

Purbrook Park School

Enjoy Enrich Excel



Special Educational Needs and Disability Policy

Start date: February 2017

Review date: February 2018

Claire Gissing, Director of Inclusion

1. Mission Statement

Enjoy, Enrich, 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 classroom organisation, teaching materials, teaching style and differentiation and delivering quality first teaching.

However, if a pupil does not make adequate progress even when teaching approaches are targeted at a pupil's identified area of need, then a pupil may be identified as needing additional support.

Some pupils find work difficult because their first language is not English. They do not have special educational needs unless they also have a learning difficulty.

Teachers are supported in the delivery of the mission statement by the school's Special Educational Needs Co-ordinator (SENCo). Mrs Claire Gissing is the school's Special Educational Needs Co-ordinator as well as the Director of Inclusion and may be contacted on the school telephone number, 023 9237 0351 or via email: cgissing@purbrook.hants.sch.uk. The Director of Learning – Inclusion and SENCo reports directly to Mrs Emma Bolton, Deputy Head Teacher. The Director of Inclusion and SENCo is a member of the Senior Leadership Team; there is a clear advocate for SEND at all SLT meetings.

2. Guiding Principle

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

Objectives in making provision for pupils with SEND

- 1) We value all the pupils in our school equally.
- 2) To ensure that all pupils have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities.
- 3) The aims of education for pupils with difficulties and disabilities are the same as those for all pupils.
- 4) It is the responsibility of all teachers to identify and meet the needs of pupils with SEND.
- 5) Every child is entitled to have his or her particular needs recognised and addressed.
- 6) To offer high quality support to ensure that all needs are met.
- 7) To maximise the opportunities for pupils with special educational needs to join in with all the activities of the school.

- 8) All pupils are entitled to experience success.
- 9) Consideration of SEND crosses all curriculum areas and all aspects of teaching and learning.
- 10) Good special needs practice is good practice for all pupils.
- 11) Any pupils may encounter difficulties in school at some stage.
- 12) All special educational provision is more effective if pupils and parents are fully involved.
- 13) To seek the views of the child and take them into account.
- 14) To acknowledge and draw on parent knowledge and expertise in relation to their child.

This policy will contribute to achieving these objectives by ensuring that provision for pupils with SEND is a matter for the whole school and is a part of the continuous cycle of assessment and review.

3. Roles and Responsibilities/ Co-ordination of Provision

Provision for pupils with special educational needs is a matter for the school as a whole.

3.1 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. Governors will report

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to parents annually on the implementation of their SEND policy. This may reflect the success criteria noted on the last SEND policy.

3.2 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 school's SEND co-ordinator (Director of Learning – Inclusion and SENCo). The Headteacher seeks out and shares best practice with the LA and other schools.

3.3 The School Staff

All teachers are teachers of children with SEND and do their best to adapt the curriculum to meet their need. 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.

3.4 The Administration Team

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

3.5 The Special Educational Needs Coordinator - SENCo

The SENCo is Mrs Claire Gissing. She can be contacted on the school telephone number 023 9237 0351 or via email: cgissing@purbrook.hants.sch.uk.

Her responsibilities include:

- a) Co-ordinating provision for pupils with special educational needs.
- b) Liaising with and advising teachers.
- c) Managing learning support assistants.
- d) Liaising with parents of pupils with special educational needs.
- e) Liaising with the Partner Primary Schools SENCO, Educational Psychologists, Connexions, School Nurse, Speech and Language Therapists, CAMHS, Specialist Advisory Teachers, Hampshire SEND Team and other health services.

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.

4. Admissions and inclusions

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

4.1 Specialist provisions

The school is fortunate in having a dedicated area, which includes two small intervention rooms, a meeting room and office to support pupils with SEND.

4.2 Special facilities

The school is unable to accept applications for admission from the parents of pupils with severe mobility difficulties due to the nature of the accommodation. The governors would, however, make every effort to accommodate a pupil's particular needs where possible and would work with the LA to improve facilities. Current building refurbishment and new buildings will allow for pupils with severe mobility to have access across the whole school once completed.

5. Allocation of resources

The LA provides the school with an amount which varies from year to year and is calculated using a set formula which goes towards meeting pupils' SEND needs. 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 this money 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 on their Provision Maps.

The allocation of resources within the school is based on an annual audit of need. The more complex or severe the needs, the more support is provided.

6. 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 normal classroom arrangements

and appropriate differentiation, which may include short-term interventions in Literacy and Numeracy.

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.

6.1 Differentiation

Differentiation means teaching a pupil in ways and at levels, which match their ways of learning. Pupils make progress at different rates. Not all pupils learn in the same way and need to be taught in different ways. All pupils will receive help through differentiation but 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. The progress made by all pupils is regularly monitored and reviewed. Pupils are only identified as having special educational needs if additional or different action is being taken. If a pupil demonstrates significant cause for concern, the school may request an Education and Health Care Plan (EHCP). Whilst the EHCP assessment is being carried out, the pupil will continue to receive additional support and provision.

A number of pupils may have statements of SEND or an Education and Health Care Plan. In addition to the regular review of their Provision Maps, their progress and the specific support outlined in their statement or Education and Health Care Plan will be reviewed annually and a report 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.

The school will liaise with further education providers and other agencies to arrange Transition Plans for pupils with Statements or Education and Health Care Plans in Year 9, and will ensure that these Transition Plans are reviewed annually as part of the Annual Review process.

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

The provision for pupils with statements or Education and Health Care Plans will be provided as set out in their Statement of Special Educational Need or the pupils Education and Health Care Plan.

7. Complaints procedures

The school's complaint procedures are set out in the school prospectus.

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.

8. 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 are included within all school training. In addition staff may attend training organised by the LA and other agencies.

8.1 Arrangements for partnership with parents

The school will tell parents when their child is receiving help for their SEND.

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 the Parent Partnership Service to all parents of pupils with special educational needs.

Parents of any pupil identified with SEND may contact the Parent Partnership Service for independent support and advice. Your child's form tutor will work closely with parents at all stages in his/her education and should be the first port of call in case of any difficulty.

If parents have concerns, they should first talk to the form tutor. Parents are invited to attend all reviews.

9. 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 Provision Plans, discussions about choice of schools and transition processes.

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

10. 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 are considering 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 then attend the open evenings and tour the school during the day. Parents are then encouraged to meet again when they have made a final decision and a Transition Plan is agreed between the Primary School, parents, pupil and Purbrook Park School.

The SENCO Assistant 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 9 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 Statements and Education and Health Care Plans in Year 9, 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 ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000.

10.1 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.

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

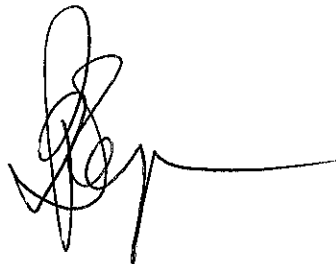
The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs and may have a statement or 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.

12. Success Criteria

The success of the education offered to children with SEND will be judged against the aims set out above. The policy will be reviewed annually and the Governing Body's Annual Report will report on the implementation of the policy.

All children will have demonstrated measurable progress. In evaluating the effectiveness of its SEND policy, Governors will have set additional targets.

Chair of Governors:



Date

20/3/17

Headteacher:

P. R. Fosley

Date

21/3/17

This policy is to be reviewed annually.

