

**Pheasey Park Farm Primary School**  
**Special Educational Needs (SEND) Policy and**  
**School Information Report**  
**September 2021**

**Contents**

Local Offer

Rationale

English as an Additional Language

What is Special Educational Need?

Aims and Objectives

Equal Opportunities and Inclusion

Through appropriate curricular provision, we respect the fact that children:

Teachers respond to children's needs by making appropriate adaptations:

Identification, Assessment and Provision

What are the steps taken by the school to prevent SEN children being treated less favourably?

The Role of The SENCO

Role of Staff

Reasons for a child being included on SEN register may include that he/she:

Monitoring Children's Progress

Pupil Passports

Transition

Local offer

Partnership with Parents and Pupils

Role of Parents

Children's Centre

The Use of Outside Agencies

Outside agencies may become involved if the child:

Statutory Assessment or Education Health and Care Plans

Pastoral Support

Views of the Parents.

Individual Education Plans

Access to the Curriculum

Accessibility

Allocation of Resources

Funding

Dyslexia Friendly Status

The Role of the Governing Body

Complaints Procedure

Admissions Arrangements

Monitoring and Evaluation

# Special Educational Needs (SEN) Policy

## Local Offer

Pheasey Park Farm School and Early Years Centre seeks to provide a high quality academic education for all pupils according to their needs, and to develop attitudes of mutual respect and responsibility.

Our emphasis is on a whole school approach. We aim to provide all children with realistic learning goals in a positive environment.

Where children are identified as having Special Educational Needs we aim to meet their needs through the processes set out in our policy.

Where our assessments indicate that we are unable to meet an individual's needs we will liaise with parents and relevant external agencies to make the necessary arrangements which are purely in the interests of the individual child.

*See Walsall's Local Offer for More Information.*

## Policy and School Information Report

### Rationale

Pheasey Park Farm Primary School has a named SENCO (Mrs S. Mayou) who has completed the Government SENCO qualification, and a named Governor responsible for SEN (Mrs M. Wood). The Inclusion Supervisor is Mrs S. Arnold, Head of School.

We ensure that our Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school.

We believe that all children should have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (September 2014).

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

(Please note that behaviour alone is not included)

## **English as an Additional Language**

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Lack of competence in English must not be equated with learning difficulties as understood in the Code of Practice. We would look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs. Advice would be sought when necessary. (See EAL Policy).

## **What is Special Educational Need?**

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health Care Provision or Social Care Provision which educates or trains a child or young person is to be treated as special educational provision. (Code of Practice 2014).

Children may be offered additional support, through small group or 1:1 activities, in order to boost their skills level and confidence.

The school recognises that the needs of high achieving children should also be catered for and recognised as a 'special educational need' (see AMAT Policy).

This SEND policy details how, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs.

## **Aims and Objectives**

The aims of this policy are:

- to create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND
- to request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership
- to make clear the expectations of all partners in the process

- to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- to ensure support for pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals
- to identify the roles and responsibilities of all staff in providing for children's special educational needs
- through reasonable adjustments to enable all children to have full access to all elements of the school curriculum
- to work in cooperation and productive partnerships with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

### **Equal Opportunities and Inclusion**

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society. We also measure and assess the impact regularly through meetings with our SEND coordinator and individual teachers to ensure all children have equal access to succeeding in this subject.

### **Through appropriate curricular provision, we respect the fact that children:**

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

### **Teachers respond to children's needs by making appropriate adaptations:**

- providing support for children who need help with communication, language and literacy
- planning to develop children's understanding through the use of all available senses and experiences
- planning for children's full participation in learning, and in physical and practical activities
- helping children to manage and own their behaviour and to take part in learning effectively and safely
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

## **Identification, Assessment and Provision**

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's head and deputy head teacher, the SENCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs.

The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the class teacher and SENCO will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

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

Looked After Children and Disadvantaged Children will receive the additional support required to meet their needs.

## **What are the steps taken by the school to prevent SEND children being treated less favourably?**

The special educational needs and disability code of practice: 0 to 25 years: Statutory guidance identifies statutory duties placed on the school. Whenever we take decisions, we give consideration to what the code says. We have a duty to ensure that our pupils are not discriminated against and we make reasonable adjustments, including the use of auxiliary aids and services to ensure that all children with SEND are not at a disadvantage compared with that of their

peers.

These could include the provision of services and the provision of education. We make reasonable adjustments to meet all needs which could include specific interventions, the use of aids and personnel to support learning, using a different approach to meet needs of individuals. For children with disabilities, our duty is anticipatory - it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

We promote equality of opportunity for disabled children. Any targets are specific and measurable, we commission services to support the needs of individuals and arrangements in place to support all pupils with SEND to ensure that they get the support they need. All children with SEND engage in activities of school alongside children who do not have SEND.

The SENCO is responsible for co-ordinating SEND provision. Our school's Admission policy ensures that all children are not refused admission due to their SEND or if they do not have an EHC plan. We regularly review and evaluate the breadth and impact of the support we offer or can access to ensure that we take an active role involve with all agencies and follow advice. We make the best endeavours to make sure that a child with SEND gets the support they need - this means doing everything we can to meet children and young people's SEND.

We regularly review and evaluate the breadth and impact of the support we offer, or can access, and we promote training for individual staff members or whole staff to ensure that we can follow updated recommendations for pupils in our care.

### **The Role of The SENCO**

The Special Educational Needs Co-ordinator's [SENCO] responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy.
- Agree SEND Provision as appropriate.
- Arrange for an Education and Health Care Plan (EHC Plan) if required
- Co-ordinating provision for children with SEND/EHC Plan.
- Liaising with and advising teachers and teaching assistants.
- Overseeing the records of all children with SEN/EHC Plan.
- Liaising with parents of children with SEND/EHC Plan.
- Contributing to the in-service training of staff.
- Liaising with local high schools so that support is provided for Y6 pupils as they prepare to transfer.

- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies.
- Co-ordinating and developing school-based strategies for the identification and review of children with SEND/EHC Plan.
- Making regular visits to classrooms to monitor the progress of children on the School SEND//EHC Plan Register.
- To oversee the school's maintenance of its Dyslexia friendly status, ensuring that appropriate strategies are employed throughout the school and that staff training is kept up to date.
- Evaluating the effectiveness of provision through consultations, observations and analysis of data

### **Role of Staff**

- The class teacher and/or member of Staff and Teaching Assistant teaching the Group will highlight any identified need to the SENCO for assessment.
- The SENCO will advise staff regarding the appropriate action -e.g. Early Response, APDR (previously referred to as IEP)
- The SENCO or Staff Member will inform the parent of the Plan.
- The member of Staff and Teaching Assistant will implement and track progress against the APDR keeping the SENCO informed. APDRs will be reviewed termly by either the Class Teacher or SENCO.

The SENCO and the child's class teacher will decide on the action/adaptations needed to help the child progress in the light of earlier assessments. This may include:

- Different learning materials or specialist equipment.
- Some group or individual support, which may involve small groups of children being withdrawn to work with the SENCO; or, with TA support or other intervention
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.
- Emotional and Social support through SEAL/Learning Mentor.

After initial discussions with the SENCO, the child's subject teacher will work with the Teaching Assistant to work with the child on a daily basis and ensure delivery of any individualised programme in the classroom.

**Reasons for a child being included on SEND register may include that he/she:**

- Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness once Early Response

Stage completed.

- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not improved by the 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 specialist equipment.
- Has communication and / or interaction difficulties, and continues to make little or no progress.

### **Monitoring Children's Progress**

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENCO to consider what else might be done. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.

The key test of the need for action is that current rates of progress are inadequate.

Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his/her peers from widening.
- Closes the attainment gap between the child and his/her peers.
- Better the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.

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

When any concern is initially noticed it is the responsibility of the class

teacher to take steps to address the issue. Parents may be consulted and specific intervention put in place and monitored for a period of up to 6 weeks. If no progress is noted after this time the child may be added to the school SEN register with parental permission.

The class/group teacher after discussion with the SENCO will then provide additional interventions that are additional to those provided as part of the school's differentiated curriculum and the child will be given individual learning targets which will be applied within the classroom. These targets will be monitored by the class teacher and teaching assistants within the class and reviewed formally with the SENCO, parents and young person.

### **Pupil Passports**

Pupil Passports have recently been introduced in order to be able to track and support SEN children throughout their whole time with us. Pupil Passports are created straight away as soon as children are identified as SEND and the whole picture of the child including their academic and personal development is passed on as the children move through the school. Children and parents are fully consulted throughout this process which starts as soon as necessary from Children's Centre onwards.

### **Transition**

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

## **LOCAL OFFER**

**Within our local offer Current SEND Interventions include:**

- Wordshark
- Numbershark
- Tricky Words
- Numbers Count\*
- Precision Teaching
- Guided Reading
- Phonics Target Groups
- Early Assessments
- 1:1 Intervention\*
- Small group intervention
- Speech and Language support
- Pragmatics/Language groups
- Reading and Spelling Programme

- Fun Friends-4-7
- Primary Friends-7-12
- Top up Teaching
- Personal Safety Training
- SEAL Programme
- Cool Kids
- Makaton
- External Agencies Support\*
- 1stClass@Number 1
- 1stClass@Number 2
- Success@Arithmetic
- Handwriting Intervention
- Booster Sessions
- EHC Booster Club\*
- Lego Therapy
- Toe by Toe
- Talk4Number
- SEN Pre Teaching
- Success@Number Sense
- Review and Reflect
- Lego Therapy
- Bespoke behaviour support packages

Please note the items with \* are not part of our local offer and are available through top up funding obtained through an EHC Plan.

### **Partnership with Parents and Pupils**

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

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

The school website contains details of our policy for special educational needs, the special educational needs information report including the arrangements made for children in our school with special educational needs.

At all stages of the special needs process, the school keeps parents fully

informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages.

We encourage parents to make an active contribution to their child's education and have regular meetings each half term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

Parents always have access to the SENCO through a school email address and/or telephone contact.

Children are consulted throughout the process and during APDR reviews and formulation of Pupil Passports. Staff providing interventions continually listen to and gather children's and parents' views.

### **Role of Parents**

Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. Parents will be invited to meet regularly with the class teacher and SENCO and they will have specific time slots to discuss Individual Learning targets and progress with the SENCO/Teacher on a termly basis.

The SENCO will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues, pupils and parents.

### **Early Years Centre**

The Early Years Centre Manager and SENCO work closely together.

The Centre Manager is responsible for:

Oversight of the day-to-day operation of the play-care S.E.N.D policy.

Liaison with parent/carer.

Co-ordinating provision for children with Special Educational Needs.

Monitoring the progress of these individuals.

Maintenance of S.E.N records.

Liaison with outside agencies.

Administration of relevant checks including 2 year olds and Early Years Profile.

### **The Use of Outside Agencies**

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and

which targets have previously been set.

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's Individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the IEP continues to be the responsibility of the class teacher.

We do not have any special unit attached to our school, but have access to and benefit from a wide range of support services through Walsall Council including:

Educational Psychology Service  
Social Services  
Medical Service  
Speech Therapists  
Physiotherapists  
Occupational Therapists  
Pheasey Children's Centre  
Children's Services  
Education Welfare Officer  
Health Advisors  
Early Years SEND Team  
Early Intervention and Inclusion Service  
Advisory Support Team-Early Years  
Secondary school liaison  
CAMHS

We also work closely with CADMUS Inclusive who support the SENCO in implementing good practice across the school and can be consulted when applying for an EHC plan. They may observe or work on an individual basis with children advising on the APDR process.

**Outside agencies may become involved if the child:**

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.

- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of his peers.

### **School Request for Statutory Assessment or Education Health and Care Plans (from September 2014)**

A request will be made by the school to the LA if the child has demonstrated significant cause for concern. The LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place. The SENCO will liaise with parents regarding any provision of a Personal Budget.

The evidence will include:

- Previous individual education plans and targets for the pupil.
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- National Curriculum attainment levels in literacy and numeracy.
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist.

### **Pastoral Support**

Pastoral support can be accessed through our in-house Hedgehogs run by our Learning Mentor. We also operate an anti-bullying policy available on the Web Site. Our Behaviour Support lead also works with children in small groups or on a 1:1 basis to provide pastoral support.

### **Views of the Parents.**

The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral. Children with a EHC Plan (statement of special educational needs) will be reviewed each half term in addition to the statutory annual assessment. When this coincides with transfer to high school, the SENCO from the high school will be informed of the outcome of the review.

Parent Partnership, through the LA local offer, continue to provide support for parents.

## **APDR Plans**

APDRs will support pupils in making progress through including:

- The short term targets set for the child.
- The teaching strategies to be used.
- The provision to be put in place.
- How the targets will help the child in their learning
- What they are responsible for
- How the child can be successful
- The review date.
- Mid-point review sheets are stored on the school system and updated regularly by teachers and teaching assistants
- The child's views will be sought and taken into account, as will those of the parents, whose support is vital if progress is to be achieved and maintained.

## **Access to the Curriculum**

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

We enable pupils with SEND to engage in the activities of the school along with other pupils and this includes trips and visits. Where additional support may be required to facilitate this we undertake risk assessments if appropriate and make available additional staffing, resources or specialist support to enable individuals to participate.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and staff differentiate work appropriately, and use assessment to inform the next stage of learning. APDR Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children on the special needs register have an APDR plan with individual targets.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

## **Accessibility**

The school complies fully with the requirements of the Equality Act 2010. School continues to fulfil the requirements of the disabled access minimum standards in terms of:-

Access to buildings and the outside environment.

Movement inside the building.

Safety and Independence inside the building.

### **Allocation of Resources**

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs and Education Health and Care plans. This includes any Personal Budget required.

Extensive training is undertaken by our Staff at full staff meetings. Our SENCO has also attended a range of training and our Teaching Assistants have been trained on all the interventions we offer in school. SENCO has completed the SENCO Accreditation Course.

### **Funding**

The Head Teacher informs the governing body of how the funding allocated to support special educational needs has been employed.

An annual audit will allow for the determination of equipment and/or facilities required.

The Head Teacher and the SENCO meet annually to agree on how to use funds directly related to statements.

### **Dyslexia Friendly Status**

Pheasey Park Farm Primary School provides equality for all its pupils. The school actively promotes a Dyslexia Friendly learning environment and uses teaching techniques suitable for all children to learn.

### **The Role of the Governing Body**

The governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.

The governing body has decided that children with special educational needs

will be admitted to the school in line with the school's agreed admissions policy.

The governing body reviews this policy annually and considers any amendments in light of the annual review findings. The Head teacher reports the outcome of the review to the full governing body.

### **Complaints Procedure**

Parents/carers are asked to speak to the Class Teacher or Centre Manager in the first instance. If still concerned please see the SENCO.

If the matter is not resolved then parents should contact the Assistant Head Teachers, Senior Assistant Head Teacher and then Head Teacher.

### **Admissions Arrangements**

Our Admissions Policy is on our Web Site. Our school's Admission policy ensures that all children are not refused admission due to their SEND or if they do not have an EHC plan. We carefully evaluate individual pupil's needs to ensure we can provide the support required.

### **Monitoring and Evaluation**

The SENCO monitors the movement of children within the SEND system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. They are involved in supporting teachers and in drawing up Individual Education Plans for children. The SENCO and the SLT hold regular meetings to review the work of the school in this area. In addition, the SENCO and the named governor with responsibility for special needs also hold regular meetings through link governor visits.

Mrs S Lanni

Mrs S Arnold

Mrs S Mayou

September, 2021