

Special educational needs and disabilities (SEND) policy

Palace Fields Primary School



Approved by:	Sally Shaw	Date: 19 th September 2023
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1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school will:
 - Support and make provision for pupils with special educational needs and disabilities
 - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
 - Help pupils with SEND fulfil their aspirations and achieve their best
 - Help pupils with SEND become confident individuals living fulfilling lives
 - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

2. Vision and values

According to the SEN Code of Practice (2015), 'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.'

At Palace Fields Primary School, we firmly believe that all children have a right to a broad, balanced and relevant education. We aim to be a school that is inclusive of all pupils and our staff have high expectations of all pupils, regardless of prior attainment. We will encourage all children to give their best and to reach their potential. We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

3. Legislation and guidance

This 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
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors'/trustees' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

5. Definitions

5.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires 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 most 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.

5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment

AREA OF NEED	
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

6. Roles and responsibilities

6.1 The SENCO

The SENCO at our school is Mrs Carolyn Knowles and is contactable on cknowles@pfp.theheathfamily.org.uk

They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN governor (Lisa Darwin) 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 SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned

- › When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- › Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- › Make sure the school keeps its records of all pupils with SEND up to date and accurate
- › With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- › With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- › Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- › With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.2 The governing board

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- › Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- › Do all it can to make sure that every pupil with SEND gets the support they need
- › Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- › Inform parents when the school is making special educational provision for their child
- › Make sure that the school has arrangements in place to support any pupils with medical conditions
- › Provide access to a broad and balanced curriculum
- › Have a clear approach to identifying and responding to SEND
- › Provide an annual report for parents on their child's progress
- › Record accurately and keep up to date the provision made for pupils with SEND
- › Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- › Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- › Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- › Determine their approach to using their resources to support the progress of pupils with SEND

6.3 The SEND link governor

The SEND link governor is Mrs Lisa Darwin.

The SEND governor will:

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

- › Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

6.4 The Head of School/Executive Principal

The Head of School/Executive Principal will:

- › Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- › Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- › Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- › Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- › Make sure that the SENCO has enough time to carry out their duties
- › Have an overview of the needs of the current cohort of pupils on the SEND register
- › Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- › With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- › With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- › With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.5 Class teachers

Each class teacher is responsible for:

- › Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- › The progress and development of every pupil in their class
- › Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- › Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- › Ensuring they follow this SEND policy and the SEN information report
- › Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents' concerns and agree their aspirations for the pupil

6.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- › Invited to termly meetings to review the provision that is in place for their child
- › Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- › Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- › Given an annual report on the pupil's progress and two termly short reports on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

6.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- › Explaining what their strengths and difficulties are
- › Contributing to setting targets or outcomes
- › Attending review meetings
- › Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

7. SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

Early identification, assessment and provision of any child who may have SEN is of paramount importance. At Palace Fields Primary School, pupils are identified as having **special educational needs** in several ways:

- They may enter school with a special educational need previously identified by a medical professional.
- They may have been on the graduated approach in their previous school.
- Parents may inform school of issues that cause a barrier to learning (usually medical issues).
- Specialist teachers may be involved with a pupil although results from assessments may be within average range for their age e.g. hearing and visually impaired pupils.
- The class teacher may have concerns about their progress and/or class work and feel that wave two intervention programmes are not working.
- The class teacher may identify behaviour or coordination problems that have become a barrier to the pupils learning and need further investigation/ support.
- Pupil's will be identified from school assessment systems and where necessary, individual diagnostic assessments.

A range of assessments take place each year. These include:

- Class based observations and assessments.
- Baseline assessment (EYFS)

- WELLCOMM assessment
- York Assessment of Reading for Comprehension (YARC)
- Lucid Rapid – Dyslexia Screening Tool
- Progress against English, Maths and Science objectives.
- Standard screening and assessment.
- Thrive assessment
- B Squared assessment

Results are discussed with class teachers to develop an overall picture of a pupil's ability and any surrounding circumstances before placing them on Palace Field's graduated approach.

This policy follows the guidelines set out by the Code of Practice

- Identifying and responding to the child's learning characteristics – through use of teaching style and type of task.
- Responding to the specific learning environment in terms of mobility and parent absence.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

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

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, 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.

If a pupil is joining the school, and:

- › Their previous setting has already identified that they have SEN
- › They are known to external agencies
- › They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

Palace Fields Primary School takes the view that all teachers are teachers of special educational needs and all children are entitled to a quality teaching and learning experience. Children with special educational needs are considered a whole school responsibility.

At Palace Fields, the learning environment exhibits the following characteristics to support the inclusion of all pupils:

- A structured, consistent approach to teaching English and Maths.
- A fair and whole school approach to discipline.
- An atmosphere of acceptance, encouragement, respect and sensitivity.
- Communication and co-operation between staff.
- Access to specialist advice through all available support services.
- Continuous and constructive communication with parents.
- An 'Access and Accessibility Policy' to support accessibility.

- Assessment and record keeping procedures to ensure all children with SEN are working at an appropriate level.

Quality First Teaching and access to the full curriculum for all pupils is provided through:

- The breaking down of learning in to small steps
- Presentation of the task.
- The difficulty of the tasks given.
- The amount of initial teacher input.
- The amount of adult support.
- The ways in which pupils can respond and give evidence for their learning.
- The groupings within the classroom.

Children with Special Educational Needs are supported to the best of our ability within the boundaries of staff expertise and facilities of the school environment. Advice from external professionals is sought whenever necessary.

All children receive Quality First Teaching. Once a child is identified as having special educational needs they will be placed on Palace Fields' graduated approach:

- **Record of Concern**
- **SEN Support**
- **Education Health Care Plan**
- **Resource Base Provision**

EYFS Provision

Practitioners in the Foundation Stage will use their best endeavours to ensure that, where possible, they are able to identify pupils who may have SEN or require SEN provision. Identification of pupils not making adequate progress may include:

- Analysis of progress against national targets. Children not making expected rates of progress might require alternative approaches to learning or a graduated approach to help, beyond what is normally available for Foundation age children.
- Presents persistent emotional and/or behavioural difficulties, which are not reduced by behaviour management techniques usually employed in the school.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of personal aids and equipment.
- Has communication and/or interaction difficulties, and requires specific individual interventions in order to access learning.

Once practitioners have identified that a child has special educational needs as described above, support in the Foundation Stage will take place through individual/small group intervention as part of SEN support. If the intervention does not enable the child to make satisfactory progress, the SENCO will seek advice and support from external agencies, such as Chatterbugs - SALT and Woodview Child Development Centre.

Provision in Key Stages 1 and 2

Primarily, the class teacher will monitor progress of all the children in their class. The highlight and tracking system in the school will detect those not making, or exceeding, targeted expectations. At pupil progress meetings, the Principal and SENCO, alongside the class teacher, may decide that some further form of provision or support is necessary in order to help them make or catch up with the appropriate expectations for their age.

Initial Concern – Record of Concern

This is seen as an alert stage. Initial concern is raised and the pupil is highlighted as being at risk of underachieving and brought to the attention of the SENCO. Evidence is collected by the class teacher and consideration given to:

- Setting suitable learning challenges (learning objectives)
- Responding to pupils' diverse needs (teaching styles and strategies)
- Overcoming potential barriers to learning (including classroom environment)

These pupils will be monitored by the class teacher within their ordinary classroom organisation and planning. If the pupil continues to make inadequate progress within a suitable time span (e.g. a term) they will be placed on SEN Support stage of Palace Fields' graduated approach. The SENCO becomes involved at this stage. Most children should progress through the stages systematically, although occasionally a child may jump a stage.

Pupils can move in any direction through the graduated approach.

Parents should be kept informed of any changes within the stages.

Education Health Care Plan Procedures

The responsibility for making statutory assessment will lie with the Local Education Authority who will decide if a child requires an Education Health Care Plan (EHCP). A request for an Education Health Care assessment can be made by the school (SENCO and Head of School) or a parent.

To aid in the process of statutory assessment, the school (Foundation Stage, Key Stage 1 and 2) will provide a request for an EHC assessment to the LA, stating clearly the reasons for the request. This evidence will consider:

- The views, interests and aspirations of the child and his/her parents.
- The child's special educational needs.
- The child's health needs that are related to their SEN.
- The child's social care needs which are related to their SEN or a disability.
- The outcomes sought for the child, including outcomes for adult life.
- The special educational provision required by the child.
- Any health provision reasonably required by the learning difficulties or disabilities which result in the child or young person having SEN.

8.2 Consulting and involving pupils and parents

Parent Partnership is actively encouraged at Palace Fields Primary School. We value the unique knowledge and experience that the parent has of their child. Parents are welcome to come into school to discuss issues concerning their child. They are requested to make an appointment in advance to ensure that the member of staff has sufficient time to allocate to the discussion.

Parents' permission is always gained to involve external support services. There will usually be an opportunity to meet with the professional and receive feedback following this support.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- › Everyone develops a good understanding of the pupil's areas of strength and difficulty
- › We take into account any concerns the parents have
- › Everyone understands the agreed outcomes sought for the child
- › Everyone is clear on what the next steps are

We will formally notify parents if it is decided that a pupil will receive special educational provision.

Record of Concern

Parents are informed by the class teacher of any concerns. They will be informed in writing if their child is placed on the SEN register and will have an opportunity to come into school to discuss this. Parents' views will be sought wherever possible.

SEN Support

Termly meetings take place between class teachers and parents to discuss a pupil's progress and review targets on the support plan.

Education Health Care Plan:

In addition to the termly meetings between the class teacher and parent, Annual Review meetings are also held for children with an EHCP or children within the Resource Base provision.

8.3 The graduated approach to SEN support

Our Graduated approach takes into account four areas and states what level of support a pupil can expect in these areas depending on the stage the pupil is placed on.

1. Assess

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be made accessible to staff in a school-based support plan. Support plans are reviewed and set with parents/carers.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

8.4 Levels of support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

1. Planning and Assessing

SEN Support

- Monitoring, recording and assessment linked to whole school assessment systems.
- Additional assessment by class teacher overseen termly by SENCO.
- Supplemented by standardised or diagnostic tests as necessary. Carried out by SENCO or a trained member of staff.
- Individual targets linked to short term planning
- Termly review with parents and class teacher - Parents informed of targets.
- Pupils actively involved in target setting and assessment/review process - opportunities for pupil to discuss and evaluate progress in a supportive way
- SENCO time to liaise with parents, external services and staff.
- Organisation/timetabling to support disabled pupils.
- Occasional advice from other professionals e.g. Speech and Language.
- B Squared may be used to track pupil attainment and progress.

Education Health Care Plan:

- External services (specialist support services, educational psychologist) undertake specialist assessment leading to a more specifically focused EHCP.
- B Squared may be used to track pupil attainment and progress.
- Longer term plan for provision, supported by shorter term support plans.
- Parents involved in both the long and short term planning.
- Annual review of progress – linked to EHCP targets.

Resource Base:

- External services (specialist support services, educational psychologist) undertake specialist assessment leading to a more specifically focused support plan/EHCP.
- B Squared will be used to track pupil attainment and progress.
- Longer term plan for provision, supported by shorter term support plans.
- Parents involved in both the long and short term planning.
- Annual review of progress – linked to EHCP targets.

2. Grouping

SEN Support

- Access to small group tuition to work on support plan targets – if necessary.
- Grouping strategies used flexibly within the classroom.
- Evidence-based interventions used (see information report)

Education Health Care Plan:

- Pupils work within the Power English/Maths group that is appropriate to their ability.
- Pupil based predominantly in their usual classroom for the afternoon sessions of the timetable, supported through flexible grouping strategies.
- Access to small group tuition to work on support plan targets – if necessary.

Resource Base:

- Pupil works predominantly in the Resource Base classroom during English and Maths lessons – with some opportunities to join Power English and Maths lessons if appropriate.
- Children join their mainstream cohort for PE and Music lessons and any trips.

3. Human Resources SEN Support

- Main provision is provided by the class teacher with SENCO involved in assessment and planning rather than teaching.
- Pupil support used routinely with targeted adult support provided if necessary.
- Class teacher and teaching assistant plan and review support together.
- Specialist advice may be provided (e.g. educational psychologist, advisory teachers, occupational therapist)
- SENCO time to manage and monitor deployment/ effectiveness of additional human resources.

Education Health Care Plan:

- Individual or small group support provided by teaching assistant (under guidance), teacher or specialist teacher (or other specialist).
- Direct teaching input for specified area – delivered by school staff or external agency.

Resource Base:

- Sustained targeted support provided by teaching assistant (under guidance), specialist teacher or other specialist.

4. Curriculum and Teaching

SEN Support

- Pupils follow National Curriculum/ Foundation Stage curriculum with emphasis on differentiation for curriculum access e.g. modified materials, alternative methods of presentation. Possibly some specific reinforcement or skill-development activities in support of support plan targets.

- Access to specific group intervention programme if appropriate.
- Different or additional learning materials /specialist equipment.
- Enhanced access to ICT if necessary e.g. pupils with dyspraxia.
- Emphasis on increasing differentiation of activities and materials.
- SENCO time to monitor

Education Health Care Plan:

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

- Increasingly targeted modifications made to Foundation Stage/ National Curriculum (level, materials, resources, method, and task).
- Some individual programming to support specific targets.
- Access to ICT and to specialist equipment and materials as necessary to support learning programmes.

Resource Base:

- Increasingly individualised programme (within the context of an inclusive curriculum)
- May involve the use of specialist teaching and/ or communication techniques, supported by appropriate equipment and materials.

8.5 Evaluating the effectiveness of SEN provision

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

- › Tracking pupils' progress, including by using provision maps
- › Carrying out the review stage of the graduated approach in every cycle of SEN support
- › Monitoring by the SENCO
- › Holding annual reviews for pupils with EHC plans
- › Getting feedback from the pupil and their parents
 - Pupils' perceptions of how well their needs are being met.
- › Parents' perceptions recorded at reviews or parents' evenings.
- › Teacher and TA perceptions of how well their own and the pupils' needs are being met in relation to SEN.
- › The Governors' perceptions of how well SEN is being addressed in the school.
- › Outside agencies perceptions of how well SEN is being addressed in the school.
- › The extent of integration and curriculum breadth.
- › Internal and external pupil assessments.
- › Support plan targets and reviews.
- › Annual reviews of EHCPs.
- › The SEN register.

- › Reviews of impact of Intervention programmes.
- › OFSTED reports.
- › Attendance figures.

9. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The Head of School and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

10. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Speech and language therapists through Chatterbug
- Specialist teachers or support services through Halton SEND Service
- Educational psychologists
- Occupational therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

11. Admission and accessibility arrangements

11.1 Admission arrangements

We participate in Halton Borough Council's Fair Access Protocol. This helps ensure that all children, including those who are unplaced and vulnerable, or having difficulty in securing a school place in-year, get access to a school place as quickly as possible.

For further information on admissions please refer to the Admissions policy
<https://www.palacefieldsprimary.org.uk/attachments/download.asp?file=99&type=pdf>

11.2 Accessibility arrangements

At Palace Fields Primary School we have taken measures to ensure all pupils can access the school with ease. The school is at ground level with ramp access to main doors. There is also braille on signs to support those with visual impairments.

Palace Fields Primary School has an accessible toilet and shower room in order to further support pupils. The full accessibility policy can be found at
<https://www.palacefieldsprimary.org.uk/attachments/download.asp?file=88&type=pdf>

12. Complaints about SEND provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the SENDCo. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the Head of School in the first instance. They will be handled in line with the school's complaints policy which can be found at <https://www.palacefieldsprimary.org.uk/page/?title=Policies&pid=14>

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

To find out about disagreement resolution and mediation services in our local area, follow this link: <https://localoffer.haltonchildrenstrust.co.uk/education-health-and-care-plan/complaints-disagreements-appeals/>

You can request mediation by contacting Collis Mediation Ltd.

You can read more about SEND Mediation here SEND Mediation – <https://www.collismediationltd.com/mediation/send-mediation>

Tel: 07715 958290

Email: info@collismediationltd.com

13. Monitoring and evaluation arrangements

13.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- › All staff's awareness of pupils with SEND at the start of the autumn term
- › How early pupils are identified as having SEND
- › Pupils' progress and attainment once they have been identified as having SEND
- › Whether pupils with SEND feel safe, valued and included in the school community
- › Comments and feedback from pupils and their parents

13.2 Monitoring the policy

This policy will be reviewed by Genna Hitchin (Head of School) **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

14. Links with other policies and documents

This policy links to the following documents

- › SEN information report -
- › The local offer - <https://localoffer.haltonchildrenstrust.co.uk/>
- › Accessibility plan
- › Behaviour policy
- › Equality information and objectives
- › Supporting pupils with medical conditions policy
- › Attendance policy
- › Safeguarding / child protection policy

➤ Complaints policy