

Park is an inclusive school where we focus on the wellbeing and progress of every child and where all members of our community are of equal worth. We believe that the Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups. We recognise that these duties reflect international human rights' standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

The principles of the policy remain the same.

Park Primary School's Special Educational Needs and Disabilities Policy

Written by: Rebecca Hunt (SENDCo) Date

Reviewed when and by whom?	Changes to report
	Assessment
	The introduction of the engagement model
	Updated provision
	The role of the SEND teachers
	The introduction of provision mapping software.

Principles

All students have the right to achieve their maximum academic and social potential. The SEND policy seeks to promote this by providing equality of access and opportunity to all areas of the curriculum. Students are taught in an environment where they receive equal respect and in which their individuality is valued. It is our policy to identify and assess learning difficulties and differences and ensure that learning is supported and differentiated to ensure good progress is made by all students. At Park, we believe high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. We believe in the importance of the child or young person, and the child's

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parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions.

Intent

The aims of this policy are:

- To create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND
- To ensure that students identified as having Special Educational Needs are promptly and accurately assessed and their needs addressed appropriately.
- To target resources effectively.
- To monitor and evaluate progress of students with SEND and the impact of intervention
- To provide teachers with knowledge and strategies to differentiate accordingly through high quality teaching and through SEND Support Plans .
- to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- to make clear the roles and responsibilities of all partners in the process
- to request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership to identify the roles and responsibilities of all staff in providing for children's special educational needs
- to work in cooperation and productive partnerships with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of learners
- to ensure support for pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals

What does SEND mean?

Special Educational Needs

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

A child has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age,

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- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

There are four broad categories of SEND:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- physical and sensory.

Disability

A disability under the Equality Act 2010 - is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. 'Long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Identifying SEND

Children with SEND are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

1) The progress of every child is monitored at **termly pupil progress meetings**. Where children are identified as not making progress in spite of Quality First Teaching they are discussed with the leadership team and the SENDCo or Assistant Headteacher for Inclusion and a plan of action is agreed.

This can be characterised by progress which:

- is significantly slower than that of their peers starting from 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

Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional, behavioural or mental health difficulties. Some special educational needs may present as needs with social skills rather than academic abilities.

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2) Class teachers are continually aware of children's learning. If they **observe** that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause.

Class teachers raise their concerns with the SEND team. They may also raise concerns with their Assistant Head Teacher during pupil progress meetings.

Inclusion Meetings: Teachers should meet with SENCO or AHT twice a year to discuss the needs of the children in their classes who require support that is additional to and different from their peers. For some children this will form part of the Assess, Plan, Do, Review graduated approach.

The support plans on provision mapping will be reviewed in line with these meetings.

3) Parents sometimes ask us to look more closely at their child's learning or development.

We take all parental requests seriously. In the first instance, they should be addressed to the class teacher as in school they will know the child best. Following this there can be a discussion with the class teacher. Frequently, the concern can be addressed by Quality First Teaching or some parental support. The SENDCo may carry out an Initial Concerns Observation and look at some of the child's work.

Following on from this, children may be placed on the SEND register or may continue to be monitored. The SENDCo may request further assessments and support from outside agencies.

Assessing Children with SEND

All children are assessed by their class teachers termly. Please see the Assessment Policy.

There is not one specific assessment practice to assess all children with SEND. Assessments used should be appropriate to the needs of individual children. Teacher assessments will be made, based on the teacher's knowledge of children's everyday learning.

Some children may require additional time to process questions and will be given additional time when undertaking tests. This will not just happen during end of key stage two assessments, but throughout the school. This should be recorded on a Support Plan.

Engagement Model

This is pupils not engaging in subject specific learning and working around old P1

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to p4 level. Children will be observed engaging in an activity termly and a narrative assessment in the 5 areas of the engagement model completed by a member of the SEND Team.

The five areas are exploration, realisation, anticipation, persistence and initiation.

Pre Key Stage Standards

For children working below the level of their Key Stage and not accessing Key Stage whole class work, they will be assessed using the pre key stage standards.

[2021 Pre-key stage 1 - pupils working below the national curriculum assessment standard](#)

[2021 Pre-key stage 2 - pupils working below the national curriculum assessment standard](#)

This will be a teacher assessment based on the class teacher's knowledge of the child's achievements and day to day learning.

These will be inputted into the whole school Fisher Family Trust Aspire assessment tool. Teachers and learning support assistants can discuss the assessment together but the class teacher remains responsible. These assessments will be discussed during Pupil Progress meetings with either the SENDCo or an SEND teacher.

Assessing Outcomes

Outcomes on EHCPs will be assessed as achieved, on track or not on track during the annual review. The SENDCO is responsible for this but it will be based on a discussion involving professionals and parents.

Targets on support plans will be assessed when they are reviewed.

Children will be monitored by the leader of an intervention at the end of that intervention using provision mapping software.

Support Plans

The school is beginning to use Provision Mapping Software and as such are in a period of change between how support plans will be written.

Our support plans form part of the Assess, Plan, Do, Review cycle.

They should be reviewed regularly. At times these reviews will include parents and at times they will be shared afterwards. They will be reviewed 3 times a year.

Some plans will include a pupil passport outlining children's needs, strategies that work and don't work. Some plans will include an outline of provision in place for

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that child. Some plans will include specific targets which are time limited and being worked on.

For some children class teacher's will be responsible for writing and updating these plans and for some children it will be the SENDCO or SEND teachers in collaboration with the teachers and parents.

It will be dependent on the needs of individual pupils.

Outside Agencies:

Below are some of the agencies we work:

A small number of children can be referred each year for NHS core speech and language therapy. Children need to have been part of interventions in school. We have a buy in speech and language therapist who can also assess a small number of children.

The complex needs and dyslexia service may carry out an assessment to identify dyslexia. This is a service the school buys in and as such only a limited number of assessments are possible a year. We are able to refer a limited number of pupils per year for an assessment of moderate learning difficulties.

The school does not have access to an educational psychology service but statutory assessments take place as part of the EHCP process.

Newham's Language, Communication and Interaction Service can support a limited number of pupils in school including those at risk of placement breakdown, those in nursery and those identified with high level of need at transition points. They can also support with training needs and school development work.

We have a named outreach clinician at CAMHS (child and adolescent mental health service) who has 2.5 hours per half term to support us. We can also refer pupils to this service.

We have a named Early Mental Health Practitioner-

We can refer children to Newham's Child Development Service to be seen by a paediatrician, occupational therapist, enuresis clinic or physiotherapist.

Further to this many other agencies we work with will support assessment of children using non-standardised approaches. Again reports may be written and shared with school and parents.

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Statutory Assessment/ EHCPs

Parents or the school can request an Education, Health and Care Plan if their child has a significant need in either education, health or social care or a combination of the areas.

The plan brings together in one place all the information needed to help support a child. There can be a lot of organisation needed and the plan is a single clear guide to providing services to meet your child's individual needs. The local authority are responsible for writing EHCPs, although advice from school, parents and the child will be sought. Further information can be found on the Newham website in the SEND section. [Education, Health and Care Plans \(EHCPs\) | Newham Families Advice and Support](#)

Additional high needs (or top up) funding can then be allocated by the local authority to help a school to meet the outcomes set in the EHCP.

Exit Criteria- Moving away from SEND Support

If the outcome of a review is that the child's progress is good and they no longer require support which is additional to and different from the majority of their peers, then no further school action is necessary. The pupil can be removed from the SEND register. This will be discussed with parents at a parent's consultation meeting or review meeting.

Possible criteria are:

- the attainment gap is closed or maintained
- the performance is similar to peers starting at the same baseline (although this may be difficult to ascertain)
- there is access to the full curriculum
- pupils and parents are happy with progress

Progress with social, emotional and mental health needs mean the pupil no longer requires support which is additional to or different from their peers.

Graduated Approach

Assess -> Plan -> Do -> Review

Where a pupil is identified as having SEND, schools should take action to remove barriers to learning and put effective special



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educational provision in place. This SEND support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children and young people. The support which is additional to and different from should be recorded (having been assessed and planned) on a SEND support plan and then reviewed.

Quality First Teaching

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.

Targeted Support

Below are some of the targeted support groups and interventions run in school.

RWI 1:1

Lexia

Perceptive Maths Support- following up on children's attainment and progress on the day

'Catch up' interventions devised in year groups.

Mentoring in year 6

Box clever groups in EYFS

Dynamo maths

Circus Skills

NELI (Nuffield Early Language Intervention)- in reception

Block Play

Specialist Support

Below are some of the specialist interventions run within the school:

Individual timetables

Sensory Circuits

Specialist dyslexia programmes devised by specialists for individual children.

Life skills groups in Key Stage 1 and 2

Speech and Language groups (Language Enrichment Groups)

Social Interaction/ social skills groups

Play Therapy

Social skills groups

Attention autism

Forest School

TacPac

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Motor Skills United
Musical Interaction Group
SEND Sports Group
WellComm
Speech sound work
NELI (Nuffield Early Language Intervention)

Interventions will be time limited and monitored using provision mapping

Involving Parents

Parents must be involved and give consent for referrals to other agencies and specialist support agencies.

When the school has initial concerns about a child and these have been discussed with the SENDCo, parent views will need to be sought. This will usually be through a meeting with the class teacher, parents and SENDCo.

When parents decline support, a written record of the meeting will be kept. Parents will be told this at the meeting. This will be shared with parents.

Where a pupil is receiving SEND support, schools should talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. Schools should endeavour to meet parents at least three times each year.

These discussions can build confidence in the actions being taken by the school, but they can also strengthen the impact of SEND support by increasing parental engagement in the approaches and teaching strategies that are being used.

These discussions should be led by a teacher with good knowledge and understanding of the pupil who is aware of their needs and attainment. This will usually be the class teacher, supported by the SENDCO, where possible.

An annual report must be produced for parents, as in line with all children in the school. For some children, the report format will need to be adjusted in order to comment accurately on the child's learning throughout the year. The class teacher will need to discuss this with the SENDCo. The SENDCo will be responsible for devising the format for the annual report. The class teacher will be responsible for writing the report.

Involving Children

The views of the pupil should be included in the discussions around targets and outcomes. This could be through involving the pupil in all or part of the discussion

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itself, or gathering their views as part of the preparation. Views can be gathered through discussion with the pupils or using a pupil view sheet. These can use symbols, photographs or other communicative means to help support a child's understanding.

For some pupils the adults who know them will need to use their knowledge of the child and interpret their behaviour to discuss what they like and dislike.

Supporting Children with Medical Needs

At Park we do have a small number of children who have specific medical needs. There is a school medical officer who has responsibility for managing and overseeing the medical needs of these pupils.

We work closely with the school nurse, parents and other professionals to ensure their needs are met and that the school is a safe and happy place to be.

Care plans are put into place for those children who need their medical needs outlined in detail in case of a medical problem arising in school. These are completed in collaboration with the school medical officer, school nurse and the parents and a digital copy is kept in the child's records. A signed copy is kept in a folder in the welfare room.

A clear record of medical needs, including those who have asthma pumps at school, is accessible on the password protected google drive.

A whole school list of children with care plans is available on the password protected Staff Google Drive . This has photos and names of children briefly outlining their conditions. Care plans are kept in the welfare room and on google drive. The medical officer is responsible for keeping this up to date.

A photo list of children with food allergies is displayed in the kitchen and medical needs relating to food. This is also on the password protected Staff Google Drive. The medical officer is responsible for keeping this up to date and sharing with kitchen staff.

Please see the Medical Needs Policy

Staff Specialisms and Training

The SENDCo has the National Award for SEND Coordination.

The SENDCO must be (and is) a qualified teacher working at the school. A newly appointed SENDCO must be a qualified teacher and, where they have not

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previously been the SENDCO at that or any other relevant school for a total period of more than twelve months, they must achieve a National Award in Special Educational Needs Co-ordination within three years of appointment.

We have 2 specialist SEND teachers. One with responsibility for EYFS and KS1 and one responsible for KS2.

We currently buy in different specialist services. We have an NHS speech and language therapist for 30 days a year (roughly one day a week), this is in addition to core NHS speech and language services we can refer to.

We also buy into Newham's dyslexia service for the maximum amount of time possible, allowing us approximately 5 days support a year. This is the maximum amount of dyslexia support available for us to buy in. This is from a specialist teacher with the specialist qualification to identify dyslexia. This allows formal assessment and identification of up to 3 pupils a year with dyslexia.

Other staff have access to specialist training offered by the borough, the SENDCO will book teachers and TAs on to this training based on the needs of the children in their classes, teacher's subject responsibilities and the needs identified in the school development plan or through appraisal meetings.

Support staff who work with children with high needs funding have regular meetings with the SENDCO. These meetings aim to ensure consistency, identify training needs and provide brief training in identified areas.

We currently have two teaching assistants who have achieved Communication Champion and work closely with our buy in speech and language therapist.

We have a play therapist for 1 day a week.

Our circus skills intervention is led by a specialist instructor.

Role of SEND teachers

The role of the two SEND support teachers is to support teachers with planning for children with SEND in their classes. They will attend planning meetings with the year groups assigned. They may help with getting certain resources prepared for the learners.

They will also take responsibility for running and overseeing specific interventions within their Key Stages. They will liaise with support staff as well as teachers and help to model strategies and train the support staff in a 'hands on' approach. Where provision happens out of the school building, they will be the responsible teachers.

They may help with support plans, provision maps, meeting parents and the preparation of statutory documentation.

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Role of the SENDCo

Taken from the Code of Practice 2014.

'The key responsibilities of the SENDCO may include:

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date

The school should ensure that the SENDCO has sufficient time and resources to carry out these functions. This should include providing the SENDCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within a school.'

Further to this the SENDCo will:

- To facilitate and/or attend multi-disciplinary meetings where required.
- Liaise, monitor and work with the relevant persons to devise Support Plans
- To work closely with support staff, co-ordinating their timetables and responsibilities in collaboration with the Assistant Head Teachers.
- To provide teachers with support and advice in regards to positive behaviour management strategies, for both individual children and whole class
- To line manage, organise, monitor and assess a variety of interventions that take place across the school; lexia, language and communication groups, life skills groups, social skills groups and any interventions that are taking place at any one time according to the needs of the children and the school.

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Record Keeping

Records are now kept on password protected staff Google Drive, new reports, IEPs, SEND support plans are kept in a child's folder on this drive.

The SENDCo maintains records for individual pupils with reports from other agencies and any minutes from meetings. When a report comes in, the SENDCo is responsible for the scanning and uploading of these documents. These should then be shared with class teachers. When paper copies are stored, it is within a locked filing cabinet in the inclusion office. Most documents will now be electronic.

When a child leaves the school, their documents are passed on to their new school. A copy is not kept and they are deleted. Electronic documents will be passed on through a secure email.

Monitoring

Progress of different intervention groups will be monitored after a set time dependent on that intervention.

Learning walks will take place to monitor the provision for children with SEND. Feedback will be given at a whole school level. At times, book looks may look at the progress, provision, support and differentiation being provided for children with SEND within class.

Monitoring of provision within year groups will form part of termly MOTs (monitoring of teaching).

Annual Reviews

Annual reviews take place once a year for children with High Needs Funding and/or with an EHCP (Education Health Care Plan). They review the long term outcomes set to see what progress has been made and discuss what is and isn't working for the child.

The meetings can be in person or virtual and are in line with the date an Education, Health Care plan is issued and not at the end of an academic year.

If there are specific issues an interim annual review can be held earlier. If the placement is breaking down, a representative from the local authority should be invited.

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Year 5 reviews should give careful thought to the transfer between phases, it should be possible to give advice to parents/carers on the kind of provision that their child will need, and this will give parents/carers a chance to visit secondary schools. A representative from the local authority should be invited to this meeting.

Transitions

Where parents and other settings inform us of a SEN or disability we will make our best endeavors to visit the child in their previous setting and/or arrange a visit or visits to help prepare a child for their start at Park Primary. This will be flexible according to the needs of the child. Newham annually host a meeting for primary SENCOs to meet with secondary SENCOs. Here we can discuss the children's strengths and needs. For some children, additional visits to their new school may be required or a transition book or film so they can familiarize themselves with the new school. For other children the new school may wish to visit them. This will depend on the needs of individual children. Records will be passed on to the new school. Where there are digital records, these will be passed on securely.

The PSHE curriculum helps prepare children for adulthood. The school can also run life skills groups for both Key Stage 1 and Key Stage 2. Some children may require individual programmes and support to help develop their independent living skills

Arrangements for pupils who are looked after

Children who are looked after will have Personal Education Plans. These are often written three times a year following a review meeting. At times, PEPs may need to be written more frequently if a child's circumstances require this.

When a looked after child has special educational needs, the outcomes set for the child on their IEP or SEND Support Plan will inform the PEP targets. When possible, the IEP will be reviewed alongside the PEP and the team around the child will be invited.

The Local Offer

A Local Offer gives children and young people with special educational needs or disabilities, and their families, information about what support services the local authority think will be available in their local area.

[Local Offer | Newham Families Advice and Support](#)

Further Policies and reading

Park Primary SEND Information Report published on the website

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Public Sector Equality Duty

Accessibility Plan published on the website

Supporting Pupils with Medical Needs policy

Who to speak to

Parents can speak to the class teacher or the SENDCo (Rebecca Hunt) or they can speak to the Assistant Head Teacher (Victoria Loughran), deputy head teacher or head teacher. They can call to make an appointment, email infi@park.newham.sch.uk or speak to them in the playground.

Complaints

Please see the school's complaints policy.