



## **Palace Fields Primary School SEND Policy**

### **1. Policy Statement**

- 1.1 This policy outlines how Palace Fields Primary School will support pupils with Special Educational Needs and Disabilities.
- 1.2 Where applications exceed the number of places available, priority will be given to pupils with a Statement of Educational Need or Education, Health and Care plan naming Palace Fields Primary School.
- 1.3 Palace Fields Primary School is committed to providing its pupils with high quality learning experiences. Our staff have high expectations of all children, irrespective of background, race, gender or capability and provide all children with equal access to the curriculum. We ensure that the academic needs of our pupils are addressed at an individual level so all will flourish and reach their full potential.

### **2. Definitions of special educational needs (SEN) from section 20 of the Children and Families Act 2014:**

- 2.1 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 or mainstream post 16 institutions.
- 2.2 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.
- 2.3 Children must not be regarded as having a learning difficulty solely because the language or form of language in their home is different from the language in which they will be taught.

### **3. Aims**

- 3.1 Our school will provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice. We will:
  - 3.1.1 Seek to identify the needs of pupils with SEN at the earliest possible opportunity.

- 3.1.2 Monitor the progress of all pupils in order to aid the identification of pupils with SEN. Continuous monitoring of pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- 3.1.3 Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum and enrichment opportunities.
- 3.1.4 Build effective relationships with parents and carers to gain a comprehensive understanding of their child, and involve them in all stages of their child's education.
- 3.1.5 Work with, and in support of, outside agencies when pupils' needs cannot be met by the school alone.
- 3.1.6 Create a school environment where pupils can contribute to their own learning.
- 3.1.7 Provide an environment and facilities which comply with all relevant accessibility requirements.
- 3.1.8 Implement a robust Equal Opportunities and Diversity policy and associated procedures, to ensure that no member of the school community suffers discrimination because of SEN or Disability.

#### **4.Guidelines**

We will:

- 4.1 Provide all pupils with SEND access to Element 1 and Element 2 funding.
- 4.2 Implement a graduated approach. In the first instance, all children will receive Quality First Teaching. This is continuously monitored in line with the school's Performance Management Policy.
- 4.3 Where it is determined that a pupil does have SEN, formally advise parents of this and the pupil will be added to the school SEN register. The aim of formal identification is to help school ensure that effective provision is put in place and so remove barriers to learning. This is an ongoing process to enable provision to be refined and revised as the understanding of the needs of the pupil grows.
- 4.4 Follow the Assess > Plan > Do > Review process. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.
- 4.5 Make referrals for Education, Health and Care Plans for those children who have lifelong or significant difficulties. This process is usually requested by school, but can also be requested by parents. This will occur where the complexity of need is such that a multi-agency approach to assessing that need, planning provision and identifying resources is required.
- 4.6 Ensure that all pupils have access to a broad, balanced and enriched curriculum regardless of SEND. This will be achieved through specialist provision, taking into account the needs of the individual pupil.
- 4.7 Ensure that provision and support are deployed effectively, that the curriculum is differentiated appropriately and that individual and group support is available as necessary.

- 4.8 Set appropriate individual targets to motivate pupils to aspire to achieve their full potential, and evaluate progress towards these targets regularly.
- 4.9 Work in partnership with parents, ensuring that they are consulted and kept informed about the provision put in place for their child.
- 4.10 If any parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made to speak to the Principal or INCo who will be able to advise on formal procedures for complaint.

**5. Review and Evaluation:**

- 4.1 This policy reflects the consensus of opinion of the whole staff and governors and its implementation is the responsibility of all staff and governors. Staff will review our SEN Policy in line with our Policy Review Cycle, unless there are significant changes and therefore a need to review it sooner.

Approved by:

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**Chair of Governors**

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**Principal**

Date:

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