

Purbrook Park School

Enjoy Enrich Excel



Special Educational Needs and Disability Policy

Co-ordinator: Kelly Morrison-Johnson

Start date: September 2024

Review date: September 2025

Mission Statement

Enjoy, Enrich, Excel is a shared responsibility

At Purbrook Park School, we seek to uphold the highest expectations and provide chances for all pupils to enjoy their education, to be enriched by the opportunities afforded to them and to excel.

All teachers at Purbrook Park School are teachers of special educational needs. We recognise that it is the teacher's responsibility to meet the needs of all pupils through high quality adaptive teaching.

Teachers are supported in the delivery of the mission statement by the schools' Special Educational Needs Co-ordinator (SENCo), Mrs Kelly Morrison Johnson. She may be contacted through the school's phone number, 02392 370 351 or via email, kmorrison@purbrook.hants.sch.uk. The SENCO reports directly to Mr Atiyah, the Director of Inclusion. The Director of Inclusion is a member of the Senior Leadership Team; there is a clear advocate for SEND at all SLT meetings.

Legislative Compliance

This policy sets out our expectations for all staff who regularly work with young people, parents, local authorities and social care partners. These expectations will ensure we are compliant with both the requirements and the ethos of SEND practice and serve to improve outcomes for all pupils.

All schools in England must have regard to the Code of Practice (2015) as it provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations. Schools must fulfil their statutory duties towards children and young people with SEN or disabilities in light of the guidance set out.

Definition of SEN

'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 them. A child of compulsory school age or a young person has a learning difficulty if they:

- a. have significantly greater difficulty in learning than the majority 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.'*

(SEND Code of Practice 2015)

Definition of Disability

A person is deemed to have a disability if:

- a. They have a physical or mental impairment and*

b. The impairment has a substantial and long-term adverse effect on their ability to carry out normal day to day activities (Equality Act 2010)

'This includes children with long term health conditions such as asthma, diabetes or cancer. Children and young people with such conditions do not necessarily have SEND but there is a significant overlap between disabled children and young people and those with SEND. Children and young people may therefore be covered by both SEND and disability legislation.'
(SEND Code of Practice 2015)

Under the Equality Act (2010) all schools have duties towards individual disabled children and young people. They must make reasonable adjustments, including the provision of auxiliary aids and services to prevent the child or young person being put at a substantial disadvantage. Schools must ensure that all pupils, including those with protected characteristics, as defined by the Equality Act 2010, are able to flourish and thrive.

The Teachers' Standards (2012) makes it clear that all teachers must "adapt teaching to respond to the strengths and needs of all pupils." Teachers must have a "clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them." (Standard 5)

1. Guiding Principle

Our guiding principle is one of inclusion. We aim to identify and break down possible barriers to learning early and have high expectations of all pupils. Please also see the school's SEND Information Report, which includes details of how we endeavour to meet the needs of SEND pupils.

Objectives in making provision for pupils with SEND

- 1)** To ensure that all pupils have equal access to a broad, balanced curriculum which is differentiated to meet individual needs
- 2)** To ensure that the aims of education for pupils with difficulties and disabilities are the same as those for all pupils and that all pupils are valued equally
- 3)** To ensure that regular assessments are undertaken to assist with the identification of all pupils requiring SEND provision as soon as possible
- 4)** To make reasonable adjustments and offer high quality support for those with a disability or special educational need by taking action to reduce and remove barriers
- 5)** To maximise the opportunities for pupils with special educational needs to join in with all the activities of the school
- 6)** To ensure that all pupils experience success.
- 7)** To seek the views of the child or young person and take those views into account
- 8)** To request, monitor and respond to parent/carers' views and draw on the views of parents and their expertise in relation to their child
- 9)** To ensure that teachers are informed about individual pupils' needs to enable them to offer the best possible support within the classroom

- 10) To ensure that staff are offered regular training opportunities to help them to identify and meet the needs of pupils with SEND.

This policy will contribute to achieving these objectives by ensuring that provision for pupils with SEND is a matter for the whole school.

2. Roles and Responsibilities/ Co-ordination of Provision

Provision for pupils with special educational needs is a matter for all members of the school community.

2.1 Governing Body

The school governors have specific responsibility to:

- 1) Ensure that the necessary provision is made for any pupil who has special educational needs.
- 2) Ensure that pupils' needs are made known to all who are likely to teach them.
- 3) Ensure that teachers in the school are aware of the importance of identifying and providing for those pupils who have special educational needs.
- 4) Consult the LA and the governing bodies of other schools, when it is necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.
- 5) Ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources.
- 6) Ensure that parents are notified of a decision by the school that SEND provision is being made for their child.

In doing so Governors will have regard for the Special Educational Needs Code of Practice and the Disability Rights Code of Practice for schools.

2.2 The Headteacher

The Headteacher has responsibility for the strategic leadership and management of all aspects of the school's work, including provision for pupils with SEND. The Headteacher keeps the governing body fully informed and works closely with the Director of Inclusion. The Headteacher seeks out and shares best practice with the LA and other schools.

2.3 The School Staff

All teachers are teachers of children with SEND and do their best to adapt the curriculum to meet the needs of the individuals. All staff are involved in the development of the school's SEND policy and are aware of the procedures for identifying, assessing and making provision for pupils with SEND.

2.4 The Administration Team

The Administration Team also deals with pupils who have SEND and adapt their approach accordingly to meet each individual pupil's needs.

2.5 The Special Educational Needs Coordinator - SENCO

Our SENCO is Mrs Kelly Morrison-Johnson. She can be contacted through the school's phone number, 02392 370351 or via email kmorrison@purbrook.hants.sch.uk.

Mrs Morrison-Johnson's responsibilities include:

- a)** Co-ordinating provision for pupils with special educational needs.
- b)** Liaising with and advising teachers.
- c)** Providing INSET as required by staff
- d)** Managing the SENCo Assistant and the Teaching and Learning Assistants.
- e)** Liaising with parents of pupils with special educational needs.
- f)** Liaising with our Partner Primary School SENCOs, Educational Psychologists, School Nurse, Speech and Language Therapists, CAMHS, Specialist Advisory Teachers, Hampshire SEND Team and other health services.
- g)** Holding annual reviews for pupils with Education and Health Care plans
- h)** Organising exam support, including exam access arrangements, for pupils in accordance with the JCQ exam regulations and Disability Discrimination Act.

The SENCO meets regularly with her colleagues in other schools which enables her to keep up to date with current initiatives locally and nationally and to seek out and share best practice.

3. Admissions and inclusions

3.1

Admissions

Pupils with SEND are admitted to the school on the same basis as any other child. The Governing Body reflects Hampshire County admissions criteria.

3.2 Specialist provisions

The school is fortunate in having a dedicated area, which includes two small intervention rooms and an office to support pupils with SEND. We also have the "Thinking Reading Room" which provides a dedicated space for 1:1 reading interventions.

3.3 Allocation of resources

The Local Authority provide the school with a budget towards meeting pupils' SEND. The 'notional SEND budget' is supplementary to the 'base budget' that is available to meet the needs of all pupils, including those with SEND. The additional allocation contributes towards

the cost of providing interventions which are 'additional to and different from that made generally for other CYP of the same age' (SEND Code of Practice, 2015).

The notional SEND budget is allocated via a funding formula. In addition, the school plans and provides for pupils with SEND from our main budget. The costs of the SENCO are set against the core or base budget of the school. The school spends its special educational needs and disabilities budget on:

- Learning support teachers and assistants
- Training for all teachers and learning support assistants so they can meet pupils' needs more effectively
- Specialist books and equipment
- Specialist provisions, including specialist advisor teachers and Education Psychologists.

The details of how individual pupils receive support are recorded in their files, on their learning passports and on the school's provision map.

The allocation of resources within the school is based on:

- The annual SEND audit held in the autumn term
- Regular and timely data tracking
- Recommendations from feeder schools
- Recommendations from specialists working with pupils

4. Identification and assessment of pupils with special educational needs

All pupils are entitled to a balanced and broadly-based National Curriculum. This policy ensures that teaching arrangements and strategies are fully inclusive. The majority of pupils will have their needs met through high quality adaptive teaching.

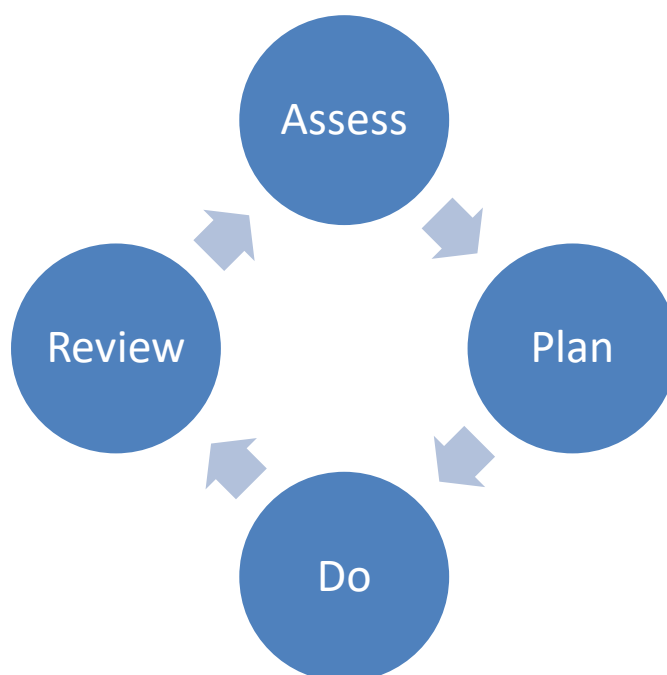
A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provisions to be made that are additional to or different from that which is ordinarily available. Further information about identification and assessment can be found in the SEND information report.

Identification of SEND is in accordance with the SEND Code of Practice (2015) and the Hampshire/Portsmouth guidance for SEND support which outlines:

- a. Criteria to help schools identify special educational needs
- b. The level of support which we are required to offer
- c. Guidance for how to arrange and monitor the support we give

Purbrook Park School follows the Code of Practice which states that all schools must follow the graduated approach to a pupil's special educational needs. This support should take the form of a four-part cycle through which a pupil is assessed, a plan is put in place and then revisited, refined and revised with a growing understanding of

the pupil's needs in place as well as of the steps required to support that pupil to make progress.



The Governing Body will ensure that it makes appropriate provision for all pupils identified as having need of special educational provision. The Headteacher and the Governing body set targets and specific criteria for the success of the SEND policy.

The Governing Body reviews the policy and reports annually on the allocation of available resources and the success of the policy in meeting SEND.

5.1 Adaptive Teaching & Provision

Adaptive teaching is when teachers “adapt teaching to respond to the strengths and needs of all pupils”. Pupils learn and make progress at different rates and require different levels and types of support from teachers to succeed. Seeking to understand pupils’ differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching. Adapting teaching in a responsive way, including targeted support to pupils who are struggling, is going to increase pupil success. All pupils will receive help through adaptive teaching and scaffolding work, however if the pupil does not make adequate progress, the school will do more to help. All staff are responsible for identifying pupils with special educational needs. The SENCO will work with staff to ensure that those pupils who may need additional or different support are identified at an early stage. Teachers have a clear understanding of the needs of all pupils, including those with SEND and are able to use and evaluate distinctive teaching approaches to engage and support those pupils. Teachers have a secure understanding of how a range of factors can inhibit pupils’ ability to learn and how best to overcome these. The progress made by all pupils is regularly monitored and reviewed.

Pupils are only identified as having special educational needs if additional to or different action is being taken.

5.2 Provision

A pupil needing SEND support may fall into one of the following categories: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health and Sensory and/or Physical. Assessments will be undertaken to identify barriers and areas of need and support will be allocated. Once a pupil is identified as needing SEND support, a Learning Passport is created which considers the voices of the pupil and the parents/carers. A range of interventions can be put in place in response to this. These interventions are then reviewed and altered as necessary.

Where a pupil has not made progress towards the goals set on their passport over at least two terms on the graduated cycle, the school may request an Education and Health Care Plan Assessment.

For those pupils with an Education and Health Care Plan, this sets out the interventions and support that should be put in place. This is reviewed annually and a report is provided for the Local Authority.

When pupils are due to transfer to another phase, planning for this will be started in the year prior to the year of transfer.

If a pupil makes sufficient progress an Education and Health Care Plan may be discontinued by the Local Authority.

The provision for pupils with Education and Health Care Plans will be provided as set out in their Education and Health Care Plan.

6. Complaints procedures

The school's complaint procedure is on the school's website. Under the SEND and Disability regulations 2014 parents may seek advice on resolving disagreements from the LA and/or the Independent Mediation Service. The school will make further information about this process available on request.

7. Arrangements for training and development of all staff including support assistants, administration staff and lunchtime staff.

The school makes an annual audit of training needs for all staff taking into account school priorities as well as personal professional development.

Special needs is included within school training. In addition, staff may attend training organised by the LA and other agencies.

8. Parent and Pupil Voice

8.1 Arrangements for partnership with parents

The school will inform parents when their child is receiving help for any special educational needs as parents have a statutory right to contribute to the decision-making process about their child's education.

Our partnership with parents plays a key role in enabling pupils and young people with SEND to achieve and exceed their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. When a pupil is accepted into the school all parents are required to fill in a form to alert the school to any difficulties their child might have. This form is assessed by the SENCO and difficulties raised are addressed as soon as possible. All parents of pupils with special educational needs will be treated as partners and supported to play an active and valued role in their child's education.

The school will provide information about Support for SEND to all parents of pupils with special educational needs.

Parents of any pupil identified with SEND may contact the Support for SEND Service for independent support and advice,

<https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds/aboutsen>

Tutors will work closely with parents at all stages in a child's education and should be the first port of call in case of any difficulty. Parents are invited to attend all reviews.

8.2 Pupil participation

Pupils and young people with special educational needs often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their education. They will be encouraged to participate in all the decision-making processes including the setting of learning targets and contributing to Learning Passports, discussions about choice of schools and transition processes.

Pupils are given the chance to feedback on their Learning Passports twice a year.

We also undertake learning walks, pupil interviews, book sampling and meet with Lead Teachers in order to ensure we are tracking and monitoring our pupils' progress and reflecting on the voices of young people.

9. School Links

9.1 Links with other mainstream schools and special schools

Advanced planning for the Year 6/7 transition programme is vital. This begins when a pupil is in Year 5. Parents of pupils on the SEND Register in primary school who would like a place at

Purbrook Park School are encouraged to come and discuss their children's SEND with the SENCO or SENCO Assistant. Parents and children are able to attend our open evenings and tour the school during the day. Parents are encouraged to meet us again to agree a Transition Plan between the Primary School, parents, pupil and Purbrook Park School.

Our SENCO will liaise with the SENCOs of the primary schools serving the area to ensure that effective arrangements are in place to support pupils at the time of transfer.

Year 8 Transition planning is essential to allow appropriate options to be considered. The school will liaise with the further education providers, the Educational Psychologist and other agencies to arrange Transition Plans for pupils with Education and Health Care Plans in Year 8, and will ensure that these Transition Plans are reviewed annually as part of the Annual Review process.

When pupils move to another school their records will be transferred to the next school within 15 days of the pupil joining the new school, as required under the Education (Pupil Information) Regulations 2000.

9.2 Links with other agencies and voluntary organisations

External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs.

The school receives regular visits from the nominated SEND Specialist Advisor teachers and on request the Educational Psychologist and Behaviour Support Service.

10. Supporting pupils at Purbrook Park School with medical conditions.

The school recognises that pupils at school with medical conditions should be carefully 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 the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs and may have an Education Health Care Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

11. Success Criteria

The success of the education offered to children with SEND will be judged against the aims set out above. Our policy will be reviewed annually by our Full Governing Body.