing the statementing process.

### **The Voice of the Child**

Person Centred Planning ensures all pupils are in making decisions where possible right from the start of their education. The ways in which pupils are encouraged to participate should reflect the pupil's evolving maturity. Participation in education is a process that will necessitate all pupils being given the opportunity to make choices and to understand that their views matter. Confident young pupils, who know that their opinions will be valued and who can practice making choices, will be more secure and effective pupils during the school years.

At Park View School, we encourage pupils to participate in their learning by:

Preparing for and attending Annual Reviews

Contributing and setting targets on their Learning Support Plan

Talking to SSAs and teachers about their learning

Class, school and individual award systems

### **Working with other schools**

All of our children who have a Statement of Educational Need or EHC will have an enhanced transition to high school. The SENCO works very closely with the receiving high school to arrange extra escorted visits, opportunities to meet with staff and discuss the needs of the individual children.

For some children without an EHC or a Statement of Educational Need the transfer to high school can be very stressful. In these cases the SENCO contacts the receiving school and the child then has the same personalised transfer as those children with an ECH or a Statement of Educational need.

### **Implementation**

The Special Educational Needs Co-ordinator will work with parents, pupils, governors and staff to evaluate our effectiveness in meeting Special Educational Needs. On the basis of this evaluation she will put before governors an annual plan for school development. The action plan will cover staffing arrangements, resources, staff development and new ways of working. The plan will clearly set out who is to do what, by when.

**DATE: October 2018**

**REVIEW DATE: October 2021**



## Appendix 1

### Acronyms

SEN Special Educational Needs

SENCO Special Educational Needs Co-Ordinator

NASENco National Association of Special Educational Needs Co-Ordinators

SEND Special Educational Needs

SSA Special Support Assistant

LSP Learning Support Plan

LEA Local Education Authority

### P Scales

WRAT Wide range Achievement Test

EHC Education Health Care Plan

ASD Children with Autistic Spectrum Disorder.

SLCN Children whose speech, language and communication needs have difficulty communicating with others.

PD Children with a physical disability

VI Children with a Vision impairment

HI Children with a hearing impairment

MLD Children with a moderate learning difficulty (MLD)

SLD Children with severe learning difficulties.

PMLD Children with profound and multiple learning difficulties.

SpLD Children with a specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.