



SEND Policy

Policy Update Summary

POLICY	
SEND and Information Report	Date of review: September 2023
School: Pallister Park Primary	Date of Meeting: September 2023

CHANGES FROM PREVIOUS APPROVED POLICY	
Updates have been made on the following;	
<ol style="list-style-type: none">1. Update on roles and responsibilities due to changes in staffing and introduction of Deputy SEND Lead2. Updates on external support provided to reflect agencies that schoolwork with currently	
Report provided by: H Adams	

[Equality Act 2010: advice for schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

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Policy Review

Policy will be reviewed annually and discussed with SLT and Trust board.

Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing pupils with SEND

As outlined in the *SEND Code of Practice, 2014*.

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives

Our objectives are;

1. To identify and provide support for pupils who have SEND and additional needs
2. To work within the guidance provided in the SEND Code of Practice 2014
3. To provide an environment whereby a child has the opportunity to make progress academically, socially and physically as part of a mainstream school
4. To create a support structure to enable individuals to achieve

Legislation and Guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCO's) and the SEND information report.

This policy also complies with our funding agreement and articles of association.

Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or



- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

The role of the SEND Co-ordinator (SENDCo)

The Special Educational Needs and Disabilities Co-ordinator for Pallister Park Primary School is part of the Senior Management Team (SMT) and supported by a team to ensure the best support for all our children;

SENDCo	Miss E Close (NASENCo Award)
Deputy SENDCo	Mr T Heap
Designated Teacher for Children Looked After	Mrs R Cacioppo
Designated Safeguarding Lead	Mrs L Felgate
Head Teacher	Mrs H Adams (NASENCo Award)

The SENDCo will:

- Work in conjunction with staff to identify and monitor children who have SEND
- Attend termly meetings with each year group to review progress
- Oversee the SEND records of all children on the SEND register
- Arrange for assessment, where appropriate and ensure parents are informed
- Work with Head Teacher, SLT and SEND Trustee evaluating information and informing them of any issues
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Work with the head teacher and Trust Board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

The SEND Trustee will:

- Help raise awareness of SEND issues at trustee meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the Head Teacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

The headteacher will:

- Work with SENDCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND

Class teachers will:

Each class teacher is responsible for:



- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision
- Ensure they follow the SEND policy

SEND Information Report

Our school currently provides additional support for a range of needs including:

- **Communication and interaction**, for example autistic spectrum disorder, speech and language difficulties
- **Cognition and learning**, for example dyslexia, dyspraxia
- **Social and emotional and mental health difficulties**, for example attention deficit hyperactivity disorder
- **Sensory/physical needs**, visual impairments, hearing impairments, processing difficulties, epilepsy
- **Moderate/severe/profound and multiple learning difficulties**

Identification, assessment and provision for pupils with SEN

In the continuous cycle of planning, teaching and assessment, teachers and support staff make regular judgements about children's performance in relation to national expectation. These judgements will be discussed at [Pupil Progress Meetings](#).

We also identify SEND needs through;

- information directly given by parents
- data gathered from in school assessments
- recommendations from other professionals; Health and Social Care, Educational Psychologist

There should not be an assumption that all children progress at the same rate, a judgement has to be made in each case as to what is reasonable for each child to achieve. Where progress is not adequate it will be necessary to take some additional or different action to enable the pupil to learn more effectively.

Levels of identification of SEND need;

<i>Level</i>	<i>Triggers</i>	<i>Process</i>
Monitor	<p>If a child has been identified by the Class teacher and year group team as failing to make progress they will monitor the child (Assess-plan-do-review cycle).</p> <p>Discussions will be held at Pupil Progress meetings, SEND review meetings and Vulnerable Pupil Reviews.</p>	<ul style="list-style-type: none"> • Areas of difficulty will be established • <i>Discussions with parents</i> • Some strategies and differentiation of the curriculum will be initiated • Wave 1 interventions

Vulnerable Pupil	<p>As above but the cause of lack of progress is believed to be due to;</p> <ul style="list-style-type: none"> • poor attendance and punctuality • LAC • medical needs • behaviour issues 	<ul style="list-style-type: none"> • Vulnerable Pupil Support Team will discuss support with team around the child and parents. Support may include; • Parent support • Behaviour contracts • Healthcare plan
SEND Need	<p>After a period of monitoring, If a child;</p> <ul style="list-style-type: none"> • continues to make little or no progress over a longer period, • is working at curriculum levels substantially below that expected of a child of a similar age • has sensory or physical needs and requires specialist equipment or regular advice or visits a specialist service • has on-going communication or interaction difficulties which cause substantial barriers to learning. <p>Even when teaching approaches are particularly targeted, in discussion with parents, they may be placed on the SEND register.</p>	<ul style="list-style-type: none"> • Specific targeted support will be initiated • Further assessments may be arranged • Referral to outside agencies e.g Educational Psychologist • Wave 2 interventions • GL Assessment for Dyslexia
EHCP	<p>If a child;</p> <ul style="list-style-type: none"> • continues to make little or no progress over a longer period, • is working at curriculum levels substantially below that expected of a child of a similar age • has sensory or physical needs and requires specialist equipment or regular advice or visits a specialist service • has on-going communication or interaction difficulties which cause substantial barriers to learning. <p>It may be decided in discussion with parents and multi-agency meetings that there is a need to apply for EHCP.</p>	<ul style="list-style-type: none"> • Plan and track targets • Work with support services • Work with parents

Pupil Review Meetings

Each term a meeting is held by the SENDCo/SEND deputy with every year group team to discuss the progress of children identified as having additional needs. Individuals and groups of children will be targeted for specific interventions to help raise their attainment (see Intervention strategies)

Discussions are shared on progress and any continuing concerns (such as social needs) where the SENDCo offers advice and support. Discussions are also held with parents to detail interventions that

their child is having in school and additional meetings are held with the SENDCo to discuss progress where necessary.

Teachers also discuss progress in [Pupil Progress Meetings](#) and any concerns over individuals are discussed again with the SENDCo and SLT to see if additional support is to be implemented. Assessments are carried out throughout the year which informs these meetings and targets are put in place for individuals.

Specific [SEN Support Plans](#) are put in place for children with specific additional needs, such as:

- Physical aids/interventions
- Visual/Hearing impairments
- Behaviour plans
- 1:1 support
- Medical needs (where the medical need is not a barrier to learning, a healthcare plan will be created to ensure medical needs are met)

Targets are reviewed and evaluated and progress monitored. If a child is seen to be making progress in line with peers they will continue to receive support, where needed, but discussions will take place with the class teacher and parents, as to if they need to remain on the SEND register. The SEND support plan will also include the child’s view on their learning wherever possible.

Monitoring

The SENDCo evaluates the school’s SEND provision as part of the School Improvement Plan. Regular meetings (half termly) are held between the SENDCo, Head teacher and Vulnerable Pupil Support Team. The Designated trustee is kept informed about SEND developments at trustee meetings and on visits round the school.

Intervention strategies to support children with SEND

The school organisation allows for each year group to have a ‘team around the child’. Work is differentiated and groups are supported at the appropriate levels to provide specific, targeted interventions. As is highlighted below, there are numerous strategies that are used throughout the school. There is also flexibility to provide support across year groups if it would benefit an individual child or group.

Quality First Teaching	Daily in-class support with TA Small group Maths and English support 1:1 tuition BLAST NELI Numeracy Interventions Speech and Language Support Additional resources to support learning Differentiated curriculum
Wave 2	Vulnerable Support Manager Outreach Support Inclusion Support SENDCo support

	CAMHs
Wave 3	Educational Psychologist Hearing/ Visual Services Occupational Therapy

Supporting pupils with medical conditions

Pallister Park Primary School recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case schools will comply with its duties under the Equality Act 2010.

Supporting pupils with physical disabilities

Not all children with disabilities have SEND, many pupils will learn alongside their peers with little need for extra resources beyond that of a hearing aid, equipment to aid vision or a wheel chair. Teachers must however take action in their planning to ensure that these pupils are enabled to participate as fully as possible within the Curriculum and assessment arrangements.

Facilities currently in school are; disabled toilet and shower, hand rails near stairs.

Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to take part in extra-curricular activities

We have additional intervention for pupils requiring support with their social, emotional and mental health needs. These include on-site counselling, CATS counselling and ELSA trained staff.

We have a zero-tolerance approach to bullying.

Admission arrangements

Admission arrangements for pupils with SEND or disabilities are outlined in the Admission Arrangements policy.

English as an additional language (EAL)

Children with limited English do not necessarily have SEND. If a child is experiencing difficulties with appear to be more than language based then school will arrange for assessments to be carried out to establish whether or not they have learning difficulties.

Training

The SENDCo will keep staff updated on any changes concerning SEND and encourage personal development in this field.

SENDCo will budget appropriately for SEND priorities outlined in the School Improvement Plan.

Pallister Park Primary School continues to be part of the SEND Network. SENDCo and Deputy SENDCo attend half termly network meetings giving access to training and updates from schools and the local authority.

Partnership with parents

The school will endeavour to;

- Provide clear and accurate information about their child's SEND needs and purpose of any assessment, targets or intervention
- Ensure that parents have the opportunity to talk with SENDCo, Vulnerable Pupil Support Team and other professionals so that they understand the agreed outcomes of any intervention and how they can be a partner in working towards their child's targets
- Outline provision in the Local Offer [[Appendix 1](#)]
- Inform parents before involving outside agencies for additional advice or assessments

Working with other agencies

The SENDCo, VPST and SLT are dedicated to accessing the right support for children with SEND. This includes liaising with local authority SEND team, health and social care bodies, and voluntary sector organisations, in meeting pupils' SEND and supporting their families.

Arrangements for considering complaints about SEND provision within school

Initially, complaints should be discussed with the class teacher.

Depending on the outcome of the meeting the SENDCo should be informed or Head Teacher.

If no agreement can be arrived the parent would be advised to follow the School's Guidance for dealing with Complaints. They would also be offered additional support via the Local Authority or other support services.

It is hoped, however, that matters can be dealt with within the school domain.

Links with other policies and documents

This policy links to our policies on;



- Admission Arrangements
- Safeguarding
- School Complaints
- Equal Opportunities
- Access Audit





School Name:	Pallister Park Primary School	Middlesbrough																		
Type of School:	Mainstream																			
Accessibility:	Fully wheelchair accessible	Main Building No Nursery Yes																		
	Auditory/Visual enhancements	No																		
	Disabled toilet	Yes																		
Core Offer:	<i>Are you currently able to deliver your core offer consistently across all areas of your school?</i>																			
	<ul style="list-style-type: none"> We have additional teachers per year group to provide targeted support for small groups in all areas of the curriculum. Vulnerable Pupil Support Manager/team works with children and their families providing targeted support 																			
Policies	<i>Are the schools policies available on its website for:</i>	<table border="1"> <tr><td>SEND</td><td>Yes</td></tr> <tr><td>Behaviour</td><td>Yes</td></tr> <tr><td>Safeguarding</td><td>Yes</td></tr> <tr><td>Charging</td><td>Yes</td></tr> <tr><td>Data Protection</td><td>Yes</td></tr> <tr><td>Anti-Bullying</td><td>Yes</td></tr> <tr><td>Equality</td><td>Yes</td></tr> <tr><td>Whistleblowing</td><td>Yes</td></tr> <tr><td>The Local Offer</td><td>Yes</td></tr> </table>	SEND	Yes	Behaviour	Yes	Safeguarding	Yes	Charging	Yes	Data Protection	Yes	Anti-Bullying	Yes	Equality	Yes	Whistleblowing	Yes	The Local Offer	Yes
SEND	Yes																			
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Equality	Yes																			
Whistleblowing	Yes																			
The Local Offer	Yes																			
Range of Provision	<i>General support offered consistently in school:</i>	<i>More specific support:</i>																		
	<ul style="list-style-type: none"> Small group support RWI FastTrack Phonics 1:1 Reading support WR Maths intervention 	<ul style="list-style-type: none"> BLAST1/BLAST2 NELI Counselling Educational Psychologist ELSA 																		
Inclusion	<i>How do you promote inclusion within your school?</i>	<i>What proportion of children currently have SEND?</i>																		
	Lessons are as inclusive as possible, with adjustments made depending on need. Children with disabilities are included on all school visits.	10%																		
Parent Support	<i>How do you involve/support the parents of children with a SEND regarding identifying and meeting their needs. How do you communicate their progress and areas of difficulty?</i>																			

Children with SEND work closely with SENDCo, Vulnerable Pupil Support Manager/team and outside agencies.

At Parents evenings each term progress is discussed and opportunities to have further meetings with SENDCo are offered. Contact with the SENDCo is also available throughout the year upon request. Written reports are provided in the summer term. Specific plans are also in place for individuals with home/school planners.



Parents training/learning events will be held on site when needed and signposting information for other services is shared via email/social media (Facebook).

Specialisms	Vulnerable Pupils Family Support LAC PE	
Staff Training	<i>Whole staff:</i> Child Protection Autism in the Classroom Positive Handling Monitoring Vulnerable Pupils RWI Phonics Safeguarding Dyslexia Awareness Sensory Processing	<i>Individuals:</i> Designated Teacher Training Behaviour Management ELKLAN LAC Asthma Training British Sign Language Epilepsy Training BLAST NELI ELSA
Specialist Services accessed by school	Educational Psychologist CAMHs/Neurodevelopmental Pathway Physiotherapists Occupational therapists Speech and Language Therapists Home/Hospital teaching Specialist teaching Service Beverly Outreach School Nursing EYSSS Inclusion Support CATS counselling	Forget-me-knot, bereavement support Daisychain/Family Support Service Sunflower Sensory Service MAIN Junction Young Carers Harbour Barnardos Fire Brigade – fire started intervention
Completed by:	E. Close SENDCo	Update due: September 2023

1a. How does the school identify children with special educational needs?

- Information directly given by parents
- Pupil Review meetings held in school with SENDCo and Year Group Teams
- Pupil Progress Meetings and data gathered from in school assessments
- Direct recommendations from other professionals; Health and Social Care
- If required the school will bring in external professionals to further assess and give recommendations for appropriate provision.

1b. How do we involve parents in planning for those needs?

- Discussions held at Parents Evenings
- Meetings held with the SENDCo
- For students with an EHCP meet with parents at parents evenings, annual reviews and throughout the year
- Involvement in meetings with other professionals



2a. Who in school will support my child and how will this be monitored?

- SENDCo will have overall charge of all students on the SEND register and will oversee monitoring and evaluation of progress and provision;
- All teachers at Pallister Park Primary School have a responsibility for the teaching, monitoring and evaluating of students with SEND. This is the first principle of the SEND Code of Practice;
- Students who are registered as SEND support, in line with the SEND code of practice 2014, will have termly planning and evaluation meetings with themselves and the student to oversee the plan, monitor progress and evaluate any interventions.
- Students with an EHCP will have their progress and reviews with SENDCo;
- Quality first teaching is supported by a team of support staff who have differing roles. However, always central to this is breaking down barriers to learning and helping SEND students to move forward with their learning and progress.

2b. How are decisions made about the type and amount of provision a young person will need?

- From talking to parents and the student (where age appropriate) to understand and establish what they see as the priority;
- Decisions are based on quality evidence the school has collected: both data evidence and that from talking to everyone involved in teaching a student;
- Decisions will also be based on the advice from any other professionals who have been working with or assessing a student;
- The amount of provision is decided in line with the needs of the student; for example this could be a short term programme of work such as a half term of input on a specific area of need or longer term in-class support;
- Effectiveness of any intervention will be monitored throughout with a full evaluation at the end or at review points to ascertain progress towards objectives;

3. Curriculum:

- Overall curriculum structure is directed by the government and the National Curriculum;
- All students have an entitlement to study a full curriculum;
- Differentiation is the responsibility of all teachers. Informed by the data and information on each student, subject teachers plan for and deliver using different styles of teaching and meeting individual needs through a range of strategies;
- Especially within core subjects groups are set within ability bands and this leads to differentiation to the levels students are working at using quality first teaching and ensuring that targets are stretching and attainable.

6. Overall Well-being:

- Vulnerable Pupil Support Managers. These are two non-teaching member of staff, who are the day-to-day contact for parents and students in all areas of need. They provide support for pupils and parents where needed.
- Mentors are used in school to work with individual children who may need additional support.

7. What specialist services and expertise are available at or accessed by the school?

Pallister Park Primary School has a wealth of expertise from its staff over and above the qualifications needed for their jobs.

Specialist services are often used when the need arises and the school feels it needs more support or advice to ensure a student makes best progress.

8. Staff Training Priorities within the School:

All staff are either teachers of, or are supporting students with SEND.

Pallister Park Primary School therefore values staff training and ensures that full staff training programmes are in place as well as those for individual staff where appropriate. Future planned training and disability awareness:

- SEND Updates from DfE
- Access to training delivered by Concept
- Training events hosted by Local Authority
- Training events from services such as DaisyChain/EP/CAMHS etc
- PREVENT

9. Activities Outside of school:

- There are a large and varied number of out of school activities for all students to participate in;
- Pallister Park Primary is a fully inclusive school and puts in place the support a student needs in order for them to join in with their peers in their chosen activity. This may include extra staffing, specialist staff and or equipment;
- Staff who are arranging an offsite trip will discuss with parents and the SEND/SLT staff the requirements needed and the suitability of any trip which the school is putting on;
- We will not stop any student from going on a trip due to their special educational need and or disability if the trip is suitable for the child and their safety and the safety of others is not compromised (Equality Act 2012);

10. How is Transition planned and managed by the school?

Transition from Primary to Secondary School:

- Parents and students in Year 5 and 6 are invited to visit the Secondary school in September each year;
- There are parent meetings in the summer term for Year 5 students at targeted primary schools;
- On-going primary visits to school for different activities. These ensure that the primary students begin to be more comfortable and knowledgeable about the school;
- Information gathered from parents by SEND staff;
- Talks with the primary schools begin in Year 6 and for those with an EHCP, the SENDCo attends their review;
- Once a place has been confirmed the SENDCo liaises with parents and the primary school;
- A transition plan is put in place on their advice which could include early visits;
- A mentor might be put in place as a familiar adult to help with transition;

11a. How are the school resources allocated and matched to the young person’s special educational needs?

- All resources are allocated to and matched using the extensive data that the school holds about each student;
- This includes planning for these interventions with parents and students.

11b. How is the SEND budget allocated?

Pallister Park has a number of different SEND provisions and interventions which are matched to the young person’s special educational needs financed through the SEND budget.

Arrangements of admission of disabled pupils

Pallister Park Primary is an inclusive school. During the admission interview, parents are asked to share details of their child’s SEND and medical status. This information is then fed back to SLT, SENDCo and the child’s class teacher. When a child with additional needs transfers from another school or nursery, the SENDCo will contact the previous site for additional information to best support the child. In the event the child has not previously been in education, SENDCo may contact other relevant services such as the local authority or school health for advice, support and further information. A review will be undertaken with SLT, SENDCo and year group team before the child begins school to ensure their needs can be met upon arrival.

Steps to prevent disabled pupils from being treated less favourably than other pupils

Staff at Pallister Park Primary School design and review their curriculum regularly to ensure that it is inclusive to all pupils, despite their academic or physical capabilities. SLT, SENDCo and Curriculum leads ensure that all children have the opportunities to access learning and make progress whilst enjoying a full and varied curriculum. Pupils with SEND may require additional support via adult support, a differentiated curriculum or other resources in order to reach their potential. Pupils with SEND are also encouraged to represent on the School Council and partake in a variety of extra-curricular activities.

Facilities provided to help disabled pupils access the school

Our site is reviewed at least annually by Headteacher/SLT, SENDCo and Business Manager to ensure the provision we offer serves the pupils we have. Where additional resources are required for mobility (e.g. Kay walker), school have provided that from the SEND budget. Pupils requiring additional support is managed on a case by case basis and organised by Class Teachers, Parents, SLT and SENDCo.

Increasing extent to which disabled children can participate in the curriculum

Pupils identified as having an additional need will receive network of support designed to minimise their barriers to their engagement and learning. Early identification of need is paramount. Class teachers will access support and guidance from SENDCo in the first instance. Parents will also be informed of concerns. Should further intervention be necessary, referral/s to other agencies will be made with contributions from Parents, Pupil (where able), SENDCo, Class Teacher and VPST. Pupils will continue to receive support for the duration they need it. Suitability of support will be reviewed at least termly. Curriculum will be differentiated to ensure that all learners are able to access at their level of learning. This may include giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud etc. We will also adapt resources and staffing where required. This may

require use of laptop or other technologies, coloured overlays, visual timetable or larger font. When learning is planned away from the school sites (e.g. educational trips and visits), staff will undertake a thorough risk assessment to ensure access is available to all learners.

