



PHEASEY PARK FARM

Primary School & Early Years Centre

Special Educational Needs (SEND) Policy

Updated: September 2023

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SEND Policy

1. Introduction

The Pheasey Park Farm Primary School SEND policy reflects the fundamental principles of the New SEND Code of Practice 0-25 years (DFES, 2014) and the Children and Families Act 2014. The School's SEND Information Report is available on the website and will be updated regularly. Pheasey Park Farm uses the following definitions of SEND:

Pupils have a *learning difficulty if they:*

- A) Have significantly greater difficulty in learning than the majority of the children 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 children of the same age in schools within the area of the local education authority.

(DFES, 2014)

The school recognises that provision for pupils with SEND is the responsibility of the whole school and that all teachers are teachers of pupils with SEND.

2. Aims and Objectives.

The Pheasey Park Farm SEND vision:

Identifying children's needs early to ensure they receive the right support, at the right time, by the right person, in order for them to make progress from their own unique starting point and to pave the way for success in future endeavours.

The aims of the SEND policy are:

- To promote an inclusive ethos throughout the school;
- To enable pupils with SEND to have their needs met;
- To take into account the views of the pupils with SEND;
- To ensure children are safe (following guidelines from 'Keeping Children Safe' Sept 2023);
- To encourage good communication with parents of children with SEND;

- To facilitate full access to a broad, balanced and relevant education, including an appropriate curriculum for the Foundation Stage and the National Curriculum, for pupils with SEND.

To attain this, members of staff at Pheasey Park Farm Primary School will:

- Recognise the needs of the individuals
- Adapt teaching methods to suit individual needs
- Adapt the curriculum content so that it is attainable by all
- Take consideration of the SEN Code of Practice
- Acquire appropriate specialist support whenever possible
- Provide a stimulating and positive environment
- Develop positive working partnerships with parents/carers
- Develop positive working partnerships with external agencies
- Enable children to have a voice and play an active role in their learning
- Provide suitable and adequate resources
- Pass on information and expertise through SEND procedures and meetings.

3. An Inclusive Vision

Pheasey Park Farm Primary School is committed to inclusion. This means that where possible, we endeavour to support children with special educational needs within our school, where all children get the same opportunities to learn and socialise with each other. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. The school aims to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways that take account of their varied life experiences and needs. Children with special educational needs are, in most cases, catered for from within the normal resources of the school. If needed, provision from the Local Authority may be sought, where deemed necessary.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background.

This policy describes the way we meet the needs of children, who experience barriers to their learning, which may relate to cognition and learning, communication and interaction, sensory or physical impairment or social, emotional and mental health. We also meet the needs of children who experience barriers, which may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Foundation and Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Pheasey Park Farm Primary School, we aim to identify these needs as they arise and aim to remove barriers to their learning to enable every child to achieve to their full potential.

4. Roles and processes within the school.

The SEND coordinator assisted by the SEND Team, has responsibility for the day-to-day operation of the policy.

4.1 The role of the SENCO is to:

- oversee the day-to-day operation of the school's SEND policy
- monitor the effectiveness of the policy
- work closely with the SEND team and direct their work
- support teaching assistants and teachers through coaching and CPD
- support teachers with adapting and making reasonable adjustments to the curriculum and the classroom environment to suit the needs of their learners, ensuring that any advice given from external agencies is implemented, where possible
- keep the SEND register up to date
- keep the SEN Information Report on the website up to date with relevant information about SEND
- monitor and track the progress of children with SEND, using the school tracking system

- analyse and evaluate the impact of provision through consultations, analysis of data and observations
- monitor and track intervention programmes across the school
- liaise with parents and keep them informed about their child's progress and changes to SEND within school
- promote an inclusive environment and inclusive practice within school
- co-ordinate the provision and resources for pupils with SEND
- oversee the records on all pupils with special educational needs
- contribute to the in-service training of staff
- liaise with external agencies including the Educational Psychology service, Speech and Language, the local authority's SEND Team, Visual/Hearing impairment service, Occupational Therapy, Physiotherapy, the School Nursing team, Reflexions and Cadmus Inclusive.
- liaise with Nursery and external providers to ascertain the SEND of incoming pupils
- represent the interests of pupils with SEND at relevant meetings in the school.
- Arrange for an Education and Health Care Plan (EHCP) if required
- Ensure a smooth transition for those children moving to another education setting

4.2 Role of the SEND team is to:

- Support the SENCO with the day-to-day operation of the SEND policy
- Promote an inclusive environment
- Support the co-ordination of provision and resources for pupils with SEND
- plan, organise and deliver, intervention programmes to allow children to make progress
- support the SENCO and class teachers in the delivery of targeted support for pupils with SEND
- support teachers to implement advice and strategies from external agencies
- work 1:1 with identified children to support their learning and, where relevant, follow advice from an external report
- support with monitoring the progress of individual pupils with SEND.

4.3 The role of the classroom teacher is to:

- have a knowledge of the pupils who have been identified as having special educational needs and ensure termly targets are in place to address the child's needs
- provide a broad and balanced curriculum to all pupils including those with SEND.
- Promote inclusion in the classroom and give each child every opportunity to succeed, including those with SEND
- Ensure advice from external agencies is used appropriately to support children with SEND
- use adaptive teaching and a variety of strategies and approaches in order to maximise the achievement of all pupils including those with SEND
- monitor the progress of individual pupils in order to identify areas where a pupil is not progressing even when the teaching style has been adjusted
- plan, organise and deliver intervention programmes to allow children to make progress
- Build strong relationships with parents and carers of children with SEND

4.4 The role of the class teaching assistant is to:

- be aware of children with SEND within the class
- assist and support the classroom teacher in the delivery of a broad and balanced curriculum without this support becoming unduly intrusive
- follow the daily planning set out by the classroom teacher
- assist the classroom teacher in the delivery of targeted support for SEND children
- be aware of the targets on each child's Assess, Plan, Do, Review (APDR)
- provide intervention programmes for SEND children as directed by classroom teachers or senior leaders in school
- When working 1:1 with a child, promote the **child's independence** as well as develop their learning so this does not result in over reliance

4.5 Identification of Pupils with SEND

Provision for children with special educational needs is a matter for the whole school. The Local Governing Board, the school's head and Senior Leadership Team, the SENCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs.

- Early identification is vital. The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred from other partners and will be used to plan for their next steps in learning.
- If a pupil has been identified as requiring initial support then the class teacher informs the parents / carers at the earliest opportunity to alert them to concerns and enlist their active help and participation. The class teacher consults with the SENCO and completes an *Early Response*. This means that targeted support is to begin within their class and the children will be placed on a monitoring register. This is a short, sharp response (approx. 6 weeks) before being reviewed and next steps decided.
- The class teacher will assess and monitor the children's progress in line with existing school practices. This is an ongoing process. Children may then be highlighted to the SENCO for further assessment/intervention if required.
- The class teacher, with the support of the SENCO, will plan an appropriate programme of support using our graduated approach.
- Parents are informed at every stage of the process to ensure they understand and can support with learning as well.

Children are placed on the SEND register and an APDR (Asses, Plan, Do, Review) is created, dependent on their need. The child's main area of need is identified on their APDR/SEND register, but all staff are aware that children may have needs in other areas. When placed on the SEND register, it is classed as **SEN Support**. Some children may have a statutory assessment, which is called an **Education, Health and Care Plan**.

4.6 The SEND Process

The process:

- Encourages the participation of pupils and their families;
- Integrates the work of education, health and care providers;
- Follows a cyclical, graduated approach.



This graduated response may see us using specialist expertise if, as a school, we feel that our interventions are still not having an impact on the individual. The school will record the steps taken to meet the needs of individual children through the use of an APDR (Assess, Plan, Do, Review), provision map and intervention communication records. The SENCO will have responsibility for ensuring that records are kept and available when needed. If we refer a child for statutory assessment/Education Health and Care Plan (EHC Plan), we will provide the LA with a record of our work with the child to date.

Pupil Passports

Pupil Passports support SEN children throughout their whole time with us. Pupil Passports are created as soon as a child is identified as SEND and the whole picture of the child, including their academic and personal development is passed on as the child moves through the school. Children and parents are fully consulted throughout this process which starts as soon as necessary from Early Years Centre onwards.

Transition

The APDRs and Pupil Passports support children moving between Children's Centre and School, between Year Groups and between Phases of education as well as supporting the transition to Secondary School.

4.7 Medical Needs

Children who have a medical condition but do not require special needs provision will be placed on a medical register not the SEND register.

4.8 English as an Additional Language

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Lack of competence in English must not equate with learning difficulties as understood in the Code of Practice. Where there is uncertainty about the needs of a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

4.9 SEND De-registration

If a teacher feels that the intervention strategies and additional provision that have been provided for a child have been successful, then through discussion with the SENCo it may be decided to de-register the child. The parents will be informed and given the opportunity to discuss the matter. The child will be monitored for a term before being removed from the SEND register.

5. Organisation

The SEND register is regularly updated and electronically kept on Pheasey Park Farm's learning platform. There are also SEND records on SIMs and CPOMs to support in the tracking of these pupils.

- The SENCO organises individual provisions for SEND pupils at SEN Support (children in receipt of Assess, Plan, Do, Reviews - APDRs) and those with an EHCP
- SEND has a high priority within school and staff are updated termly and when needed through vulnerable, phase, year group and staff meetings.
- APDR targets are reviewed and set formally on at least a termly basis, with the opportunity to adapt targets throughout the term.
- **Teachers** will review APDRs of children, within their class. Parents are given the opportunity to discuss the review of APDRs and new targets that have been set and a copy of these are sent home with parents. Parents and carers are also invited to discuss their child's learning / progress once a term at parents evening.

- An end of year report is sent home to parents and carers in the summer term.

6. Evaluation

The SEND Policy and its effectiveness within school is evaluated:-

1. Through reviews of APDR's and through Annual Reviews of pupils with an Education, Health and Care plan.
2. Through monitoring the success of strategies devised to achieve the targets set by SENCO / class teachers for pupils identified as having SEND.
3. Through monitoring the attainment and progress of SEND children on a termly basis.
4. Regular summaries of the impact of the SEND policy on the practice of the school is shared with Senior Leaders, Governors and other stakeholders.

7. Monitoring

The progress of pupils identified as having SEND is monitored in the following ways:

- the SENCO monitors APDRs and the targeted work completed to achieve these targets
- teachers monitor the progress of pupils in relation to their predicted learning outcomes on a termly basis.
- classroom teachers monitor the progress of pupils with SEND in the classroom and give feedback to the SENCO
- pupils with an EHCP have annual reviews alongside termly reviews
- pupils with APDR's have termly reviews
- through an end of year school report
- through the school tracking system children who are making inadequate progress can be easily identified.
- The SENCO monitors the movement of children within the SEND system in school
- Members of the SEND team check all APDR targets before they are shared with parents
- The SENCO and the Senior Leadership Team hold regular meetings to review the work of the school in this area, paying close attention to the provision in place for SEND children and feeding back to school staff

8. Partnership with Parents/Carers.

Pheasey Park Farm Primary School recognises that partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners given support to play an active and valued role in their child's education.

'Parents have a vital role to play in supporting their child's education' (DfES, 2001, para 1:5).

Thus, all Pheasey Park Farm staff members are committed to good, honest, open and 'face-to-face communication with parents, treating them as equal partners with expertise in their children's needs.'

(Lamb Inquiry: Special Educational Needs and Parental Confidence).

Partnership between home and school is achieved by:

- informal meetings with teachers
- formal meetings with teachers - Parental Consultation which can be used to discuss progress and review the child's APDR in consultation with the child's parent/carer(s)
- informal and formal meetings with the school SENCo - arranged either at the request of the SENCo, school staff and/or parents
- formal review meetings with parents, school staff and any outside agencies involved with the child's education
- annual school reports
- in the case of a child with an Education, Health and Care Plan the statutory annual review will take place and all stakeholders will be invited to attend

Pupil Voice

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process. Staff take account of pupil voice and this is recorded on their pupil passports and when reviewing their APDR targets.

Key principles for an Effective Partnership

Pheasey Park Farm Primary School recognises that partnerships can, in some cases, be challenging, requiring positive attitudes by all, and, in some circumstances, additional support and encouragement will be required for parents. Thus, the school has identified a set of key principles in communicating and working in partnership with parents:

- ensure positive attitudes to parents;
- ensure only user-friendly information and procedures are used and that there is an awareness of support needs;
- make no presumptions about what parents can or cannot do to support their children's learning;
- acknowledge and draw on parental knowledge and expertise in relation to their child;
- focus on the children's strengths as well as areas of additional need;
- recognise the personal and emotional investment of parents and be aware of their feelings;
- ensure that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings
- respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints;
- respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers;
- recognise the need for flexibility in the timing and structure of meetings.

9. Outside Agencies

External services may become involved if a child continues to make little or no progress despite considerable input and adaptations/adjustments. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set. The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the child directly. The child's individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the APDR continues to be the responsibility of the class teacher.

The objective should be to provide integrated, high quality, holistic support focused on the needs of the child. Such provision should be based on a shared perspective and should build wherever possible on mutual understanding and agreement. Services should adopt a flexible child-centred approach to service delivery to ensure that the changing needs and priorities of the child and their parents can be met at any given time.

We do not have any special unit attached to our school but have access to and benefit from a wide range of support services. The following external agencies are often working within/in partnership with school:

- Educational Psychologist Service,
- Speech and Language Therapy Service,
- Occupational Therapy Service,
- School Nurse team
- Specialist teacher
- Advisory Support Team - Early Years
- Hearing and visually impaired team
- Medical Services e.g Paediatrics
- Physiotherapist
- Health Advisors (Health Visitors)
- Secondary School liaison
- CAMHS
- Cadmus Inclusive
- Reflexions (Education Mental Health Practitioners)

10. Professional development for SEND.

The SENCo attends termly SEND network meetings within the Local Authority to update and revise developments in SEND as well as any other training opportunities that arise. The school access additional CPD for the SENCo and other relevant staff through CADMUS inclusive.

The SENCo has completed the National Award for the Coordination of Special Educational Needs and two further members of staff are beginning this qualification in September 2023.

CPD for staff is matched appropriately to the school improvement plan and through the performance management of teachers and teaching assistants, as well as responding to the needs of individual learners and identified needs within the setting.

11. Early Years Centre

The Early Years Centre Manager, SENCo and school SENCo work closely together. The Centre Manager is responsible for:

- Oversight of the day-to-day operation of the Centre's SEND policy
- Liaison with parent/carers
- Co-ordinating provision for children with Special Educational Needs
- Monitoring the progress of these individuals
- Maintenance of SEND records
- Liaison with outside agencies
- Administration of relevant checks, including 2-year-olds and Early Years Profile.

12. Policy Review

As recommended by the Local Authority this policy will be reviewed in **Summer 2024**, if not before, dependent on new government procedures.

The schools SEN Information Report will be updated yearly, and can be accessed on the school website.