



Parkside Middle School

Special Educational Needs Policy

September 2019

This policy is reviewed annually by the Governing Body

Last reviewed on date: September 2019

Next Review Date: September 2020

Headteacher: Neil Mills

Chairman of Governors: Claire Blincoe

SEND Co-ordinator: Mrs M Moffatt

SEND Governor: Mr D Caswell

Parkside Middle School is a mainstream school committed to the inclusion of all pupils, including those with a range of special educational needs and disabilities.

The SEND policy was developed by the school SENDCo in liaison with SLT, the governing body and all teaching staff. A copy of the policy was made available to all parents and pupils and their feedback and suggestions were requested. This enabled the co-producing of this policy, taking in to account the views and opinions of all stakeholders in order to reflect the spirit of the new code of practice.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (2014)
- Schools SEND Information Report Regulations (2014)

AIMS of the SEND Department

- To identify at the earliest opportunity all children who need special consideration to support their physical, sensory, social, emotional, communication or cognitive development.
- To ensure that these children are given appropriate support to allow every child full access to the National Curriculum in a positive framework.
- To ensure that these children are fully included in all activities of the school in order to promote the highest levels of achievement.
- To involve parents, pupils and others in developing a partnership of support, enabling them full confidence in the strategy as adopted by the school.
- To support pupils with SEND, develop the skills to live happy and fulfilled lives in their future.
- To prepare all pupils for adulthood including preparation for independent living and employment.

Objectives

- To provide a broad, balanced and suitably differentiated curriculum relevant to pupil needs, by recognising that every teacher is a teacher of every child or young person, including those with SEND.
- To demonstrate that meeting the needs of children's learning and/or behaviour is part of high quality mainstream education.
- To plan for any pupil who may at some time in their education have special educational needs.
- To promote self-worth and enthusiasm by encouraging independent learning at all age levels.
- To give every child the entitlement to a sense of achievement.
- To identify, monitor and support pupils who will need extra resources and/or teaching help as early as possible.
- To work in partnership with the child's parents, the child or young person, and other external agencies to provide for the child's special educational needs.
- To regularly review the policy and practical arrangements to achieve best value.
- To work within the guidance provided in the SEND code of practice 2014.

Definition of Special Educational Needs according to the code of practice 2014:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

Definition of a learning difficulty or disability according to the code of practice 2014:

A child or young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age or has a disability that prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age.

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SECTION A: SCHOOL ARRANGEMENTS

Roles and Responsibilities

All members of the school community work towards the schools aims by:

- Using school procedures for identifying, assessing and making provision for pupils with special educational needs
- Sharing a commitment to inclusion and a partnership approach to provision

The role of the SEND governor is to champion the issue of special educational needs within the work of the governing body and to have specific oversight of the school's arrangements and provision for meeting special educational needs. The SEND governor will develop and maintain an awareness of special needs provision in the school on behalf of the governing body by meeting the SENDCo on a termly basis to gain information about the provision made for pupils with special educational needs and to monitor the implementation of the SEND policy.

The governing body, in co-operation with the Head Teacher, determines the school's general policy and approach to the provision for children with special educational needs, establishes the appropriate staff and funding arrangements and maintains a monitoring oversight of the school's work. They are responsible for reviewing the SEND policy and reporting to parents annually.

The Head Teacher has strategic responsibility for overseeing the provision for children with special educational needs and keeping the governing body fully informed. In conjunction with the management team the Head Teacher will be responsible for monitoring and evaluating the success of this policy and ensuring that necessary revisions are undertaken. The Head Teacher will also work closely with the SEND co-ordinator, with whom regular meetings are scheduled.

- Name of Designated Teacher with specific Safeguarding responsibility: Rebecca Jenkin
- Member of staff responsible for managing PPG/LAC funding: Rebecca Jenkin
- The Governor with responsibility for Safeguarding is John Askew
- The Governor with responsibility for LAC is Vicky Bradley

Co-ordinating and Managing Provision

The SEND Co-ordinator (SENDCo) is responsible for:

- Liaising with and advising teaching staff on SEND matters
- The daily implementation of the school SEND policy.
- Co-ordinating the provision for children with SEND
- Overseeing the records of all children with SEND
- Contributing to the in-service training of staff
- Liaison with parents and external agencies
- Liaising with and advising LSA's on SEND matters
- LSA's are overseen by our Welfare Manager, Mrs Varley

All teaching and non-teaching staff are involved in the development of the school's SEND policy and must be fully aware of the school's procedure for identifying, assessing, monitoring and making provision for pupils with special educational needs. Teachers have responsibility for managing the work of TAs.

Admission Arrangements for Pupils with Special Educational Needs

All the teachers in the school are teachers of children with Special Educational Needs. As such Parkside Middle School adopts a 'whole school approach' to special educational needs which involves all the staff adhering to a model of good practice. The staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as crucial to the policy, in line with that of the Local Authority, the School Admissions Code of Practice and the Equality Act (2010).

The school operates an equal opportunities policy for children with special educational needs, who are afforded the same rights as other children. This includes both those children with Educational Health and Care plans and those others at the SEND support level.

SECTION B: IDENTIFICATION, ASSESSMENT AND PROVISION

Allocation of Resources

All mainstream schools are provided with resources to support those with additional needs, including those pupils with SEND. Most of these resources are determined by a local funding formula.

Schools have an amount identified within their overall budget, called the notional SEND budget.

- The base budget covers teaching and curriculum expenses as well as cost of SENDCO.
- The delegated SEND budget covers the additional support required.
- Specific funds are allocated to pupils with Educational Health and Care Plans. This money is now paid directly into school budget.

The governors always use all of the SEND budget share and additional funds accessed from the school budget. The SENDCO, in consultation with the Head Teacher, is responsible for the use of these resources and the deployment of the designated support staff.

Action to meet pupil's SEND aims to promote independent learning and tends to fall within 4 broad strands:

- Assessment, planning and review
- Grouping for teaching purposes
- Additional human resources
- Curriculum and teaching methods

This may include development of practice through training and collaborative work with other schools, planning, review and liaison time, improved staff-child ratio and use of alternative resources.

Identification, Assessment and Monitoring

Parkside Middle School acknowledges that all pupils are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Become confident individuals living fulfilling lives
- Make a successful transition in to adulthood

The school follows a graduated approach as required by the 2014 SEND Code of Practice and will follow the 4 step procedure of Assess, Plan, Do and Review.

- **Assess:** Pupils needs will be identified by the SENDCo, professionals and the parents in collaboration.
- **Plan:** Expected outcomes, interventions and support will be outlined by the SENDCo in consultation with the parents, pupil and any relevant agencies. The expected impact on progress and development will also be discussed.
- **Do:** A designated person (class teacher or LSA) will oversee the implementation of the planned support as agreed as part of SEND support.
- **Review:** The impact and quality of the provision will be evaluated in collaboration with parents, pupils and professionals as necessary and next steps will be discussed.

The Code does not assume that there are hard and fast categories of SEND but recognises 4 broad areas:

- Communication & Interaction
- Cognition & Learning
- Physical and/or Sensory needs
- Social, Emotional and Mental Health difficulties

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category.

Identification of Pupils with Special Educational Needs

Information about pupils with special needs from First Schools is passed on well before the pupils arrive at Parkside. The SENDCo will have visited the schools and discussed their needs with their teachers. All pupils will have taken part in an induction programme, including a visit to Parkside. During the first term, all pupils are monitored in order to identify whether any pupils require further support in the middle school setting.

It is possible that special educational needs and disabilities arise later in some pupils, and these would be identified by observation and monitoring of their work in conjunction with any test results. Any concern should be registered with the SENDCo, together with detailed information about the concern and strategies used to address it so far.

The SENDCo is invited to Annual Review meetings prior to transfer from First to Middle School. The SENDCo from the transitioning High School is invited to Annual Review meetings of pupils due to transfer there.

The School Support Team meets termly to discuss pupils giving concern. A member of the Learning Support Team, Speech and Language service, Family Support, Complex Communication Difficulties Team and other professionals will attend as required.

Additional Needs Register

Pupils identified as having SEND are entered on the school's Additional Needs Register. This is updated regularly and is available for staff to access on the school computer system. One page profiles for all pupils identified as having a SEND on the register are shared with all staff and are updated termly. These can also be accessed by staff on the secure school computer system.

Special Educational Needs Organisation

The school offers high quality, personalised teaching and a differentiated curriculum. Teaching is adapted to suit the individual learning needs of our pupils and the quality of teaching is regularly and carefully reviewed to ensure high quality teaching is consistently delivered.

Any pupils that are not making the expected progress are highlighted by the class teacher and the necessary intervention and strategies will be put in place to support them.

Examples of strategies may include:

- Classroom organisation and management
- In-class support by teacher/LSA
- Withdrawal for individual/small group work
- Home/school reading schemes
- Use of specialist equipment
- Alternative teaching strategies

Monitoring of these pupils will continue for an agreed amount of time and if, after the class teacher can evidence that intervention strategies have been used within the classroom, progress is still not seen the SENDCo will complete an observation and more targeted intervention will be introduced. The SENDCo will also conduct a learning conversation with the pupil to gain their insight about what they're finding hard and their aspirations for their education. At this point parents will be contacted to discuss their child's needs, the provision they feel would be beneficial and a provision map outlining their child's specific targets will be set up. Any decisions made will be informed by the insight of both parents and pupils. Furthermore, the child will be added to the Additional Needs Register.

Interventions typically run for 6 week intervals and are reviewed on a regular basis by the curriculum and/or inclusion team to ensure they are having a noticeable impact on your child's development. The review will include both the teacher's and pupil's judgement. Targets can be adapted regularly to make sure they are always ambitious, challenging yet achievable for the child. These will always be adapted in consultation with parents as at Parkside we recognise you, as a parent, may have a greater understanding of the barriers to your child's learning and often pupils are more comfortable to communicate their frustrations about learning to parents than teachers. Pupil voice is also essential in determining why an intervention has not been successful and establishing what is an educational priority in the child's eyes and therefore a meeting will be held with parents, pupils and teachers. On some occasions the pupil may provide a written statement of their views if they are more confident doing this than verbally communicating them.

In circumstances when progress is still not noted and a sufficient amount of time has been given for the intervention to have an impact then advice from outside agencies may be sought. Often agencies will provide resources, recommendations or strategies to use with the pupil. On some occasions they will come in to school to complete an observation or assessment of your child. Parents will always be notified of this and are encouraged to meet with the agency beforehand.

Educational Health and Care Plans (EHCP)

A small minority of pupils who have significant and lifelong difficulties may undergo a multi-agency assessment (Statutory Assessment Process) in order to establish their specific needs and the range of provision suitable to meet those needs. If it is agreed that the issuing of an EHCP is necessary, then the pupil's SEND and provision will be summarised in a document. This will need to be reviewed annually. The school undertakes to carry out the specific requirements as outlined in the document.

Providing Curriculum Access and Inclusion

The National Curriculum will be made available for all pupils. Where pupils have special educational needs and/or disabilities, 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.

The school will make provision for pupils with special educational needs and/or disabilities to match the nature of their individual needs and the class teacher and SENDCo will keep regular records of the pupils' needs, 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. Furthermore, the curriculum will be differentiated to meet the needs of individual pupils. Teaching styles and learning expectations will reflect this approach.

Teaching Arrangements

It is the class teacher's responsibility to adapt resources and set work that matches the learning needs of the children in the class, including showing an awareness of reading ages, language ability and level of challenge required. Subject leaders and SENDCo can support staff as necessary with this. Wherever possible, children will be supported within the classroom using a range of interventions. Some practical resources available in all classrooms include task management boards, coloured overlays, writing slants, talking tins, emotive fans, visual instruction cards, sensory fiddlers, wobble cushions and ear defenders. These are provided to children at the class teacher's discretion and in consultation with both the SENDCo and agency recommendations.

In some cases, specific, targeted, short term interventions may be put in place for a child to accelerate their learning and achieve the expected level in an area of the curriculum. At Parkside the interventions available include reading, writing, speech and language, gross and fine motor skills, social skills, mentoring, phonics and maths intervention. Interventions are reviewed each half term and reviewed as part of the pupil progress meetings.

LSAs are allocated according to pupil requirements and can support individuals or small groups in lessons as well as tailoring resources to suit their needs.

For more complex needs and a highly tailored programme of provision, support may be sought from a specialist service.

The SENDCo will work alongside parents, the pupils and class teachers to put together pupil profile outlining what support is required. During this meeting the level of intervention will be discussed and support will be allocated as necessary

This school strives to be an inclusive school, engendering a sense of community and belonging through its:

- Inclusive ethos
- Broad and balanced curriculum for all pupils
- Systems for early identification of barriers to learning and participation
- High expectations and suitable targets for all children
- Reading and spelling intervention groups
- Maths intervention groups
- Social skills intervention groups
- Speech and Language intervention groups
- Dyslexia friendly strategies
- In-class support

Evaluating Success

The success of the school's SEND Policy and Provision is evaluated through:

- Monitoring of classroom practice by SENDCO and subject co-ordinators
- Analysis of pupil tracking data and test results for individual pupils
- Value-added data for pupils on the SEND list
- School self-evaluation, using a variety of approaches
- The Governors' Annual Report to Parents
- The School Improvement Plan (SIP) / SEND Raising Achievement Plan

Complaints

Any complaints regarding the SEND Policy or the provision made for children with special educational needs and/or disabilities should be addressed in the first instance to the class teacher. If parents need further advice they are welcome to arrange a meeting with the SENDCO. If they feel their child's needs are still not being met they should make an appointment to see the Head Teacher or Deputy Head teacher in charge of Inclusion. If, however, parents are still concerned they may contact the governor responsible for SEND. The Worcestershire Parent Partnership service has changed its name to reflect its wider responsibilities within the new code of practice. It is now called the Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIAS) and is able to provide independent and neutral advice. You can access this information from their website:

http://www.worcestershire.gov.uk/downloads/file/4209/sendias_leaflet.

SECTION C: PARTNERSHIP WITHIN AND BEYOND THE SCHOOL

Staff Development

The auditing of training needs is based on the TTA National Standards for SENDCOs and specialist teachers of SEND as well as School Improvement Plans.

- SENDCOs, Teachers and TAs will attend SEND courses which are of interest and have a particular bearing on children they are supporting.
- Staff are given regular opportunities for INSET to develop their confidence and skills in working with SEND children. Staff will be involved in developing practices which promote Whole School approaches to SEND.

Working in Partnership with Other Agencies

External Support Services

The school has arrangements for securing access to external support services for pupils with special educational needs. This includes liaison with special schools and other specialist provision. There is regular liaison and exchange of information between the SENDCo and these services.

Partnership with Parents

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 special educational needs and or disabilities, where the support and encouragement of parents is often the crucial factor in achieving success.

Parents will always be kept informed about the provision and support 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 aim to promote a culture of co-operation with parents, Schools, LEAs and others. We will do this through:

1. Ensuring that all parents are made aware of the school's arrangements for SEND including the opportunities for meetings between parents and SENDCO.
2. Involving parents as soon as a concern has been raised. This may be done at a parent consultation or by personal appointment with the class teacher.
3. Providing access to the SENDCo to discuss the child's needs and approaches to address them, perhaps using an individual provision map.
4. Inviting parent participation through the use of Parents Comment Sheets. (Annual Review)
5. Supporting parents in their understanding of external agency advice and support.
6. Undertaking Annual Reviews for children with Educational Health and Care plans.

The Voice of the Child

The school will work to ensure that pupils are fully aware of their individual needs and the targets in their individual provision maps. Steps will be taken to involve pupils in decisions which are taken regarding their education including asking all pupils to discuss their future aspirations and opinions on existing barriers to their success.

In this School we encourage pupils to participate in their learning through:

- Being involved in target setting and identifying teaching and learning strategies that work for them.
- Incorporating their views of their education, particularly through the use of pupil comments sheets.
- Encouraging self-advocacy and independence.

Links with other Schools

- We will ensure that all transfers between Schools are planned, monitored and supported to ensure successful outcomes for children through pre-arranged meetings. Teaching assistants also take pupils on familiarisation visits.
- We will consult the LEA and governing bodies of other Schools, when it seems to be necessary or desirable in the interests of the co-ordinated special educational provision in the area as a whole.
- We will collaborate with all other support services and agencies involved with the child and with parents and where appropriate make joint planning arrangements.

Parkside Middle School will review this policy on an annual basis.

Date: September 2019

Review Date: September 2020

Headteacher.....

Chair of Governors.....