
New Park Primary Academy School

SEND Policy

“Nurturing, Growing, Thriving”

Our Vision

- Moving forwards together, we embrace change, continue to learn and achieve high expectations.
- Our children know that they are safe and cared for and are encouraged to achieve their personal best.
- To equip children with positive attributes and help them to embrace diversity, value themselves and the world.
- To provide inspirational learning experiences that will ignite sparks within the children and enable them to achieve and be successful.

Aims

New Park Primary is fully committed to providing every child with access to a broad and balanced inclusive curriculum to ensure best progress for all our pupils.

Our aim is to

- Provide equal opportunities for all
- Eliminate discrimination
- Establish a team approach between school, home and outside agencies
- Support all pupils to reach their full potential
- Develop respect for all and an appreciation of differences.

In the context of Special Educational Needs and Disability, our aims are.....

- To ensure that all children’s learning needs are identified
- To support children to enable them to work independently and consistently
- To ensure that all staff are fully trained and equipped to meet the needs of every child
- To monitor regularly the effectiveness of interventions

The government is reforming the system for supporting children and young people with special educational needs or disability (SEND) in England. Changes have been made to SEND Code of Practice (2001) and as of September 2014 the new Code of Practice came into force. Further details about these reforms and about the SEND Code of Practice can be found on the Department of Education’s website:

www.education.gov.uk/schools/pupilsupport/sen

One significant change arising from the reforms is that Statements of Special Educational Needs or Disability, for those children with the most complex needs have now been replaced with a new Educational, Health and Care plan (EHCP). For further information you can visit the education page on the county council website : www.northyorks.gov.uk

Roles and Responsibilities

The **Head Teacher**, Mr Robert Mold, has responsibility for the day to day management of all aspects of the school's work, including provision for the children with SEND. The Head Teacher meets with the school SENCo to oversee provision and discuss current issues. In the Head Teacher's report to Governors, SEND issues will be raised, providing opportunities for discussion.

Definitions of special educational needs and disability (SEND) taken from section 20 of the Children and Families Act 2014

A child or young person has SEND 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 the educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at a) or b) above or would do so if special educational provision was not made for them. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The **Governing Body and the SEN Governor**, in co-operation with the Head Teacher determines the school's general policy and approach to provision for all the children and maintains a general overview of the school's work. The SEND governor has a remit to be a critical friend to the school. The school Inclusion Team is responsible for the day to day coordination and implementation of the SEND policy. The SENCo will be supported by:

- The Inclusion Manager-Pastoral Leader
- All teaching staff who carry the SENCo role in their own class
- TAs who work with pupils either 1:1 or in small groups
- Outside Agencies and Professionals

Identification of Pupil Needs

- Any pupils who are falling significantly outside the range of expected academic achievement in line with predicted performance indicators will be monitored.

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- Once a pupil has been identified as *possibly* having SEND they will be closely monitored by the Class Teacher in order to gauge their level of learning and any possible difficulties.
 - The child's Class Teacher will take steps to provide differentiated learning opportunities that will assist the child's progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
 - The SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
 - Through following this process it will be determined which level of provision the child will need. A child who has recently been removed from the SEND register will also be monitored in this way to ensure they continue to make progress.
 - Parents will be fully informed at every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school to support the process of information gathering.
 - The child will be recognised as being under observation by the school due to parent or teacher concern, but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or at parent's evenings.

SEND Support

Where it is determined that a pupil does have a Special Educational Need or Disability, parents will be formally advised of this and the decision will be added to the SEND register.

The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided can be described as a 4 part process:

- a) Assess
- b) Plan
- c) Do
- d) Review

This is an ongoing cycle to enable provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services, will also be considered. Any parental concerns will be noted, taken seriously and compared with the school's information and assessment data on how the pupil is progressing.

This process will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developed and appropriate. Where external staff are already involved with a pupil, their work will provide a supplementary view. Where they are not involved, they may be contacted by school, if this is deemed appropriate, following discussion and agreement with parents.

Plan

Planning will involve consultation between the teacher, the SENCo and parents to agree the adjustments, interventions and support that are required. Parental involvement may be sought, to reinforce or assist with progress at home.

All those working with the pupil, including support staff will be informed of their individual needs and the support that is being provided. This will include teaching strategies and approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the pupil on a day-to-day basis. They will retain responsibility even when the interventions may involve group or one to one teaching away from the main class environment. They will work closely with the teaching assistants and plan and assess the impact of support and interventions held away from the classroom setting.

The class teacher continues to further assess the pupil's strengths and weaknesses and the SENCo will be on hand to provide effective support and advice on an ongoing basis.

Review

Reviews of the child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments in consultation with the parents and the pupil.

Referral for an Education, Health and Care Plan (EHCP)

If a child has a lifelong or significant difficulty they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by the parent. This will occur where the complexity of need or lack of clarity around the needs of the child is such that a multi-agency approach to assessing need and identifying provision is required.

The decision to make a referral for an Education, Health and Care Plan (EHCP) will be taken at a progress review following the Plan-Do-Review cycle. The application for an EHCP will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo
- Social Care
- Health Care professionals

A profile of need will be identified by completing the CANDO assessment with parents and staff. Information will be gathered relating to the current provision provided, any targets set and their progress towards those. A decision will be made by a group of people from education, health and social care about whether or not the pupil is eligible for an EHCP. Parents have the right to appeal against a decision not to initiate a statutory

assessment leading to an EHCP and may seek support from the SENDIASS team based at North Yorkshire County Council.

If it is decided that a pupil's needs are not being met by the support which is ordinarily available from school then an EHCP will be provided by North Yorkshire County Council. The school and the child's parents will be involved in developing and producing the plan.

Once the EHCP has been completed and agreed it will be kept as part of the pupil's formal record and reviewed at least annually by all those involved with the child. The annual review enables provision to be evaluated and maintained at the appropriate level and with the appropriate focus, reducing or increasing the level of support as required.

Access to the Curriculum, information and associated services

All pupils at New Park have access to a broad and balanced inclusive curriculum to ensure best progress for all our pupils. The Head Teacher and Senior Leadership Team ensure that the curriculum allows for inclusivity, including learning outside the classroom. Every effort is made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible the SENCo will consult with the child's parents for other flexible arrangements to be made.

Regular training and learning opportunities for all staff on the subject of SEND and SEND teaching are provided in a school and via the EMS to ensure up to date support for all pupils. The School SENCo and SENCo Administrator attend regular SENCo Network meetings to ensure up to date awareness across all areas of SEND.

Inclusion Provision Passport

Children with Special Educational Needs or Disability are provided with an Inclusion Provision Passport. This document outlines individual provision that each child needs in accordance with the school provision map. Planning is differentiated and annotated accordingly by individual Class Teachers. Educational Health Care Plans detail individual targets for staff to incorporate into their planning.

Also included are details of any interventions the pupil has taken part in, current working levels and previous strategies which have been tried, both successful and those which were less so and should not be tried again. This Passport is accessible to all those involved with the pupil and a valuable tool for new teachers when it comes to transition. The Inclusion Provision Passport is evaluated and reviewed termly to ensure relevant up to date information and data is available.

Evaluating the success of provision

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of informal discussion and through progress meetings with parents. Parents of children on the SEND register will be invited to meet with the Class Teacher termly to discuss the progress and provision for their child. Parents of children with statements / EHCPs will be invited to meet termly with the SENCo to receive an update and discuss progress and next steps.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice. SEND provision and interventions are recorded on the Inclusion Provision passport which is updated when the intervention is changed. These are updated by the Class Teacher and are monitored by the SENCo.

All interventions are monitored and evaluated termly by the SENCo and information is fed back to staff, parents, and governors. This helps to identify which provision is most effective. Pre and post evidence-based assessments are carried out for all interventions by school or external agencies.

Complaints Procedure

If a parent/ carer has any concerns or complaints regarding the care or welfare of their child, an appointment should be made to speak to the Head Teacher or member of the Inclusion Team in the first instance. The School Complaints Policy and Procedure will be followed as appropriate. Further details are available on the school website.

Working in Partnership with Parents

New Park Primary Academy believes that a close working relationship and open communication with parents is vital to ensure

1. Early and accurate identification and assessment of SEND leading to appropriate intervention
2. Continuing social and academic progress of children with SEND
3. Personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.

If necessary, parents may also be signposted to the local SEND Information, Advice and Support Service should more general advice and guidance be required.