



Parkside Middle School

**Special Educational Needs and Disabilities
(SEND) Policy**

This policy is reviewed annually by the Governing Body.

SEND Co-ordinator: Mrs M Moffatt
SEND Governors: Mrs C Blincoe, Mrs S Moore & Mrs S Lawley

Dated: September 2024

Review date: September 2025

Headteacher.....

Chair of Governors.....



Parkside Middle School Special Education Needs and Disabilities (SEND) Policy

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. 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)

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.

SCHOOL ARRANGEMENTS

The SEND Aims at Parkside Middle School

- To ensure that all pupils have access to a broad and balanced curriculum.
- To ensure, where necessary, an adapted curriculum is provided.
- To ensure early identification of all pupils requiring additional support.
- To ensure that pupils with SEND participate, where possible, in extracurricular activities and the general life of the school community.
- To ensure that parents/carers of pupils with SEND are fully informed and consulted with regards to their child's progress and additional needs.
- To ensure that open, productive communications are developed and maintained with parents and carers of pupils with SEND where the parent/carers input is actively sought and valued.
- To ensure that pupils are involved in decisions which affect their future.
- To ensure that clear, open communications are developed and maintained with outside agencies.

The responsibilities of the SENDCo/Assistant SENDCo are:

- To maintain the school's SEND register, overseeing and updating pupil records.
- To ensure effective monitoring and evaluation of the progress of pupils with SEND.
- To liaise with and advise staff.
- To manage the SEND Team, coordinating, monitoring, evaluating and encouraging professional development.
- To liaise with feeder schools and destination schools during transition.
- To ensure that effective partnership practices are embedded into the heart of the department.
- To work with external agencies to ensure appropriate provision for students with SEND.
- To liaise with the Local Authority and to apply for integrated needs assessments to obtain Education, Health and Care Plans.
- 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.

Roles and Responsibilities

All members of the school community work towards the school's 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 governors 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 Headteacher, 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 Headteacher 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 Headteacher will be responsible for monitoring and evaluating the success of this policy and ensuring that necessary revisions are undertaken. The Headteacher 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/CLA funding: Rebecca Jenkin
- The Governor with responsibility for Safeguarding is Helen Townsend.

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 Learning Support Assistants, with support and guidance where appropriate from SENDCo.

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.

A GRADUATED RESPONSE

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

- Strive to achieve their full potential.
- Become confident individuals living fulfilling lives.
- Make a successful transition into adulthood.

At Parkside Middle School we use a graduated response to SEND as required by the 2014 SEND Code of Practice and will follow the 4-step procedure of Assess, Plan, Do and Review. These stages are outlined below:

- **Assess:** Pupils needs will be identified by the SENDCo, professionals and the parents in collaboration.

Once a child has been identified as having SEND, their teacher and, if required, the SENDCo will carry out a detailed analysis of the pupil's needs. This analysis will take into account the following:

- teacher's assessment and knowledge of the pupil
 - the pupil's previous progress and attainment
 - teacher/staff observations
 - the individual's development in comparison to their peers and national data
 - the views and experience of the parents
 - the pupil's own views
 - advice from external support services if relevant
- **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.

The class teacher and, if required, SENDCo, in consultation with parents, will agree what adjustments, interventions and support is needed and will be put in place. This will then be recorded on a learning plan, which will also include the desired impact of these actions. This plan will also include a date set to review the effectiveness of the planned strategies.

This information will be made available to all staff who teach the pupil and will be recorded on their provision map.

- **Do:** A designated person (class teacher or LSA) will oversee the implementation of the planned support as agreed as part of SEND support.

The class or subject teacher will remain responsible for the progress of the pupil. They will implement the plan within the classroom and work closely with staff providing any interventions and ensure that any support is linked to classroom teaching.

- **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.

All interventions and learning plans will have a clear, measurable, outcome and progress in the interventions will be closely monitored by teachers and teaching assistants. The impact of the intervention will be evaluated by the teacher, parent

and pupil and the support given should be revised where necessary. This will enable the staff to plan for the next steps. Where strategies are proven to be successful these will be added to the pupil's passport to learning.

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 shared with the SENDCo ahead of transition to Parkside Middle School. The SENDCo will have carried out meetings with the schools and discussed the pupil's needs with their SENDCo and/or teachers. All pupils will have been offered a transition 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 initially raised with the child's teacher and highlighted to the SENDCo, together with detailed information about the concern and strategies used to address it so far. This will then initiate our graduated response.

The SENDCo is typically 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 SENDCo meets termly (or more frequently if need arises) with outside agencies supporting the school. This gives the opportunity to discuss pupils receiving additional support and to raise concerns. This may involve professionals such as Learning Support Team (LST), Speech and Language service (SALT), Family Support, Complex Communication Needs/Autism Team, Educational Psychologist and other professionals will attend as required.

Additional Needs Register

Pupils identified as having SEND are entered on the school's Special Educational Additional Needs Register. This is updated termly and is available for staff to access. One-page profiles (Passports to Learning) for all pupils identified as having a SEND are shared with all staff and are reviewed and updated on a regular basis.

Special Educational Needs Provision

The school offers high quality, personalised teaching and an adapted 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.

Teaching pupils with SEND is a whole school responsibility, requiring a whole school approach. Central to the work of every class and every subject is a continuous cycle of planning, teaching, assessment and evaluation which takes account of the wide range of abilities, aptitudes and interests of the pupils. The majority of pupils will learn and progress within these arrangements. However, for pupils with special educational needs, there may be a need to provide an enhanced level of provision and support. It is our aim to optimise the physical, social, emotional and intellectual development of all of our pupils.

All teachers are responsible for identifying pupils with SEN in partnership with the SENDCo, working closely to recognise those pupils requiring different or additional support as early as possible.

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.

The classroom teacher has direct responsibility for the adaptive teaching/differentiation that are used in their classroom.

All teachers will use Ordinarily Available resources for SEND pupils:

SEND Ordinarily Available - Wave 1:

- Coloured paper/overlays/highlighter
- Writing slopes, use of laptops, pencil grips, triangular pencils, raised rulers
- Straight edge to read
- Time out cards
- Focus tools/Doodle pad agreed by SEND department (see list of pupils)
- Word banks
- Whole class/individual task board
- Processing time- time to think!
- Reinforce instructions 1:1
- Coloured backgrounds on PowerPoint with appropriate fonts e.g. Comic Sans, Dyslexie
- Consider layout of ppt slides and resources – use of images. Less is more!
- Behaviour for Learning adjustments as recommended in individual support plans e.g. use of name, doodle pad, focus tool, computer, time out
- 'I wonder if ...'
- Five a Day Principle (EEF)

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 may complete an observation and more targeted intervention will be introduced. The SENDCo may 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 would 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.

Interventions typically run for around half a term 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 that parents may have a

greater understanding of the barriers to their 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 these external professionals will provide resources, recommendations or strategies to use with the pupil. On some occasions they will come into school to complete an observation or assessment of your child. Parents will always be notified of this.

Educational Health and Care Plans (EHCP)

For a few pupils the support ordinarily available in school, may not be sufficient to enable the pupil to make progress. It will then be necessary for the school, in partnership with parents and any external agencies involved, to consider whether to request an integrated needs assessment to assess if the student needs an Education, Health and Care Plan (EHCP). Where a request for an assessment is made to the Local Authority the pupil will have demonstrated significant cause for concern and the school will provide all necessary written evidence to the Local Authority.

Annual Review of Education, Health and Care Plans

All EHCPs will be reviewed at least annually with the parents, the pupil, the LA (if appropriate) and relevant outside agencies. Collectively we will discuss the student progress against the targets set out in the plan and consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified. The Annual Review should focus on what the child has achieved as well as any difficulties that need to be resolved, review the levels of attainment in relation to basic literacy, numeracy and life skills, and set new targets for the coming year. The reviews held in the student's penultimate and final year at the school will be particularly significant in preparing for the pupil's transition to their next school.

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.

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 may include task management boards, coloured overlays, writing slants, visual resources, focus tools, 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.

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.
4. Inviting parent participation through the use of Parent/Carer 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 learning plans. 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 voice conversations and surveys.
- 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.

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
- School self-evaluation, using a variety of approaches
- The Governors' Annual Report
- The School Improvement Plan (SIP) / SEND Raising Achievement Plan (RAP)

Concerns

When a parent has cause for concern about SEND practice in school, they should in the first instance contact their child's class/form teacher. Where necessary the class teacher may then choose to involve the school SENDCo. If after this you still have any concerns, grievances can be raised through the school's Complaints Policy which can be found on our website or by contacting the main school office.

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

Date of Policy: September 2024

Review date: September 2025