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Co-op Academy
Parkland

Special Educational Needs and Disabilities Policy

Safeguarding statement

At Parkland Primary School 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. 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 either 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.

At Parkland Primary School children learn in an atmosphere of courtesy, kindness and respect. By providing a stimulating, caring and enjoyable environment we aim to ensure that each individual is able to fulfil their potential.

Parkland Primary School is a fully inclusive schools, 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.

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This policy provides information and guidance for parents, staff and Governors on our approach to the provision and additional support required by the SEND Code of Practice for children with Special Educational Needs and Disabilities 0 to 25, January 2015.

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Code of Practice states the rights and duties introduced by the Special Educational Needs & Disability and Equality Act 2010.

The Quick-Start Guide (See Appendix B) is designed to give a comprehensive overview of the Graduated Approach to SEND.

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.

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- Are under compulsory school age and fall within the definitions above or would do if special educational provision was not made for them.

(2015 SEN Code of Practice)

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.
- Discussing any initial concerns with parents/carers and highlighting these concerns to the school's SENCo.
- Setting and reviewing targets and sharing these with parents/carers at least termly.
- 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 SENCo 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 in-depth 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.

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The Head Teacher 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 SENCo 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 co-operation with the Headteacher

Establishing the appropriate staffing and funding arrangements and maintain 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, mental and emotional 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 Federations rigorous assessment cycle highlighting that a child has not made the progress expected or that they are falling behind other children of their age.

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- 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. o The child expressing concerns about their own learning or development.

CPOMS is used for the recording, storage and dissemination of SEN 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 Parkland Primary School we recognise that many 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 SENCo will discuss any concerns about the progress of identified children, and set targets and success criteria accordingly. These will be discussed with the SENCo and parents/carers informed. The class teacher and SENCo 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 (see Appendix F) 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

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verbal skills or understanding of language a referral to local authority Speech and Language Therapist (SALT) may be made with parental consent.

Autistic Spectrum Disorders (ASD) are a range of complex conditions which may affect social interaction, communication and understanding of the world. Where an Autistic Spectrum Disorder is suspected the SENCo 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) 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 procedure in place. Children are assessed at least termly using Classroom Monitor software, teacher assessment and Assessment for Learning materials. 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 SENCo, 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 Range Descriptors for Cognition and Learning to support our judgments as to whether a child may have a Special Educational Need. The range statements help teachers to identify children who are falling below age-related expectations, as well as giving an indication of what level of support needs to be implemented.

The needs of children with Specific Learning Difficulties will be assessed using Bradford Range Descriptors for Specific Learning Difficulties and appropriate provision made. 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

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displayed through the child becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour.

The class teacher, with support from the SENCo, will usually identify where a child's social or emotional difficulties prevent them from learning or developing healthy relationships. Bradford's Social, Emotional and Mental Health Range descriptors 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.

Parkland Primary School 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. School may also contract counselling services (such as Place2Be), with parents' consent. Counselling will be monitored for effectiveness pre and post the counselling period. Children are able to self-refer to Place2Be.

The 'Top Gear' Nurture room or additional Key Stage Two Nurture provision from an HLTA may be used to support children who have social or emotional needs, using Silver Seals, Second Steps and other emotional literacy materials. Progress towards improved self-esteem and emotional well-being will be monitored and regular Boxall Profiles completed by the Learning Mentor.

Parkland Primary School recognises that behavioural difficulties do not necessarily mean that a pupil has SEND; where these are apparent assessment 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'.

The Bradford Behaviour Support Services 5 level model and colour coded range descriptions will be used to prescribe a 'best fit' level of need and to identify the provision which may be appropriate for children whose behaviour continues to have an adverse effect on their learning or social development.

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 SENCo and Parental Involvement Worker (PIW) will work

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closely with the child's parents or carers to implement appropriate family support. A multi-agency approach, supported by the use of the Common Assessment Framework (CAF) 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 SEN folder from the Local Authority. Referral for support from external agencies will be made by the SENCo with parental consent.

5. Provision

Provision is always implemented based around the child's individual needs and is carefully 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 by the class teacher on entry using the Boxall Profile. 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 (see Appendix).

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.

6. The 'Graduated Approach' to SEND

Once a possible Special Educational Need or Disability has been identified a cycle of assessment, planning, provision 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

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review and more specialist expertise will be drawn on in successive cycles to ensure that provision and intervention meets the needs of the pupil.

7. The Graduated Approach in practice

Where a child has been identified as having a Special Educational Need or Disability using the Bradford Range Descriptors at least termly targets will be set, these are carefully tailored to address the child's primary area of need. Quality First Teaching is carefully adapted to suit the child's preferred learning style and specific strategies are employed to help the child to meet these targets.

Where it is felt that the gap is not being closed by specially differentiated quality first teaching it may be considered appropriate to place the child in individual or small group interventions. Any intervention will be carefully planned to address the children's needs and will be led by a trained adult. The effectiveness of provision and children's progress towards set targets will be monitored regularly.

Parkland Primary School is committed to working in close collaboration with a number of professional agencies outside of school to ensure that children's' needs are fully met. Where it is felt that a child has additional needs or barriers to learning that cannot be overcome through Quality First Teaching and Specific small group interventions advice may be sought from professional agencies outside of the school. In these cases the class teacher or SENCo will contact the parents to discuss the need for outside agency involvement and to gain their consent for the referral to be made. Children's targets and provision will be updated light of advice from other professionals and their recommendations will be shared with parents.

Where a child is identified as needing a particularly high level of individual or small group support which cannot be provided from the budget available in school an Educational Health Care Plan (EHC plan) may be applied for. This will be done with the consent of the parents/carers and in collaboration with other professionals. The EHC Plan will give in-depth details of the child's needs and provision. Parents will be made aware of the right to apply for a 'Personalised Budget' to meet their child's needs.

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

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with an EHC plan, to which all relevant parties will be invited. These children will usually fall within level 4 or above of the Bradford Range Descriptors.

Where a 'statement of Special Educational Needs' is already in place Annual Reviews will continue and the statement will be transferred to an EHC plan within three years.

Recording provision

All additional provision, targets and reviews will be recorded on a 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 practices

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.

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

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discuss a children 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.

For families with children under the age of five the Children's Centre may be involved to provide support or training for parents/carers.

9. 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.

10. Arrangements for considering complaints about SEN provision

Parkland Primary School 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.

Reviewed: March 2018

Ratified by Full Governing Body: March 2018

To be reviewed: March 2019

Related documents

SEN Code of Practice

Every Child Matters

Children and Families Bill

Related policies

Health and Safety

Behaviour

Attendance

Nurture Room

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Safeguarding

Appendices

A- Glossary of terms

B- Example Provision map.

C- SEN Cycle

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.

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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 (SENCo)	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.

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