



Pooles Park Primary School Special Educational Needs (SEN) Policy

Review frequency: Annual

Approval: Full governing body

Date Approved: Dec 2021

Date of next review: Sept 2022

Owner (staff): AHT Inclusion - Maxine Pattison

Governor Link: SEND Governor – Ian Norman-Bruce/Paul Campbell

Legislation:

[The Education \(Special Educational Needs\) \(Information\) Regulations 1999: SI 1999/2506](#)

[The Special Educational Needs Code of Practice](#)

Introduction

Pooles Park Primary School is committed to meeting the needs of all pupils including those with special educational needs and disabilities (SEND).

Our expectation is that all children, including those with SEND, receive an education that supports them to make progress so that they achieve their best and are able to confidently lead fulfilling lives.

We are committed to doing our best to ensure that children with SEND get the right support to meet their special educational needs.

Aims and Objectives

This policy accepts the definition of Special Educational Needs (SEN) as set out in the SEN Code of Practice. It reflects the new approach to and arrangements for SEN outlined in the Children and Families Act 2014.

The Governing Body and teaching staff will do their best to ensure that the necessary provision is made for any pupil who has special educational needs and/or disabilities. Where the Headteacher or the appropriate governor has been informed that a child has SEND, those needs will be made known to all who are likely to teach them.

All staff and governors in the school are aware of the importance of identifying and providing for children who have SEND.

The Headteacher, staff and governors will draw up and report annually to parents on the policy and effectiveness of the school's work for pupils with SEND. This is mandatory and will be published on the school website.

All staff will ensure children with SEND can join in the activities of the school together with pupils who do not have SEND, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources.

Responsible Persons

The 'responsible person' for SEND is the Headteacher, Greg Crawford. The person co-ordinating the day to day provision of education for pupils with SEND is the AHT for Inclusion, Maxine Pattison.

Admission and Inclusion

All the teachers in the school are teachers of children with SEND. As such Pooles Park Primary School adopts a 'whole school approach' to SEND that involves all staff adhering to a model of good practice based on a Quality First Teaching model. The staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is given a high priority in this policy, in line with the policies of Islington Local Authority.

All children with SEND are afforded the same rights as other children in terms of their admission to school.

Specialist Provision

Pooles Park Primary School benefits from small class sizes and we make good use of group and individual spaces for interventions and support tailored to children's needs. The playground is on a single level and we benefit from an extensive and beautiful garden. There are fully accessible toilets on all floors of the building and we have a sensory room with equipment to support children's sensory needs. Children successfully attend our school with a wide range of SEND needs. These can range from mild learning difficulties, physical difficulties and autism or ADHD.

All children have home-school reading diaries and Accelerated Reader books at the right level of challenge that are sent home for each child to enjoy. We have additional devices for recording such as cameras, voice recorders and make good use of in-class SEND resources such as reward stations, sensory equipment and specific resources for individual children.

We use Communicate in Print software to produce printed materials to support children's learning and use a range of printed and electronic resources to support children's progress in maths and English. We use Provision Map software to track our interventions and write SEND support and EHCP plans. Medical Tracker software is used to manage children's medical needs and log First Aid incidents. The school has both emergency asthma inhalers and AAI's (Adrenaline Auto Injectors) to support children's medical conditions. We also have a defibrillator available on site.

The school will consider purchasing additional resources and equipment if there is an agreed identified need.

Access to the Curriculum

The Curriculum will be made available for all pupils, including those with predictable SEND. Where pupils have SEND, a graduated response will be adopted. The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support, as outlined in the Local Offer.

The school will make provision for pupils with SEND to match the nature of their individual needs and the class teacher and SENCO will keep regular records of the pupils' SEND, the action taken and the outcomes.

There will be flexible grouping of pupils so that learning needs may be met in individual, small group or whole class contexts.

The curriculum will be differentiated to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach.

Schemes of work for pupils, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of SEND.

Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties.

Providing the graduated response: SEND Support

The school offers a differentiated curriculum. When a pupil fails to make progress and shows signs of difficulty in some of the following areas: acquiring literacy and numeracy; presenting persistent behaviour, emotional and social difficulties; has sensory or physical problems; or communication or interaction difficulties, the school follow an 'Assess, Plan, Do, Review' approach. Assessments will allow the child to show what they know, understand and can do, as well as to identify any learning difficulties. Following assessment, we will put a plan in place (Provision Mapping, an Individual Plan / Pupil Passport) detailing appropriate interventions, such as:

- Classroom organisation and management
- In-class support by teacher
- Small group work
- Home/school reading schemes
- Behaviour modification programmes
- Use of specialist equipment
- Alternative teaching strategies
- Specialist Interventions e.g. Catch Up, Five Minute Box, Number Box

The plans will be outcome focused.

The resources deployed to help the child achieve the agreed outcomes will be captured in a Provision Map, an Individual Plan and/or a Pupil Passport. Parents and children will be involved in developing the plan.

The plan will also set out review arrangements.

Where more than one agency is involved, the school, in discussion with parents and other agencies will initiate an Early Help assessment to assist assessment and planning.

Identification, assessment, planning, intervention and review of children with SEND will be undertaken by all staff, with advice and support from the SENCO where needed. Appropriate records will be maintained, including continuous assessment, standardised tests, Key Stage attainment tests. Where necessary, pupils will be referred to the SENCO for diagnostic testing to construct a profile of strengths and weaknesses.

Additionally, the progress of any child receiving exceptional needs funding, or with an Education and Health Care Plan (EHCP) will be reviewed annually.

Resources

The school is allocated a notional SEND budget. This consists of a combination of funding streams intended to be used to specifically support children with additional needs and a proportion of other school income which is assumed to be used to support children with SEND. Pupils with higher needs may also qualify for an award of additional funding to meet their needs.

The principles which guide the governing body in allocating resources are SENCO recommendation, Teacher Assessments and Pupil Progress Reviews.

Parent Participation

The school will actively seek the involvement of parents in the education of their children. It is recognised that it is particularly important with pupils who have SEND where the support and encouragement of parents is often the crucial factor in achieving success.

Parents will always be kept informed about the special educational needs experienced by their children in accordance with the recommendations outlined in the Code of Practice. Communications between the parent and the school will be consistently maintained. We will always discuss with parents before we seek support from an external agency.

The school will work to ensure that children are fully aware of their own needs and the targets in their Plans. We will encourage all children to be independent learners and to work towards a positive progression to adulthood from the earliest stage.

Multi-agency working

Regular liaison is maintained with the following external agencies:

- Alternative Education Provision (i.e. Pupil Referral Units)
- Outreach Support Services
- Educational Psychologist
- Child Adolescent Mental Health Service (CAMHS)
- Education Welfare Service
- Health Service (school nurse, dietician, therapists)
- Bright Start (previously Families First)

Arrangements for the Treatment of Complaints:

If you have a complaint about SEND provision please contact the following people, in this order, to help resolve this:

- Class teacher
- SENCO
- Deputy Head or Headteacher
- SEND Governor or Chair of Governors (by sending a letter via the school office)

The Governors will refer to the schools Complaints Procedure to try to resolve the issue. Further information about our Complaints Procedure can be obtained from the school office.

Workforce Development

In-service training needs related to special educational needs will be identified by the Headteacher in consultation with the staff and will be incorporated into the school development plan.

Evaluating Success

This policy will be kept under review. The governors will gauge the success of the policy by the achievements of the outcomes outlined in individual plans. In addition, evidence will be gathered regarding:

- Staff awareness of individual need

- Success of early help intervention
- Academic progress of pupils with SEND
- Improved behaviour of the children, where this is appropriate
- Pupil attendance
- Consultation with parents
- Children's awareness of their targets and achievements

Relationship to other policies

This policy should be read in conjunction with the policies on teaching and learning, the school curriculum, equality and assessment, recording and reporting. The Accessibility Plan and School Information Report are integral to this policy. Our policies can be found in our school website www.poolespark.com or copies can be requested from the school office.