



**Park Brow
Primary School**



Happy - Respect - Pride - Caring - Potential

Park Brow Special Educational Needs and Disability Policy September 2023

Our SEN policy reflects the:

- SEND Code of Practice, 2015
- Equality Act, 2010
- Children and Families Act, 2014

In accordance with Section 19 of the Children and Families Act (2014) and the SEND Code of Practice (2015) this policy considers:

- the views, wishes and feelings of the child or young person, and the child's parents
- the importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- the need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood

(SEND Code of Practice, 2015 Section 1.1)

Park Brow Community School believes that every child should reach their full potential. It is our intention, that all children, with the help of parents/carers, are treated as individuals and receive a happy and relevant learning experience.

It is through the school and the parents working together as a partnership that the needs of all children are best served. It is through this partnership with the help of the children that this policy was developed, and is available on the school website or on request.

Miss Swinburn is the Special Educational Needs and Disabilities co-ordinator and Deputy Head Teacher. Miss Swinburn is responsible for managing and co-ordinating the provision provided by the school and outside agencies to support children with special needs.

The Inclusion Governors are Mrs. M. Spreadbury, Mrs A. Truesdale (chair) and parent Governor Mrs C.Seddon. Who are available to speak to before Governors meetings.

The Local Offer for Knowsley outlines Local Authority Expectations and provision for SEND
<https://www.knowsleyinfo.co.uk/categories/knowsley-local-offer-special-educational-needs-and-disability>

Knowsley Family information service

<https://www.knowsleyinfo.co.uk>

Admissions.

All children are welcome to attend Park Brow School, as we have always had an open door policy towards all children, and the admission arrangements for all our pupils follows the LA admissions policy.

At Park Brow Community Primary we cater for children with a variety of additional needs. A planning meeting with the parents plus the child (if possible) and all agencies who will have had/will have a role to play in supporting the child is best.

This allows the planning of support for the child, thereby providing a smooth transition and an appropriate plan to support the child's additional needs.

Parents/carers have an important role in the education of their child and their views and support are essential to the child's wellbeing and educational progress. Their unique knowledge/information of their child's additional needs is vital in the process of providing a relevant additional needs support package.

Parents/carers unhappy with the provision for their child with additional needs, should contact the SENCO or the Head Teacher.

The complaint will then be investigated immediately, and the results of the investigation fed back in a meeting with the parents/carers. If however the complaint regarding provision is not resolved, the parents/carers can contact the named governors, or they can contact the Parent Partnership co-ordinator to help resolve the complaint. The school also has a comprehensive complaints policy.

SENCO

The duties of our SENCO are:-

- Coordinating all the support for children with special educational needs (SEN) and developing the school's SEN Policy to make sure all children get a consistent, high quality response to meeting their needs in school.

Ensuring that parents are:

- involved in supporting their child's learning
- kept informed about the support their child is getting
- involved in reviewing how they are doing
- Part of planning ahead for them.

Within School:

- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology.
- Updating the school's Special Needs Register (a system for ensuring all the SEN needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- To provide specialist support for teachers and support staff in the school, so they can help your child (and other pupils with SEN in the school) achieve the best possible progress
- To provide the SEN Governors with Inclusion updates each term.
- Contacted by: coming into the office and requesting a meeting or writing a letter; telephoning 0151 4778540

The Head Teacher is responsible for;

- The day to day management of all aspects of the school, this includes the support for children with SEN. They will give responsibility to the SENCO and Class Teachers, but is still responsible for ensuring that your child's needs are met. They must make sure that the Governing Body is kept up to date about any issues relating to SEN.
- The S.E.N. Governors are also available to discuss your concerns as they are responsible for making sure the school has an up to date SEN policy. They are responsible for making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all the children in the school. They are responsible for ensuring that the necessary support is made for any SEN Child who attends the school.

Principles

We believe that:-

All pupils regardless of gender, background, religious practice, sexual orientation, disability or additional need, have the right to an appropriate and worthwhile education.

All pupils have the right to quality first teaching and the curriculum differentiated to meet their individual needs.

All staff, both teaching and non-teaching have regard for the individual needs of the children.

Both staff and pupils are valued as part of the school community.

Every possible avenue for support and resources should be explored to help all pupils to achieve their potential.

All pupils should be involved with decisions that concern their wellbeing and their Education.

All pupil's aspirations should be raised along with expectations to become the best they can be.

To achieve our principles:

- We will identify and provide for pupils who have special educational needs and additional needs.
- We will work within the guidance provided in the SEND Code of Practice, 2014.
- We will operate a "whole school, whole pupil" approach to the management and provision of support for special educational needs.
- We will provide a SENCO, who will work with the SEN Inclusion Policy.
- We will provide support and advice for all staff working with special educational needs pupils.

Identification and Assessment-

At Park Brow we pride ourselves on the identification and subsequent support for children with identified additional needs. Set systematic procedures are in place to ensure no child with additional needs can be missed.

Common Initial Indication factors to trigger SEN procedures

- Parents/Carers raise concerns to the class teacher, inclusion team or the head teacher.
- The child's progress is limited and discussed at the Head Teacher's and Class Teacher's Pupil Progress Meetings.
- The child's behaviour or attitude towards school changes.
- The child is aware of needing extra help and brings it to the attention of the class teacher in Assertive Mentoring progress meetings.
- The child approaches the Inclusion Team to discuss their concerns.

There are four broad areas of need in the SEND Code of Practice:

- **Communication and Interaction** - this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.
- **Cognition and Learning** - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.

- **Social, Emotional and Mental health Issues** - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration. This category includes those children with ADHD.
- **Sensory and/or Physical needs** - this includes children with sensory, multisensory and physical difficulties.

These are used to decide what action the school needs to take as the needs of the whole child are considered as well as their educational needs.

A child has special educational needs if he / she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age
- He/she has a learning difficulty for which special educational provision needs to be made.

A child is not considered to have special needs if they have:

- A disability.
- Attendance and punctuality issues.
- English as Another Language
- A pupil premium grant
- A carer (A looked after child)
- A father/mother who works for the Services

A Graduated Approach to Support-

Wave 1: Quality First Teaching

The class teacher will provide excellent classroom teaching (also known as quality first teaching) and ensure that the curriculum is adapted to meet a child's individual needs (also known as differentiation). The class teacher is responsible for the progress and development of all the pupils in their class.

Wave 2: Interventions

The class teacher will monitor the progress of your child and will identify, plan and deliver any additional help your child may need. This will take the form of targeted work, additional support intervention groups. The child will be added to the Wave 2 Register. The targeted work, additional support and intervention groups will be delivered by Teaching Assistants with progress and outcomes recorded at the end of each half term on a Group Provision Plan (GPP)

If the child does not make adequate progress with differentiation and focused interventions plus quality first teaching, a meeting between the parents, class teacher and SENCO will take place to discuss support and placing the child at Wave 3-SEN support level.

SEN Support- Wave 3

A child will be placed on the Special Needs Register if they reach wave 3. At this stage the class teacher in conjunction with the Specialist Teacher will write Personal Provision Plans (PPPs), taking into consideration any changes or adaptations required, at a review/assessment of the child's progress on the previous plan. The review of the child's PPP will take place once each term and will be discussed at the Parents Review Afternoon/Evening. A child on the Special Needs register may have a reader, extra time, enlarged print or an amanuensis when taking exams or assessments depending on their need.

SEN Support+

Education, Health and Care Plans.

A child will reach this after careful consideration at the PPP reviews. An application will be submitted to the authority using evidence of PPPs, PPP reviews, reports and assessments provided by outside agencies and parental concerns. A panel will consider the evidence before making a decision whether to continue with the assessment or refuse it.

If a child is already on an EHC plan there will be an annual review to assess and decide future priorities for the child. This review will take place in the format of a child centred review, which focuses on the whole child rather than the provision/support provided.

At any time during the graduated approach a child at a parental review might be considered to have made the progress necessary to return them to wave 1.

Supporting the Emotional and Mental Health of Pupils

Park Brow Primary offers a wide variety of pastoral support for children who have emotional issues. We now use the "My Happy Mind" programme to support the mental Health of every member of our school community.

All Park Brow staff are available for children to discuss issues or concerns as Park Brow Primary feel it is important to provide a safe environment for children to be able to approach any member of staff with their concerns.

Social and Therapeutic Support will be provided if the child requires a period of daily/weekly emotional support.

The Inclusion Team provides an open door policy to pupils throughout the school day.

Available Support:

SEMH team- Mrs Forsyth is dedicated to the support of the emotional wellbeing of our pupils. She will undertake one to one support through the DESTY programme and group therapy

sessions. The team also provide support and guidance to staff and parents in their support of emotional wellbeing.

Mrs Trish Forsyth

TA Social and Emotional support groups will provide Circle of Friends, Circle time, Nurture groups, Bereavement Support, and one to one sessions.

The Inclusion team will refer to the relevant outside agencies if in discussion with parents/carers it is felt a specialised intervention is required e.g. A Specialist Counsellor to work with the child and parent/carers in school, or the Educational Psychologist to do an emotional assessment with the help.

Quiet space pods are available if a pupil feels the need to seek a safe place to reflect and discuss their emotions, and this room is used by playground buddies to help resolve differences between pupils

Sensory Needs- To support the sensory requirements and wellbeing of our children with sensory needs we have a dedicated Sensory room and provide a daily sensory circuit's session which supports gross, fine and relaxation needs. We also run daily sensory circuits sessions at the start of the school day.

Early Help

Park Brow is very proud of the relationship with parent and child, so at all the stages the parental/child's views play an important part in providing the correct support for that child. Using the information provided by the parent/child, it may be necessary to call a multi-agency meeting to access Early Help to put into place support for the child's family to remove any barriers that might be preventing the child accessing the Education provided by the school. The child does not have to be on the Special Needs Register to have Early Help. Miss Burke is the co-ordinator of our Early Help support.

If a child is being looked after by a foster carer or an organisation under the responsibility of the Social Services, a P.E.P is required to give the child support that enables his educational progress can continue. The child does not have to be on the Additional Needs Register to have a P.E.P.

Supporting Pupils at School with Medical Conditions and Disabilities

- If your child has a medical need, all staff are informed.
- If required a detailed Care Plan will be put in place with support of the school nurse and the parent/carers and discussed with all staff involved with the child.
- Staff receives training on specific medical needs as necessary.

- Medicine is kept in reception and administered by a named member of staff, after a medicine consent form has been signed.
- There are named members of staff who are trained first aiders.
- All children with a Health Need have an information poster sharing the information in key areas across the school.
- The SENCO works closely with kitchen staff to ensure that information about children with food allergies is shared systematically.

Inclusive Practice

The school's ethos has always been one of inclusion at all levels and in all activities, providing a safe environment for all. **(See anti-bullying and behaviour policy).**

Children with additional needs take part in school trips, and after school clubs, because their needs are assessed and if necessary physical adaptations are made with extra adults provided to increase the child's enjoyment and participation. Extra adults or play buddies may be provided at break and lunch times if a child is experiencing difficulties coping. In Park Brow, Staff will always challenge negative behaviour towards members of the school community plus the wider community.

Tests/ Exams

Children with SEND may qualify for support during tests and exams in line with the access Arrangements (previously called Special Arrangements) and Special Considerations (in the event of "adverse circumstances beyond their control").

Transition

Park Brow have a variety of strategies in place to enable a child's transition to be as smooth as possible. These include:

EYFS

- Home visits by the Nursery Teacher and a Teaching Assistant.
- A Stay and Play visit with parents and carers to the nursery before the child starts, and if requested the child can make one or two more visits.
- On starting the Nursery there can be a plan to extend the time in nursery gradually if it is the first time separated from parents/carer.
- Before starting Reception there is an information meetings for parents in June, and if the child attends a different Nursery or is new to the area, a planned timetable of sessions for the child to attend the reception class is arranged.
- The reception teacher will liaise with external nurseries and visit the child at their nursery to introduce them self

End of year

- At the end of each school year, all classes move to their new classroom and class teacher.
- The teachers meet to transfer pupil information and discuss each child.
- If a child finds change difficult, a planned transition is put in place.

New School

- If a child transfers from another school, the Inclusion team contact the school and arrange a meeting to transfer a child's information and discuss transition, before the child attends Park Brow.
- If a child is transferring to another primary school, the inclusion team will contact the receiving school to arrange transfer of information and discuss transition arrangements.
- Transition to secondary school is a planned transition with weekly visits of children the receiving school over the last half of the summer term.
- The Inclusion Team Manager will meet with the Secondary Inclusion Team Manager to transfer information and plan any extended transitions.
- The Secondary Inclusion Team will meet with the parents of children with additional needs where appropriate.

Children on the SEN Register

- Pupils on at **SEN support -Wave 3** who are considered to have Special Needs are monitored by a cycle of assess, plan, do, review.
- The reviews will take place 3 times a year, but Personal Provision Plans may need to be reviewed between the Termly Reviews to achieve effective outcomes.
- The class teacher is responsible for evidencing progress according to the outcomes on the plan, but the SENCO will arrange the reviews and keep a copy of the plans and the reviews.
- Every child's progress is discussed with the head teacher on a termly cycle and the support/provision required for each child is recorded.
- The provision for a child is decided in parental reviews and in Planning and Review meetings the allocation of provision by the local authority is reviewed and allocated. The SENCO refers children to outside agencies depending on their need, after Parent reviews and Pupil Progress meetings.
- There is no cost to using the outside agencies as the local authority or health provide them.
- When a child is allocated an Education, Health Care Plan, the local authority provides the funds to top up 12 hours of support if more hours are needed. School will pay for additional educational psychiatrist assessment as required. The SENCO uses the referral forms provided by the Local Authority or the individual agencies.

Throughout a child's school career it may be necessary to access outside agencies to receive their more specialised expertise.

Outside agencies

- Educational Psychologist.
- Behaviour outreach support
- School Nurse- Charlotte Henshaw
- Child/Adolescent Mental Health Service.
- Family First/Stronger families.
- Educational Welfare Officer.
- Speech and Language Service.
- Family Inclusion Worker.
- Autistic Specialist Advisor.
- Social Services.
- Occupational Therapy.
- Alder Hey Epilepsy Clinic.
- Sensory Impaired Service.
- Community Paediatric G.P.
- Optometrist.
- Children/family Centres.

Educational Psychologist allocation

The Educational Psychologist's time for Park Brow Primary is supplied by Applied Psychologies and our named Educational Psychologist is Beth Parker.

A child's involvement is based on a child's progress review meeting, where it is decided that to understand the child's educational needs better and resolve a child's difficulties, an assessment and advice by the Educational Psychologist is needed.

The Educational Psychologist's involvement is planned at a Planning and Review Meetings between the school and outside agencies.

These meetings are held three times in the school year (Once a Term).

The Educational Psychologist will arrange to meet the parents and assess the child in school, before giving advice to the school and the parents/carers on how to best support the child in a feedback meeting.

If necessary the Educational Psychologist will help provide a Personal Provision Plan and arrange further planned meetings to assess progress.

Access

Park Brow Primary is a new build school and is accessible to all.

We have:

- 4 disabled toilets with 2 having showering facilities.
- A lift to the second floor.
- 4 disabled bays in the car park.
- Wheelchair access to all areas.

Park Brow provides specialised equipment as advised by outside agencies e.g. posture packs, specialised chairs.

Targeted support

Park Brow provides teaching assistant support to children with additional needs to access the curriculum or activities by:

- One to one support in class and on the playground.
- Small group in class support.
- Delivering individual speech and language programmes.
- Intervention strategies in literacy and numeracy.
- Support in P.E. lessons.

Park Brow provides outside agency support in school as required e.g.

- Occupational Therapy.
- Individualised Intensive speech therapy.
- Physiotherapy.

Risk assessments are carried out and procedures are put in place to enable all children to participate in school trips, but if an intensive level of support is required a teaching assistant will be allocated.

Staff CPD and Training

We recognise that to have successful inclusion, training has to take place. The training programme as outlined within the information report is devised by the SENCO and Head teacher. It is reviewed by the Senior Management Team annually. The SEN team uses staff meetings to update staff on recent developments and new initiatives. The SENCO will ensure the implementation of the Code of Practice by new staff and will explain the relevant documentation to them, and send them on relevant training as soon as possible.

Links with Other Schools.

We have developed links other schools in our cluster e.g. Bluebell Park. We also liaise with our feeder Secondary School, and Schools outside the Borough to make use of their expertise as well as to ensure smooth transition between schools for our Year 6.

Kirkby High School Academy and All Saints Secondary School provide a range of subjects and after school training sessions for the Gifted and Talented.

Facilities and Equipment.

Park Brow is always aware of the range of people who will be using the equipment when buying resources, and makes sure the resources contain positive images reflecting the diverse nature of people, both in the community and the wider world.

The SENCO buys resources to enhance the education of children with additional needs, which can also be used for the rest of the pupils.

Allocation of Resources

Money available for additional needs is provided through the School's Budget and children with an education, health and care plan receive money for teacher assistant support or resources. Park Brow can apply to the Area Partnership for funds or support provision if Provision Mapping highlights an area of provision that the school cannot meet due to budgetary constraints

Curriculum Co-ordinators and class teachers make provision for children of all abilities, and classroom management/organisation is employed to suit the abilities of individuals or groups of learners. In addition all our children at school action plus of the Code of Practice are allocated teacher assistant support either individually or in a small groups. They also receive weekly support from a specialist teacher from the Northwood Outreach Team, or from a teacher working in partnership with the specialist teacher.

Monitoring and Evaluation of SEND

In order to make consistent, continuous progress in relation to SEN provision, the school encourages feedback from staff, parents, and pupils throughout the year.

Park Brow's evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils in line with the SEN code of Practice.

To ensure quality of our SEN provision the school will conduct regular audits which involves: lesson observation, book scrutiny, data analysis of intervention programmes, pupil progress meetings, seeking of parent/pupil views, monitoring staff CPD, Termly SENCo network meetings

Storing and Managing Information

Information collected about a pupils SEN is confidential and will only be communicated to involved persons with the knowledge and agreement of the pupils parents, the head teacher or the SENCo, unless the school has safeguarding concerns.

Confidential information regarding a pupil's SEN is kept in the pupil's SEND file. This is kept in a locked filing cabinet in the inclusion room.

Accessibility: Access for Disabled

Park Brow Primary is a new build school and is accessible to all.

We have:

- 4 disabled toilets with 2 having showering facilities.
- A lift to the second floor.
- 4 disabled bays in the car park.
- Wheelchair access to all areas.

Park Brow provides specialised equipment as advised by outside agencies e g posture packs, specialised chairs. **Please see Accessibility Plan**

Complaints

Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the concern continues then the SENCo and class teacher will arrange a further meeting with the parent/carer.

If the concern cannot be satisfactorily dealt with at this stage it should be brought to the notice of the Head teacher. If the Head is unable to resolve the difficulty the parents' concerns should be put in writing to the SEN Governor. The Chair of Governors will be involved after other avenues to resolve the situation have been exhausted.

Evaluating the Policy.

Several procedures are used to evaluate the policy:

1. Termly Inclusion Governor Meetings are scheduled with the named governors to report on the number of children on the register, and to discuss any issues that have arisen regarding individual children or a group of children.
2. Termly Planning and Review meetings are held to discuss on-going issues, the support provided plus any referrals required to gain expert advice or whether to put in place a support package for a family.
3. Provision Mapping takes place to monitor support provided and if it needs to be redirected e.g., too much going into one year group.
4. Termly meetings are held between the Head teacher and the SENCO.
5. Annual report to the governors concerning Additional Needs.

Reviewed with Governors

Parents consulted