



Palace Fields Primary School Special Educational Needs Policy 2020

According to the SEN Code of Practice (2015), '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 him or her.'

At Palace Fields Primary School, we firmly believe that all children have a right to a broad, balanced and relevant education. We aim to be a school that is inclusive of all pupils and our staff have high expectations of all pupils, regardless of prior attainment. We will encourage all children to give their best and to reach their potential.

OVERALL AIMS

At Palace Fields Primary School, we recognise that some pupils may experience difficulties during their education. These difficulties may be short or long term and may cover one or more of the following broad areas of need: cognition and learning, social and emotional mental health, communication and interaction or sensory and/or physical.

Our Special Needs policy aims to meet these difficulties by:

- Identifying and developing good and inclusive practice.
- Making the curriculum accessible to all pupils through the Power teaching model.
- Identifying pupils with special needs.
- Enabling staff to meet identified pupil needs and keep up with developments in the area of special educational needs.
- Monitoring and reviewing intervention programmes regularly to assess impact and pupil progress.
- Working closely and cooperatively with parents and outside agencies.
- Recognising the right of children to be involved in decisions and exercise choice.

Arrangements for the coordination of SEN provision

The Governing Body will:

- Ensure the SEN policy is included in the prospectus and school handbook.
- Report annually to parents on the success of the SEN policy.
- Have regard to the Code of Practice when carrying out their duties.
- Do their best to ensure that SEN provision is made as appropriate as possible.
- Ensure pupils with SEN join in the activities of the school together with those who do not have SEN as far as is reasonably possible.

The Principal will:

- Have overall responsibility for SEN matters.
- Oversee the implementation of the SEN policy.
- Work closely with the SENCO.
- Liaise with Governors.

The SENCO will -

- Develop, monitor and review the SEN policy.
- Update and maintain the SEN register.
- Ensure that SEN records and support plans are kept up to date.
- Develop inclusive practice.
- Monitor SEN provision.
- Ensure the objectives on support plans/EHCPs are being met.
- Provide guidance and INSET for colleagues.
- Oversee the day to day operation of SEN policy and SEN resources.
- Disseminate information as necessary.
- Inform the Principal of current SEN matters.
- Coordinate provision for pupils with SEN.
- Oversee implementation of all intervention programmes.
- Manage TA provision.
- Administer screening tests and assessment procedures.
- Write individual behaviour plans/risk assessments - in conjunction with appropriate staff.
- Liaise with parents and outside agencies.
- Monitor review meetings.
- Oversee resources.

The Class teacher will:

- Ensure they are aware of the school SEN policy and procedures.
- Be responsible for initial assessment and identification of a child's special educational needs.

- Communicate with parents over initial concerns.
- Alert the SENCO to concerns about progress or difficulties encountered.
- Plan, teach, assess and evaluate in a way which takes into account the range of abilities and aptitudes of pupils.
- Consider how classroom organisation, teaching materials, teaching styles and differentiation can help pupils to learn more effectively, where difficulties are identified.
- With advice from SENCO and outside agencies where appropriate, set appropriate individual targets for pupils with SEN.
- Review these targets regularly, in collaboration with parents, pupils and with support of SENCO.
- Complete referrals for individual children in their class, on request of the SENCO. Prepare reports for annual reviews and reports to other agencies (e.g. Woodview)
- Liaise with Teaching Assistants.

Teaching Assistants will:

- Support children according to individual needs.
- With support from the SENCO and Class teacher; plan, resource and deliver interventions to implement support plans and support pupil progress.
- Liaise with SENCO and class teacher on individual provision and issues arising.
- Communicate with outside agencies (eg. SALT) to update provision.

The school has a commitment to continue building its resources to meet the needs of pupils with special educational needs.

Identification and Assessment of SEN

Early identification, assessment and provision of any child who may have SEN is of paramount importance. At Palace Fields Primary School, pupils are identified as having **special educational needs** in several ways:

- They may enter school with a special educational need previously identified by a medical professional.
- They may have been on the graduated approach in their previous school.
- Parents may inform school of issues that cause a barrier to learning (usually medical issues).
- Specialist teachers may be involved with a pupil although results from assessments may be within average range for their age e.g. hearing and visually impaired pupils.
- The class teacher may have concerns about their progress and/or class work and feel that wave two intervention programmes are not working.
- The class teacher may identify behaviour or coordination problems that have become a barrier to the pupils learning and need further investigation/ support.

- Pupil's will be identified from school assessment systems and where necessary, individual diagnostic assessments.

A range of assessments take place each year. These include:

- Class based observations and assessments.
- Baseline assessment (EYFS)
- WELLCOMM assessment
- Progress against English, Maths and Science objectives.
- Standard screening and assessment.
- Thrive assessment
- B Squared assessment (Resource Base)

Results are discussed with class teachers to develop an overall picture of a pupil's ability and any surrounding circumstances before placing them on Palace Field's graduated approach.

This policy follows the guidelines set out by the Code of Practice

- Identifying and responding to the child's learning characteristics - through use of teaching style and type of task.
- Responding to the specific learning environment in terms of mobility and parent absence.

Provision for pupils with SEN at Palace Fields Primary School

Palace Fields Primary School takes the view that all teachers are teachers of special educational needs and all children are entitled to a quality teaching and learning experience. Children with special educational needs are considered a whole school responsibility.

At Palace Fields, the learning environment exhibits the following characteristics to support the inclusion of all pupils:

- A structured, consistent approach to teaching English and Maths, with children grouped via their next steps to ensure the best opportunity for access and progress for all.
- A fair and whole school approach to discipline.
- An atmosphere of acceptance, encouragement, respect and sensitivity.
- Communication and co-operation between staff.
- Access to specialist advice through all available support services.
- Continuous and constructive communication with parents.
- An 'Access and Accessibility Policy' to support accessibility.
- Assessment and record keeping procedures to ensure all children with SEN are working at an appropriate level.

Quality First Teaching and access to the full curriculum for all pupils is provided through:

- The grouping of children in English and Maths
- Presentation of the task.
- The difficulty of the tasks given.

- The amount of initial teacher input.
- The amount of adult support.
- The ways in which pupils can respond and give evidence for their learning.
- The groupings within the classroom.

Children with Special Educational Needs are supported to the best of our ability within the boundaries of staff expertise and facilities of the school environment. Advice from external professionals is sought whenever necessary.

All children receive Quality First Teaching. Once a child is identified as having special educational needs they will be placed on Palace Fields' graduated approach:

- **Record of Concern**
- **SEN Support**
- **Education Health Care Plan**
- **Resource Base Provision**

EYFS Provision

Practitioners in the Foundation Stage will use their best endeavours to ensure that, where possible, they are able to identify pupils who may have SEN or require SEN provision. Identification of pupils not making adequate progress may include:

- Analysis of progress against national targets. Children not making expected rates of progress might require alternative approaches to learning or a graduated approach to help, beyond what is normally available for Foundation age children.
- Presents persistent emotional and/or behavioural difficulties, which are not reduced by behaviour management techniques usually employed in the school.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of personal aids and equipment.
- Has communication and/or interaction difficulties, and requires specific individual interventions in order to access learning.

Once practitioners have identified that a child has special educational needs as described above, support in the Foundation Stage will take place through individual/small group intervention as part of SEN support. If the intervention does not enable the child to make satisfactory progress, the SENCO will seek advice and support from external agencies, such as SALT and Woodview.

Provision in Key Stages 1 and 2

Primarily, the class teacher will monitor progress of all the children in their class. The highlight and tracking system in the school will detect those not making, or exceeding, targeted expectations. At pupil progress meetings, the Principal and SENCO, alongside the class teacher, may decide that some further form of provision or support is necessary in order to help them make or catch up with the appropriate expectations for their age.

Initial Concern – Record of Concern

This is seen as an alert stage. Initial concern is raised and the pupil is highlighted as being at risk of underachieving and brought to the attention of the SENCO. Evidence is collected by the class teacher and consideration given to:

- Setting suitable learning challenges (learning objectives)
- Responding to pupils' diverse needs (teaching styles and strategies)
- Overcoming potential barriers to learning (including classroom environment)

These pupils will be monitored by the class teacher within their ordinary classroom organisation and planning. If the pupil continues to make inadequate progress within a suitable time span (e.g. a term) they will be placed on SEN Support stage of Palace Fields' graduated approach. The SENCO becomes involved at this stage. Most children should progress through the stages systematically, although occasionally a child may jump a stage.

Pupils can move in any direction through the graduated approach.

Parents should be kept informed of any changes within the stages.

Our Graduated approach takes into account four areas and states what level of support a pupil can expect in these areas depending on the stage the pupil is placed on.

1. Planning and Assessing

SEN Support

- Monitoring, recording and assessment linked to whole school assessment systems.
- Additional assessment by class teacher overseen termly by SENCO.
- Supplemented by standardized or diagnostic tests as necessary. Carried out by SENCO or a trained member of staff.
- Individual targets linked to short term planning
- Termly review with parents and class teacher - Parents informed of targets.
- Pupils actively involved in target setting and assessment/review process - opportunities for pupil to discuss and evaluate progress in a supportive way
- SENCO time to liaise with parents, external services and staff.
- Organisation/timetabling to support disabled pupils.
- Occasional advice from other professionals e.g. Speech and Language.

Education Health Care Plan:

- External services (specialist support services, educational psychologist) undertake specialist assessment leading to a more specifically focused EHCP.
- B Squared may be used to track pupil attainment and progress.
- Longer term plan for provision, supported by shorter term support plans.
- Parents involved in both the long and short term planning.

- Annual review of progress - linked to EHCP targets.

Resource Base:

- External services (specialist support services, educational psychologist) undertake specialist assessment leading to a more specifically focused support plan/EHCP.
- B Squared will be used to track pupil attainment and progress.
- Longer term plan for provision, supported by shorter term support plans.
- Parents involved in both the long and short term planning.
- Annual review of progress - linked to EHCP targets.

2. Grouping

SEN Support

- Pupils work within the Power English/Maths group that is appropriate to their ability.
- Pupil based in their usual classroom for the afternoon sessions of the timetable.
- Access to small group tuition to work on support plan targets - if necessary.
- Grouping strategies used flexibly within the classroom.

Education Health Care Plan:

- Pupils work within the Power English/Maths group that is appropriate to their ability.
- Pupil based predominantly in their usual classroom for the afternoon sessions of the timetable, supported through flexible grouping strategies.
- Access to small group tuition to work on support plan targets - if necessary.

Resource Base:

- Pupil works predominantly in the Resource Base classroom during English and Maths lessons - with some opportunities to join Power English and Maths lessons if appropriate.
- Children join their mainstream cohort for PE and Music lessons and any trips.

3. Human Resources SEN Support

- Main provision is provided by the class teacher with SENCO involved in assessment and planning rather than teaching.
- Pupil support used routinely with targeted adult support provided if necessary.
- Class teacher and teaching assistant plan and review support together.
- Specialist advice may be provided (e.g. educational psychologist, advisory teachers, occupational therapist)
- SENCO time to manage and monitor deployment/ effectiveness of additional human resources.

Education Health Care Plan:

- Individual or small group support provided by teaching assistant (under guidance), teacher or specialist teacher (or other specialist).
- Direct teaching input for specified area - delivered by school staff or external agency.

Resource Base:

- Sustained targeted support provided by teaching assistant (under guidance), specialist teacher or other specialist.

4. Curriculum and Teaching

SEN Support

- Pupils follow National Curriculum/ Foundation Stage curriculum with emphasis on differentiation for curriculum access e.g. modified materials, alternative methods of presentation. Possibly some specific reinforcement or skill-development activities in support of support plan targets.
- Access to specific group intervention programme if appropriate.
- Different or additional learning materials /specialist equipment.
- Enhanced access to ICT if necessary e.g. pupils with dyspraxia.
- Emphasis on increasing differentiation of activities and materials.
- SENCO time to monitor

Education Health Care Plan:

- Increasingly targeted modifications made to Foundation Stage/ National Curriculum (level, materials, resources, method, and task).
- Some individual programming to support specific targets.
- Access to ICT and to specialist equipment and materials as necessary to support learning programmes.

Resource Base:

- Increasingly individualised programme (within the context of an inclusive curriculum)
- May involve the use of specialist teaching and/ or communication techniques, supported by appropriate equipment and materials.

Education Health Care Plan Procedures

The responsibility for making statutory assessment will lie with the Local Education Authority who will decide if a child requires an Education Health Care Plan (EHCP). A request for an Education Health Care assessment can be made by the school (SENCO and Principal) or a parent.

To aid in the process of statutory assessment, the school (Foundation Stage, Key Stage 1 and 2) will provide a request for an EHC assessment to the LA, stating clearly the reasons for the request. This evidence will consider:

- The views, interests and aspirations of the child and his/her parents.
- The child's special educational needs.
- The child's health needs that are related to their SEN.

- The child's social care needs which are related to their SEN or a disability.
- The outcomes sought for the child, including outcomes for adult life.
- The special educational provision required by the child.
- Any health provision reasonably required by the learning difficulties or disabilities which result in the child or young person having SEN.

Parents

Parent Partnership is actively encouraged at Palace Fields Primary School. We value the unique knowledge and experience that the parent has of their child. Parents are welcome to come into school to discuss issues concerning their child. They are requested to make an appointment in advance to ensure that the member of staff has sufficient time to allocate to the discussion.

Record of Concern

Parents are informed by the class teacher of any concerns. They will be informed in writing if their child is placed on the SEN register and will have an opportunity to come into school to discuss this. Parents' views will be sought wherever possible.

SEN Support

Termly meetings take place between class teachers and parents to discuss a pupil's progress and review targets on the support plan.

Education Health Care Plan:

In addition to the termly meetings between the class teacher and parent, Annual Review meetings are also held for children with an EHCP or children within the Resource Base provision.

Parents' permission is always gained to involve external support services. There will usually be an opportunity to meet with the professional and receive feedback following this support.

Partnerships with outside agencies

Palace Fields Primary School benefits from the support of a range of outside agencies including:

- Speech and Language Therapists
- Occupational Therapy support for identified pupils
- Children and Social Care Workers
- Health Visitor
- School Nurse
- Educational Psychologist
- HI and VI support teachers

Transfer arrangements

Upon transfer to or from a new school, the SENCO will liaise with parents and the other school to draw up transition arrangements required that are additional to normal school practice. For children with significant needs, this may take the form of additional transition days, initially supported by a familiar member of PFPS staff.

Review

The effectiveness of the implementation of this policy will be evaluated by

- Pupils' perceptions of how well their needs are being met.
- Parents' perceptions recorded at reviews or parents' evenings.
- Teacher and TA perceptions of how well their own and the pupils' needs are being met in relation to SEN.
- The Governors' perceptions of how well SEN is being addressed in the school.
- Outside agencies perceptions of how well SEN is being addressed in the school.
- Secondary School comments from staff and pupils.
- The extent of integration and curriculum breadth.
- Internal and external pupil assessments.
- Support plan targets and reviews.
- Annual reviews of EHCPs.
- The SEN register.
- Reviews of impact of Intervention programmes.
- Patterns of SEN referrals by year/ curriculum area.
- OFSTED reports.
- Attendance figures.

Conclusion

This policy also needs to be in line with other school policies and should be read in conjunction with the following existing policies:-

- Teaching and Learning
- Assessment and Record Keeping
- Feedback and marking
- G & T
- ICT
- Equal opportunities
- Health and Safety
- Access and accessibility

Policy Review

This policy will be reviewed every 3 years or in light of new legislation. Staff and governors will be informed of any changes.

Policy written by Mrs Lynne Everett Date: September 2019

Policy updated by Miss Genna Hitchin Date: September 2020

Agreed by Governors Date: 21st September 2020

To be reviewed September 2023