



Special Educational Needs and Disabilities (SEND) Policy

Member of Staff Responsible:	D Mills, Deputy Headteacher – SENCO
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Agreed by:

J Horton Chair of Governors	July 2020
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Statement of Intent

This policy outlines the framework for Parkside Community School to meet its duties and obligations to provide a high-quality education to all its pupils, including pupils with special educational needs and/or disabilities. Parkside Community School, in collaboration with Derbyshire County Council (DCC) and professionals of services provided, commits to the following principles which underpin this policy:

- The involvement of children, parents and young people in decision making.
- The identification of children and young people's needs.
- Collaboration between education, health and social care services to provide support.
- High quality provision to meet the needs of children and young people with SEN.
- Greater choice and control for young people and parents over their support.
- Successful preparation for adulthood, including independent living and employment.

Special Educational Needs Coordinator (SENCO)	D Mills, Deputy Headteacher – SENCO Tel: 01246 273 458
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1. Aims of Parkside Community School's SEND provision

Parkside Community School aims to achieve the following:

- To support pupils to **care** about the **choices** that impact their **future**.



- To ensure full entitlement and access for SEN pupils to high quality education within a broad, balanced and relevant curriculum, so they can reach their full potential and enhance their self-esteem.
- To educate pupils, wherever possible alongside their peers within normal curriculum of mainstream school taking into account the wishes of parents and child. Sometimes it will be necessary to dis-apply pupils from the national curriculum to provide an alternative curriculum or to give them time-out to rest or consolidate learning in other areas.
- To stimulate and/or maintain pupil curiosity, interest and enjoyment in their own education.
- To enable SEN pupils to be familiar with a body of knowledge, skills and principles and vocabulary in order for them to lead full and productive lives. The curriculum must be broad to promote intellectual, emotional, social and physical development in order that pupils can develop as valuable members of society both now and in the future.
- To identify and assess pupils with SEN as early and as thoroughly as is possible in order to implement appropriate interventions.
- To fully involve parents and pupils in the identification, assessment and delivery of SEN and to strive for close co-operation between all services concerned.
- To meet the needs of all pupils who have been identified as having SEN by offering continual and appropriate forms of educational provision by the most efficient use of all available resources.

2. Objectives of Parkside Community School's SEND provision

- To enable pupils to achieve their full potential, both academically and socially.
- To ensure that every pupil has equal care and attention, regardless of gender, race, social background, physical disability or ability.
- To recognise that every pupil has a variety of needs - some of which will be shared with other pupils, some of which will be specific to that pupil, some needs will be of a temporary nature - others may be long term.



- To ensure that every pupil has the opportunity to study a broad, balanced curriculum and has access to the National Curriculum at his/her own level.
- To provide for the needs of all pupils, as far as resources will allow.

SEND information is available to all staff via the school's IT system and includes Pupil Profiles, Pupil Information, teaching and learning adjustment strategies and Provision Maps relevant to each child.

3. Legal frameworks, statutory and non-statutory guidance

This policy will have due regard to legislation including, but not limited to:

- Children and Families Act 2014 (and related regulations).
- Health and Social Care Act 2012.
- Equality Act 2010.
- Mental Capacity Act 2005.
- Children's Act 1989

It will also take into account statutory and non-statutory related guidance including, but not limited to:

- SEN Code of Practice 0-25.
- Supporting Children with Medical Conditions.
- Keeping Children Safe in Education.
- Working Together to Safeguard Children.

4. Definitions

Legislation states that a child has a special educational need if he/she has a:

- Significantly greater difficulty in learning than the majority of others of the same age.
- Disability or health condition 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.

5. Definitions

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6. Areas of special educational need

Parkside Community School will make provision for pupils with the following 4 kinds of need using the graduated approach and resources available:

- Communication and interaction.
- Cognition and learning.



- Social, emotional and mental health.
- Sensory and/or physical.

7. Admissions

Admission arrangements are in accordance with Derbyshire County Council (DCC) arrangements and are as for other pupils but are subject to the school's ability to meet the particular needs of the pupil.

8. The allocation of resources to and amongst pupils with SEN

The Code interprets resources as the budget available in the school. The important factor is how the budget is used. Resources include people as well as materials.

- SEN staff will support pupils in mainstream lessons as often as is possible and/or appropriate.
- SEN staff will provide support for identified pupils during break and lunch time.
- SEN staff will work with identified pupils on a sessional basis to develop basic literacy skills and social skills.
- Literacy and numeracy staff will work with identified pupils on either 1-1 or small group situations.
- The SEN staff will take advice from external services and support and implement their recommendations either on an individual or group basis.
- Pupils with specific needs may be addressed through a specific curriculum pathway.
- Pupils with EHC Plans will have a designated mentor to track and monitor progress on a regular basis.

9. The role of the Special Educational Needs Coordinator (SENCO) and Assistant SENCO

- Collaborate with the governing body and headteacher, and the senior leadership team including Directors of Facilities.
- To determine the strategic development of SEN policy and provision in the school.
- Work with governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Undertake day-to-day responsibility for the operation of SEN policy.
- Coordinate the specific provision made to support individual children with SEN, including those who have EHC plans. Where it is determined that a pupil does have SEN, parents will be formally advised of this and the pupil will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and in so doing, 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 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 Mentor, Subject Teacher, Pastoral Support and taking details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents into account. 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.

Year 6 pupils joining Parkside Community School

To identify pupils with SEN, Parkside Community School will:

- Liaise with year 6 teaching staff from primary schools to gather pupil information and identify needs

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. This could sometimes result in the pupil being removed from SEN Support.

- Liaise with the relevant designated teacher where a looked after pupil has SEN.
- Advise on a graduated approach to providing SEN support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaise with the parents of pupils with SEN.
- Liaise with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Be a key point of contact with external agencies, especially the LA and LA support services.
- Liaise with the potential future providers of education to ensure that the pupil and their parents are informed about options and a smooth transition is planned.
- Provide professional guidance to colleagues and work closely with staff members, parents, carers, and other agencies, including SEN charities.
- Be familiar with the provision in the Local Offer and be able to work with professionals providing a support role to the family.
- Ensure, as far as possible, that pupils with SEN take part in activities of the school together with those who do not have SEN.

10. The role of the teacher

- Deliver Quality First Teaching
- All teachers work within the graduated approach to SEN.
- All teachers are responsible for planning/assessing and reviewing work in order to meet the needs of individual pupils.
- All teachers are expected to read/access and implement SEN pupil information and recommended strategies which are available on the school's information system.
- All teachers have a responsibility to identify/refer any concerns regarding SEN to the Director of their faculty and/or SENCO and Assistant SENCO.

11. Role of the Teaching Assistant (TA)

The primary role of the Teaching Assistant (TA) is to assist the teacher in the classroom in order to enhance the learning of the pupils they are assigned to. The specific tasks/routines will be determined by the teacher of the class and these may include:

- to encourage independence at all times.
- repeat/re-explain or simplify instructions.
- acting as interpreter in reading and writing for individual/groups of pupils.
- to offer support to individual pupils on Individual re-integration programmes.
- helping the child to stay on task even when the task is difficult.
- giving praise and encouragement.
- immediately applying correction procedures.
- giving immediate feedback and knowledge of results.
- anticipating and dealing with behaviour problems that might occur.



- organising/distributing/collecting materials/apparatus.
- simple adaptation of materials for individual pupils.
- feedback to class teacher.
- monitoring individual pupils across the curriculum.
- monitoring specific targets across the curriculum.
- offering friendly support to less confident pupils.
- alerting mentor, Pastoral Manager, Director of Pastoral Care and SENCO of inconsistencies in behaviour or performance from area to area.
- liaise with teachers ensuring that all communication and administrative tasks between special needs and faculties are effectively undertaken and completed.
- mentoring programme to review short term targets towards outcomes on EHCPs.
- participate in Annual Reviews and Transition Planning meetings where appropriate.
- participate in Continuing Professional Development (CPD).

12. Involving pupils and parents in decision making

Parkside Community School works closely with pupils and parents to identify children and young people who have SEN and encourage them to be actively involved in the decision-making process.

13. Local Offer

Parkside Community School will co-operate generally with the local authority and local partners in the development and review of the Local Offer. The Local Offer is communicated to parents/carers through the school website and written communications.

14. Graduated approach

Parkside Community School will, once a potential SEN has been identified, employ the graduated approach to meeting the pupil's needs, including:

Wave 1 - Quality First Teaching.

- High quality teaching across the school.
- Differentiated work for pupils in lessons to meet individual needs.
- Closely monitored behaviour and reward system throughout school.

It is expected that the needs of most pupils with SEN and/or a disability will be met with this approach.

Wave 2 - Small group additional intervention depending on type of need e.g.

- Additional literacy, numeracy, social skills, mentoring, access to intervention resource.

Where possible Wave 1 and Wave 2 resources/interventions will be met within the school.

Wave 3 - Individual or very small group interventions.

- This would usually be catered for with additional funding outlined in an EHC Plan.



15.External Agency/Specialist Assessor involvement

- In order to meet the needs of children within the school we work in collaboration with a whole range of agencies e.g. SENSS, Social Services, Education Psychologist, School Nurse.
- In Service Training is provided from outreach services and specialist resources.
- If a pupil requires the involvement of a specialist assessor/external agency or other professionals, this would usually occur as part of a Wave 2 or Wave 3 intervention.
- If it is determined that a pupil needs exam access arrangements these will be put in place in line with exam board regulations.

16.Education, Health and Care (EHC) plans

Parkside Community School will co-operate with the Local Authority to meet all statutory guidelines and requirements with regard to requesting, reviewing and implementing EHC Plans for students within the school.

17.SEN and Disability Tribunal

Parkside Community School will meet any request to attend a SEND Tribunal and explain any departure from its duties and obligations under the SEN Code of Practice.

18.Confidentiality

Parkside Community School will not disclose any EHC plan without the consent of the pupil's parents with the exception of disclosure:

- to the SEN and Disability Tribunal when parents appeals and to the Secretary of State if a complaint is made under the Education Act 1996.
- on the order of any court for the purpose of any criminal proceedings.
- for the purposes of investigations of maladministration under the Local Government Act 1974.
- to enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986 or from the Children Act relating to safeguarding and promoting the welfare of children.
- to Ofsted inspection teams as part of their inspections of schools and local authorities.
- to any person in connection with the pupil's application for disabled pupils allowance in advance of taking up a place in higher education.
- to the principal (or equivalent position) of the institution at which the pupil is intending to start higher education.

19.Arrangements for considering complaints about special educational provision

Complaints about special educational provision within the school would follow the school's Complaints Procedure. However, complaints are less likely to occur if strong lines of communication have been established.



The Code of Practice emphasises the need for a partnership with parents and this is formalised in review meetings which will be a regular feature in assessing pupil's progress and setting future targets.