

Parklee Community Primary School

Special Educational Needs/Disability Policy



Date – June 2024
Reviewed June 2025

Parklee Community School

Special Education Needs/Disability Policy and Local Offer

This policy was reviewed in June 2024

This policy complies with the guidance given in the Statutory Instrument – Special Educational Needs (Information) Regulations (Clause 64). It has been written as a guide for staff, parents or carers and children with reference to the following guidance and documents

- SEN code of practice 2014
- Ofsted section 5 Inspection Framework 2014
- Equality Act 2010
- Education Bill 2011
- Children and Families Act 2014

It should be read in conjunction with the following policies and documents

- Safeguarding policy
- Behaviour policy
- Anti-Bullying policy
- Accessibility plan
- Equality statement
- The School Information Report

Policy Statement

Parklee Primary School aims to enable pupils with special education needs and disabilities to be fully involved in the life of the school, and to reach their full potential, taking an active role in school life, feeling secure and happy whilst experiencing success in a caring and stimulating learning environment.

The school also aims to involve pupils, their parents, staff and other concerned parties in the development of the necessary support for each child with special educational needs.

Special Educational Needs (SEN) might be an explanation for delayed or slower progress, but it is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.

English as an Additional Language (EAL) is not considered a Special Educational Need. Work is well matched to children's abilities and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.

Some children may be underachieving, but will not always have a special educational need. We spot this quickly through our tracking systems and put in interventions to help them catch up.

Other pupils will genuinely have special educational needs and this may lead to lower attainment, It is our responsibility to ensure that children with SEN have the maximum opportunity to attain and achieve in line with their peers by removing potential barriers and making reasonable adjustments to their provision.

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 them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them

(Clause 20 Children and Families Bill)

This is a broad definition covering children and young people from 0- 25 years of age. Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEN definition.

Objectives

- To create an inclusive environment that meets the special educational needs of each child;
- To ensure that the special educational needs of children are identified, addressed and provided for;
- To make clear the expectations of all partners in the process (including parents and children);
- To identify the roles and responsibilities of staff in providing for children's educational needs;
- To enable all children to have full access to all elements of the school curriculum;
- To actively involve pupils in a sensitive and non-stigmatising way in the IEP and IBP process to promote improved confidence and self-image.
- To ensure that children are ready and prepared for the next stage in their learning

Roles and Responsibilities

The role of the Governing Body (ref: Children and Families Bill)

- to co-operate with the local authority in the development and review of the local offer. This is essential so that the local offer provides a comprehensive, transparent and accessible picture of the range of services available to local children and young people with SEND and their parents;
- to co-operate with the head teacher/SENDCO to determine the school's general policy and approach to provision for children with special educational needs;
- to establish appropriate staffing and funding arrangements;
- to maintain a general oversight of the schools work with Special Educational Needs pupils;
- to report to parents annually on the school's policy on Special Educational Needs/disabilities.

Governor with responsibility for SEND- Mrs Amanda Pinnington

The role of the head teacher

- to be responsible for the day-to-day management of provision for children with Special Educational Needs;
- to keep the Governing body informed of issues related to pupils with Special Educational Needs;
- to work closely with the school's SENCo

Headteacher : Mrs D Roper

The role of the SENCO.

At Parklee the key responsibilities of the SENCo include:

- Overseeing the day-to-day operation of the school's SEND policy;
- To report back to the Head teacher and Governing Body on a regular basis, giving updates of progress and development
- Co-ordinating provision for children with Special Educational Needs/Disabilities;
- Liaising with the safeguarding team and extended services
- Liaising with and advising staff, (teachers and teaching assistants);
- Managing Teaching Assistants/ Learning mentor
- Organising/ monitoring and evaluating interventions for children with Special Education needs/ disabilities.
- Overseeing the records of all children with Special Educational Needs/disabilities;
- Liaising with parents of children with Special Educational Needs/ disabilities;
- Identifying needs and facilitating or contributing to the in-service training of staff.
- Liaising with external agencies including the Local Authority Access and Inclusion
- Work sampling/ discussions with pupils
- Liaising with other SENCo's to share good practice through SEN meetings
- Work with the Educational Psychology services; health and social services, and voluntary bodies.

SENCo : Miss R Wood
Support– Mrs L Hill
EY SENCO – Mrs J Ashgari

The role of teaching and non-teaching staff

- to be involved in the development of the school's SEND policy;
- to be fully aware of the school's procedures for identifying, assessing and making provision for pupils with Special Educational Needs/Disability, including writing passports, IEP's/IBP's and reviewing and reporting progress to parents/carers.
- to provide appropriate and challenging activities for pupils with Special Educational Needs/ disabilities.
- To adapt the lessons to enable all children to take part in the lessons
- To keep up to date records for children identified as having a special need.

Admission Arrangements

Parklee Community School acknowledges its statutory duty to provide a mainstream school place for all pupils, regardless of their gender, ethnicity, religion, disability or special educational need, should their parents wish it and it is compatible with the efficient education of other pupils.

We recognise the intrinsic value of every child, and we aim to meet all children's needs.
(Schedule 1 paragraph 4)

Access to the National Curriculum

All pupils follow the full National Curriculum except where disapplication is clearly indicated, and this decision is fully supported by the Local Authority. All SEND pupils including those with an Education and Health Care Plan (EHCP) spend the majority of their time in mainstream classes following the same curriculum as their peers, adapted where necessary. Pupils who need it are withdrawn for short periods for individual programmes based upon their IEP's. Care is taken not to disadvantage pupils by this withdrawal. Staff gives consideration to children with Special Educational Needs/Disabilities within their short term planning, and work is adapted so that it is accessible to all children. This can be evidenced from planning and work produced by the children.

While supporting children with extra interventions and support we will ensure children still receive a balanced curriculum, giving them opportunity to thrive in lessons including PE, computing, music and art.

Inclusion Arrangements

All pupils play a full part in the life of the school. They have entitlement to all curricular and extra-curricular activities carried out at school. Those pupils who need individual tuition are withdrawn only for short periods.

Educational access:

- The school employs a number of Teaching Assistants whose role includes the support of individuals or groups of children who need extra help in order to access the curriculum.
- The Teaching Assistants work closely with the class teachers and use recommendations of the children's Education Plan or Behavioural Plans, in order to support learning and assist the children in reaching their targets.
- The school also provides nurturing interventions. The Learning Mentor has responsibility for these groups' works closely with the head of safeguarding and extended services, and class teachers in identifying and supporting children who will benefit from a range of small group and/or 1:1 interventions
- We also run nurture interventions for children who need smaller group work and a more nurturing style approach to learning; this may be a short term intervention (e.g. a death in the family) or a more long term intervention.
- The Deputy Headteacher and Assistant Headteacher are both qualified in the effects of trauma and hold diplomas in 'Trauma Informed and Mental Health Specialist Practitioner'. School is working towards becoming a trauma informed school – whole school initiative.
- We are an Emotionally Friendly School

Allocation of resources:

- The SENDCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements or EHCP of special educational needs.
- The Head Teacher informs the governing body of how the funding allocated to support special educational needs has been employed.
- The Head Teacher and the SENCo meet on a regular basis to agree on how to use funds directly related to SEN
- The SENCo prepares an audit and action plan for the School Development Plan, which is monitored by the Governing Body and Head Teacher

Working in Partnership with Parents

(Ref: Code of Practice: Chapter 2)
(Schedule 1 paragraph 15)

Parklee actively seeks to work with parents to empower them to:

- recognise and fulfil their responsibilities as parents and play an active and valued role in their children's education;
- have knowledge of their child's entitlement within the SEN framework;
- make their views known about how their child is educated
- have access to information, advice and support during assessment and any related decision making processes about special needs provision.

To enable this:

- Parents are informed at an early stage of any school concerns about their child.
- Parents are encouraged to speak to their child's class teacher or SENDCO about any concerns they may have.
- Parents are encouraged to visit school and discuss any concerns or problems with the class teacher and/or the SENDCO
- Parents are encouraged to be involved in SEN provision they may be part of, and to take an active role in developing Education Plans (passports/IEP); Individual Behavioural Plans (I.B.P.); Pastoral Support Programmes (P.S.P.) and Education Health Care Plans (E.H.C.P.).
- Parents are encouraged to take an active role in the monitoring their child's progress through regular review meetings.
- Parents Evenings will have a SEN day with longer appointments to discuss provision
- Problems and concerns are discussed and resolved through meetings with parent, pupil, class teacher, head teacher, SENCO outside agencies and the L.A. The views and wishes of parents play an important part in these discussions and decisions.
- The school will inform parents of the Parent Partnership Services available within the Local authority
- School is aware that some parents will be anxious about their children needing SEN provision, and may find meetings with professional bodies stressful. We strive to make meetings parent friendly and convenient to all concerned.
- Parents have the opportunity to record their views.

Pupil View

Children, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child

(Articles 12 and 13: The United Nations Convention on the Rights of the Child)

To enable this:

- We aim to give children the opportunity to discuss feelings and views with family and staff, and to contribute to the development of their IEP's at an appropriate level.
- We aim to ensure that children are aware of their targets, if they have achieved them, or of the progress that they have made. Children, if possible, sign their IEP's with their parents.
- Children celebrate their success through praise from staff, certificates, stickers, rewards, sharing their success with other children and teachers, thus raising self-esteem and their motivation to succeed.
- Children are given the opportunity to discuss concerns and problems, whether they be learning, social, emotional, behavioural or physical. They discuss why the problems occur, ways of avoiding them, how to resolve them and ways forward.
- The purpose of any assessment, support plan or I.B.P. is explained to the child, to avoid any anxiety or confusion.
- The purpose of any visiting professional is explained to the child.
- School acknowledges the importance of providing therapeutic interventions for children.

Foundation Stage/ Early Years

- Teachers acknowledge that during the Foundation Stage, due to various previous learning and life experiences, also taking into account some children may not have received any education when they enter nursery or reception that children will progress at different rates. This may not necessarily mean they are children with SEN., but they will need carefully adapted learning experiences and activities to ensure that they make satisfactory progress.
- On entering Nursery, children are monitored using the baseline assessments.
- Wigan LA monitors any EY child with an identified Special Need/ Disability and informs schools how best they can meet their needs.

Primary Phase SEN Support

A child may be identified as requiring SEN support if they have a learning difference (e.g. which is significantly greater in learning than the majority of other children of the same age, or a disability which makes it difficult to use educational facilities provided in school) and if that learning calls for Special Educational Provision.

When looking at the needs of pupils to decide whether to place them on the SEN register the 2014 Code of Practice identifies four broad areas of SEN -

- Communication and Interaction (C&I)
- Cognition and learning (CL)
- Social, mental and emotional health (SEMH)
- Sensory and/or Physical

In all circumstances we must ensure we are providing quality first teaching and consider 'our ordinarily available inclusive practice' (see Wigan document). The quality and appropriateness of the overall provision must be kept under regular review and its impact on the number of children identified with SEN should be monitored.

The identification of SEN is built into the overall approach to monitoring and the progress and development of all pupils.

Class and subject leaders, supported by SLT, should make regular assessments of all pupils. Where pupils are falling behind or making inadequate progress given their age and starting point they should be given extra support.

Where pupils continue to make inadequate progress, despite high quality interventions, the class teacher, working with the SENCO, should assess whether the child has a learning difficulty.

Where this is the case there should be agreement about what support that is required. The first step will be ensuring work is appropriate, stepping up to SEN support with a passport and IEP written for the child, shared with parents and support staff.

Once a potential need is identified this starts the graduated approach (Support +) the cycle of Assess, Plan, Do, Review is used.

Where a child continues to make little or no progress, despite interventions the school will consider specialists, from outside agencies.

When a child is receiving SEN support the class teacher will communicate termly with parents to set targets, discuss the activities, review progress and record parent's views. If necessary or on request of the parent or teacher the SENCO may contribute to this meeting.

During both Foundation and the Key Stage One phase of education, teacher assessment and observation, along with parental views and contributions, will critically aid early identification of children with SEN.

Behavioural difficulties do not necessarily mean a child has SEN and should not automatically lead to a pupil being registered as SEN.

Graduated Response

The school's response is broken down into five major stages:

- Monitoring through pupil progress meetings/ data
- Early Years Action or School Action (EYA/SA)
(Interventions within and by school)
- Early Years Action Plus or School Action Plus (EYAP/SAP)
(Assessments and/or Interventions by other support agencies)
- Child brought up in school achievement team meetings with a 6 week intervention plan.
- Plan, do , review x 2
- Statutory Assessment for EHCP
(If a child has complex needs which may require an alternative specialist educational environment)

A child does not automatically progress up the stages. Intervention and stage of need may remain static if the child's progress is deemed to be satisfactory.

When a teacher is concerned about a child's progress they will arrange to speak to parents, and the SENCO. If appropriate.

Early Years Action / School Action:

- 'When a class teacher or other educational practitioner, who works day to day with the child, or the SENCO identifies a child with special educational needs and has already concerned that child, they should devise interventions that are **additional to or different from** those provided as part of the settings usual curriculum offer and strategies. (Early Years/School Action)
- Teacher's, parents and where appropriate, the child, will develop an IEP or IBP. The SENCO is available for help and advice on strategies and resources. The IEP/IBP. will focus on approximately three targets. The IEP will show how the targets will be achieved and the criteria for success.
- After an agreed period of time the IEP will be reviewed by staff involved and parents. The child's progress will be discussed and new targets agreed. IEP will be reviewed at least 3 times a year, and, if it is deemed appropriate, more often, if the needs of the child indicated this.

Early Years Action Plus/School Action Plus:

- If it is considered that the child has not made satisfactory progress then the SENCO., or head teacher will seek advice and support from outside agencies.
- Staff will arrange to meet the Wigan team in a Individual Progress meeting to discuss next steps
- A referral may be made to the TESS/Educational Psychologist, who will carry out further assessments and give advices. Alternatively a referral may be made to the behaviour support team/OT/ SALT team (or the school nurse). After initial meetings with one or more of these agencies, other specialists may be contacted to deal with the specific needs of individual children. Parents will continually be involved and kept informed of the steps the school is taking.
- The SENCo, head teacher, class teacher, support staff will then use information from the previous IEP's, plus any additional information from outside agencies to develop a new support plan/I.B.P. with new targets.
- The new support plan/I.B.P. and targets are discussed with the parents and child
- If it is considered that the child is continuing to not make satisfactory progress, and more support plan is needed, the school will apply to the Local Authority for additional funding.
- A successful application will provide the school with additional funding targeted specifically at the needs of the child.
- This Provision Agreement will be signed by the Head teacher and make specific reference to the Local Authority requirements.
- The Provision Agreement is reviewed annually, involving the parents, all agencies involved with the pupil and a report being sent to the Local Authority.

Statutory Assessment for EHCP:

- If, after several IEP's have been developed, monitored and reviewed, the child has not made satisfactory progress, the school, after discussions with parents, and taking into account outside agencies advices and reports, will consider asking the Local Authority for a statutory assessment of the child. This will be a very small minority of children.
- All reports from outside agencies, IEP's, reviews and any relevant information are then sent to the Local Authority along with completed forms.
- If the Local Authority decides to proceed with statutory assessment, Educational advices are sent to the school and completed by the SENCO and class teacher and returned as soon as possible.

Annual Reviews (ALL funded pupils are reviewed every twelve months)

- The SENCo arranges the Annual Review, inviting all the relevant outside agencies, parents and informs the Local Authority of the date, who may send a representative to the meeting.
- At the review meeting the child's progress is discussed in relation to the objectives listed in the EHCP.
- The current IEP is available, and targets and progress discussed.
- The school provision is discussed, such as equipment, resources and staffing, to

- ensure that the provision is appropriate and continues to meet the needs of the child.
- It is decided whether or not, the EHCP is still appropriate.
- If the EHCP remains in place, new targets may be set for the coming year.

Interventions

The SENCo and the child's class teacher will decide on the action needed to help the child to progress in the light of the assessment, and if necessary additional advice from outside agencies. This may include:

- adapted learning materials, or special equipment;
- Some group or individual support; (by Teacher, Teaching Assistant, etc.)
- Extra adult time to devise the nature of the planned intervention and to monitor its effectiveness;
- Staff development and training to develop knowledge of problems and to introduce and deliver more effective strategies;
- Access to Local Authority support services for one-off or occasional advice on strategies or equipment.

Individual Education Plans/ Behaviour Plans

Strategies employed to enable a child to progress will be recorded within an Individual Education Plan (IEP) and a school passport (identifying needs for the child) or an Individual Behavioural Plan (I.B.P.). Each of these plans will include information about:

- The short term targets or goals set for the child;
- The teaching strategies to be used;
- The provision to be put in place;
- When the plan is to be reviewed;
- Outcomes (to be recorded when the plan is reviewed, or as they are achieved.)
- Evidence that the parent and, if appropriate, the child have read and understood it.

The Individual plans will only record that which is additional to; or different from, the adapted curriculum and will focus upon three or four individual targets that match the child's needs and have been discussed with the child and parents. The plans will be reviewed at least 3 times a year, and parents' views or their child's progress will be sought. Wherever possible the child will also take part in the review process and be involved in the setting of new targets.

Transition

- Meetings are arranged between staff during the summer term to discuss the transfer of children from one class to another within the school. Details of IEP's are transferred to the new teacher, along with any relevant materials.
- The class SEN file is also passed on to the new class teacher.
- For children transferring between Key Stage Two and Key Stage Three, a meeting is arranged with the appropriate SENCO of the school they are transferring to, to pass

information.

- In the event of a supported transfer, either at this point or at any other point in the year, staff will attend the appropriate meeting to support that child's transfer to a new school, with the child, parents, staff from the new school, and any other involved parties.
- Children who are funded, have a transition review, to which all involved parties are invited. (Parents, Local Authority officers, Health staff, Educational Psychologists High school SENCo etc.)
If a transfer plan is required, one is recommended and will be in place prior to the child's arrival in their High school.

Links with other services

The school has links with the following organisations on a regular basis:

- L.A. Access and Inclusion Service
- TESS team – Targeted support
- Educational Psychology Services
- Speech Therapy Services
- Counselling Family Welfare team
- Health Services (School nurse)
- Social Services
- Surestart/Family Hubs Services
- Outreach from Special schools
- EAL team
- Language and Social Communication Service
- Learning Support Service
- Behaviour Improvement Team
- Child and Adolescent Mental Health Services
- Children's Disability Services
- Sensory Service
- Occupational Therapy
- Ophthalmic Services
- Audiology Service

We seek advice and examples of good practice from:

- The Special Schools within Wigan
- Other schools.
- Voluntary agencies linked to specific disorders.

We are always willing to seek advice and help with the aim of achieving the best for each of the pupils in our school.

Monitoring

- The SENCO liaises with outside agencies.
- SENCO meets regularly with the Attendance Team, TESS, Educational Psychologist and other professionals through the termly planning meeting.
- SENCO meets regularly with head teacher and reports to governing body.
- SENCO meets regularly with head of safeguarding and extended services.
- SENCO meets regularly with each member of staff and monitors their SEN file.
- SENCO attends each pupil progress meeting to flag up any child the teacher may be concerned about and discuss children already on the register to ensure they are making good progress.
- Notes from the meetings/monitoring are copied and given to staff.
- Copies of all IEP's and reviews are passed to SENCO for central record.
- SENCO attends reviews whenever possible, and always attends reviews of funded children.
- SENCO file contains information on every child at Early Years Action / School support, Early Years Action Plus / School Action Plus and Statement.
- SENCO. attends L.A SENCO UPDATE meetings.

Storing and managing Information

All documents and information are stored in compliance with guidance presented in the Data Protection Privacy Notice that is available on the website

Additional Information and Support

Appointments can be made to the School SENCO, Miss Wood to discuss specific concerns. You can also access Wigan Council's Local Offer via the link www.wigan.gov.uk/sendlocaloffer

Response to complaints

Parents or children who are dissatisfied with any aspect of the special needs support offered should make their complaints:

- In the first instance to the Head teacher.
- If a parent is still unhappy, she/he can put her/his complaint in writing to the Chairperson of the Governing Body.
- Further appeal can be made by contacting The Parent Partnership Office, an independent body who explain how to take the complaint to the Local Government Ombudsman.

LINKS TO OTHER POLICIES

- Safeguarding
- Behaviour
- Attendance Policy
- Health and Safety
- Equality Plan
- Restraint and Control
- Reference in Curriculum Policies
- Teaching and learning policy

Accessibility

Parklee is fully wheelchair accessible and has recently undergone building work to ensure it meets all required recommendations for accessibility. We have two disabled toilets and a wet room which can be used for changing.

For children with sensory needs we have soundfield systems in most classrooms and are currently replacing smart boards with HD C-touch screens. We also have various equipment in school that allows us to enlarge text and programmes to copy information onto ipads to enlarge and provide contrast for children's own use.

Two members of staff have completed the year long course for children with visual impairments to provide expert advice to the class teachers/TA.

The following information is advertised by the L.A. for Parent Partnership.

Parent Partnership

The service supports parents / carers of children with special educational needs. This could be provided at any stage of the Code of Practice and in a variety of ways. Parents / carers can contact the service by:

- **Telephone: Embrace 01942 233323**
- **<https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Parent-Partnership-Service.aspx>**

This support could be:

1. One to one contact with the parent / carer
2. Providing information
3. Explaining documents and procedures
4. Providing a Be-friender