



Parklands Community Primary School

Special Educational Needs Policy

Date of approval: 29th March 2023

Review Date: Spring 2024

Review by: Full Governing Body

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Section 1 – Contacts

Who can I contact for further information?

School staff can be contacted in the following ways:

Address: Parklands Community Primary School, Durnford Close, Chichester, West Sussex. PO19 3AG

Telephone: 01243 788630

Email:

Headteacher	Katie Jarvis, Ali Powell	head@parklands.school
KS2 Assistant Head Teacher	Mrs Alison Sole	ks2assistanthead@parklands.school
KS1 Assistant Head Teacher	Mrs Annette Thompson	ks1assistanthead@parklands.school
KS2 & SSC SENCo	Mrs Natasha Bright	nbrightsenco@parklands.school
KS1 SENCo	Mrs Jessica Powell	jpowellsenco@parklands.school
Class Teachers:		office@parklands.school

The SENCos have both completed the National Award for Special Educational Needs Coordination (**NASENC**). Both SENCos are members of the school's Senior Leadership Team (**SLT**)

Support and advice for Parents and carers is available on the West Sussex **Local Offer** website:

<https://westsussex.local-offer.org>

Alternatively, contact SENDIAS

Address: SENDIAS: St James Campus, St James Road, Chichester, PO19 7HA

Helpline: 03302 228 555

Email: send.ias@westsussex.gov.uk

Section 2 – Compliance

This policy has been written in consultation with parents, staff and Governors and complies with the statutory requirements laid out in the Special Educational Needs and Disabilities (SEND) Code of Practice 0 – 25 Years (2015) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
- Equality Act 2010: advice for schools DfE (2013)

Links with other policies and documentation

This policy links to our other policies including:

Accessibility plan, Behaviour, Equal Opportunities, Supporting pupils with medical conditions, Safeguarding, Positive Handling, Able, Gifted and Talented, Recording and reporting, Data Protection and Freedom of Information

Reviewing the policy

The impact of the policy will be reviewed by the Governing body annually with due regard to relevant statutory requirements and current guidelines.

Section 3 – Definitions

The Special Educational Needs and Disability Code of Practice 0-25 Years (2015) states that a child has special educational needs or disability (SEND) if:

- They have a learning difficulty or disability which calls for special educational provision to be made for him or her
 - They have a significantly greater difficulty in learning than the majority of others of the same age
 - They have 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
- Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

The following are **NOT** considered as SEN but may impact on progress and attainment;

- Disability (the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an additional language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Section 4- Vision and Aims

Vision for Special Educational Needs

At Parklands Community Primary school we offer inclusive educational opportunities that enable all pupils to achieve their full potentials. We recognise and value every child as an individual with different strengths, needs and challenges. Our vision is that through quality first teaching, personalised provision and high expectations; pupils identified with SEND will be able to access a broad and balanced curriculum that supports them to make progress alongside their peers.

This policy details how staff at Parklands Community Primary School work to ensure that a pupil’s special educational needs (SEND) are effectively met through the graduated approach a cycle of assess, plan, do and review.

Equal Opportunities and Inclusion

Parklands Community Primary School is committed to equal opportunities under the Equality Act 2010. We aim to ensure every pupil is supported and encouraged to participate fully in school life so they can achieve their full potential through challenge, individual provision and high expectations. It is a place where different needs, cultures and beliefs are respected, supported and celebrated and where reasonable adjustments may be made for some pupils and staff.

All policies within the school support inclusion and are reflected in the school development planning. These include admissions, behaviour and attendance, child protection, equal opportunity, racial equality and the gifted and talented. The practice within school reflects our inclusive ethos and desire to support learning and participation for all.

Aims:

In order to meet the Special Educational Needs/Disabilities of the pupils at Parklands Community Primary School, staff will use their best endeavours to...

- Ensure procedures for identifying, assessing and providing for pupils identified with SEND are developed, implemented and regularly reviewed
- Work in partnership with the parents/carers of children identified with SEND so that we can work together to support their child
- Work with the pupils to establish their views and respond effectively to them
- Develop Personal Learning Plans (PLPs) in collaboration with parents/carers and pupils
- Ensure that children and young people identified with SEND have access to a broad and balanced curriculum
- Monitor progress and review provision to ensure all pupils make the best possible progress towards the desired outcomes set for them
- Use quality resources and up to date research to effectively support pupils identified with SEND
- Assess and keep records of the progress of pupils identified with SEND through our rigorous Personal Learning Plan (PLP) process
- Work with outside agencies that provide specialist support, resources and interventions for pupils identified with SEND
- Provide ongoing, targeted support and training for all staff working with pupils identified with SEND

Section 5 – Identification of Special Educational Needs

The Special Educational Needs and Disabilities Code of Practice 0-25 Years (2015), identifies four broad areas of need. These are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and or Physical needs

At Parklands School, we endeavour to identify children with SEN as early as possible. In line with the SEND Code of Practice (2015), Parklands School are committed to following the graduated response to the identification and support of a pupil's special educational needs. The Assess, Plan, Do, Review cycle is followed at each step.

Identification of need and planning of SEN is a matter for the whole school. The governing body, the school's head teacher, the SENCOs and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs. Children with SEN may be identified at any stage of this process during their school life.

When pupils join the school in the Early Years or from other settings, close liaison takes place between the two settings to ensure information is communicated about a pupil's needs. If the child already has an identified special educational need, this information is usually transferred from their Early Years/pre-school setting. The class teacher and SENCOs will use this information to plan targets and provision for that pupil.

The route to identification of need is as follows:

Wave 1, Step 1: Class Provision Map

- If a class teacher is concerned about an aspect of a pupil's progress, behaviour or well-being; through **quality first teaching**, they will make adaptations and adjustments within the normal daily classroom routine. This may include differentiating the learning, creating additional resources or planning interventions. Class teachers are advised to use the 'West Sussex Ordinarily Available Inclusive Provision' to support their planning of high-quality provision.
- Results of regular school assessments and monitoring are discussed with class teachers and members of the Senior Leadership Team at Pupil Progress Meetings. Pupil's whose level of progress give cause for concern will be highlighted. Adaptions and adjustments may be made following these discussions
- This support will be recorded on the class provision map and monitored and reviewed for between 6-8 weeks
- The class teacher will discuss the concerns with parents/carers at the earliest opportunity

Wave 2: Sharing SEN/D Concerns:

- If after reviewing this support little progress has been made, and the class teacher continues to be concerned about the pupil's progress or development, they will discuss their concerns with the SENCos, documenting these on a '*Pupil Cause for Concern form*'- see Appendix D.
- The SENCos will work with staff to agree clear next steps; this may involve further assessment and observations by the class teacher and/ or SENCos.
- Class Teachers will discuss and review concerns and next steps with parents/ carers at the earliest opportunity

Consideration for SEN Register

- If there are ongoing concerns about a pupil's progress and development following the above cycle of ASSESS – PLAN - DO – REVIEW, the SENCos and class teacher will hold a meeting with parents/carers to discuss adding their child to the SEN register.

The triggers for *SEN Support* will be that, despite receiving targeted support through the class action plan, the child:

- Continues to make little or no progress in specific areas over a long period
- Continues working at National Curriculum levels substantially below that expected of children of a similar age
- Continues to have difficulty in developing literacy and mathematics skills
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning
- Parents/ Carers will always asked to sign formal written consent if it is decided to add the pupil to the SEN register

Wave 3: SEN Support

- Following the above cycle, the SENCos will add the pupil to the school's SEN Register
- The class teacher, in collaboration with the SENCos, will plan and write individual targets and provision through a Personal Learning Plan – see below
- For higher levels of need, further assessments may be completed by the SENCos and referrals may be made to draw on more specialised assessments from external agencies and professionals. This may include: Learning Behaviour Advisory Team (LBAT) Educational Psychologist (EP) Speech and Language Therapist (SALT) School Nursing Team, Child Development Centre (CDC), Child and Adolescent Mental Health Service (CAMHS)
- All pupils identified as receiving SEN support are monitored regularly by the class teacher and SENCos through the Personal Learning Plan process, class observations and SEN monitoring

**See appendix C for Parklands Identification of Need flow chart

In some circumstances, when it is felt by the school and parents that a child's needs require more urgent support and assessment, the above process may be adapted to ensure timely and efficient response and support.

Request for Education Health Care Needs Assessment (EHCNa)

- On the rare occasion, if, despite considerable provision at SEN Support, a pupil continues to make very little or no progress over time, the Head Teacher and SENCos may request that the Local Authority (LA) consider carrying out a statutory assessment of the child's SEN. The criteria for an EHCNa is set out by the LA and adhered to by the school.
- This decision is always discussed with parents and formal written consent is gained
- Evidence for an EHCNa is collated over time (between 2 terms to one academic year). Throughout this process, parental and pupil views would be gained and advice from a range of outside professionals sought, in line with the SEND Code of Practice (2015) graduated approach
- Once enough evidence has been established, the SENCos will collate and submit the evidence to the LA
- If the LA agrees, further assessments will be requested and information collected from all persons involved with the child. From this, the LA decides whether the child would benefit from an Education Health and Care Plan (EHCP) or whether their needs can be met with SEN support.

**A diagnosis of a specific need or disorder does not automatically lead to an EHCNa or EHCP being issued by the LA

Wave 4: Education Health and Care Plan (EHCP)

An EHCP is a legally binding document which sets out a child's needs, outcomes and the provision they must receive to meet his/her SEN. An Annual Review meeting is held each year for pupils who hold an EHCP. The SENCos will work with the class teacher to prepare the setting report documentation prior to the Annual Review. The child's views will be established prior to the meeting and shared on this report. Parents and all the outside agencies involved with the child and invited to the meeting to discuss and assess the pupil's progress and set outcomes for the year ahead. A representative from the LA may attend these reviews.

Pupils for whom English is an Additional Language

The identification and assessment of the SEN of children whose first language is not English, requires particular care. Where there is uncertainty about an individual pupil, teachers will look carefully at all aspects of a child's learning and development to establish whether the problems they have in the classroom are due to limitations in their command of their language, or arise from special educational needs. Where appropriate, advice from the Ethnic Minority Achievement Team (EMAT) may be sought.

Section 6 – Provision

The SENCos and child's Class Teacher will collaboratively plan and write targets and the provision needed to reduce a child's barriers to learning and support them to make progress in the light of earlier assessments.

Provision may include:

- Individualised learning objectives and tasks
- Different learning materials or specialist equipment
- Additional support from SEN or class teaching assistants – group or individual
- Targeted interventions (Phonics, Write from the Start, Robust Vocabulary, Jump Ahead, etc)
- Learning Mentoring
- Staff development and training to introduce more effective strategies

After initial discussions with the SENCos, the child's class teacher will be responsible for working with the child to implement and monitor the progress of the provision in place, even when this takes place with other adults outside of the classroom. Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action.

The SENCos will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents. Records of progress will be kept through the Personal Learning Plan and ongoing teacher assessment. Records are kept in each child's SEND file in the SENCo office. Confidential Files are kept by the Designated Safeguarding Lead who is the Head Teacher.

The SENCos may use a range of assessments and standardised tests to identify and monitor pupil progress. These may include: Standardised reading tests, the Spar spelling test, the BPVS (British Picture Vocabulary Scale), Sandwell Maths tests, Ravens Coloured Progressive Matrices and the GL Dyslexia Screening tool and profile.

Personal Learning Plans (PLPs)

Teachers, with support and guidance from the SENCos, are responsible for writing and reviewing PLPs.

The SENCos will monitor and review all PLPs across the school. The PLP will be shared with parents/carers three times a year in parent's evenings and through end of year reports. Wherever possible, the child will also take part in the review process and be involved in setting the targets.

The Personal Learning Plan includes:

▪ **One Page profile**

- The pupil's areas of needs, in line with the SEN/D Code of Practice, listed sequentially 1-4
- The outside agencies involved with a pupil
- The pupil's views about what they like, do not like, what helps them and things they would like other's to know about them
- The views of parents and adults who work with the pupil

▪ **Targets:**

- Up to four, aspirational targets to be achieved by the end of the year will be written for each pupil
- Targets will be written in line with the four broad areas of need identified for each pupil
- Targets will be SMART: Specific, Measurable, Realistic, Time Bound
- Targets will be aspirational outcomes to be achieved by the end of the year
- For pupils with an Education, Health and Care Plan (EHCP), the targets will be written from the outcomes identified in the EHCP

▪ **Provision:**

- Each term class teachers and other adults working with the child, will plan and list the provision to identify how the target will be met
- Following review, changes can be made to provision at any time

▪ **Impact:**

- Class teachers and any adults supporting the pupil, will record and review the impact of the provision on the PLP

Criteria for exiting the SEN register

The progress of all pupils is recorded and monitored each half term. Pupils requiring SEN support have a Personal Learning Plan that is reviewed and updated each term. If this monitoring and planning indicates that the pupil has made rapid progress and their attainment is no longer significantly below that of their peers, removal from the SEN register will be considered. This review will be completed in collaboration with the pupil, parents, teaching and support staff and the school SENCos. If the pupil no longer requires SEN support, alternative Wave 1 intervention will be made available as required. Monitoring of progress and attainment will continue.

Special Support Centre (SSC)

Parklands Community Primary School has a Local Authority designated Special Support Centre (SSC) for pupils identified with social communication needs. There are places for 18 children who all hold an EHCP. Mrs Natasha Bright, the current KS2 SENCo is also the Teacher in Charge of the SSC. There are two classes known as Orchard and Forest Class. Each class has a Class Teacher and up to two Special Needs Teaching Assistants.

The aim of the provision is to support each pupil's academic, social and emotional development through a balance of specialist teaching and support in the SSC, alongside integration into the mainstream school. In the SSC, an academic, adult led curriculum is taught by a dedicated SSC teacher, with support from specialist teaching assistants. One to one support from teaching assistants and teachers is **not** provided in the SSC as a day to day approach. When children join the SSC in the Early Years, they are fully integrated into the mainstream Early Years Classes with support from Special Needs Teaching Assistants in order for pupils to access the play based curriculum. Admission to the SSC is through the LA only. Children come from a wide geographical area.

Section 7: Arrangement for monitoring and evaluation

In line with the school assessment policy, pupil progress is assessed and monitored throughout each pupil's school career by class teachers; the senior leadership team and the SENCos. Information is collected using various tools including the Early Learning Goals, Curriculum Objectives and standardised attainment tests. Class Action plans and Personal Learning Plans are reviewed and new targets set each term. The quality of provision is monitored through a programme of ongoing monitoring and work scrutiny.

The progress and attainment of all pupils in the school is recorded and analysed each half term.

Section 8: Working in partnership with Parents/ Carers

Partnership with parents and carers plays a key role in enabling children and young people with SEND to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents/carers of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

Parents/carers of children identified with SEN are kept fully informed of the provision that is being made for their child. Parents/carers co-produce their child's PLP at the start of the year and are invited to review progress towards the targets during Parent's Evenings and where appropriate, annual review meetings. The school will always ask for formal written consent of parents/carers before adding a pupil to the school's SEN register and approaching other professionals and outside agencies for information about their child.

The school works in conjunction with the Parent/Carer Forum organisation and West Sussex Parent Partnership, having certified recognition of this partnership from 2020-2023. Information about the West Sussex Parent Partnership is included in section 1 of this document and information is displayed in the school entrance foyer. The SENCos bring these organisations to the notice of parents and carers when appropriate.

Section 9: Supporting pupils with medical conditions

Most pupils will at some time have a medical condition that may affect their participation in school activities. For many this will be short-term; perhaps finishing a course of medication.

Other pupils have medical conditions that, if not properly managed, could limit their access to education. Such pupils are regarded as having medical needs. Most children with medical needs are able to attend school regularly and, with some support from the school, can take part in most normal school activities. However, school staff may need to take extra care in supervising some activities to make sure that these pupils, and others, are not put at risk.

If a pupil has identified medical needs, an individual health care plan will be used to identify the necessary safety measures to support them and ensure that they and others are not put at risk.

Parents or guardians have prime responsibility for their child's health and will need to provide the school with information about their child's medical condition. Parents, and/or the pupil if appropriate, should give details in conjunction with their child's GP or paediatrician, as appropriate. The school nurse and specialist voluntary bodies may also be able to provide additional background information for school staff.

The School will work closely with the Health Service to ensure pupils with medical needs and school staff have effective support in school.

There is no legal duty which requires school staff to administer medication; this is a voluntary role. Some staff may be required to complete intimate care for pupils. Staff will have these responsibilities specifically detailed in their job descriptions, the pupil's care plan and relevant risk assessments. They will receive the necessary training and support necessary to fulfil these responsibilities effectively and safely.

Definition

Mental health is a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community (World Health Organisation).

What might this look like at Parklands?

At our school, we aim to promote positive mental health and well-being for our whole school community; pupils, staff, parents and carers, and recognise how important mental health and emotional well-being is to our lives in just the same way as physical health. We recognise that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement. Persistent mental health problems may lead to pupils having significantly greater difficulty in learning than the majority of those of the same age.

The Special Educational Needs and Disabilities (SEND) Code of Practice identifies Social, Emotional and Mental Health as one of the four areas of Special Educational Need. At Parklands, we aim to promote positive mental health for every member of our staff and pupil body. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable pupils.

As a school we aim to:

- Promote positive mental health in all staff and pupils
- Increase understanding and awareness of common mental health issues
- Alert staff to early warning signs of mental ill health
- Provide support to staff working with young people with mental health issues
- Provide support to students suffering mental ill health and their peers and parents/carers

What are the signs?

School staff may become aware of warning signs which indicate a pupil is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns.

Some possible warning signs include:

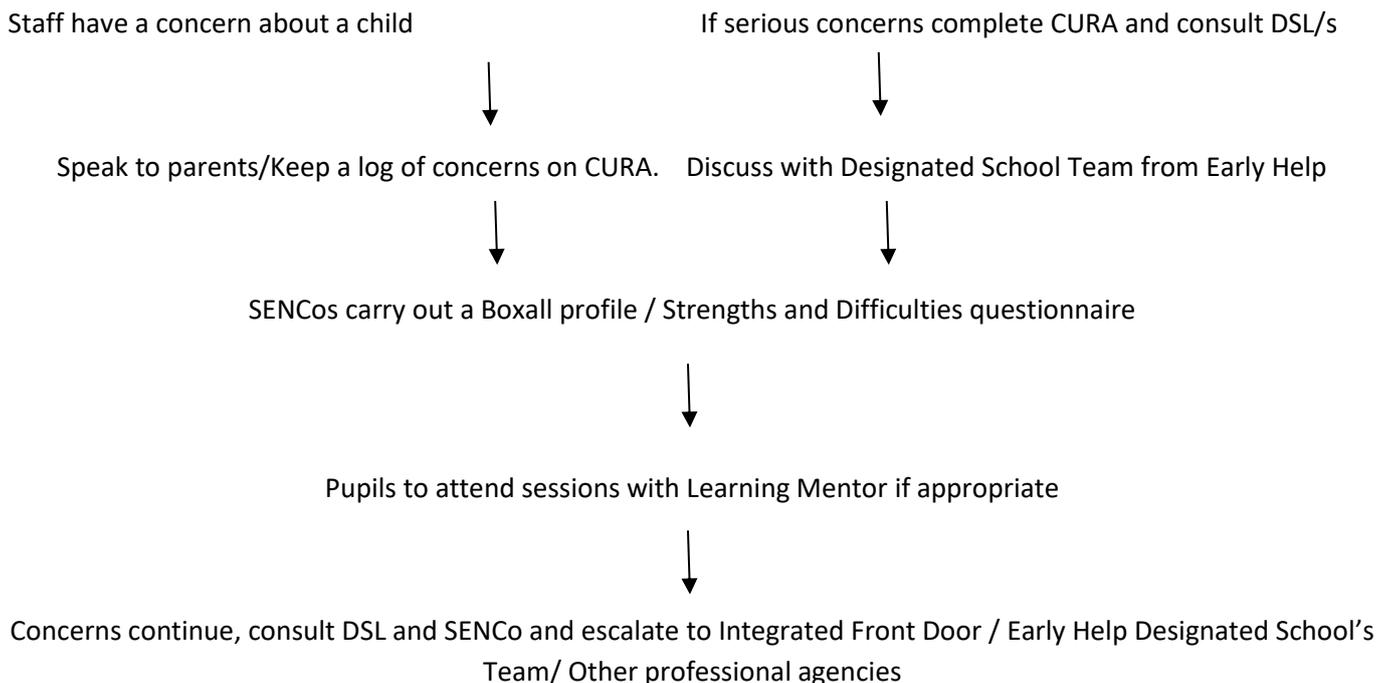
- Physical signs of harm that are repeated or appear non-accidental including self-harm
- Changes in eating / sleeping habits
- Increased isolation, becoming socially withdrawn
- Changes in activity and mood
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing – e.g. long sleeves in warm weather
- Secretive behaviour

How do we support our pupils at Parklands?

- RAG rating class to highlight vulnerable pupils
- Teach children through our PSHE curriculum about mental health and mental well-being (this is differentiated across the year groups)
- Use of sensory boxes/calm boxes and sensory room

- Use of structured 'Time Out' and brain breaks
- Identify a team around vulnerable children
- Creating a therapeutic web of adults in agreement with the child
- Use of class worry boxes
- Counselling style support with an in-house Learning Mentor
- Nurture approaches embedded throughout school environment
- Use of Zones of Regulation
- Information about vulnerable pupils shared with whole school staff
- Mental Health Lead in place – KS2 Assistant Head

Mental Health Flow Chart



Section 11: Training and Resources

Each staff member undergoes a program of continual professional development. This includes regular and ongoing training conducted by the SENCOs, in-service training days, performance management reviews, SEN monitoring, work scrutiny and staff meetings. In addition, training to meet specific responsibilities and individual needs is offered as appropriate. This includes, safeguarding, Speech and Language therapy, Team Teach – positive handling training to manage and deescalate challenging behaviour, Makaton signing, Every Child Counts, On-Track maths, Autism Awareness, Attention Autism, manual handling, Occupational Therapy, National SEN training: The National Award for Special Educational Needs Coordination, Numicon maths system, Lego therapy, attachment training and visits to other settings.

Many resources needed to support pupils identified with SEN are already available in school. If a pupil requires a specific resource or piece of equipment that is not currently available this can be acquired by the SENCOs using the SEN budget. If a Health or Education professional assesses that a specific resource or facility is needed for a pupil with an EHCP, the county SEN Panel will consider funding the resource, in accordance with the assessment report to specify what is required and why.

Section 12- Entitlements, Roles and Responsibilities

Pupils have an entitlement to:

- High quality learning experiences which address their specific needs to ensure they have the opportunity to their potential.
- Resources designed to enable access to the curriculum
- Appropriate intervention to narrow gaps in their skills and understanding
- A positive and consistent approach
- Regular opportunity to express their views and participate in the decisions being made about them

Pupils have a responsibility to:

- Join in with school activities and expectations as often as they are able to
- Work to achieve their best
- Support and encourage each other

The Governing Body has an entitlement to:

- Receive any current and relevant information required to make decisions in relation to SEN

The Governing Body has a responsibility to:

Monitor the impact of SEND provision in raising standards within the school, ensuring that:

- with the Head Teacher, they determine the school's general school policy and approach to provision for children with SEND, establishing the appropriate
- awareness of SEND issues is raised at governing body meetings
- staffing and funding arrangements and maintaining a general overview of the school's work
- they appoint a SEND Governor to ensure that proper provision is made for pupils with SEND and that they are up-to-date and knowledgeable;
- the necessary special arrangements are made for pupils with SEND;
- teachers know the needs of pupils with SEND
- there are procedures to identify and assess the needs of those pupils with SEND and that provision is continually monitored
- the school has a co-ordinator for SEND
- pupils with SEND are fully integrated into the normal activities of the school so far as is reasonably possible
- they take account of the Code of Practice and Equality Act when carrying out its duties toward all pupils with SEND
- provision for SEND is an integral part of the school improvement plan;
- the development and monitoring of the SEND policy

The Headteacher has an entitlement to:

- Receive any current and relevant information required to make decisions in relation to SEND
- Regular reports and updates from the SENCOs
- Support from outside agencies

The Headteacher has a responsibility to:

- Ensure that the school meets statutory requirements in relation to SEND provision
- Evaluate the impact of SEND provision on raising standards within the school
- Ensure data is received at the time a pupil transfers to the school and is passed to the class teacher

- Work with the SENCos and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

The SENCos have an entitlement to:

- Non-teaching time sufficient to fulfil the responsibilities required of them
- Receive from class teachers any current and relevant information about pupils with identified concerns or on the SEN register required to provide appropriate guidance and support

The SENCos have a responsibility to:

- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils identified with SEN receive appropriate support and high quality teaching through each child's day to day provision and personal learning plan
- Maintain a register of children requiring SEN support and ensure that the records on children with SEN are up-to-date
- Ensure the statutory requirements of each child's Education, Health, Care Plan are fully met and reviewed in line with the SEND Code of Practice (2015)
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils identified with SEN, including those who have EHC plans
- Coordinate provision for pupils identified with special educational needs, including keeping the school's provision map up to date
- Provide guidance and advice to assist the development and consistent implementation of strategies to effectively manage challenging behaviour
- Oversee the records of all pupils identified with special educational needs
- Liaise with parents of children identified with special educational needs
- Contribute to the in-service training of staff
- Make referrals and liaise with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies
- Inform parents of proposed referrals and intervention groups involving their child
- Monitor and evaluate the effectiveness of SEN provision through learning walks, lesson observations, monitoring of PLPs, talking with staff and pupils, scrutiny of pupil's work and teacher's planning
- Provide and analyse SEN data to inform school evaluation
- Work with the Head teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Work with the Headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Advise on the graduated approach to providing SEN support
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned

The Class Teacher has an entitlement to:

- Support, guidance and resources required to provide appropriate learning opportunities for pupils identified with SEN

- Guidance when completing and evaluating a PLP and planning provision
- Ongoing support and training from the SENCOs
- Support when working with parents

The Class Teacher has a responsibility to:

- Ensure the progress and development of every pupil in their class- even when pupils are taught by specialist teachers for some lessons
- Work closely with any teaching assistants or specialist staff, plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Work with the SENCOs to review each pupil's progress and development and decide on any changes to provision
- Ensure they are following the School's SEN policy
- With guidance from the SENCOs; write, monitor and review PLPs each term in collaboration with parents / carers
- Record and analyse pupil progress
- Report to parents – pupil progress, attainment, next steps, PLP sharing and review
- Liaise with the SENCOs to ensure effective identification and provision for the changing needs of pupils with SEN
- Add and maintain accurate data on progress catcher when a pupil transfers to the school
- Ensure accurate and relevant pupil information is available for the next class teacher or school
- Plan, deliver and monitor effective differentiated learning activities through quality first teaching
- Contribute toward the development and consistent implementation of strategies to effectively manage challenging behaviour

Section 13: Admission Arrangements

Parklands School is committed to inclusive education of disabled children and young people and children identified with SEN, through the progressive removal of barriers to learning and participation in mainstream education. The admission of pupils identified with SEND are agreed with due regard to the Schools responsibilities under the Special Educational Needs and Disabilities Code of Practice 0-25 Years (2015) and the Children and Families Act (2014) which secures the general presumption in law of mainstream and the Equality Act 2010 which provides protection from discrimination for disabled people.

Where a child holds an EHC plan and a parental request for a school placement is made for the in the mainstream school or SSC, the Headteacher, SENCOs and Governors, will review the information about the child's needs and provision as stated in the EHC plan. The SENCOs may arrange a visit to observe a pupil in their current setting. A Governors Consultation Form will then be completed to indicate if the child's special educational needs can be met within the requested setting.

In line with the current Local Authority admissions policy the following will be considered:

- The parent's wish the child to attend the school
- The child's special educational needs can be met by the school
- Other pupils will not be disadvantaged
- Resources will be used efficiently

Places in the SSC are decided through a Local Authority led considerations meeting which is held once a year, typically in the spring term for September admissions.

Where a child is identified as having SEN/D but does not have an EHC plan, they must be educated in a mainstream setting.

Age Phase Transfer

If a pupil identified with SEN/D finds it difficult to move from one phase of education to another or when they transfer to a new school, we develop a transition plan to specify the support to be provided. This support plan can include a timetable of visits, social stories, a photographic record, social skills, group work and at times, a planned phased induction starting on a reduced timetable. The specific content of each plan will be different according to the individual needs of the pupil.

Section 14: Accessibility

Parklands Community Primary School is fully accessible for wheelchairs with a lift to enable pupils in wheelchairs to access the first floor. There are accessible changing facilities comprising of a disabled toilet on the ground floor, two hygiene rooms, one with a hoist system, and a disabled toilet on the first floor. Specialist equipment, e.g. standing frames and height adjustable tables are available to pupils in their own classrooms. Two disabled parking bays are available outside the main school entrance. Information technology is used to support any pupils for whom this is deemed appropriate.

Parklands works in collaboration with Health professionals, the West Sussex Sensory Support Service and Social Communication Team to ensure the most appropriate equipment is available to meet a pupil's individual needs.

Section 15: Equality and Diversity

Parklands School is committed to ensuring equal treatment of all its pupils, employees, and any others involved in the school community. The school will not tolerate harassment of disabled people with any form of impairment. The potential of each pupil, regardless of ability and background, will be achieved within the framework of the following stated aims:

- To provide quality first teaching and learning experiences that build upon the individual strengths of each pupil while addressing or taking into account any identified learning needs
- To provide effective learning opportunities and resources in an environment that will enable each pupil to fulfil his/her potential
- To support pupils facing barriers to their learning
- To encourage in the pupils a sense of self responsibility and also a sense of responsibility to the school and outside community
- To give all pupils an awareness of their own worth, a sense of achievement and enjoyment in their own development
- To provide a caring atmosphere in the school in which stable relationships can be formed
- To encourage in the pupils a sense of tolerance, justice and respect for others and a respect for the environment in which we live

Section 16: Storing and managing information

Information in school is managed in accordance with the freedom of information and data protection policy. The school will ensure records are retained in line with guidance from West Sussex County Council and are up to date and easily accessible.

All staff will be aware that third parties may have a right to access the information we hold and create records with an eye to other people seeing them. They will also be aware that it is a criminal offence to alter, deface, block, erase, destroy or conceal information to prevent disclosure. (Information may be masked out, but comments must be made in the margin as to why it has been removed, to protect the identity of a child for example)

Section 17: Complaints procedures

If parents believe that their child has a Special Educational Need which has not yet been identified by the school, or if they are unhappy with the provision the school is making for their child identified with SEN, they should talk first to the child's teacher. If the parents think that the child should be given more support they should raise their concerns with the SENCos and the Head Teacher. Most concerns will be resolved in this way. If parents still feel dissatisfied they may raise their concerns with the school's governor responsible for SEN.

If you do not think your issues or concerns have been dealt with fairly or efficiently and wish to complain, you can write to the Head Teacher of the school to see if they are able to resolve the matter, but a complaint may also be made in person or by telephone. It is preferable if this is attempted informally at first. If after communication with the Head Teacher, you are still not happy with the way your complaint has been dealt with, you would need to contact the Governing Body which has responsibility to address your complaint. The school will be able to provide you with the contact details of the person you would need to write to about your concerns (usually the Chair c/o the school). If you felt you needed help in putting this letter together SENDIAS will be able to help you with this.

Parents may ask the Local Authority to conduct an Education Health and Care Needs assessment (EHCNa) of their child at any time. The Authority must comply with the request, unless they have made an Education Health and Care Needs assessment (EHCNa) within the previous six months, or unless they conclude, upon examining all the available evidence, that a statutory assessment is not necessary. The Local Authority will then inform the parents. If the parents disagree with the decision they have the right to appeal to the SEN Tribunal within two months of the decision being made.

If the Local Authority makes an Education Health and Care Needs assessment (EHCNa), but decides at the end of that process not to draw up an EHCP for the child, the parents again have the right to appeal to the SEN Tribunal.

Section 18 – Appendices

- A: SEN terminology
- B: Example Personal Learning Plan
- C: Identification of need flow chart
- D: Pupil Cause for Concern Form
- E: SEN Assessment Measures

Appendix A- SEN Terminology

There are many SEN terms that are abbreviated and can be confusing. This is a list of the most commonly used abbreviations you may hear.

ASD

Autistic Spectrum Disorder. Pupils who have a diagnosed social communication need and find it difficult to understand and use non-verbal and verbal communication

CAMHS

Child & Adolescent Mental Health Service

CF

Cystic Fibrosis

DCD

Development Co-ordination Difficulty. Also termed Dyspraxia

Dyscalculia

Pupils having difficulty in acquiring mathematical skills

Dyslexia

Pupils having a marked and persistent difficulty in learning to read, write and spell, despite progress in other areas

Dyspraxia

Pupils with impairment of gross and fine motor skills

EAL

English as an additional Language

EHCP

Education, Health and Care Plan. The replacement for a statement of special educational needs which details a pupil's individual needs and the outcome we are working together to fulfil

EHCPNa

Education, Health and Care Plan Needs assessment. This can be completed by the school SENCo or parents and submitted to the local authority in application for an EHCP

EMAT

Ethnic Minority Achievement Team

EPS

Educational Psychology Service

EWO

Educational Welfare Officer

HI

Hearing Impaired

HLTA

Higher Level Teaching Assistant

Inclusion

School provides flexible curriculum and increased capacity to meet needs of all pupils

Integration

Where a child fits into existing school provision and curriculum

LA

Local Authority

MLD

Moderate Learning Difficulties. Pupils whose attainments are significantly below expected levels in most areas of the curriculum

NASEN

National Association for Special Educational Needs

P Scales

A previously used set of objectives for measuring the progress of pupils working up to level 1 in all subjects of the National Curriculum. These have now been abolished

PD

Physical Disability

PRE KEY STAGE STANDARDS

A set of objectives written by the government to measure and assess the progress of pupils working below year one in the National Curriculum

PLP

Personal Learning Plan. The details of a pupils individual needs, achievements and targets for the coming term and beyond.
Developed in collaboration with parents, teachers and SENCo

PSP

Pastoral support plan. A plan written to support a pupil's social, emotional and mental health needs

Portage

Home-based pre-school education for children with development delay, disabilities or any other special educational needs

Inclusion

School provides flexible curriculum and increased capacity to meet needs of all pupils

Integration

Where a child fits into existing school provision and curriculum

SALT

Speech and Language Therapist

SEN Code of Practice

Practical guidance to LEAs and the governing bodies of all maintained schools

SEN

Special Educational Needs

SEND

Special Educational Needs and Disability

SENCo

Special Educational Needs Co-ordinator

SEN Support

The single category used to categorise pupils who have special educational needs and require a curriculum and support that is different from their mainstream peers

SLCN

Speech, Language and Communication Needs. Pupils may have difficulty in understanding and / or making others understand information conveyed through spoken language

SpLD

Specific Learning Difficulties. A descriptor covering Dyslexia, Dyscalculia and Dyspraxia

Statement of Special Educational Needs

Legally enforceable document that describes the special educational needs of the child and how these needs will be met- Statements have now been replaced by Education Health and Care Plans

Statutory Assessment

Multi-disciplinary assessment by the LA of a child's educational need

SSS

Specialist Support Service

STS

Specialist Teaching Service

TA/LSA

Teaching Assistant/Learning Support Assistant. Interchangeable terms for support staff

TES

Traveller Educational Service

VI

Visually Impaired

Wave 1

Quality First Teaching provided for all pupils by the class teacher in all classes

Wave 2

Targeted, additional support delivered within the mainstream classroom to support pupils meet age related expectations

Wave 3

Specific targeted provision for pupils identified with SEN- these pupils are identified as working at SEN Support and have a Personal Learning Plan

Wave 4

Specialist, targeted support for pupils whom hold an EHCP

Appendix B- Example Personal Learning Plan

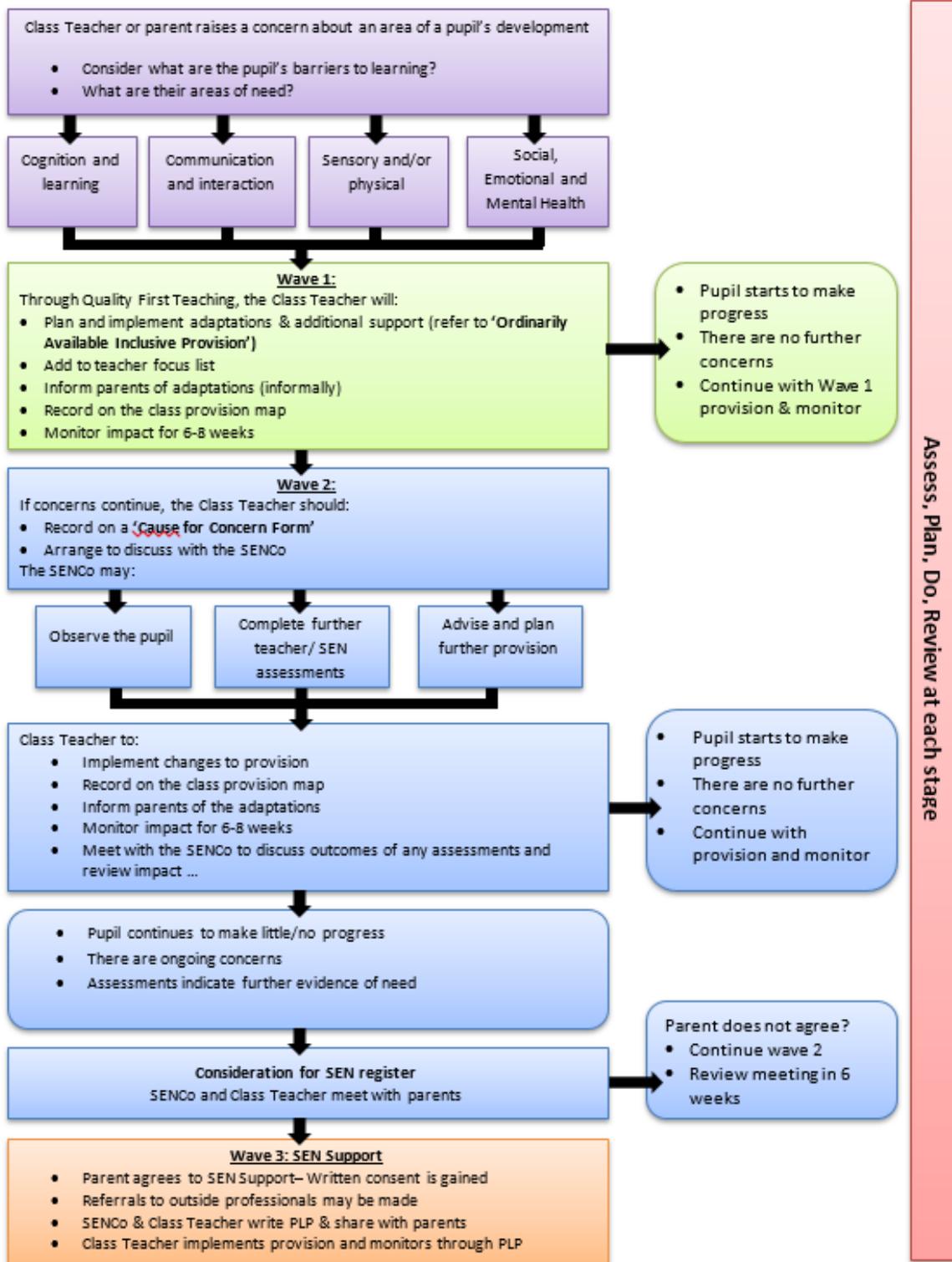
Personal Learning Plan 2019-20			
PUPIL NAME			
Year group:	Class:	Teacher and Teaching Assistants:	
Pupil Photo	SEN Code Of Practice Area of Need:		
	Cognition and Learning		
	Communication and Interaction		
	Social, Emotional and Mental Health		
	Sensory and Physical		
	SEN Status:		Date Since:
Education Health and Care Plan		✓	
Outside Agencies Involved:			
Educational Psychologist		OT	
DOB:		LBAT	Social Co(0)(0)
Admission Date		Speech and language	Sensory support
		Physiotherapy	Other
All About me:			
Things I like:		Things I don't like:	
What I say: I love drawing and art Churches Rio Playing with Martha and Gabby What adults say: Drawing and colouring in Snack time Dancing, music and drumming		What I say: Loud noises Putting on my socks and tights What adults say: Loud noises, especially garden machinery Putting on my socks and tights	
Things that help me:		I would like you to know that:	
What I say: A clear and consistent routine Familiar adults What adults say: Additional adult support to help XXXXX stay focused Visual prompts Limited language		What I say: I have a big sister called Melissa who likes horses What adults say: XXXXX is a very happy girl who enjoys school She relies heavily on the visual timetable Will need prior warning to any changes to the routine	
Signed by SENCo:		Signed by Parent:	

EHCP Outcomes E1: Communication and Interaction
By the end of Year 7 A. XXXXX will be able to clearly communicate more complex ideas, thoughts and views using full sentences and including description and reasoning. B. XXXXX will listen and attend to functional instructions at home and school and understand the concept of negotiation. C. XXXXX will participate in functional discussions at home and school and be able to verbally contribute her ideas. D. XXXXX will interact with peers demonstrating effective social skills including turn taking, sharing of ideas and responsiveness to suggestions of others.
By the end of the year I am aiming to:
Put up my hand during learning time to share my ideas and opinions
Autumn Provision: How will I do this?
<ul style="list-style-type: none"> Be prompted by a teaching assistant to put up my hand and share my ideas Be prompted to share my ideas using my visual aid Adults to use limited language and targeted questioning Be prompted by visual stimuli to support me in generating ideas Partake in simple 'show and tell' activities Be encouraged to share my work at the end of a lesson
Autumn Impact: How did get on this term?

Each personal learning plan has a one page profile and four targets with the provision detailed. These are evaluated and reviewed every term.

Appendix C – Identification of Special Educational Needs

Parklands Community Primary School Identification of Special Educational Needs



Appendix D- Pupil Cause for Concern Form

Pupil Cause for Concern Form –SEN

Please complete with as much information as possible, then copy and pass to the SENCo.

Name of pupil:	Class / Year group:	Length of time at Parklands:
Any Existing SEN: (Y/N) give details/areas of need:	Form completed by:	Date completed:

Assess: Describe your main concerns. (When did you first have concerns, any initial assessments done?)

Area of need:		No concerns	Some difficulty	Frequent difficulty	Not applicable
Cognition and learning <small>English / Literacy</small>	Concentration: Staying on task, ignoring distractions, focusing on the teacher, focusing on task.				
	Organisational Skills: Physical organisation of self and equipment, planning ahead with work, thinking about consequences before actions etc.				
	Memory and processing: holding information in head, carrying out instructions, acting on information				
	Reading: decoding and comprehension				
	Spelling: high frequency words, phonetic and unphonetic				
	Extended Writing: Ability to write a correctly punctuated paragraph or more with ease and fluency.				
SENH <small>Use a form SENH</small>	Handwriting: Ability to correctly form letters and write legibly within the lines.				
	Numeracy/Maths: Demonstrating a basic grasp of number, date, shape / space and measure etc.				
	Social: Forming and maintaining positive relationships, conforming to social norms etc.				
SENH <small>Use a form SENH</small>	Emotional: Showing awareness of own feelings and that of others, managing feelings, confidence etc.				
	Mental Health: Anxiety, readiness to learn, emotional regulation, OCD				
SENH <small>Use a form SENH</small>	Speech and Language: Understanding language, acquiring new vocabulary, ability to express themselves clearly in sentences etc.				
	Social Communication: ability to communicate with others, make eye contact, may include Autistic traits				
SENH <small>Use a form SENH</small>	Physical/Hearing/Visual: Ability to access all activities physical, hearing or visual difficulty etc.				
	Sensory: Fidgets, need to move, sensory seeking/lethargic.				

Pupil Cause for Concern Form –SEN

Plan: What steps have you taken to address these concerns? Have you informed the parent/carer of this plan?

Do: (Quality First Teaching) at a classroom level, what provision and adaptations have you already put in place to meet the pupil's needs? (refer to ordinary available provision document):

Do: actions taken	Date:	Review: Impact?

Pupil Cause for Concern Form –SEN

SENCo actions:
Date: _____

Plan: Further actions (to be completed by the SENCO and Class Teacher) Do we need to make any referrals? What outcomes do we want to achieve?

Impact/Actions and date

Actions taken	Date	Outcome/impact	Date

Communication and interaction	Social, Emotional and Mental Health	
Cognition and learning	Sensory and/or Physical	

Appendix E- SEN Assessment Measures

Parklands School Assessment of SEND

