

## **WEST PARK SPECIAL EDUCATIONAL NEEDS POLICY**

### **Special Needs and Disabilities Coordinator:**

Mrs L Strickland BA Ed(Hons) PGC Role of the SENCo

The SENDCo is a member of the Senior Management Team

### **Assistant Special Needs and Disabilities Support:**

Mrs J Potter BA (Hons) PGCE PGC Specific Learning Difficulties

### **SEND Governor**

Miss AJ Hall

### **Contact Details**

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### **Mission Statement**

#### **Learning to Improve**

At West Park Primary School, we believe each learner should aspire to meet their potential educationally, socially and emotionally.

Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed.

### **Aims**

School policy is based upon the fundamental principles of the 2014 Code of Practice. We aim to provide an inclusive curriculum and learning environment which for all children:

- raises creativity and thinking skills across the curriculum;
- gives learners independence and responsibility, confidence in their own abilities and the opportunity to make choices, giving them a voice in the life of the school;
- emphasises the links between subjects and provides opportunities for enjoyment;
- promotes healthy lifestyles;
- keeps learners safe by dealing with bullying and discrimination and promoting positive relationships;
- engages parents in actively supporting their children's learning and development;
- fosters links with specialist services

In order to meet our school aims our objectives are:

- to achieve accurate and early identification of a learner's special educational needs and make appropriate provision;
- to include learners with special educational needs in mainstream classes;
- to monitor the progress of learners with special educational needs;
- to manage and deploy resources effectively to ensure positive outcomes for all learners with SEND;
- to ensure access to the Curriculum for the Foundation Stage, National Curriculum Programmes of Study at an appropriate level. In a very few cases there may be disapplication from the National Curriculum where this is specified within the learner's One Plan (EHCP);
- to ensure that parents and carers are more fully involved in contributing to outcomes for their child;
- to involve learners in the assessment of their special educational needs and in decisions made about their educational future where appropriate;
- to develop staff expertise and provide support and advice;
- to work in partnership with outside agencies in the identification of special educational needs and in monitoring learner's progress;

- to monitor the implementation and effectiveness of the Special Educational Needs policy based upon the guidance provided in the SEND Code of Practice 2014.

### **Identification**

The definition of SEND set out in the Code of Practice is deliberately broad due to the wide spectrum of difficulties that can lead to a child or young person experiencing problems in learning. The purpose of identification is to work out what action the school needs to take to support the whole child, not to fit a learner into a category.

The four primary areas of need are:

1. Communication and Interaction;
2. Cognition and learning;
3. Social, mental and emotional health;
4. Sensory and/or Physical.

At West Park we acknowledge that other factors may impact upon a learner's progress and attainment but do not constitute SEND e.g. attendance and punctuality, disability where reasonable adjustment can be made to ensure equality of access, being a looked after child, having English as an additional language, being in receipt of pupil premium grant, being a child of a serviceman/woman.

Where behaviour is interfering with a learner's progress and well-being, the school will endeavour to investigate the underlying causes.

### **Special Needs Team**

The Head teacher and Governing Body determine the school's general policy and approach to provision.

Mrs L Strickland is the Special Educational Needs Coordinator and is responsible for the day to day management of provision for children with SEN. Mrs J. Potter providing Special Educational Needs support. Responsibilities include:

- being the first point of contact for colleagues to seek advice and support.
- leading and advising staff on matters relating to Special Educational Needs;

- implementation of the SEND policy;
- liaising with teaching and non teaching staff;
- maintaining and keeping up to date records of children on the Additional Needs Register;
- liaising with parents and carers and being the principal point of contact;
- organising and attending Initial Meetings and Annual Reviews;
- liaising with outside agencies; organising assessments from outside agencies.
- monitoring and evaluating SEND throughout the school;

The class teacher retains responsibility for the teaching and assessment of learners with special educational needs and is supported by teaching assistants and SENDCo where appropriate.

### **Admission Arrangements**

Learners are admitted to school in line with the LA admissions policy. Children with special educational needs are admitted after consultation with parents/carers and agencies who are involved in assessing the learner's special educational needs. The LA may also identify individuals who would need access to additional resources before they begin nursery.

### **Management of Provision**

Under the terms of the 2014 Code of Practice, the school keeps a register of children with special needs and has procedures to provide a continuous and systematic cycle of assessment, planning, intervention and review within the school to enable the child with special needs to learn and progress. West Park has adopted the graduated model for assessment of special educational needs and the LA specified criteria for:

- SEN Support
- Initiation of a statutory assessment in consultation with the Educational Psychologist.

## **A Graduated Approach**

### Quality First Teaching

All learners, including those with SEND, are entitled to high quality, differentiated quality first teaching. Teachers are responsible for and accountable for the progress and development of pupils in their class, including where pupils access support from teaching assistants or specialist staff. The progress of all learners is continually monitored by the class teacher and formally reviewed by the Senior Management Team every term in reading, writing and maths. Interventions are developed by the class teacher for any child identified as underachieving or under attaining and their progress continues to be carefully monitored.

The decision to place a child on the Additional Needs register and develop a Support Plan happens if, having received quality first teaching, differentiated learning activities (Wave 1) and small group/individual intervention by the class teacher/support staff (Wave 2), a learner:

- makes inconsistent, little or no progress;
- presents persistent emotional or behavioural difficulties;
- has sensory or physical problems;
- has communication or interaction difficulties.

Where it is determined that a pupil does have SEN, parents will be formally advised, and the learner will be added to the Additional Needs register. The aim of formally identifying a pupil with SEN is to help the school ensure that effective provision can be put in place and so remove barriers to learning.

The support provided consists of a four part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle which enables provision to be refined and revised. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

### **Assess**

This involves clearly analysing the pupil's needs using class teacher's assessments as well as the views and experiences of parents. The pupil's views and any relevant advice from outside agencies will also be considered.

This analysis will require regular review to ensure that support and intervention is matched to need.

### ***Plan***

Planning will involve consultation between teacher, SENDCo and parents to agree adjustments, interventions and support that are required. Parental involvement may be sought to reinforce or contribute to progress at home.

### ***Do***

The class teacher remains responsible for working with the child on a day to day basis. They will retain responsibility even where interventions 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.

### ***Review***

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 parents. The class teacher, in conjunction with the SENCo will revise the support and outcomes, making any necessary adjustments, in consultation with parents and pupil.

Strategies which are to be used to enable the child to progress are recorded within a Support Plan. The Support Plan includes information about:

- strengths and weaknesses;
- short term targets for the learner;
- teaching strategies to be used;
- achievement criteria;
- review information;
- outcomes

The Support Plan Targets are developed by collating information from teacher, parents and the individual child.

### ***Teacher Role***

- identification of learners special educational need through observation and assessment;
- informs the SENCo of concern;

- invites parents/carers to a meeting with teacher and SENDCo to discuss concern;
- develops and reviews SEN Support Plan targets in addition to an already differentiated curriculum;
- available to meet with parents twice yearly in October and March to discuss progress;
- implements Support Plan with teaching assistant and SENDCo support where appropriate;
- monitors progress via class based assessments.

#### *SENDCo Role*

- collates all available information held by the school;
- may undertake further assessment;
- supports class teacher in development of appropriate support and targets;
- advises on use of appropriate resources;
- monitors progress of learner;
- provides a further point of contact for parents;
- arranges for outside agency support where appropriate;
- liaises with outside agencies to provide support and advice for teacher, parent and learner;
- decides, in conjunction with class teacher, parents and learner when a request for statutory assessment should be made.

#### *Parental Involvement*

- parents are invited to school to discuss placement of child on Additional Needs register;
- The Support Plan is developed in consultation with parents and is reviewed in March and October each year;
- parents are given suggestions as to how they may support their child and will be given the opportunity to meet with outside agencies to discuss assessments.

#### *Outside Agency Involvement*

External agencies will usually come to school, see the learner in order to:

- advise on targets and accompanying strategies;
- provide specialist assessments to inform planning and measurement of pupil progress;
- give advice on use of specialist strategies or materials;
- provide support for particular activities.

### Statutory Assessment/EHC Plan

A request for formal assessment by the LA can be made by the school, the parent or an outside agency and is triggered by the recognition that the learner's needs are so substantial or complex that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

#### *Teacher Role*

- provide detailed information regarding the learner's current level of attainment;
- provide evidence of strategies and advice already followed in class.

#### *SENDCo Role*

- gather information from teacher, parent and learner including Support Plans and reviews
- gather information from outside agencies;
- collate evidence of strategies and advice already followed by school;
- arrange for Educational Psychologist to undertake assessments;
- complete paperwork as necessary to enable statutory assessment to take place.

#### *Outside Agency Involvement*

- provide information relating to interventions already in place;
- provide diagnostic assessment information.

#### *Parental Involvement*

- be kept informed at every stage of the assessment process;



- receive copies of assessments undertaken by outside agencies and the opportunity to discuss them;
- provide relevant information about their child's history and abilities.

#### *Learner Involvement*

- to contribute their views where appropriate;
- to be aware of the process and what will happen next.

#### (Education, Health and Care Plan)

Once all the advice has been collected, the LA in conjunction with people from health and social care decides whether to draw up an Education, Health and Care Plan. Plans are reviewed annually to consider progress made by the learner over the previous twelve months. All interested parties, including the learner, may be involved in the review process during which written advice is collected and circulated.

#### *Teacher Role*

- continue to provide differentiated learning activities with reference to Support Plan targets;
- continue to assess learner's progress (using PIVATS where appropriate);
- liaise and plan with teaching assistants where appropriate;
- keep SENDCo informed as to learners progress;
- continue to meet with parents to discuss progress;

#### *SENDCo Role*

- provide support and guidance to staff;
- provide support and advice to parents;
- monitor the learners progress through Support Plan targets, PIVATS (where appropriate) and assessments;
- coordinate involvement of outside agencies.

#### *Outside Agency Involvement*

- continue to advise on Support Plan targets and accompanying strategies;

- continue to provide more specialist assessments to inform planning and measurement of pupil progress;
- continue to give advice on use of specialist strategies or materials;
- continue to provide support for particular activities;

#### *Parental Involvement*

- in addition to twice yearly Support Plan reviews, parents are invited to an Annual Review of the EHC Plan in partnership with the LA and outside agencies. Prior to review parents views will be formally sought.

#### *Learner Involvement*

- views are sought prior to review and learners are invited to review meetings (partially or wholly) where appropriate.

Following statutory assessment, an EHC plan will be provided by Hartlepool Borough Council, if it is decided that the child's needs are not being met by the support that is ordinarily available.

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

Once the EHC Plan has been completed and agreed, it will be kept as part of the child's formal record and will be formally reviewed at least annually.

#### **Record Keeping**

The SENDCo maintains an additional needs register of children requiring SEN Support or an EHCP. This document may be viewed using Excel Shared Documents/Special Needs on the Network.

The SENDCo also maintains a list of children diagnosed as dyslexic but not on the SEND register.

The SENDCo also holds details of learners receiving additional support through Wave 2 initiatives, individual/small group interventions.

The SENDCo also holds details of children who are considered to be vulnerable for a variety of reasons.

SEND files containing detailed information about the learner are stored centrally in the SEN medical room in class groups. Each file contains a registration form detailing difficulties, signed by parents. A monitoring form on the inside cover details action taken for each learner. Current Support Plan targets are circulated amongst all staff who work with the learner. Previous targets and reviews are

held in the file and are copied on yellow – most recent targets are copied on white. Each year group has its own labelled wallet.

### **Monitoring and Evaluation**

The SEN policy is reviewed annually by the SENCo. The Governing Body reports annually to parents.

### **Resources**

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6000. If this is insufficient to meet the needs of the child, additional funding may be sought by the SENDCo from the Local Authority. The SENDCo makes an application based upon the child's profile.

Other resources available:

- SENCo
- Teaching Assistants
- ICT packages e.g. Knowledge Box, Wordshark
- Access to small group/individual intervention e.g. CatchUp, Wave 3 Numeracy
- Assessment tools for use by all staff to provide diagnostic information;
- Teaching resources aimed at specific groups of pupils e.g. Stile trays, multi – sensory activities, word bank games, photocopiable worksheets, games etc. Organised into banks that support a specific area of difficulty – see Appendix 3 for Resource Catalogue;
- Educational Psychologists Drop in Sessions for parents and staff;
- Information relating to specific syndromes/disorders – in resource room.

### **Partnership with Parents and Carers**

The school aims to work in partnership with parents and carers to ensure that learner's special educational needs are identified, met and regularly reviewed. All staff are responsible for developing a positive relationship with parents, carers and families so that they feel welcome in school and that their contribution is valued.

In addition to arrangements made for all parents to consult with staff about their child's progress, parents of learners with special educational needs are offered the opportunity to discuss Support Plan targets in March and October. Parents of children with an EHC Plan are also invited to an Annual Review.

Please see the school SEN Information Report for further details and information. (Details and appropriate links are available on the school website [westparkschool.sch.uk](http://westparkschool.sch.uk))

Further information about services and support available to parents can also be found via Hartlepool Local Offer

<http://hartlepool.sd.org.uk/kb5/hartlepool/fsd/send.page>

### **Supporting Learners with Medical Conditions**

The school recognises that pupils at school with medical needs should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Where a child has been identified as having a medical condition, a care plan is developed detailing the condition and management strategies.

This information is held in the class register and is also communicated to all staff via a noticeboard in the staff room.

Please see the school medical policy for further details.

### **Complaints**

Hartlepool LA has a procedure for considering complaints from parents and carers relating to special educational needs – details are available from the Head Teacher or LA. However, it is hoped that parents and carers would initially discuss their concerns with the class teacher, SENCo or Head teacher with a view to resolving any problems promptly

### **Transfer of Information for Children Moving School**

Learners registered as having special educational needs who leave to attend another school will have their records forwarded with all other school information once we have been informed that they are on roll at another school.

Learners who join West Park who are registered as having special educational needs will be monitored at the stage they were placed on at the previous school. A decision about whether to maintain them at that stage or to move them to another stage will be made at the next review date or as a result of further assessments.

Learners moving from West Park to a secondary school will have a review of their special educational needs prior to transfer to which parents and secondary school SENDCo will be invited. They will also be considered for enhanced transition arrangements and may have additional visits to secondary school throughout Year 6.

### **Success Criteria**

- Prompt identification and assessment of learner's special educational needs,
- Evidence of Support Plan targets in teachers planning;
- Accurate and up to date records for learners with SEN;
- Attendance of parents at Annual Review and Support Plan meetings;
- Learners being aware of their targets;
- Learners meeting targets and making progress;
- Effective working relationships with outside agencies;
- Learners being removed from register due to age appropriate progress;
- A "fluid" SEN register that reflects practice of short, targeted, effective interventions.

### **Review**

Governors are free to determine the renewal of this policy at any time, in line with changes in school systems or statutory guidance.

Lucy Strickland