



SEND Policy

Staff skilfully support pupils with special educational needs and/or disabilities. They ensure that these pupils' needs are met and that they are fully included in all aspects of school life (Ofsted, 2021).

Approval Date	Policy Reviewer	Title	Chair of Governors
July 2022	Ms Sally Simpson Miss Alexandra Jewell	Head of Schools Assistant Head of Schools/SENCo	Jane McCarthy-Penman

Frequency of Policy Review	Annually
Model Policy	Based on Trust Model
Added to Website & Staff Drive	

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Special Educational Needs Policy

Ensuring that all children are able to participate in educational activities, known as inclusion, underpins our every action at The Parkland Federation. We are committed to providing an appropriate and high quality education for every child.

In order to do this, many steps are taken to support children through their learning. Quality teaching is vital. For some children however, there are occasions when additional support may be required to help them achieve.

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Head of School: Ms Sally Simpson (BA Hons, PGCE, NPQH)

SENCO: Miss Alexandra Jewell (BA Hons, NPQML, MA SEN/Inclusion, NASENC)

Deputy SENCO & EYFS SENCO: Ms Rachel Moran

Chair of Governors: Mrs. Jane McCarthy-Penman

SEN Governors: Ms. Sarah Bengé

Designated Teacher for Looked After Children: Ms Sally Simpson

Designated Safeguarding Lead: Ms Sally Simpson

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Introduction

This policy sets out our approach to supporting children with special educational needs (SEN). This policy is written in line with the requirements of:-

- Children and Families Act 2014
- SEND Code of Practice 2015
- Special Educational Needs and Disability Regulations 2014
- Equality Act 2010
- Data Protection Act 2018
- Schools Admission Code, DfE 2014

This policy should be read in conjunction with the following school policies;

- Trust SEND Principles
- Behaviour Policy
- Equality Objectives
- Trust Equality Statement
- Accessibility Plan
- Anti-Bullying Policy
- Trust Exclusion Policy
- Supporting Children with Medical Conditions Policy
- Children with Health Needs who Cannot Attend School Policy
- Mental Health and Wellbeing Policy

For more information about how we support children with SEN please also see these policies and our SEND Information report that is updated annually on:

[Theparklandfederation.org](http://theparklandfederation.org)

There is further information about the support that the Local Authority and other services provide in the East Sussex Local Offer for SEND on:

<http://www.eastsussex.gov.uk/childrenandfamilies/specialneeds/localoffer>

This policy is divided into sections:

1. Leadership and Management of SEND
2. The kinds of special educational needs that are provided for in our school
3. Identification and Assessment of SEND
4. Working in partnership with parents
5. Involving children/young people
6. Assessing and reviewing outcomes
7. Transition
8. The approach to teaching children with SEND
9. Curriculum and learning environment
10. Training and continuing professional development (CPD) for staff
11. Evaluating the effectiveness and impact of SEND provision

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12. Inclusion
13. Emotional and social development and well-being
14. Involving specialists
15. Funding for SEND
16. Data Protection

1. Leadership and Management of SEN

Special Educational Needs Coordinator

Our Special Educational Needs Coordinator (SENCo) has day-to-day responsibility for the operation of SEN policy and coordination of specific provision made to support individual pupils with SEN, including those who have Education Health Care Plans (EHCP). Our SENCo provides professional guidance to colleagues and will work closely with staff, parents and other agencies. Our SENCo is aware of the provision in the Local Offer and works with professionals providing a support role to families to ensure that our pupils with SEND receive appropriate support and high quality teaching.

Our SENCo, Alexandra Jewell, has QTS (qualified teacher status), holds a Master's Degree in Special Needs and Inclusion and has achieved the National Award in Special Educational Needs Coordination (NASENC).

Our Deputy SENCo is Rachel Moran who has achieved the EYFS SENCo award, holds a Bphil in Special Education and has achieved QTLS (Qualified Teacher Learning and Skills Status).

Inclusion Team

As a school, we understand and value the importance of collaborative working. We work closely together, as well as with parents, children and outside agencies, to ensure that children's needs are identified and met and that children are able to thrive.

Our Inclusion Team includes:

Miss Alex Jewell - SENCo/Assistant Head of Schools
Mrs Rachel Moran - Deputy SENCo
Mrs Alison Das - Assistant Head of Schools/Pastoral Lead
Mrs Dawn Wingett - Family Support Worker
Miss Joanne Hollobone - Behaviour & Learning Mentor
Mrs Lisa Taylor - Behaviour & Learning Mentor

The Governors

Our Governing Body fulfils its statutory duty towards children/young people with SEN or disabilities in accordance with the guidance set out in the SEND Code of Practice. In particular, the governing body ensures:

- * Arrangements are in place in school to support pupils with medical conditions (COP 3.66)
- * An SEND information report is published annually (COP 6.79)
- * There is a qualified teacher designated as a SENCO for the school. (COP 6.84)

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In addition, our governing body works with the SENCO, Head of School and Executive Head Teacher in determining the strategic development of SEND policy and provision, including establishing a clear picture of the resources available in the school.

The governing body also ensures that the school meets its responsibilities under the Equality Act 2010 with regard to admissions, reasonable adjustments and access arrangements and publishes information about this that includes specific and measurable objectives. (COP 6.87, 6.97, 6.90. 3.8, 1.27, 1.28, xix, xxi)

2. The kinds of special educational needs that are provided for in our school

The areas of need that are described in the SEND Code of Practice are:

* **Communication and Interaction** – this includes children/young people with speech language and communication needs (SLCN) and those with an Autism Spectrum Disorder (ASD) including Asperger's Syndrome.

* **Cognition and Learning** – this includes children/young people with moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). This also includes children/young people with specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.

* **Social, Emotional and Mental Health Difficulties** – social, emotional and mental health (SEMH) difficulties may manifest themselves in many ways including becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other children/young people may have disorders such as attention deficit disorder, attention deficit hyperactivity disorder or attachment disorder. We understand that some children with other additional needs may also develop challenges with their social, emotional and mental health. Our skilled practitioners are trained to recognise early indicators of SEMH difficulties so that appropriate support can be put in place swiftly.

* **Sensory and/or Physical Needs** - this includes children/young people with visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) and physical disability (PD). (COP 6.28-6.35)

Children with any of these needs can be and are included in our school community.

3. Identification and Assessment of SEN

A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

We will assess each pupil's current skills and level of attainment on entry to the school. We will make regular assessments of progress for all pupils. These will seek to identify pupils making less than expected progress given their age and individual circumstances.

This is progress which:

- * is significantly slower than that of their peers starting from the same baseline
- * fails to match or better the child's previous rate of progress

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- * fails to close the attainment gap between the child and their peers
- * widens the attainment gap

The first response to less than expected progress will always be high quality teaching targeted at the pupil's area of weakness.

In identifying a child as needing SEND support, the class teacher, working with the SENCo and the Inclusion Team, will carry out a clear analysis of the pupil's needs including the individual's development in comparison to their peers and national data.

Slow progress and low attainment do not necessarily mean that a child has SEND. Equally; attainment in line with chronological age does not necessarily mean that there is no learning difficulty or disability. (COP 6.15, 6.17, 6.23, 6.45)

Difficulties related solely to limitations in English as an additional language are not SEND.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEND. (COP 6.21, 6.24)

We are alert to emerging difficulties and respond early. For some children, SEND can be identified at an early age. However, for other children difficulties become evident only as they develop. (COP 6.20)

We recognise that parents know their children best and listen and understand when parents express concerns about their child's development. We also listen and address any concerns raised by children themselves. (COP 6.20)

Where it is decided to provide a pupil with SEND support the decision will be recorded in school records and we will formally notify parents. We are required to make data on the levels and types of SEND within the school available to the Local Authority. This data collected through the School Census, is also required to produce the national SEND information report. (COP 6.43, 6.48, 6.73, 6.83)

SEND support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes.

In East Sussex an Additional Needs Plan is used when, despite the appropriate targeted support, a child/young person continues to make little or no progress or to work at levels considerably below those of their peers. Many of these children are likely to be receiving support from other agencies.

Where, despite taking relevant and purposeful action to identify, assess and meet the SEND of the child, if the child has not made expected progress, consideration will be given to requesting an Education, Health and Care (EHC) assessment. This request can be made by the school or by parents. (COP 6.63) In considering whether an EHC needs assessment is necessary the Local Authority will consider the evidence of the action already being taken by the school to meet the child's SEND. An EHC needs assessment will not always lead to an EHC plan. (COP 6.63)

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child, to secure improved outcomes for them across education, health

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and social care and, as they get older, prepare them for adulthood. The EHC plan also specifies the arrangements for setting shorter term targets at school level. (COP 9.2)

4. Working in Partnership with Parents

We are committed to working in partnership with parents and carers. We will:

- * have regard to the views, wishes and feelings of parents;
- * provide parents with the information and support necessary to enable full participation in decision making;
- * support parents in order to facilitate the development of their child to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood;
- * meet with the parents of children with SEND at least three times each year;
- * provide an annual report for parents on their child's progress.

If there are any disagreements with parents about SEND support for their child/young person, we will work with them to try to resolve these. If parents have a complaint they can use the school's complaints procedure. Details about this are available from the school office or on the school website.(COP 1.1, 6.64, 6.65, 11.71)

<https://www.theparklandfederation.com/policies-and-privacy>

5. Involving Children

We are committed to involving children/young people with SEND in decisions about their learning.

We will:

- * have regard to the views, wishes and feelings of children/young people.
- * provide children/young people with the information and support necessary to enable full participation in decision making.
- * support children/young people to support their development and help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood. (COP 1.1)

6. Assessing and Reviewing Outcomes

We record evidence of pupil progress, with a focus on outcomes and a rigorous approach to the monitoring and evaluation of any SEND support provided. We record details of additional or different provision made under SEND support. This forms part of regular discussions with parents about the child's progress, expected outcomes from the support and planned next steps. (COP 6.72, 6.73)

SEND support takes the form of a four part cycle: assess, plan, do and review. Decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. (COP 6.44)

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Clear dates for reviewing progress are agreed and the parent, pupil and teaching staff will be clear about how they will help the pupil reach the expected outcomes. The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. (COP 6.43, 6.53)

Reviewing an EHC plan

EHC plans are used to actively monitor children's progress towards their outcomes and longer term aspirations. They must be reviewed as a minimum every 12 months. Reviews will be undertaken in partnership with the child/young person and their parents, and will take account of their views, wishes and feelings. The review will focus on the child's progress towards achieving the outcomes specified in the EHC plan. The review will also consider whether these outcomes and supporting targets remain appropriate. Parents, a school representative, a Local Authority SEND officer, a health service representative and a Local Authority social care representative will be invited to the review meeting.

Before the meeting we will:

- * give notice to all parties at least two weeks before the meeting and seek advice and information about the child;
- * send out any advice or information gathered to all those invited at least two weeks before the meeting.

We will prepare and send out a report of the meeting to everyone invited within two weeks of the meeting. (COP 9.166, 9.168, 9.176, 6.56)

Where a child is looked after by the Local Authority, we will endeavour to synchronise EHC plan reviews with social care reviews. (COP 10.20)

7. Transition

The great majority of children with SEND or disabilities, with the right support, can find work, be supported to live independently, and participate in their community. We encourage these ambitions right from the start. Our SEND support includes planning and preparation for the transitions between phases of education, key stages, year groups and preparation for adult life. We will agree with parents and pupils the information to be shared as part of this process. We support children so that they are included in social groups and develop friendships. This is particularly important when children are transferring from one phase of education to another. (COP 6.57, 8.7, 8.8)

If a child has an EHC plan, this will be reviewed and amended in sufficient time prior to moving between key phases of education. (COP 9.179)

8. The Approach To Teaching Children with SEND

We set high expectations for all pupils whatever their prior attainment. We use assessment to set targets which are deliberately ambitious. We deliver high quality teaching that is differentiated and personalised and meets the individual needs of the majority of children. Some children need educational provision that is additional to or different from this and we use our best endeavours to ensure that such provision is made for those who need it. (COP 1.24, 6.12)

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9. Curriculum and Learning Environment

All pupils have access to a broad and balanced curriculum. In the details of the curriculum provided in each year, we include details of how the curriculum is adapted or made accessible for pupils with SEND. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. We do what is necessary to enable children to develop, learn, participate and achieve the best possible outcomes irrespective of whether that is through reasonable adjustments for a disabled child or special educational provision for a child with SEND. (COP 6.12, 6.82, 1.34)

10. Training and Continuing Professional Development (CPD) for Staff

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes, identifying particular patterns of need in the school, reviewing, and where necessary improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered. (COP 6.37, 6.77)

Where interventions are required, we ensure that staff have sufficient skills and knowledge to deliver the intervention effectively. (COP6.50)

The quality of teaching for pupils with SEND, and the progress made by pupils, is a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff. (COP6.4)

11. Evaluating The Effectiveness and Impact of SEN Provision

We maintain an overview of the programmes and interventions used with different groups of pupils to provide a basis for monitoring their effectiveness and impact. We use information systems to monitor the progress and development of all pupils. This helps us to develop the use of interventions that are effective and to remove those that are less so. (COP 6.74, 6.76, 6.77)

We will publish an annual SEND Information Reports on the school website. (COP 6.79) [Link here](#)

12. Inclusion

We are committed to eliminating discrimination, promoting equality of opportunity and fostering good relationships. Pupils with SEND engage in the activities of the school together with those who do not have SEND, and are encouraged to participate fully in the life of the school and in any wider community activity. (COP xix, 8.8)

13. Emotional and Social Development and Well-Being

We support the emotional, mental and social development of children/young people with SEND and disabilities by providing extra pastoral support arrangements for listening to their views and

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implementing measures to prevent bullying. (COP 4.32) We make provision for pupils' spiritual, moral, social and cultural development. In 2022, The Parkland Federation was awarded

14. Involving specialists

We will involve a specialist where a child makes little or no progress over a sustained period or where they continue to work at levels substantially below those of pupils at a similar age despite evidence-based SEND support delivered by appropriately trained staff. Parents are always involved in any decision to involve specialists. We may involve specialists at any point to advise on early identification of SEND and effective support and interventions. (COP 6.59)

We work with parents and agencies to consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions to support the child's progress. Together, we agree the needs of the child, responsibilities and the outcomes to be achieved through the support, and a date which it is reviewed. Records of involvement of specialists are kept and shared with parents and teaching staff. (COP 6.59, 6.62, 3.7, 3.25)

Where a child is looked after by the Local Authority, we will work closely with other relevant professionals involved in the child's life as a consequence of being looked after. (COP 10.7) We work closely with the Local Authority and other providers to agree on the range of local services and clear arrangements for making appropriate requests. Some services may be commissioned directly. (COP 6.61, 3.13)

15. Funding for SEND

Children receiving SEND support

We have an amount identified within our overall school budget, called the notional SEND budget. This is not a ring-fenced amount. We provide high quality appropriate support from the whole of our school budget including any resources targeted at particular groups such as the pupil premium. (COP 6.96, 6.97)

Children issued with an EHC plan

The Local Authority provides additional top-up funding where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold. (COP 6.99) The school will apply for this directly and is called high needs funding.

In some circumstances, parents may request a Personal Budget. A Personal Budget is an amount of money identified by the Local Authority to deliver provision set out in an EHC plan where the parent or young person is involved in securing that provision. (COP 9.95, 9.98)

16. Data Protection

Education Health Care plans (EHC plans) will be kept securely on a secure server so that unauthorised persons do not have access to it. EHC plans will not be disclosed without the

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consent of the child's parents or the young person, except for specified purposes or in the interests of the child. (COP 9.211)

See our Data Protection policy for more information.

<https://www.theparklandfederation.com/policies-and-privacy>

If you have any questions about this policy please contact the SENCo or Head of School or Executive Head Teacher as detailed above.

This policy sets out our approach to supporting children with special educational needs (SEND). For more information about how we support children with SEND please also see our SEND information report that you can find on our website theparklandfederation.org