

PARSLOES PRIMARY SCHOOL



SEND policy and information report

Approved by the Governing Body – November 2019

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1. Aims

At Parsloes Primary School we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs and ability. The school seeks to raise the achievement, remove barriers to learning and increase physical and curricular access for all. All children with SEND are valued, respected and equal members of the school.

'All teachers are teachers of pupils with SEND' (SEND Code of conduct 2014)

Children may be said to have SEND if they are not making progress due to intellectual, physical, social, emotional and mental or health reasons. Or lack of resources or provisions to meet identified needs. Some children will show persistent patterns of disturbance over longer periods, and maybe regarded as having Special Educational Needs.

However, we believe that all children are vulnerable to stress caused by personal circumstances and may experience behaviour or emotional disturbance at some time during their school career.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

The use of the term 'disability' is applied in line with the current terminology within the Equality Act 2010:

'..a physical or mental impairment which has a long-term and substantial adverse on their ability to carry out normal day-to-day activities.'

- 'Long-term' is defined as 'a year or more.'
- 'Substantial' is defined as 'more than minor or trivial.'

4. Roles and responsibilities

4.1 The SENDCo

The SENDCo's are: Michelle Basri – Lead SENDCo – mbasri@parsloes.bardaglea.org.uk

Nicola Baker – EYFS and KS1 SENDCo – nbaker@parsloes.bardaglea.org.uk

They will:

- Work with the head teacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this, termly.

- Work with the head teacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

4.3 The head teacher

The headteacher will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class, this is discussed and monitored at pupil progress meeting with members of SLT.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents.

We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are from termly passport meetings held with the child, parent and class teacher.
- In addition the SENDCo's hold a Talk 2 Us coffee afternoon, half termly, to discuss SEND topics.

Notes of these early discussions will be added to the pupil's record and given to their parents.

Identifying pupils with SEND (monitoring stage)

If a teacher has concerns about a child, he / she will meet with the parents and place the child on monitoring. A record is made and the SENDCo's are informed. The class teacher ensures that the needs of the pupils on monitoring stage are met through differentiation of the curriculum. Their progress is reviewed with the Assistant Head for Data and the SENDCo's after a term. It is also important to identify the full range of needs, not simply the primary need of an individual pupil.

We will formally notify parents when it is decided that a pupil will receive SEND support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant .

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress (School expectation above national progress – 6 steps)

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. The Lead SENDCo will support pupils and parents to visit new settings.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

5.6.1 Supporting children with Social, Emotional and Mental Health (SEMH)

Within the Inclusion Team there are specialists who are Thrive Practitioners. They are responsible for delivering and monitoring individual programmes of interventions for children with SEMH needs. The team assess individual pupils and determine which package of support will be best. The following interventions are available:

- 1 to 1 work supporting targets set by the Thrive Practitioner. (Being needs)
- 4 smalls groups, twice weekly interventions lead by a Thrive practitioner
- Weekly mindful Monday afternoons to support well being
- Whole school assessments
- Family support worker
- Sensory room
- Playground leaders
- Referral to CAMHS

5.6.2 Supporting children with autism

Within the Inclusion Team there are specialists who form the Autism Support Team. They are responsible for delivering and monitoring individual programmes of learning for children with a diagnosis of autism. The team assess individual pupils and determine which package of support will be best. The following interventions are available:

- 1 to 1 work supporting targets set by the Speech and Language Therapist
- 1 to 1 work on early literacy and numeracy skills
- Small group work on social thinking and active listening
- Sensory diets support
- Positive behavioural support
- Emotional awareness of self and others
- Visual support using Communicate in Print
- Intensive interaction
- PECS

5.6.3 Supporting children with speech and language needs

The speech and language therapist works alongside teaching staff to ensure that a child with communication needs has a programme of intervention that will help him/her to access the curriculum and contribute more successfully in the classroom. The Speech and language therapist will work with a child in different ways and therapy support may take the form of:

- Assessment
- Advice and demonstration to teaching staff and parents
- Target setting
- Support to adapt the curriculum or environment
- Training and advice on specific approaches
- Direct packages to support a child in the classroom, in 1:1 or small group sessions that focus on the skills needed to interact effectively with others and to form and maintain friendships
- Targets are outcomes focused and pupil progress is recorded, monitored and updated termly

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Promoting cultural capital to enable our children to have the necessary skills and experience they require for life.

5.8 Additional support for learning

The majority of our teaching assistants are trained to deliver interventions such as Precision Teaching, Oxford Reading Tree, Project Code x, Alien Adventure, Pixl, and Language Link.

Teaching assistants will support pupils on a 1:1 or small group basis when required.

5.9 Expertise and training of staff

Our SENDCo's have 8 years' experience, between them, in this role.

They are allocated four and a half days (between them) a week to manage SEND provision.

We use specialist staff for Speech and Language, SEMH, Sensory learning and Work station learning.

5.10 Securing equipment and facilities

Equipment and facilities are purchased from the SEND budget.

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term in pupil progress meetings with class teacher.
- Reviewing the impact of interventions
- Using pupil questionnaires to adapt provision
- Monitoring by the SENDCo
- Monitoring by the SEND Link Governor
- Monitoring by the Link LA advisor
- Holding annual reviews for pupils with statements of SEND or EHC plans

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s). All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

Our accessibility plan has more detail related to the facilities available for disabled children.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to be part of after school clubs to promote teamwork/building friendships etc.

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

We work with the following agencies to provide support for pupils with SEND:

- Educational Psychologist (EP)
- Speech and Language Therapist
- Child and Adolescent Mental Health Service (CAMHS)
- Child Development Team
- Occupational Therapy (OT)
- Art Therapists
- Counselling Services
- Specialist Link Advisors from LBB&D

5.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the class teacher/SENDCo/head teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEND

Heathway Centre 0208 227 5500

5.17 Contact details for raising concerns

Michelle Basri – Lead SENDCo – mbasri@parsloes.bardaglea.org.uk

Nicola Baker – EYFS and KS1 SENDCo – nbaker@parsloes.bardaglea.org.uk

5.18 The local authority local offer

Our contribution to the local offer is: <https://www.lbbd.gov.uk/residents/children-young-people-and-families/local-offer/>

6. Monitoring arrangements

This policy and information report will be reviewed by Michelle Basri – Lead SENDCo and Nicola Baker – EYFS and KS1 SENDCo every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions