



Parwich Primary School

Special Educational Needs & Disability (SEND) Policy

Review every two years

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Definition of SEND

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

The SEND Code of Practice (updated May 2015):

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- (a) has a significantly greater difficulty in learning than the majority of others of the same age, or
- (b) 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 or mainstream post-16 institutions.

A child or young person does not have a learning difficulty or disability solely because the language in which he or she is or will be taught is different from a language which is or has been spoken at home.

Definition of Special Educational Provision

For children aged two or more, 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 or maintained nursery schools.

Mission Statement

‘Together Everyone Achieves More’

At Parwich Primary School, we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected.

Within this safe environment, staff are committed to providing support to enable any child with SEND to be included fully in all aspects of school life.

Parwich is a small, rural, friendly school. Ofsted stated:

“Parwich Primary School is a flourishing school. There is a family feel about the place. Pupils are happy and enjoy their learning. They told inspectors, ‘It’s amazing at this school. Everyone looks out for everyone. We all care for each other’. Pupils say that they feel safe. They are proud of their school.”

“Pupils really care for each other.”

“Pupils have a very clear understanding of equality.”

“Leaders ensure that pupils with special educational needs and/or disabilities (SEND) access the full curriculum. Pupils access the curriculum well. Teachers provide strong support and ensure that resources are suited to pupils’ needs. Leaders work well with external agencies. They communicate well with parents.”

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs and Disability Code of Practice: 0 to 25 years July 2014 (updated May 2015).

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Our aims:

- To ensure that all pupils with SEND have their needs identified in order to support academic progression and continued good physical and mental health and wellbeing.
- To ensure that every child is protected from harm and neglect and that every effort is made to enable them to learn and grow independently.
- To ensure all children can access a balanced curriculum, differentiated where appropriate.
- To ensure that all pupils with SEND are able to fully access the curriculum by providing extra support or additional resources where appropriate and by removing their barriers to learning.
- To develop a close working relationship with parents.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Derbyshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

<https://localoffer.derbyshire.gov.uk/>

Objectives

Staff members seek to identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services and Early Years' settings prior to the child's entry into the school.

Monitor the progress of all pupils in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.

Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be co-ordinated by the SENCO and Head teacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.

Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.

Work with and in support of outside agencies when the pupil's needs cannot be met by the school alone. Some of these services include Schools and Families Specialist Service (SSFS), Educational Psychology Service, Speech and Language Therapy, Children and Adult Mental Health Service CAMHS, Family network of SENCOs, Behaviour Support at Alfreton Park Special Community School, Family of Schools Dyslexia specialist and the Visual Impairment Team.

Create a school environment where pupils can contribute to their own learning.

This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, residential visits, school plays and sports teams.

Responsibility for the Coordination of SEND Provision

The person responsible for overseeing the provision for children with SEND is Fiona Tomblin (Headteacher)

The person co-ordinating the day to day provision of education for pupils with SEND is Anneliese Dobson (SENCO / Teacher)

Responsibilities of the SENCO:

- Work with the Headteacher and SEND Governors to determine the development of the SEND policies, SEND provision in school and ensure school meets its responsibility under the SEND Code of practice.
- Have ultimate daily responsibility for the operation of the SEND policy and coordination of specific provision put in place to support individual pupils with SEN.
- Provide professional guidance to colleagues and work with colleagues, parents and other agencies to ensure pupils with SEND receives appropriate support and high quality teaching.
- Advise on SEND budget and how best to support pupils using the budget.
- Keep up to date records of all pupils with SEN.
- Lead annual reviews for children with EHCP.
- Review Inclusion Panel annually.
- Support with transition to the next place of education.

SEND Governor

- A member of the governing body who has specific oversight of the school's arrangements for special educational needs and disability (SEND).

Responsibilities of the SEND Governor (with support from the SENCO & Headteacher):

- Ask questions and liaise with Special Educational Needs Co-ordinator (SENCO) about the current policy and practice in SEN.
- Monitor the progress and effectiveness of the governing body's policy on SEN.

Role of Headteacher

- To oversee role of SENCO. (See Headteacher responsibilities under the 0-25 SEND Code of Practice (2015))
- Monitor progress of those children with SEN.

Arrangements for Coordinating SEND Provision

The SENCO will hold details of all SEND records for individual pupils.

All staff can access:

- The Parwich Primary School SEND Policy.
- A copy of the full SEND Register.
- Guidance on identification of SEND in the Code of Practice.
- Information on individual pupils' special educational needs, including pupil profiles, IEP's, targets set and copies of their provision map.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities.
- Information available through Derbyshire's SEND Local Offer.

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

This policy is made accessible to all staff and parents in order to aid the effective co-ordination of the school's SEND provision.

Other visiting professionals:

- Educational Psychologist
- School Support Service (SSSEN)
- Speech and Language Therapy Service
- Sensory Support Service – Hearing Impaired
- Sensory Support Service – Visually Impaired
- School Nurse
- Communication and Autism Team
- Paediatric Community Physiotherapists
- Paediatric Community Occupational Therapists
- Various medical professionals

Admission Arrangements

Please refer to the information contained in our admissions policy available at: www.parwich.derbyshire.sch.uk

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

If the child is making a transition from another school, a meeting may be set up between the feeder school and the receiving school's SENCO to aid the smooth transition of the pupil, and discuss arrangements to be made as well as any other important information relating to that child's needs.

Where face to face meetings are not possible, contact will be made using the telephone to ensure that there is a good understanding of what type of provision is required.

All SEND paperwork should be passed to the SENCO by the previous school or setting/parents as soon as possible.

The school will do its best to ensure that the necessary provisions and preparations are made prior (where possible) to the start of the child's school year. The child will be closely monitored from the start of the new school year to ensure that all the appropriate provisions are in place.

Facilities for Pupils with SEN

We are committed to whole school inclusion. In our school, we support children with a range of special educational needs. We will seek specialist SEND provision and training from SEND services where necessary.

The school complies with all relevant accessibility requirements; please, see the school's disability equality scheme and action plan.

This can be found at: www.parwich.derbyshire.sch.uk

Identifying Pupils with SEND & Assessing their Needs

Using a Graduated Approach

Quality First Teaching

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

Once a pupil has been identified as possibly having SEN, they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.

The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic 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.

It can then be determined which level of provision the child will need going forward.

If a pupil has recently been removed from the SEND register, they may also fall into this category as continued monitoring will be necessary.

Parents will be informed fully of 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.

The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parent evening.

Parent's evenings are used to monitor and assess the progress being made by children.

SEND Support

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the child can 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 consists of a four-part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the 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 and compared with the school's information and assessment data on how the pupil is progressing. This analysis 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 developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

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

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews of a 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 going forward, in consultation with parents and the pupil.

Referral for an Education, Health and Care Plan

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

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer or by speaking to an Education, Health and Care Plan Co-ordinator at Derbyshire County Council or by contacting the Parent Partnership Service.

Education, Health and Care Plans (EHC Plan)

Following Statutory Assessment, an EHC Plan will be provided by Derbyshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.

Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Inclusion Panel Referral

There can be long waits to access educational services, some of which have been only accessible with an Education Health and Care Plan. The Inclusion Panel aims to provide access to funding for the support of individual pupils earlier.

Access to the Curriculum, Information and Associated Services

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual.

Every effort will be 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 staff on the subject of SEND and SEND teaching are provided both in school and across schools. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEN.

In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision.

We set appropriate individual targets that motivate pupils to do their best, and celebrate achievements at all levels.

Inclusion of Pupils with SEND

The Headteacher/SENCO oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services through Early Help Support, The Multi-Agency Team and Support Services for Special Educational Needs.

Advice will be sought from Derbyshire County Council Behaviour Support for children who have behavioural concerns. Where a behavioural incident warrants exclusion, schools have a duty to inform this service.

Evaluating the Success of Provision

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. Children who have an EHCP have Termly IEP meetings with parents and an annual review on progress with parents. Additionally, those children accessing Inclusion funding have termly IEP meetings.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice; refer to <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>.

SEND provision and interventions are recorded on an individual provision map; these are updated when the intervention is changed. They are updated by the class teacher and are monitored by the SENCO. Interventions are monitored and evaluated termly by the SENCO and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

In-Service Training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

The SENCO attends relevant SEND courses, SEND meetings and facilitates relevant SEND focused external training opportunities for all staff with support from external professionals.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

Support Services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO who will then inform the child's parents.

Parwich Primary School invites and seeks advice and support from external agencies in the identification and assessment of and provision for SEN. The SENCO is the designated person responsible for liaising with the following professionals:

- Educational Psychologist
- School Support Service (SSSEN)
- Speech and Language Therapy Service
- Sensory Support Service – Hearing Impaired
- Sensory Support Service – Visually Impaired
- School Nurse
- Communication and Autism Team
- Paediatric Community Physiotherapists
- Paediatric Community Occupational Therapists
- Various medical professionals
- Single Point of Access (SPOA)

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

Working in Partnerships with Parents

Parwich Primary School believes that a close working relationship with parents is vital in order to ensure early and accurate identification and assessment of SEND leading to appropriate intervention and provision continuing social and academic progress of children with SEND 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. The SENCO may also guide parents of pupils with SEND to Derbyshire's Parent Partnership service where specific advice, guidance and support can be accessed.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

Links with other schools

The school works in partnership with the other local cluster schools (ACE, Dove Valley Teaching School Alliance) as well as the Multi Agency Team. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

Complaints Procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher. If the complaint is not resolved, they will then be referred to the school's complaints policy.