



Preston Park Primary School Special Educational Needs and Disabilities Policy

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1. School Ethos & Aims

The Preston Park school mission is to...



2. Definitions of Special Educational Needs

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them. Children must not be regarded as having a learning difficulty solely because the language or if the language of their home is different from the language in which they will be taught.

**taken from section 20 of the Children and Families Act 2014*

The SEN code of practice: 0-25 (2014), recognises four areas of need, however some children will experience difficulties in more than one area.

Communication and interaction:

Speech, Language and communication needs difficulties.

Autistic Spectrum Disorder (ASD)

Social Communication Difficulties (SCD)

Cognition and Learning:

Specific Learning Difficulties (SPLD) e.g. dyslexia, dyscalculia

Moderate Learning Difficulties (MLD)

Severe Learning Difficulties (SLD)

Profound and Multiple Learning Difficulties (PMLD)

Social, Emotional and Mental Health

Attention Deficit Hyperactivity Disorder (ADHD) or Attention Deficit Disorder (ADD)

Mental health difficulties – diagnosed by NHS

Challenging or concerning behaviours with outside agency input and advice.
**Identifying behaviour as a need is no longer acceptable. We will look at the underlying cause of the behaviour and put the appropriate support in place.*

Sensory and/or physical/medical needs.

Visual Impairment

Hearing Impairment

Physical disability

Medical needs which impact on learning

3. Responsibility for the coordination of SEND provision

The person responsible for overseeing the provision for children with SEND is Shital Patel, (Deputy headteacher).

The people co-ordinating the day-to-day provision of education for pupils with SEND is Kerry McFarlane (EYFS and KS1 SENCo) and Aine McCorry (KS2 SENCo).

The SEND Governor's role is to champion the issues of SEND within the governing body and liaise with the school's Inclusion Team to ensure that effective practice is taking place.

We will review our SEND policy annually and report on our successes and plans for improvement.

4. Aims and Objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice (2014).

Objectives

- **Staff members seek to identify the needs of pupils with SEND as early as possible.** Preston Park holds transition meetings with other early years providers and Brent Early Years Service in order to identify children with SEND prior to the child's entry into the school. In addition, we seek to identify the needs of pupils with SEND through ongoing teacher assessment, classroom observations, discussions with parents and gathering information from professional education and health and care agencies.
- **We monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of pupils with SEND by school staff will help to ensure they are able to reach their full potential.
- **We enable special provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.** This will be co-ordinated by the SENCo and will be monitored and regularly reviewed through pupil progress review meetings in order to ensure that individual targets are being addressed and pupils' needs are catered for.

· **We work with parents** to gain a better understanding of their child, and involve them in their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress. Parents may also be informed about SEND parent advice and advocacy services such as the Special Educational Needs and Disabilities Information Advice Service (SENDIAS) and The Independent Advice Service.

· **We work with outside agencies** when the pupils' needs cannot be met by the school alone. Some of these services include

- Reading mentors
- Brent Inclusion Support Service
- Brent Outreach Autism Team (B.O.A.T)
- Education Psychology Service
- Brent Deaf and Hearing Impaired Service
- Brent Visual Impaired Service
- Complex Needs consultant
- Specific Learning Difficulties Consultant
- Speech and Language Therapy Service
- School nurse
- Physiotherapy Service
- Occupational Therapy Service
- Social Services
- CAMHS (Child and Adolescent Mental Health Service)
- Place2Be

5. The Code of Practice (2014) and the Graduated Approach

The government has reformed the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. Legislation such as The Children and Families Act 2014 and the SEN Code of Practice (2014) underpins these reforms. More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

In addition, the SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Brent that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. You can view more information on the link below:

<https://www.brent.gov.uk/services-for-residents/children-and-family-support/the-brent-local-offer/>

Our approach to identification

Inclusion within the classroom and Quality First Teaching (QFT) is at the centre of our approach.

In the new SEND Code of Practice the categories of School Action and School Action plus have been replaced by a single category called SEN Support. Where a pupil is identified as having SEND, to enable the pupil to participate, learn and make progress we:

- assess needs
- put effective special educational provision in place which is monitored and reviewed.

SEN support should arise from a four-part cycle, known as the graduated approach, through which earlier decisions and actions are revisited, refined and revised, leading to a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The four stages of the cycle are:

- Assess
- Plan
- Do
- Review

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment, details of previous progress and attainment, alongside age related expectations and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Where external support staff are involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate.

Plan

Planning will agree the adjustments, interventions and support; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will work closely with support staff and plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo.

Review

Reviews of a child's progress will be carried out regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

6. Managing Pupils' Needs on the SEND Register

The SEND register is a list of all the pupils in the school who have special educational needs and/or a disability. Pupils are placed on the SEN Register and offered an intervention programme if sufficient progress has not been made. If a pupil has significant

needs they will remain on the SEND Register, if a pupil makes progress after intervention and if they no longer need additional provision they will be removed from the SEND Register in discussion with the class teacher, parents/carers and the SENCO.

7. Special Educational Needs Support for Higher Levels of Need

When a pupil continues to make little or no progress, despite the intervention provided, the school will seek external advice from specialised agencies. For further information on other agencies that provide services to our school, please look at the school's SEND information Report. This referral will be discussed with the parents/carers. The advice will feed into an Individual Support Plan or Pupil Passport which will be written and reviewed by the SENCo, class teacher, parents, the pupil and outside agencies.

8. Education, Health and Care Plans (EHC Plans)

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan.

Referral for Statutory Assessment (leading to Education, Health and Care Plan)

If a child has a significant need(s), they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. Following Statutory Assessment, an EHC Plan may be provided by Brent Council. Parents have the right to appeal against the content of the EHC Plan. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The Annual Review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.

9. Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the specialist provision provided by the school. Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCo will consult with the child's parents for other flexible arrangements to be made.

10. Working in partnerships with parents

Preston Park Primary School believes that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCo may also signpost parents of pupils with SEND to the local authority (SENDIAS) where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will be consulted with regards to future provision. Parents are invited

to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

11. Transition

When pupils transfer to another primary school we pass on the SEND records and the SENCo will, if necessary, liaise with the teacher with responsibility for SEND at the new school.

When transitioning to Key Stage 3 (KS3) / Secondary School, all vulnerable pupils are highlighted when the Secondary School hold their Transition Meetings with our Year 6 Team. When Statemented/EHCP pupils transfer to Secondary school, the KS3 SENCo will be invited to attend the final Annual Review. Where necessary, for other pupils with SEND, we will contact the KS3 SENCo to arrange additional visits to their new setting.

Transitioning Between Year Groups

There are a number of measures in place that support a smooth transfer of all pupils to the next school year. In addition to these, we have the following measures for pupils with SEND:

- The SENCO ensures that all records are passed to the next class teacher
- At the hand-over meeting in the summer term the current class teacher shares detailed information with the new class teacher.
- We put in place additional strategies for individual children e.g. extra visits to the new classroom, photo books.
- Use of social stories for within school transitions

12. Supporting Pupils with Medical Needs/Physical Needs.

We recognise that some pupils who have medical needs, may also have special educational needs (SEN) and may have a statement or EHC Plan which brings together their SEND, health and social care needs.

The SENCO will consult with the School Nurse, medical professionals and parents/carers where necessary.

If a pupil has a medical need that may impact on their school day or needs to be managed within school hours, they will be supported. The school will make reasonable adjustments to ensure a pupil can access the curriculum. The school day will be adapted to their medical needs and any school trips will take their condition into account. If a child is registered disabled, the school will comply with its duties under the Equality Act (2010).

13. Looked After Children

Children who are looked after by the Local Authority (in foster care) have a Personal Education Plan, which is reviewed regularly with Family Services, foster carers and all those involved with the child. Social and academic achievement of Looked After Children is closely tracked and early intervention implemented to meet their individual needs.

14. In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENCOs attend relevant SEND courses, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff. We recognise the need to train all our staff on SEND issues. The SENCOs, with the senior leadership team, endeavour to ensure that training opportunities are matched to SEN development priorities and those identified through the use of provision management.

15. Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher or SENCO, who will be able to advise on formal procedures for complaint.

16. Useful Links to Outside Agencies

Brent Outreach for Autism (BOAT)

<https://www.brent.gov.uk/services-for-residents/children-and-family-support/the-brent-local-offer/brent-outreach-autism-team/>

Email: boat@brent.gov.uk

Tel: 0208 937 4659

Speech and Language Therapy (SALT)

<http://www.lnwh.nhs.uk/services/brent-community-services/speech-and-language-therapy-paediatrics/>

Tel: 020 8795 6331/6664

Educational Psychologist

<https://www.brent.gov.uk/services-for-residents/children-and-family-support/the-brent-local-offer/send-local-offer-directory/educational-psychology-service/>

Email: eps@brent.gov.uk

Tel: 020 8937 3200

Occupational Therapist

<https://www.brent.gov.uk/services-for-residents/children-and-family-support/the-brent-local-offer/send-local-offer-directory/childrens-occupational-therapy-service/>

<http://www.lnwh.nhs.uk/services/a-z-services/o/occupational-therapy/paediatric-occupational-therapy/>

Paediatric Occupational Therapy Manager, Willesden Centre for Health and Care, Robson Avenue, Willesden, NW10 3RY Tel: 020 8438 7270

Brent Sensory Support Service (Hearing and Visual Impairment)

<https://www.brent.gov.uk/services-for-residents/children-and-family-support/the-brent-local-offer/brent-sensory-support-service-hearing-and-visual-impairment/>

Email: Elizabeth.clery@brent.gov.uk

Tel: 0208 937 3254

Brent Brent SEND information, advice and support service (SENDIASS)

<https://www.brent.gov.uk/sendias>

Email: sendias@brent.gov.uk

Tel: 020 8937 3434

SEN Assessment Service

Email sen.assessments@brent.gov.uk

Tel: 020 8937 3229
