



**Park Lane Primary & Nursery School and
New Road Primary School.**

Aspire Learning Trust.

SEND Policy

Executive Principal – Mr J Digby

Executive Head teacher – Mr R Litten

Deputy Head teacher – Mrs R Bains

Special Educational Needs Co-ordinator (SENCO) – Miss F Light

Miss Frances Light – SENCO (part of SLT) has the qualification of National Award of Special Educational Needs Co-ordination (NASENCo)

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Updated: June 2016.

Updated June 2016 after the implementation of the new SEND Code of Practice 2014.



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SEND Policy.

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Please read this document together with the [SEND Information Report](#) and our [Local Offer](#) for children with SEND.

Philosophy

At Park Lane Primary and Nursery School and New Road Primary School we aim to meet the educational needs of all our pupils. They will have an equal opportunity to participate in the full curriculum of the school, including the National Curriculum and Early Learning Goals, at an appropriate level to their individual needs. We will ensure to meet the statutory requirements within the SEND Code of Practice 2014.

Purposes

- to promote our statutory responsibilities for children with Special Educational needs within the framework of the Code of Practice (2014)
- to outline our procedures for the identification and provision of pupils with SEN according to the Code of Practice
- to enable the Governing body to fulfil their statutory duties in terms of SEN.
- to secure appropriate resources to fulfil the schools requirements.
- to ensure any spending for SEN, including training for staff, is maintained within budgetary restraints.
- to allow all pupils full access to the curriculum, appropriate to their individual needs, as an entitlement
- to promote the school aims and British values
- to promote high standards, inclusion and equal opportunities for all our pupils.
- to collaborate with early education settings, other schools and appropriate services and agencies.
- to value and encourage a working partnership with parents of SEN children.
- to ensure that the views of pupils with special educational needs are listened to, and that they are involved in planning their education where appropriate

Definition of Special Educational Needs

Children with special educational needs or a disability may:

- have a learning difficulty that calls for **additional and different provision** to be made for them
- have a significantly greater difficulty in learning than the majority of children of the same age
- have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age
- be under compulsory school age and fall within the definitions above or would do if special educational provision was not made for them

(Code of Practice 2014)

Admission Arrangements for pupils with special educational needs

A child with special needs is not discriminated against in the Admissions Policy. At Park Lane Primary and Nursery School and New Road Primary School we are determined to meet the educational needs of **all** our pupils. All teachers are made aware of the importance of the identification, monitoring and support of children with special educational needs and disabilities.

Facilities for pupils with special educational needs and disabilities

- all doors leading into our single storey school buildings have ramps to allow wheelchair access
- there is one toilet for the disabled, situated in the main school which contains a fully equipped shower cubicle. The cubicle also contains a padded bed for nappy changing etc.
- facilities for machine-washing clothes are available in the Nursery building
- showers are also available in both Nursery teaching areas

Allocation of resources for pupils with special educational needs and disabilities

The allocation of funding given to special educational needs is published in the Governors' Annual Report to Parents. There are five areas to which funding is allocated:

- the opportunity for a full time non-teaching SENCO
- the employment of TAs to work with named children (one-to-ones [1:1])
- the allocation of general teaching assistants to support groups and individual pupils in the classroom
- an allocation of the school's capitation to purchase additional resources and equipment
- an allocation of the Schools Standard Budget to provide further training
- additional resources are available to support the needs of specific children e.g. visits to local Children's Centre, the local library, additional swimming, additional group food technology

Inclusion arrangements

The school aims to provide regular and supported access to all aspects of the school curriculum for all pupils while they are with us. These include both academic and extra-curricular activities.

Complaints procedure

If any parents/carers have a complaint concerning the special educational provision for their child or about special educational provision generally, they should speak to the class teacher and SENCO initially. If this proves unsuccessful the matter should be referred to the Executive Head teacher or Deputy Head teacher. Should the matter still be unresolved the parents/carers should contact the Governor responsible for SEND. If the approach is to a Governor s/he will, in the first instance, refer it to the Executive Head teacher. Your complaint will then be investigated and you will receive your initial response from the Chair within 10 days. If the matter still has not been resolved to the parent's satisfaction they can request a review of the written information concerning their complaint by a panel of school Governors. They have 10 days to make this request.

Roles and Responsibilities

The “responsible person” (as required by the Code of Practice, 2014) is the **Executive Head teacher**

The current SENCO is **Miss Frances Light**

Roles and Responsibilities in relation to SEND

Your **child’s class teacher** is responsible for:

- Monitoring the progress of all children and having high expectations for all children in their class
- Providing Quality First Teaching which is carefully adapted to the needs of all children, to make sure that all children reach their full potential
- Identifying, planning and delivering any additional support that may be needed. This could include small group work, working in a quieter environment or having a personalised curriculum
- Discussing any initial concerns with you and informing the SENCO (Special Educational Needs Co-ordinator) that this has happened
- Completing termly one-to-one meetings with every child to review their current targets and set new ones that relate specifically to your child’s needs
- Making sure that you are informed about these targets and let you know how well your child is progressing (this is in your child’s individual support plan or on the class provision map which ensures that their learning is person centred)
- Making sure that the school’s SEND policy is followed
- Making sure that all staff who support your child are aware of their strengths and difficulties
- Making sure that you are given feedback about how your child does when working with other adults

The **SENCO** (Miss Frances Light) is responsible for:

- Writing the school’s SEND policy and monitoring its delivery throughout the school
- Working with the Executive Head teacher / Deputy Head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Looking at what our children with a disability may require and what “reasonable adjustments” are needed to prevent there being a disadvantage to their education or need being supported
- Co-ordinating all the SEND provision
- Liaising with the Designated Teacher and professionals where a looked after child has SEND
- Advising on the graduated approach to providing SEND support
- Making sure that you are told about any concerns school may have about your child
- Making sure that you are invited to all reviews and meetings about your child (this could be to look at their EHCP, support plan or their provision map targets)
- Ensuring that reviews of EHCP’s are reviewed annually (if needed an emergency review can be called) and that Support plans and Class Provision Maps are reviewed termly or as and when targets are met
- Contacting out-of-school experts and agencies on behalf of you and your child then working with them to support your child
- Being a key point of contact with external agencies, especially the local authority and its support services

- Making sure that your child's SEND's are recorded in school. For this we have a SEND register.
- Making sure that records are kept up to date about the support given to your child and how effective it is
- Supporting all members of staff so they can support your child as successfully as possible
- Supporting you and your family as appropriate
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with potential next providers of education to ensure you and your child are informed about options and a smooth transition is planned

The **Executive Head Teacher** is responsible for:

- The day-to-day management of all areas of the Trust which includes the support given to children with Special Educational Needs or Disabilities (SEND)
- Working closely with the SENCO to delegate responsibilities and to make sure the needs of all children are met
- Keeping the Governing Body informed about the provision for children with SEND

The **Governors with responsibility for SEND** (Park Lane – Mrs Caroline Johnson, New Road – Mrs Miriam Philpott and Shadow Governor Ms Hannah Druary) are responsible for:

- Making sure that the school has an up-to-date policy for children with Special Educational Needs or Disabilities (SEND)
- Making sure that the school has appropriate resources and has made necessary changes so that the needs of all children in the school are met
- Making sure that the necessary support is provided for any child with SEND
- Keeping a general over-view of all of the above points by regular visits to school to talk to children and staff about the general provision for children with Special Educational Needs or Disabilities (SEND)

The involvement of the pupil

At Park Lane Primary and Nursery School and New Road Primary School we aim:

- to support all pupils in accessing all activities within their whole school life, where appropriate
- to ensure that all pupils have a clear understanding of what to do if they feel they need support in and around school (Support Plans)
- to ensure that pupils with specific needs have access to specialised support within school
- to ensure that pupils with SEND contribute to the reviewing of their own targets
- to ensure that pupils with SEND have regular opportunities to comment on their learning opportunities, both formally in review meetings and informally through traffic light, thumbs up/down or smiley faces etc.
- to ensure that their views are listened to and responded to where appropriate and relevant
- to give pupils access to extra curricular provision where appropriate
- to ensure pupils with SEND work alongside their peers as much as possible and where appropriate
- to encourage pupils with SEND to take increasing responsibility for their own learning

Working in partnership with parents

At Park Lane School we aim:

- to recognise that parents/carers are important partners in the effective working relationship with the school in raising their child's attainment and well-being
- to ensure parents are fully involved in the identification, assessment, review and decision-making process in the school
- to respect the views and opinions given by parents
- to ensure parents are kept informed of all SEND matters relating to their child
- to recognise that having a child with special educational needs can create additional pressures for parents
- to provide user-friendly information, respecting linguistic, cultural or communication difficulties
- to gain parental permission before any referrals to other agencies are made
- to ensure parents understand the structure of the SEND provision for their child
- to ensure that written records are kept of all formal and incidental meetings with parents

Transition arrangements for pupils with special educational needs

- The introduction of each individual child to Park Lane Primary and Nursery School and New Road Primary School, their transfer to another primary school or their progression to secondary school, is planned individually and is dependent upon needs
- The school ensures that all records and information are transferred as quickly as possible and individual staff liaise with staff at the new school
- Transfer to secondary school is managed on an individual basis with several short visits to secondary school taking place in the summer term as well as visits to Park Lane Primary and Nursery School and New Road Primary School by support staff from the secondary school
- The SENCO from the transfer school is invited to the Annual Review meetings in the later part of Year 5 and throughout Year 6

Identification, assessment, monitoring and review arrangements

- any special educational needs and disabilities are identified early by class teachers or support staff (under the new Code of Practice 2014 it identifies four types of need or disability: Cognition and learning; Speech, language and communication; Social, emotional and mental health; and Sensory and physical)
- concerns are passed on to the SENCO
- a variety of intervention strategies are used to find out which is most suitable for each child (evidence is provided in a provision map and in an individual support plan)
- discussion about the child's special educational needs takes place regularly with the staff who deliver the intervention programme and is evaluated
- parents are notified once school has any concerns and kept informed of any intervention work needed/provided
- parents are encouraged to continue any intervention work at home and give regular feedback to class teacher/SENCO
- should the child's needs not be met within school, external professionals become involved, liaising with school, parents and child
- regular reviews of the effectiveness of the intervention programmes are held

The Graduated Approach

Once a special educational need is identified, school staff put special provision in place to help the child fill the gaps in their learning or improve behaviour. This SEND support is based on a four-part cycle of:

Assessment – the needs of the child are assessed by school staff

Planning – support is planned

Doing – the support is carried out

Reviewing – the effectiveness of the support is reviewed

This is known as the **graduated approach**. This cycle continues, with the support becoming more detailed and specific if the child continues to have difficulties.

A child who doesn't make the progress we would expect then becomes a child with a **specific learning difficulty** and further assessments are made. The support given is more specific and usually involves outside experts. They will work with you, school staff and your child to maximise the support given to your child. They will be involved in any decision about applying for support from the Local Authority.

A child who still has a high level of need despite the support put in place, and the involvement of outside experts, may need to be referred to the Local Authority for a statutory assessment of their educational and medical needs. This process used to be called applying for a Statement of Educational Needs but is now called applying for an **Educational Health and Care Plan** (or EHC plan). Preparation towards applying for an EHCP is led by the SENCO, supported by evidence provided by outside experts, medical professionals and school records. The views of the child and the parents are a very important part of the process to ensure that their needs, disabilities and medical ailments are catered for .

Links with external services

There are many external agencies who have links with Park Lane Primary and Nursery School and New Road Primary School. The following services are contacted regularly for advice and/or assessment:

- Speech and language therapy service (SALT)
- Hearing impaired service (HIS)
- Visually impaired service (VIS)
- Multi-cultural service (CREDS – Cambridgeshire Race Equality and Diversity Service)
- Service for Looked After Children (ESLAC)
- Education Welfare Service
- Child and Adolescent Mental Health Service (CAMHS)
- School Nurse
- School Doctor
- Specialist Support Service
- Pre-School Support Service
- Educational Psychology Service (EP)
- Occupational Therapy Service (OT)
- Physiotherapy Service

- Locality Team
- Statutory Assessment and Resources Team (START)

There are also links to other services that parents can access under the Local Authority's Local Offer.

We also have our own Information Report which outlines what we can provide at Park Lane Primary and Nursery School and New Road Primary School.

In addition, the SENCO has a list of more specialised addresses of support organisations for parental and school use, e.g.

Parent Partnership Service
Autistic Society

The Specialist Support Service and the Educational Psychology Service are also used to support staff training in a variety of issues relating to special educational needs, e.g. dyspraxia, dyslexia, dyscalculia, social skills, autism, and ADHD.

In order to gain a referral to medical professionals there may be need to complete a Family Common Assessment Framework (FCAF) and have termly reviews of the support or targets set in a Team around the Family meeting (TAF).

Evaluating success

The Governors will evaluate the success of this policy using the following success indicators:

- the management and deployment of resources ensuring that all the needs of all children are met
- early identification of a child's SEND occurs and school follows the graduated response procedure outlined in the Code of Practice (2014)
- interventions used by the school are effective in raising standards of children with SEND and are an efficient use of TA time
- the views of pupils with SEND are listened to and taken into account
- school staff, external professionals and parents work together in partnership
- all children with SEND are included wherever possible in all classroom activities
- the system of progress reviews works successfully throughout the school

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