



Co-op Academy  
Parkland

# Special Educational Needs and Disabilities (SEND) policy

2022/23

# SEND Policy

## Policy details

Academy: Co-op Academy Parkland

Policy owner: Beth Pascoe

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## Safeguarding statement

At Co-op Academy Parkland we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a secure atmosphere. It is in our vision that We build strong relationships to nurture our children and empower them with the skills and knowledge to be the best version of themselves. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at our school. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

## Equality Statement

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Co-op Academy Parkland is a fully inclusive school, committed to ensuring the best possible outcomes for all of the children in our care. We strive to ensure that all pupils achieve their potential socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs.)

We embrace the fact that all children are different and unique, therefore their educational needs are individual and unique; we continually develop and modify our provision to ensure that the needs of all learners are met.

This policy provides information and guidance for parents, staff and Governors on our approach to the provision and additional support required by the

- [The SEND Code of Practice, January 2015](#)
- [The Equality Act, 2010](#)
- [The Children and Families Act 2014](#)

The specific aims of this SEND policy are as follows:

1. To provide a definition of Special Educational Needs and Disabilities. (SEND)
2. To set out roles and responsibilities in relation to SEND.
3. To outline the four areas of Special Educational Needs.
4. To outline procedures for the identification of pupils with Special Educational Needs and Disabilities.
5. To outline how provision is decided and evaluated.
6. To outline Parkland's 'Graduated Approach' to SEND.
7. To provide an outline of how this 'Graduated Approach' is applied in practice.
8. To show measures taken to ensure that the views of children and their parents/carers are at the heart of SEND provision.
9. To set out how SEND provision is funded.
10. To outline arrangements for considering complaints about SEND provision.
11. Summary.

## 1. Definition of Special Educational Needs

Children have special educational needs if they have a learning difficulty that calls for additional and different provision to be made for them.

Children have a learning difficulty if they:

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

[SEND Code of Practice, 2015](#)

## 2. Roles and responsibilities in relation to SEND

The class teacher is responsible for:

- Monitoring the progress of all children.
- Identifying, planning and delivering any additional provision that may be needed. This might include targeted learning, small group work or a personalised curriculum.
- Providing Quality First Teaching that is carefully adapted to the needs of pupils to ensure that all children reach their full potential.
- Listening to Pupil Voice and acting appropriately if a child says they are struggling or require support.

- Discussing any initial concerns with parents/carers and highlighting these concerns to the school's SENDCo.
- Setting and reviewing targets and sharing these with parents/carers at least termly via IEPs, (Individual Education Plans.)
- Ensuring that they follow the school's SEND policy.
- Ensuring that any other adults who work with SEND children in school are aware of their strengths and difficulties. Helping other adults to deliver the planned program to help individual pupils to meet their targets.

The SENDCo is responsible for:

- Writing the school's policy for Special Educational Needs and Disabilities.
- Coordinating all of the provision for pupils with Special Educational needs or Disabilities.
- Ensuring that parents/carers are:
  - Made aware of any concerns regarding their child's progress.
  - Involved in supporting their child's development.
  - Involved in evaluating and reviewing their child's progress towards set targets.
- Liaising with outside agencies to support children's development.
- Updating the schools SEND register.
- Ensuring that there are records of children's needs, targets and progress.
- Providing support to teachers and teaching assistants so that they can help all children to reach their potential.

The SENDCo Team are Ms B Pascoe and Mrs R Heaven, they can be contacted by calling or emailing the school office on 01274 611 512 [park-office@coopacademies.co.uk](mailto:park-office@coopacademies.co.uk)

The Head Teacher (Mrs C Wierzbianski) is responsible for:

- The day to day management of all areas of the school's work including provision for pupils with Special Educational Needs or Disabilities.
- Working closely with the SENDCo and class teachers to delegate responsibilities and to ensure that the needs of all children are met.
- Keeping the Governing Body informed of any issues related to SEND.

The Governing Body is responsible for:

- Determining the school's general policy and approach to provision for children with Special Educational Needs and Disabilities, in cooperation with the Headteacher
- Establishing the appropriate staffing and funding arrangements and maintaining a general oversight of the school's work.

### 3. The four areas of Special Educational Need

Special educational needs and provision can be considered as falling under four broad areas:

1. Communication and interaction
2. Cognition and learning

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

'Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset.' ([2015 Code of Practice](#))

## 4. Identification and Assessment of SEND

Initial concerns about a child's progress or development may come from:

- The class teacher expressing concerns that a child's progress has slowed or stopped or that they are finding learning, or any other area, especially difficult.
- The Academy's rigorous assessment cycle highlighting that a child has not made the progress expected or that they are falling behind other children of their age.
- A health professional such as a GP or Health Visitor following a medical concern or diagnosis.
- Previous educational settings such as Nurseries or Children's Centres.
- Parents approaching school with their concerns about a child's development or the child expressing concerns about their own learning or development.
- Pupils voicing concerns or struggles within class or around school.

CPOMS is used for the recording, storage and dissemination of SEND information. Previous paper records have been securely stored and are to be referred to wherever necessary.

### 4.1 Identification prior to entry:

Pupils entering school with special educational needs will be identified through close liaison with feeder resourced nurseries/schools, consultation with support and health agencies and with parents/carers.

### 4.2 Assessment and Identification in Foundation Stage

At Co-op Academy Parkland we recognise that some of our children enter school with verbal, cognitive and social skills that are below those expected for their age, and that they may need time to adjust to the demands of school-life. Unless there is a specific learning or physical difficulty already identified, children's progress towards the Early Learning Goals will be closely monitored during the first term of the Nursery/Reception year. During the second term the Nursery/Reception teacher and the SENDCo will discuss any concerns about the progress of identified children, and set targets and success criteria accordingly. These will be discussed with the SENDCo and parents/carers informed. The class teacher and SENDCo will review these targets and, if the child is still developing below age-related expectations, a decision will be made whether to place the child on the SEND register.

We make use of the Bradford Early Years range descriptors alongside the new [baseline assessment and toolkit](#) to help us to identify children who are falling behind age related expectations and to support our judgements on whether there may be a Special Educational Need.

Assessment and Identification in Key Stage 1 and 2

### 4.3 Communication and interaction needs including Autistic Spectrum Disorders

Pupils with Communication and Interaction needs may have problems with one or more areas of speech, language or communication; including difficulties in understanding language or in making themselves understood. Where there are concerns about a child's verbal skills or understanding of language a referral to local authority Speech and Language Therapist (SALT) may be made with parental consent.

Autistic Spectrum Conditions (ASC) are a range of complex conditions which may affect social interaction, communication and understanding of the world. Where an Autistic Spectrum Condition is suspected the SENDCo will make a referral to the school nurse who may then refer to other health professionals such as the Child and Adolescent Mental Health Services (CAMHS) or Paediatrics to seek a formal assessment.

### 4.4 Cognition and learning needs

Children with difficulties with Cognition and Learning will learn at a slower pace than other children and may have greater difficulty than their peers in acquiring basic literacy or numeracy skills or in understanding concepts.

We have rigorous assessment and progress monitoring procedures in place. Children are assessed at least termly using NTS assessments and O Track software, teacher assessment.

Assessment for Learning materials are used continually.

Where there is concern that a child's progress has slowed or stopped or that they are falling behind their peers teachers, with support from the school's SENDCo, will begin to consider what barriers to learning a child may have and what 'additional provision' may need to be put into place to help a child to progress. Targets will be set and the additional provision will be reviewed after a suitable period of time. A decision will then be made as to whether further provision is needed and whether to add the child to the schools SEND register.

We make use of the Bradford Matrix of Need for Cognition and Learning to support our judgments as to whether a child may have a Special Educational Need.

Where a specific learning difficulty is suspected a referral to the Cognition and Learning Team may be made.

### 4.5 Social, Mental and Emotional Health

Children who have Social, Mental and Emotional Health Needs may have immature social skills and find it difficult to make and sustain healthy relationships. These difficulties may be displayed through the child becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour.

The class teacher, with support from the SENDCo, will usually identify where a child's social or emotional difficulties prevent them from learning or developing healthy relationships. Bradford's Matrix of need will aid the identification of need in these areas. Where this is identified the focus of provision will be to develop social skills, self-esteem and emotional literacy with a view to developing learning readiness.

Co-op Academy Parkland has experienced and trained staff who deliver Nurture provision to a specific and small group of children. Pupils learn Literacy and Numeracy skills through a topic



based approach whilst also receiving specific teaching to develop their social and emotional understanding.

The 'Top Gear' Nurture room may be used to support children who have social or emotional needs, using a range of emotional literacy materials. Progress towards improved self-esteem and emotional well-being will be monitored and regular Boxall Profiles completed by the Learning Mentor.

Co-op Academy Parkland recognises that behavioural difficulties do not necessarily mean that a pupil has SEND; where these are apparent assessments will be used to determine whether these are the result of unmet learning or communication difficulties. If a learning or communication difficulty is identified appropriate targets and provision will be put in place following the 'graduated approach'.

Where there is concern that a child's behaviour may be the result of mental health problems the school, with parental consent, will consult specialist agencies for support and to seek specialist provision.

If it is thought that housing, family or other domestic circumstances may be contributing to the presenting behaviour, the SENDCo and Parental Involvement Worker (PIW) will work closely with the child's parents or carers to implement appropriate family support. A multi-agency approach may be appropriate

#### 4.6 Sensory and physical needs

Identification of the range of support needed for children with physical Difficulties or Sensory Impairments will be made using the guidance in the SEND folder from the Local Authority. Referral for support from external agencies will be made by the SENCo with parental consent.

## 5. The 'Graduated Approach' to SEND

Once a possible Special Educational Need or Disability has been identified a cycle of assessment, planning, provision (do) and reviewing will be used to ensure that the provision in place is the most appropriate in enabling a pupil to make good progress and secure good outcomes. As a greater understanding of a child's needs and difficulties is developed, decisions will be revised and provision altered as appropriate. If necessary, more frequent review and more specialist expertise will be drawn on in successive cycles to ensure that provision and intervention meets the needs of the pupil.



## 6. Provision

Provision is always implemented based around the child's individual needs and is tailored to meet specific targets. For children with SEND, provision will take into account the possible need for support in developing social relationships and will focus on enabling inclusion for all pupils. Provision and specific interventions will be regularly evaluated to monitor their appropriateness and effectiveness. This will include assessment of pupil's attainment at entry and exit to the intervention using appropriate data.

Children identified as having social, emotional and behavioural difficulties will be assessed on entry using either the [Boxall Profile](#) or SDQ. This will be repeated on exit to an intervention in order to evaluate provision and to set future targets. Parents/carers and children will be invited to become more closely involved in their child's learning and to give their views on the targets/provision put in place.

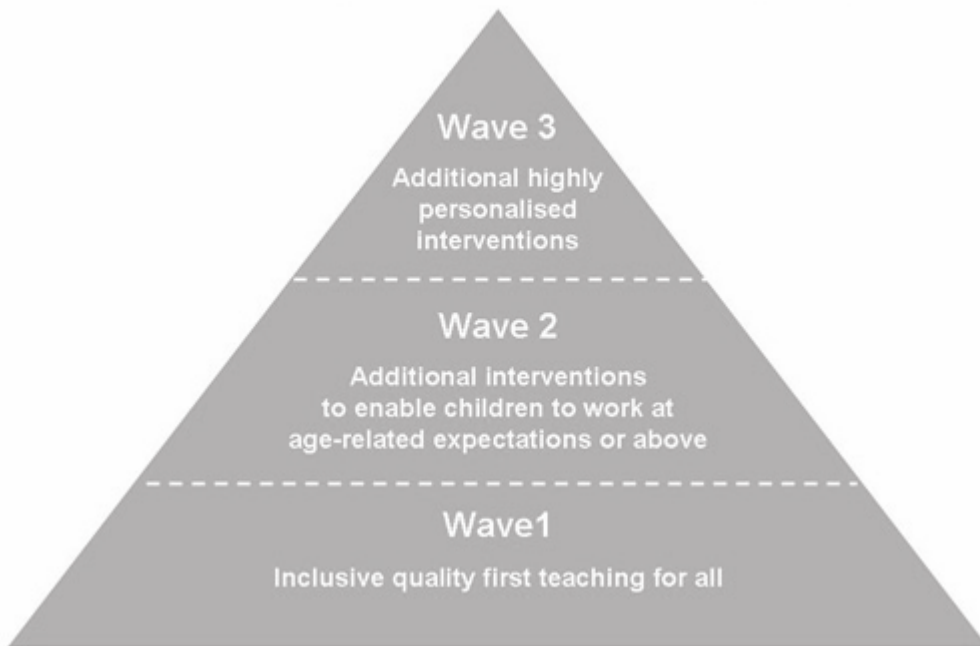
Whole school provision will be recorded on a Provision Map.

The SENCO, in consultation with colleagues, will continue to investigate and evaluate new intervention strategies as they become available to broaden and enrich the curriculum and to meet the diverse needs of our pupils. All intervention strategies will be based on need and not age. In this way children's individual learning needs are met on a personalised level

## 7. The Graduated Approach in practice

We operate a graduated approach to SEND as outlined in the 2014 SEND Code of Practice. This consists of three waves of intervention;

# Waves of Intervention Model



## Wave 1- Quality First Teaching- Class teacher input through specially targeted teaching

It is expected that the majority of pupils at Parkland will have their needs met through Wave 1, Quality First Teaching.

- Teachers have high expectations for all learners.
- Teaching is based on in-depth knowledge of a child's strengths and difficulties and builds on what they can already do or understand.
- Teaching is carefully planned and differentiated to help all children to access learning.
- Teaching takes into account a child's preferred way of learning and may include the use of additional equipment.
- Uses specific strategies that support the progress and inclusion of all pupils.

This may include: differentiation of learning including by support, resources and outcome, the use of a visual timetable or prompt, access to a range of equipment and resources such as pencil grips, concrete maths resources, spelling aids etc, modelling and scaffolding, support from teachers and teaching assistants, turn-around table resources, access to a quiet space, high quality marking and feedback, Space2Talk

## Wave 2- Targeted intervention

More targeted approaches are employed where Wave 1 intervention has not resulted in expected progress. This may take place in or out of the classroom and will mean:

- That, in consultation with the parent/carer, the child has been added to the schools SEND register
- They may take part in 1-1 or small group interventions run by a teacher, SENCO or Teaching Assistant that are focussed on meeting specific targets.

This may include: additional or specialist equipment such as ear defenders pre/post-teaching, Fresh-start, Nurture provision, 1-1 reading, daily check in, fiddle toys, new/next board,

collaborative play workshops, magic bag, access to sensory room, access to a breakout room or play provision, access arrangements such as additional time, a scribe or reader.

### Wave 3- Additional highly personalised and specialist intervention

Targeted provision for a minority of children where it is necessary to provide highly tailored intervention to address their need.

This may look like:

- A bespoke and highly personalised curriculum or timetable.
- Risk assessment
- Intimate care plans
- Small group or 1-1 support from a Teaching Assistant.
- Support from outside agencies and specialist teachers.
- Specialised communication aids such as PECS, Boardmaker, Makaton.
- The use of Zones of Regulation to help children understand and manage their own behaviour.
- Application for EHCP, My Support Plan or Early Years Inclusion Funding

Where a child is identified as needing a particularly high level of targeted and specialist support which cannot be provided from the budget available in school an Educational Health and Care Plan (EHC plan) may be applied for.

Parents/carers and, where appropriate, the child will be invited to express their opinions on targets, provision and progress. An Annual Review will be held by the SENCo for children with an EHC plan, to which all relevant parties will be invited.

The procurement of equipment and services for pupils with SEND will be done on an individual basis and will be based on the child's specific needs. This may include referral to specialist teachers and other professionals through the Local Authority or the purchase of specialist equipment including electronic devices, furniture and additional aids.

### Recording provision

All additional provision, targets and reviews will be recorded on an IEP and a whole school provision map which is updated termly. The child's teacher will ensure that these targets are SMART (Specific, Measurable, Attainable, Realistic and Timely).

Targets will be RAG rated when reviewed in order to evaluate the effectiveness of provision and progress. New targets will be set based upon this.

Where a child has had input from a professional agency targets will be those recommended by the specialist.

Children who have support from Speech and Language Therapists (SALT) will have targets set by this service. These are saved on CPOMS for reference.

For children who have an EHCP, targets will be taken from this document and progress will be measured against the agreed outcomes. It may be necessary for the class teacher to break these targets into smaller steps to ensure that they are achievable.

## **8. Putting children and families at the heart of our practice**

We firmly believe that provision for children with SEND cannot be completely effective without cooperation with children and their parents/carers and value their unique knowledge of the child's needs.

Where appropriate, children will be involved in agreeing the provision that is to be put into place to help them to meet set targets.

Targets and provision will be shared with parents/carers at least termly. This is usually done at Parents' Evenings where parents will be given the opportunity to share their views on their child's needs, targets and provision put into place.

For children with an EHC plan an Annual Review will be held in addition to these meetings. This gives an opportunity for Parents/Carers, the school and other relevant professionals to discuss a child's progress, provision and targets. The child's views will be sought prior to the Annual Review and where appropriate, the child will be invited to attend the review.

The Parental Involvement Worker (PIW) liaises between families and school offering support and advice when needed. She is able to deliver a range of parenting programmes. The PIW is able to refer to external agencies such as Early Help in order to secure more specialist family support

## 9. Moving between Phases

We understand that for children with a Special Educational Need or Disability moving between classes and phases can present unique challenges. We therefore strive to ensure that all transitions are as smooth and worry free as possible.

If a child is moving to another school

The SENDCo will contact the SENCo at the new school to ensure that they are aware of the child's strengths and difficulties and understand the additional provision that may be needed. Transition visits may be organised and supported. We will ensure that all records, either paper or on CPOMS are passed on promptly.

If a child is moving to Co-op Academy Parkland from another setting

The SENDCo will contact the child's parent and the SENCo at the existing setting to discuss the child's needs, strengths and difficulties. We will request that all records are passed on as soon as possible and may arrange to visit the child in their current setting. The child may have transition visits to Co-op Academy Parkland.

When a child is moving classes in school

Teachers will meet to discuss the needs of all pupils before transition, the SENDCo will support this and will ensure that all relevant documentation is shared. Where necessary, a child may have additional time with their new teacher and support such as transition books may be utilised.

When a child moves on to Secondary School

The SENCo and class teacher are available to assist parents/carers in choosing the most appropriate secondary provision for their child. The SENCo will contact the Secondary School's SENCo to ensure that they have a thorough understanding of a child's needs and of the additional provision that may be needed.

If needed, a child may have additional transition visits or may be visited in school by staff from the Secondary School. Where appropriate a transition book may be used to support a child's understanding of moving on.

## 10. Access to facilities and extra-curricular activities

The Senior Leadership Team at Co-op Academy Parkland are working hard to ensure that the site is accessible to all pupils and to improve the learning environment for children with Special Educational Needs and Disabilities.

We ensure that all equipment is accessible to pupils regardless of their need and are able to source specialist equipment where it is needed.

Extra-curricular activities are accessible to all children, including those with SEND. Where additional support is needed to allow a child to access activities these needs will be considered on an individual basis.

## 11. Funding for SEN

The Head teacher, in consultation with the SENCo and Governors, will allocate the annual budget for SEND. This will be governed by the formula applied by the local authority and adjusted by additional funds as dictated by the Governor's usual budgetary procedures.

Where an EHC Plan is in place parents have the right to apply for a personalised budget for their child.

## 12. Arrangements for considering complaints about SEND provision

Co-op Academy Parkland follows the Local Authority complaints procedure. In the first instance it is expected that any complaints will be dealt with through informal discussion with the relevant members of staff, including the SENCo and the Headteacher.

## Key contacts in relation to SEND

SENCo Team- Ms B Pascoe and Mrs B Heaven

Parental Involvement Worker and deputy safeguarding lead- Mrs T Murgartroyd

Designated Teacher for Looked after children- Mrs C Wierzbianski

Designated Safeguarding Lead - Ms B Pascoe

Headteacher - Ms C Wierzbianski

Tel: 01274 611 512

Email: [park-office@coopacademies.co.uk](mailto:park-office@coopacademies.co.uk)

Related documents

[SEND Code of Practice, 2015](#)

[Every Child Matters Children and Families Bill, 2013](#)

Related policies

[Health and Safety](#)

[Behaviour](#)

[Attendance](#)

[Safeguarding](#)

## Appendix 1: Glossary of terms

Annual review	A yearly review of a statement of special educational needs.
Appropriate progress	Progress in line with targets that would be appropriate for a child of similar age and aptitude.
Assessment	An ongoing process of finding out a child's progress, achievements, strengths and needs.
Attention deficit disorder (ADD)	A diagnosis that is based on difficulties with attention and impulsiveness.
Autism spectrum disorder (ASD)	Autism disorders are ranged on a spectrum that is characterised by social, communication and learning difficulties.
Chronological age	Age in years and months.
Code of practice	A guide for early education settings, schools, local authorities and those that help them, on meeting their responsibilities for children with special educational needs.
Community paediatrician	A doctor employed by the health service, who plays a major role in early identification of special educational needs.
Differentiation	The ways in which the curriculum and teaching are adapted to meet a range of needs.
Educational psychologist (EP)	Educational psychologists are trained in psychology, pedagogy and child development. They provide advice, consultation and assessment to schools and other settings.
Education Health and Care plan (EHC Plan)	A legal document written by the local authority that sets out a child's needs and the extra help they should get.
Group learning plan	A plan setting out targets and special provision for a group of pupils.
Health visitor	A qualified nurse with additional training.
Hearing impairment (HI)	A loss of hearing, which ranges from profound and permanent deafness to lesser, temporary levels.

Inclusion	A process of educating children within their community.
Learning difficulty	A school aged child has a learning difficulty if he or she finds it much harder to learn than other children of the same age or if he or she has a disability that hinders them from using educational facilities.
Learning mentor	A school based professional, who works alongside teaching and pastoral staff to support individual pupils to overcome barriers to learning.
Mainstream school	A local school, which caters for all children.
Modification	A change made to the national curriculum to make it more accessible for a child.
National curriculum	This sets out the entitlement to learning for all pupils.
Peer group	Other children of a similar age, interests or abilities.
Performance levels (P levels)	Levels below national curriculum level one in the form of a series of learning objectives.
Provision map	A working document that sets out a child's needs and targets and that documents the additional provision that is to be provided in order to meet their needs.
Sensory impairment (SI)	An impairment of hearing or vision.
Social worker	A person employed by the local authority, who is trained to provide support and advice for parents and families on social/care issues.
Special educational needs coordinator (SENDCo)	The member of staff with responsibility for coordinating special educational provision within a school or early education setting.
Special educational provision	The extra or different provision made for children with special educational needs.
Specific learning difficulty (SLD)	A brain based learning difficulty that manifests in delays in specific areas, including reading and writing. E.g. dyslexia, dyscalculia etc.
Speech and language therapist (SALT)	A person trained to assess and treat speech, language, voice and fluency disorders.
Statutory assessment	A multi-disciplinary assessment of special educational needs, which have not been met by provision put in place by the school.
Transition plan	A plan, written after the annual review, drawing together information from different people into a plan for the child's transition to a new class or school.
Visual impairment (VI)	A loss of vision that ranges from profound through to lower level.

## Appendix 2 Bradford Local Offer

[Bradford Local Offer | What is the Bradford Local Offer?](#)