

Special educational needs and disabilities (SEND) policy

Parsonage Farm Primary School



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Contents

1. Aims and objectives.....	2
2. Vision and values	2
3. Legislation and guidance	2
4. Inclusion and equal opportunitie	2
5. Definitions	3
6. Roles and responsibilities	4
7. SEN information report	6
8. Our approach to SEND support	6
9. Expertise and training of staff	10
10. Links with external professional agencies	10
11. Admission and accessibility arrangements.....	10
12. Complaints about SEND provision.....	11
13. Monitoring and evaluation arrangements	11
14. Links with other policies and documents	11

1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

Ensure all children have a right to an education, which is appropriate to their needs and helps them overcome barriers, in order to achieve their potential. In order to do this, we will:

- Follow National legislation;
- Make reasonable adjustments for pupils to be inclusive;
- Provide relevant provisions and interventions, including high-quality teaching;
- Liaise with those who support the child; to gain insight on how needs can be supported

2. Vision and values

Our vision is:

- We will provide all pupils with access to a broad and balanced curriculum;
- Pupils become confident learners - to meet their potential;
- We will consider how we can overcome barriers and make reasonable adjustments to be inclusive;
- We will follow our Accessibility plan;
- To continue to identify children's needs and support, including using the graduated approach of 'assess, plan, do, review...';
- To be able to successfully use a range of provisions and interventions to support children's needs;
- To have positive relations with those who also support the child, including parents/carers and outside agencies;
- To take into account the views of the child;
- To ensure staff are supported - to support children's needs
- To always be in the best interest of the child

3. Legislation and guidance

This 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 SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The Governance Handbook, which sets out governors' responsibilities for pupils with SEND
- Havering's Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment, with a broad and balanced curriculum.

We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included.

5. Definitions

5.1 Special educational needs

A pupil has SEN, if they have a:

- A significantly greater difficulty in learning than most others of the same age;
- A need which requires a greater level of provisions;
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age

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.

5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils to be included.

5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and Interaction	Pupils with needs in this area can have difficulty with expressive and receptive language
Cognition and Learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: <ul style="list-style-type: none">• Specific learning difficulties, which impact 1 or more specific aspects of learning i.e. reading or maths• Moderate learning difficulties• Severe learning difficulties• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, Emotional and Mental Health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: <ul style="list-style-type: none">• Mental health difficulties• Suffered adverse childhood experiences
Sensory and/or physical	Pupils with these needs may have a disability that may hinder them from accessing the educational facilities generally provided. Pupils may have: <ul style="list-style-type: none">• A sensory impairment• A physical impairment

6. Roles and responsibilities

The Headteacher, SENDCO, Governors and other members of staff will all take reasonable steps, within the limit of the resources available, to fulfil the requirements outlined in this policy document.

6.1 The SENCO

The SENCO at our school is: Miss Hurst sen@pfps.havering.sch.uk

They will:

- Oversee parents are informed of their child's needs and required provision
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and ORGANISE resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next and previous providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- Monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- Review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching
- Be a qualified teacher and hold the statutory requirements to be an accredited SENDCO

6.2 The governing board

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- To ensure pupils with SEND are supported to be included and make progress as much as possible regarding reasonable adjustments
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents when the school is making special educational provision for their child

- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

6.3 The SEND link governor

The SEND link governor is: Mrs S. Smart

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision, within the school, and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

6.4 Headteacher

The headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school;
- Work with the SENCO and school governors to make sure the school meets its responsibilities, under the Equality Act 2010 with regard to reasonable adjustments and access arrangements, including implementation of the Accessibility Plan;
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress;
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils;
- Make sure that the SENCO has enough time to carry out their duties;
- Have an overview of the needs of the current cohort of pupils on the SEND register;
- Make sure the LA are informed when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review;
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development;
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer;
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching;
- Inform Governors about the policy, taking account of OFSTED requirements;
- Ensure staff participate in training to meet the objectives of this policy;
- Ensure SENDCO achieves statutory requirements for the performance of their duties

6.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching, that is differentiated to meet pupil needs through a graduated approach
- The progress and development of pupil's in their class
- Working closely with support staff and other professionals to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review pupils' progress and development and potential adaptations to provision;
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
 - Inform them of children's needs and provisions
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents' concerns and agree their aspirations for the pupil

6.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

6.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their needs and the support provided. They will be invited to participate in discussions and decisions about this support.

This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

7. SEN information report

- The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.
- The information report will be updated annually and as soon as possible after any changes to the information it contains.
- The SEND information report includes where the Local Offer can be found:
<https://familyserviceshub.havering.gov.uk/kb5/havering/directory/home.page>

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

We continuously assess the skills and attainment of all pupils and if we identify:

- progress is significantly slower than that of their peers starting from the same baseline;
- progress fails to match or better their previous rate of progress;
- progress fails to close the attainment gap between them and their peers;
- progress is not equivalent to level of support in place;
- persistent social and emotional difficulties;
- sensory or physical difficulties;
- communication or language difficulties

We will initially monitor progress and needs to make an informed decision, as slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. Children can be placed on a Class Action at this stage to support monitoring their progress and discussions with parents will be held. If required progress is not achieved at this point, then support in place will be reviewed and, as a result, children can be added to the school's SEND register, if it is deemed necessary. (On occasions children be directly added to the SEND register, without initially having had a Class Action). Discussions with parents will be held throughout this process and if school require additional support, to support a child's needs, they will make links to external professionals, with parental consent. If the child requires support, which is beyond what the school has available for pupils of a similar age and it is deemed 'additional to and different from' then the Local Authority will be informed to apply for additional funding, in the form of an EHCP, to support these needs.

A diagnosis is not required to be on the SEND register – our register is based on the level of needs of the child and level of support required.

Children can be added to the SEND register (if they are joining from a different setting) if:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils, whose first language is not English.

8.2 Consulting and involving pupils and parents

The school will put the pupil at the heart of all decisions and recognize the need for a positive relationship with parents, in order to support the pupil's needs.

When we are aiming to support pupils needs, we will have a discussion with the pupil (where appropriate) and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and needs
- We take into account any concerns the parents may have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next-steps are (at home and school)
- Progress will be reviewed with parents and next-steps to continue support (at home and school)
- Ensure parents provide permission before third-parties are directly involved

If parents wish to seek external advice from the school, they are able to contact Havering SENDIASS for further information: <https://familyserviceshub.havering.gov.uk/kb5/havering/directory/home.page>

8.3 The graduated approach to SEN support

If a child has been placed on Class Action (as explained above), their progress will be monitored through the 'assess, plan, do, review' cycle (as outlined below), before a decision is made to be put on the SEND register. For some children on the SEND register, progress may be such that the pupil has made sufficient progress and can revert to being subject to the usual differentiated curriculum (available to all pupils) or be

transferred to the school's own monitoring of needs: Class Action

If a pupil has been identified as having additional needs, we will aim to remove barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review. Relevant staff will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This information will be kept in the child's individual records.

Parents will be aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class or subject teacher retains overall responsibility for their progress. This includes monitoring and reviewing interventions/provisions for impact.

The SENCO will support the teacher in further assessing the pupil's particular strengths and areas for development and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed.

The impact and quality of the support and interventions will be reviewed. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development and consult these with the pupil and their parents.

8.4 Levels of support

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

If the child requires support, which is beyond what the school offers as standard for SEND provision and is deemed 'additional to and different from', then the Local Authority will be informed to apply for additional funding, in the form of an EHCP, to support these needs. The plan is a legal document that describes the needs of the pupil; the provision that will be put in place and the outcomes sought.

- To apply for a plan the SENDCO will provide information to the Local Authority including:
- the school's action through 'Assess, Plan, Do, Review' cycles;
- individual progress plans for the pupil;
- records of regular reviews for at least a twelve-month period;
- provision maps;
- the pupil's health, including a medical history, where relevant and provided;
- tracking of progress against National Curriculum end of year expectations;
- reports from outside agencies
- views of the parent and child;
- involvement of the social services or education welfare services (where required);
- pupil attendance details;
- recent hearing and vision checks (where required)

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

If the LA does draw up an Education, Health and Care Plan then the school's role is as follows:

The Head teacher/SENDCO will implement the recommendations, with relevant members of staff;

Short-term targets will be set and reviewed at least three times a year. The strategies to meet those targets will record only that which is 'ADDITIONAL TO' or 'DIFFERENT FROM' the differentiated curriculum;

- Progress will be formally reviewed by holding an annual review meeting.
- The SENDCO will collate:
- information from parents and professionals;
- ascertain the views of the pupil;
- convene the review meeting;
- prepare a draft review report for the LA;

Those to be invited at least two weeks before the meeting are:

- the pupil's parent/carer;
- relevant teacher/s;
- representative of the LA, when required;
- the pupil (where appropriate);
- where appropriate representatives of health and social services, other professionals closely involved.

The draft review report will be copied to parents, LA and other relevant professionals no later than 10 days after the meeting or at the end of term, whichever is the earliest.

The LA will return a final copy of the report to school and parents

The Local Authority will inform the school and parents of a decision to issue or decline an EHCP. If they decline and EHCP, they will provide the parents with information on next-steps.

The school's role here is to continue to support the pupil and this remains the case if the LA decides not to draw up an Education, Health and Care Plan following an assessment.

8.5 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress, including by using provision maps, data, feedback and AfL

- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans and termly meetings for all children on the SEND register
- Obtaining feedback from the pupil and their parents
- Liaise with staff about effectiveness of provisions

9. Expertise and training of staff

Training will be provided to staff. The headteacher and the SENCO will monitor to identify any staff who require specific training needs and organise for staff to be supported with this.

10. Links with external professional agencies

When the school requires additional support to support the needs of the children, they can request the services of other professionals, such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

11. Admission and accessibility arrangements

11.1 Admission arrangements

We follow the London Borough of Havering's admissions criteria. Children with an EHCP are provided a place at Parsonage Farm via the London Borough of Havering Assessment and Placement Team. If a parent wishes for their child to attend our setting, then it will be required to be named in their EHCP. Each case will then be reviewed on a case-by-case basis.

The school aims to meet the needs of any pupil, whom the parent wishes to register at the school, as long as a place is available and the admission criteria is fulfilled. This includes pupils with disabilities who we anticipate might attend. No pupil can be refused admission solely on the grounds that they have SEND except where the pupil is the subject of an Education, Health and Care Plan under the Children and Families Act 2014 and the Local Authority has indicated that the provision required is incompatible with that available at our school.

Where a pupil due for admission is known to have special educational needs the SENDCO will gather appropriate information from any educational setting the pupil has been attending and from other agencies known to have been involved. The donating school is responsible for providing this information and contacting the school to make suitable transition arrangements.

When a pupil leaves the school, the SENDCO will forward relevant information about the pupil's needs to the next placement. If a transition meeting is required, this will be arranged.

11.2 Accessibility arrangements

- We have taken steps to support students to be able to access all we have to offer – further information is included in our Accessibility plan (available on our school website)
- Our accessibility plan includes our aim to:
 - Increase the extent to which all pupils can participate in the curriculum
 - Improve the physical environment to enable all pupils
 - Improve the availability of accessible information to pupils
 -

12. Complaints about SEND provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to request a meeting with the SENDCO. Formal complaints about SEND provision in our school should be made using the school's complaint policy, which is located on the school website.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

To find out about disagreement resolution and mediation services in our local area please contact [Havering Sendiass](#) [Havering Sendiass :: Home](#)

13. Monitoring and evaluation arrangements

13.1 Evaluating the effectiveness of the policy

Our SEND policy is regularly reflected upon. We will do this by evaluating whether or not we are meeting our objectives; set out in section 1.

We evaluate how effective our SEND provision is with regards to:

- Our ability to support children on our SEND register to make progress
- How pupils are identified as having SEND
- Comments and feedback from pupils and their parents

13.2 Monitoring the policy

This policy will be reviewed by SENDCO, Headteacher and Governors, **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

14. Links with other policies and documents

This policy links to the following documents:

- SEN information report
- The local offer
- Accessibility plan
- Behaviour policy
- Safeguarding / child protection policy
- Complaints policy