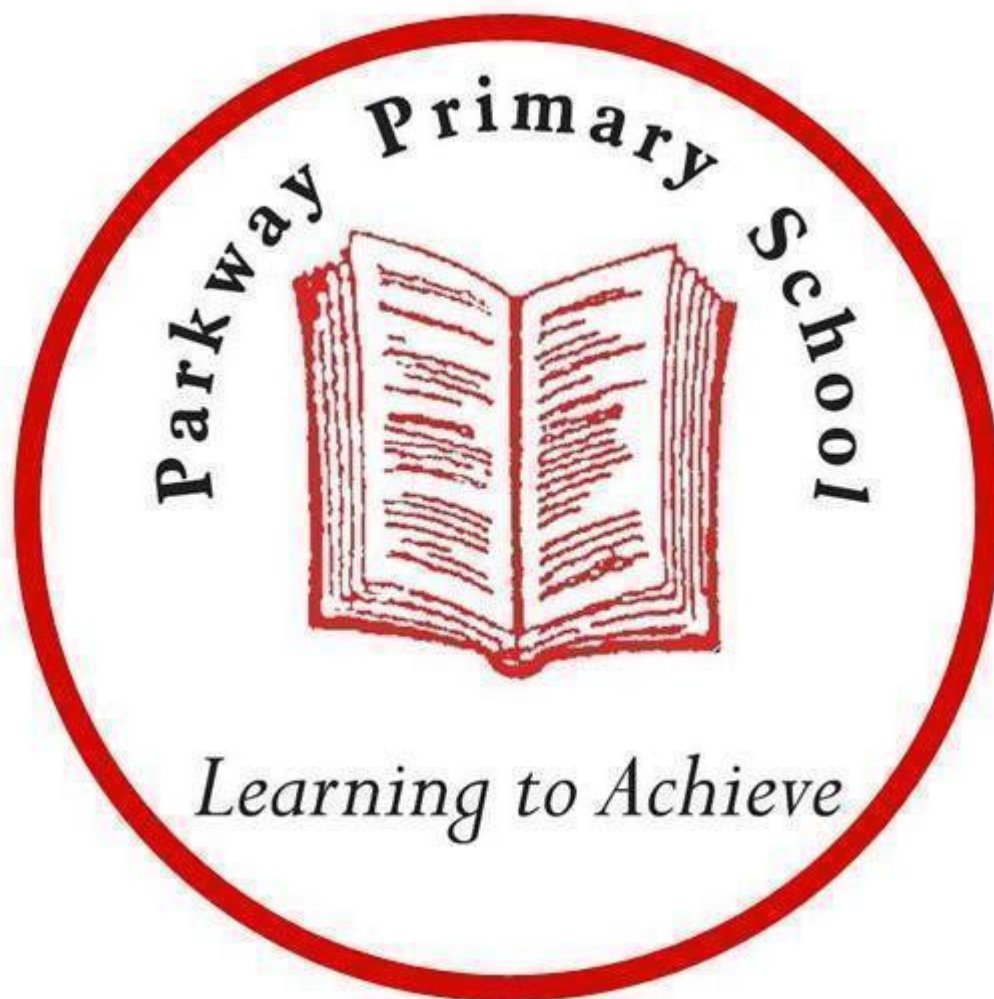


Parkway Primary School

SEND Policy



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Introductory Statement

At Parkway Primary School we are committed to giving all our children every opportunity to achieve their best. The achievement, attitude and well-being of every pupil matters and inclusion is the responsibility of every member of our school community.

We recognise that some children may require provision that is different from, or additional to, that made generally for children of the same age. This includes those with learning difficulties, a disability or particular medical needs as well as high attainers.

This policy has been written in accordance with the 'Special educational needs and disability code of practice: 0 to 25 years' (January 2015)

Definition of SEN and Disability (SEND)

At Parkway we use the definition for SEND from the Code of Practice (January 2015). This states that: 'A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age.'

(Education Act 1996)

Many children and young people who have SEN may have a disability under the Equality Act 2010- that is: '.....a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities. This includes 'hidden' impairments, such as mental illness, dyslexia, autism, speech and language, attention deficit hyperactivity disorder (ADHD), diabetes or epilepsy. Substantial means 'more than minor or trivial' and long-term means lasting or expected to last 12 months or more.'

(Disability Discrimination Act 2005)

Rationale

Parkway Primary School is committed to enabling all children in our care to achieve their maximum potential in education and life. We work hard to enable our children to be independent, resilient and able to make positive life choices, confidently contributing to and being valued by the communities in which they find themselves.

The Code of Practice states that all children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

We aim to meet the diversity of children' learning through:

- providing a broad and balanced curriculum which is relevant to their strengths and needs
- high quality teaching that is differentiated and results in accelerated progress
- an appropriate level of challenge
- promoting a positive attitude and resilience
- adapting resources to ensure that all children have equal opportunities to access the curriculum

To meet our aims we will:

- quickly identify the SEND of the children we support through the 'Early identification of Need' process
- provide additional support where appropriate through adaptations to the curriculum and resources
- make adaptations to our curriculum, resources and strategies to ensure that all children are given opportunities to access the curriculum
- ensure that all children with SEND are offered full access to a broad and balanced curriculum that sets high expectations for every child, whatever their prior attainment
- work collaboratively with staff, children and parents/carers to facilitate progress
- ensure that Parkway has regard to the views, wishes and feelings of the child or young person with SEND and the child's parents or carers
- provide staff with training to ensure that they are fully able to support children with SEND
- ensure that the needs of children with SEND are identified, assessed and provided for and regularly reviewed
- engage with other professional services where appropriate
- take the views, wishes and feelings of the child into account, and involve them as fully as possible in decision making about their own education
- ensure that the responsibilities held by all staff and Governors for SEND children are met
- gauge our curriculum adaptation around the individualised learning needs of the children
- provide specialist resources to meet the needs of our children

Resource Provisions

As part of our school community, we have a resource provision for 40 children with an Education, Health and Care Plan (EHCP) who have a primary need of Moderate Learning Difficulties (MLD). We call this resource provision 'Oak Trees'.

There are four classes in Oak Trees. Each class has its own outdoor learning area. Oak Trees has a Sensory Room, a Rainforest Room, a Therapy Room and a separate Dining Room.

We also have a resource provision for 30 children with an EHCP who have a primary need of Severe Learning Difficulties (SLD). We call this provision 'Elm Trees'.

There are three classes in Elm Trees and each class has its own outdoor learning area. Elm Trees has a Sensory Room and Dining Area.

Bexley Local Authority are responsible for admissions to our resource provisions. Careful consideration is given to each individual consultation to ensure that our provision can meet the SEND needs of the child. Children MUST have an EHCP to be offered a place in Oak Trees or Elm Trees.

Where appropriate, Oak Trees and Elm Trees children have opportunities for integration with mainstream (Ash Trees) that are determined on their individual needs. Opportunities include: educational visits, playtimes, lunchtime, PE sessions, Forest School, swimming, Residential Trips, performances and other activities provided by visitors.

Ash Trees children also have opportunities for integration with Oak and Elm. Opportunities include: access to Jump Ahead activities, Sensory Circuits, access to the Rainforest Room and Sensory Rooms.

We currently employ three Speech and Language Therapists. They work across Oak Trees, Elm Trees and Ash Trees, supporting individuals and groups of children as well as providing staff with bespoke CPD.

Working across Education, Health and Care

We work jointly with education, health and care bodies and professionals to secure effective outcomes for children and young people.

We make reasonable adjustments for disabled children and young people and will make arrangements to support those with medical conditions.

We work with other schools, local and national providers to secure the services needed to improve outcomes for children and young people with SEND.

Identification of Need

We use the Bexley 'Quality First Teaching and SEND Toolkit Early Identification Form' to ensure a consistent approach to identifying any needs. We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for children with SEND. The Toolkit provides staff with strategies and resources to enhance High Quality Teaching.

The purpose of identification is to establish what action the school needs to take, not to fit the pupil into a category. All children who attend Oak Trees and Elm Trees have been previously identified and assessed to have SEN through the statutory assessment process which resulted in them having been issued with an Education, Health, Care Plan and placed here in agreement with parents and the Local Authority.

Every child within Parkway Primary School has their progress tracked regularly throughout the year. If these assessments do not show adequate progress is being made then pupil progress meetings are held to evaluate next steps of support.

The Code of Practice refers to four broad areas of need:

Communication and Interaction- these children have a difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. For example, children with Autistic Spectrum Disorders, including Asperger Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others. This can also include children who have a Developmental Language Disorder.

Cognition and Learning- children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health difficulties- children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained.

Sensory and/or Physical needs- some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with visual impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

Key Roles and Responsibilities

The SENCo has the day-to-day responsibility for the operation of the SEND Policy and coordination of specific provision made to support individual children with SEND, including those who have EHC plans. The SENCo is a member of the Senior Leadership Team (SLT) and is also part of the Safeguarding Team. The SENCo is

responsible for updating the SEND Profile and maintaining individual pupil records. She is responsible for monitoring the quality of provision and impact of interventions. She is expected to attend network meetings and update staff. The SENCo is responsible for referrals to and liaison with outside agencies. She is responsible for mapping provision throughout the school and maintaining links and sharing information with receiving schools. She is jointly responsible with the Assistant Headteacher (Inclusion) for facilitating CPD to meet the needs of children with SEND. The SENCo is responsible for ensuring that Speech and Language intervention is delivered effectively and children are supported in achieving their outcomes. The SENCo makes referrals to Bexley Joint Communication Team, Community Paediatrics, Occupational Therapy, Physiotherapy, the Autism Advisory Service, Bexley Early Autism Service, the school Nursing Team and CAMHS. The SENCo is Mrs Lucy Cross. (senco@parkway.bexley.sch.uk)

The Inclusion Governor has responsibility for monitoring policy implementation. She liaises closely with the SENCo and Assistant Headteacher (Inclusion). She has responsibility for ensuring that children with SEND participate fully in school activities. The Inclusion Governor is Mrs Lori Mackey.

Class Teachers are responsible for:

- the progress, attainment and development of all children, including those with SEND
- ensuring that any additional support and/ or interventions are planned for
- ensuring that EHCP outcomes are planned for
- ensuring that Speech and Language Plans are implemented and evaluated
- ensuring that OT Plans are implemented and evaluated
- regular liaison with parents and the SENCo
- the effective deployment of additional adults
- making adaptations to ensure that all children have equal opportunities to access the curriculum

‘Teachers are responsible and accountable for the progress and development of the children in their class, including where children access support from ISAs or specialist staff. High quality teaching, differentiated for individual children, is the first step in responding to children who have or may have SEND. Additional intervention and support cannot compensate for lack of good quality teaching. Some children may just be behind the average level of their peer group, but would be making some progress. These children should make good progress with quality first teaching and effective classroom practice and may need teacher directed class-based interventions.’

(Bexley QFT and SEN Toolkit, June 2019)

A Graduated Approach to SEN Support

How the school decides whether to make special educational provision

A process of on-going teacher assessments, tests and pupil progress meetings with the SLT identifies those children making less than expected progress given their age and individual circumstances. The school’s first response is high quality targeted teaching by the class teacher. Where progress continues to be less than expected, the class teacher will discuss their concerns with the SENCo.

In deciding whether to make special educational provision, the teacher and the SENCo will consider all the information gathered from within the school about the pupil’s progress, alongside the views of parents/carers and child. During this stage, extra teaching or interventions may be put in place as a pupil’s response to such support can help to identify their particular needs.

Care is taken when identifying and assessing SEND for children whose first language is not English.

Class Teachers are required to complete an ‘Early Identification of Need’ form for children who may have additional or special educational needs.

Where children have higher levels of need, with parental permission, the school may seek advice from external agencies. These agencies include:

- Educational Psychology Service
- Oxleas Speech and Language Therapy Service
- Behaviour Support Service
- Autism Advisory Service
- Educational Welfare Team
- Social Care
- Community Paediatric Team
- Child and Adolescent Mental Health Service (CAMHS)
- Children's Emotional Well-being Service (ChEWS)
- Hearing Impairment Advisor
- Visual Impairment Advisor
- Bexley Early Autism Service

The four part cycle

Assess: We will ensure that we regularly assess all children's needs so that each child's progress, attainment and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experiences of parents/carers and the pupil. In some cases, we will draw on assessments and guidance from other professionals e.g. Educational Psychologists, Speech and Language Therapists.

Plan: Where SEN support is required, the teacher and SENCo will identify additional support and/ or interventions and/ or resources that the child may require.

Individual Support Plans are created with staff, children, parents and carers. Measurable targets are set. These plans are reviewed termly with staff, children, parents and carers.

Do: The class teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with Intervention Support Assistants (ISAs), Learning Support Assistants (LSAs) or specialists who provide support set out in the plan and monitor the progress being made. The SENCo will provide support, guidance and advice for the teacher.

Review: The impact of the support and interventions will be reviewed each term. This will inform the planning of next steps for a further period or the removal of the pupil from the SEN support register.

SEND Provision

Support for children with SEND can take many forms. It could include:

- an individual learning programme
- evidence based interventions
- targeted academic support from a teacher or ISA or LSA
- making or adapting materials, resources or equipment
- working with a pupil in a small group or 1:1
- providing a highly differentiated curriculum
- support from an external provider e.g. OT, Sp/L
- the creation and implementation of an Individual Support Plan (ISP) (learning)
- the creation and implementation of an Additional Support Plan (behaviour)

The Curriculum

Children with SEND are given equal opportunities to access the EYFS and National Curriculum. Additional and/or special educational needs are not seen as a barrier to learning or progress. Children will be provided with highly differentiated, specialist resources, therapies (including speech and language and occupational) and additional adult support to enable them to access the EYFS and National Curriculum.

Requesting an Educational, Health, Care Plan (EHCP) needs assessment

A small number of children, whose needs are complex and long term, may require a greater level of support than that provided at SEND support from the school's own resources. For these children, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an EHC plan being provided. The SENCo, with input from parents/carers and children, is responsible for applying for an EHCP.

Supporting parents/carers and children

We provide support in the following ways:

- the Head Teacher and SENCo operate an open-door policy for parents/carers seeking support and advice
- signpost additional support/information available for families
- additional time and special arrangements for end of key stage tests
- support for transition between classes
- transition procedures Yr6 children transferring to secondary school
- transition meetings between pre-school settings and secondary schools
- termly meetings between the SENCo and parents/carers of children with SEND
- annual reviews for children with an EHCP

Monitoring and evaluation of provision

The Head Teacher and SLT regularly monitor and evaluate the quality of provision for all children. The impact of SEND provision on the progress and outcomes for children on the SEND Profile is measured through:

- analysis of data and test results at pupil progress meetings
- monitoring progress against national data and based on their age and starting points
- monitoring the impact of interventions through entry and exit data
- looking at children's work and holding interviews
- discussions with parents of children with SEND
- holding annual reviews with parents of children with an EHCP. Other professionals may be invited to this meeting. For Reception aged children with an EHCP, an annual review will take place every six months.
- monitoring progress against their EHCP outcomes
- monitoring progress against their Speech and Language Targets
- monitoring progress against their Occupational Therapy Targets
- termly meeting with parents and carers of children with SEND to evaluate and amend ISPs

Training and Development

Training needs are identified in response to the needs of the children. The SENCo attends regular network meetings to share good practice with staff and keep up-to-date with SEND developments. The SENCo and Assistant Headteacher (Inclusion) facilitate CPD in order to meet children's additional or special educational needs.

Storing and Managing Information

Children's records and SEND information is shared with stakeholders on a 'need to know' basis.

Accessibility

Please refer to the Accessibility Plan

We incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in statements of special educational needs Education, Health and Care Plans.

Our Accessibility Plan describes the actions the school has taken to increase access to the environment, the curriculum and to printed information.

During any future refurbishment or rebuild, accessibility will continue to be reviewed.

This policy will be reviewed as part of the Governor Policy Review cycle and will be discussed with school representatives prior to implementation.

Revision of the above Policy was completed by: Lucy Cross

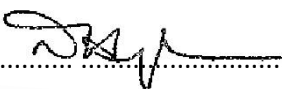
Summer 2025

Next Review Date:

Summer 2026

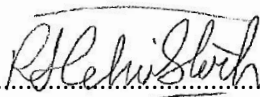
After consultation and agreement by Parkway Staff, this Policy was adopted by the School Governing Body and therefore implemented by the school.

Staffing Committee Signature of Chair of Governors



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Signature of Head Teacher



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Appendix 1

Early Identification of Need. – Teachers Sheet

Pupil Details		Data		
Name:		Reading	Writing	Maths
Class:				
What area of need are you most concerned about?				
Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory and Physical	
What are your MAIN concerns?		What are the parent and pupil's MAIN concerns?		
What advice has been given to parents and pupil so far?				
When and what has been tried so far?				
Adapted Classroom practice and use of resources		Interventions		
Impact of this		Impact of this		