



# SEND policy

## Schedule for Development / Monitoring / Review

This SEND policy was approved by the <i>Governing Body</i> on:	
The implementation of this SEND policy will be monitored by the:	<i>SLT, SENCO, SEND Governor</i>
Monitoring will take place at regular intervals:	<i>At least annually</i>
The <i>Governing Body</i> will receive a report on the implementation of the SEND policy generated by the monitoring group at regular intervals:	<i>At least annually</i>
The SEND Policy will be reviewed annually, or more regularly in the light of any significant new developments or legalisation. The next anticipated review date will be:	

## Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2015) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (September 2015)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- This policy was created by the school's SENCOs with the SEND Governor in liaison with the SLT, all staff and parents of pupils with SEND.

Germander Park School's Special Educational Needs Coordinator (SENCo) is Mrs Sarah Ray. She holds the National award for SEN (NASENCo award). Sarah Ray is also the Deputy Head Teacher, this dual role ensures that SEND is at the heart of all school policies.

If you have an SEND issues Mrs Ray can be contacted via the school office on 01908 674620 or [sarah.ray@milton-keynes.gov.uk](mailto:sarah.ray@milton-keynes.gov.uk)



## Introduction

The staff at Germander Park School believes in meeting the needs of all children regardless of age, gender, ethnicity and ability. The aim of this policy is to ensure that those children, who have special educational needs as distinct from the majority, will have their needs met. In order to achieve this aim the staff will provide a consistent approach to identifying, meeting and monitoring the needs of these children throughout the school. Germander Park School staff believes that everyone should help in meeting those needs and therefore all staff, including non teaching staff, should be integral to the formulation and implementation of the policy and training. The governing body will ensure that appropriate provision is made for all pupils with SEND.

## Principles which underpin this policy

- Each child is entitled to be given access to a broad, balanced and relevant education.
- Children are entitled to quality first teaching that is fully inclusive.
- Children with special educational needs or disabilities should be fully integrated into the life of the school. Withdrawal may be appropriate to address some learning needs but care should be taken to ensure the child remains a fully integrated member of the class and withdrawal should be the exception rather than the rule.
- Teaching strategies and assessment should be responsive to different learning styles, attainments and interests, to facilitate meaningful and effective learning for all pupils. A wide variety of provision in task, materials, groupings and teaching style is necessary to meet the wide variety of need.
- Thoughtful, negotiated and sympathetic assessment and testing should be used to the benefit of all pupils.
- Provision should be based on the assessment of need.
- Opportunities to make progress and notable achievement can be made by all pupils and these should be recognized, shared, celebrated and recorded.
- All teachers in the school are teachers of pupils with special educational needs or disabilities and bring to their teaching their own strengths and experience.
- All staff should be supported in the delivery of the educational entitlement for children with special needs or disabilities.
- Independence and self-advocacy, respect for others and the development and maintenance of self-esteem are integral to that entitlement.
- Age, race, gender, creed or individual needs should not constrain educational entitlement.
- The school should liaise closely with external agencies and support groups.
- Children and parents should be involved at all times with the delivery and monitoring of individual programs.
- The governing body should be involved in the maintenance and development of special need or disabilities initiatives.



## Aims and Objectives of this policy

- To reach high levels of achievement for all
  - To be an inclusive school
  - To ensure the identification of all pupils requiring SEND provision as early as possible in their school career
  - To meet individual needs through a wide range of provision
  - To attain high levels of satisfaction and participation from pupils, parent and carers
  - To share a common vision and understanding with all stakeholders
  - To give transparent resourcing to SEND
  - To provide curriculum access for all
  - To work towards inclusion in partnership with other agencies and schools
  - To achieve a level of staff expertise to meet pupil need
- We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties

## Identifying SEND needs

We accept the principle that pupils needs should be identified and met as early as possible. There are four areas of need as stated in the SEND Code of Practice, 2014

- Communication and Interaction (C & I)
- Cognition (Cog)
- Social Emotional and Mental Health difficulties (SEMH)
- Sensory and/or Physical. (S/P)

Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact on a pupil's progress

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the Pupil Premium. (PP)
- Being a Looked After Child (CLA)
- Being a child of a service woman/man.

**At Germander Park School children are identified as having SEND through a variety of ways including:**

- Liaison with your child's previous school /early years setting
- Concerns raised by parents/carers
- Concerns raised by your child's class teacher or school SENCO
- Liaison with external professional (eg speech and language therapist)
- A medical diagnosis



- Children who have an EHC plan in place will already have had their needs clearly identified.
- Ongoing assessment of academic ability throughout the year.

### **How does Germander Park know if children need extra help?**

Ongoing monitoring takes place by class teachers to identify pupils who are not making progress or who have emotional, social and / or behaviour needs which are affecting their ability to engage in learning activities.

After discussions with key staff and parents, if appropriate, additional support will be put into place to provide enhanced resources, targeted small group and / or individual support to help overcome any difficulties.

The views of the pupils about their support will be given consideration at this stage.

### **What should a parent / carer do if they think their child may have special educational needs or a disability (SEND)?**

- Please initially contact the class teacher
- If you feel your concerns are not being addressed then contact the school SENCO (Mrs Sarah Ray)
- If your concerns are still not being addressed then please contact Mrs Verity Stobart the Head Teacher

### **How will Germander Park support a child who has been identified as having special education needs or a disability?**

Quality first teaching is in place in all classes for all pupils to access the curriculum. Teachers are well skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account individual pupil's needs and requirements. Differentiation is approached in a range of ways to support access and ensure that all pupils can experience both success and challenge in their learning.

Grouping arrangements are organised flexibly with opportunities for both ability and mixed groups to maximise learning opportunities for all.

Additional adults are used flexibly to help groups and individual pupils develop independent learning skills.

Monitoring takes places to avoid pupils becoming over reliant and dependent on 1-1 adult support.

- In all year groups children will have access to learning and the curriculum through individual plans tailored to the child's need or through access to learning support staff.
- Regular intervention programmes are available in all classes to support children to make progress with their learning.
- Class teachers organise and plan for intervention with support from the SENCO or outside agencies as required.

### **Strategies and programmes to support Speech and Language.**



- Speech and Language Therapist advice is implemented by teaching staff.
- Speech therapy individual or group work can be delivered by support staff following speech therapist advice.

### **Strategies to support and develop literacy**

- Small group intervention programmes to support reading and writing
- Better Reads
- Reading Recovery teacher support
- Fischer Family Trust
- Opportunities for over learning
- Additional reading support from support staff

### **Strategies to support and develop numeracy**

- Small group intervention programme to fill gaps and consolidate learning
- Opportunities for over learning
- Additional teacher support

### **Strategies to support and develop independent learning**

- Mentoring by peers, support staff or teaching staff
- Visual timetables for class & individuals
- Learning intentions clearly displayed
- Success criteria used in all lessons
- Feedback marking used

### **Strategies to support and develop Social, Emotional and Mental Health**

- Restorative principles used as set out in Germander Park behaviour policy
- Advice from outside professionals
- Mentoring and guidance from a Teaching assistant

### **Support and supervision at unstructured times of the day including personal care**

- Trained staff supervising during break time
- Access to structures activities overseen by an adult indoors or outdoors as appropriate during lunch times
- Trained medical staff available all day

### **What support is offered from Germander Park to ensure the well-being of the child who has special educational needs or disabilities?**

#### **Attendance support**

- Attendance will be closely monitored and discussed with parents (see school attendance policy)

#### **Social, emotional and mental health support**

- Exclusions will be used when necessary following Germander Park and National guidelines.

#### **Medical support**



- Most medicines will be administered following Germander Park policy
- Where more specialist medicines or care are required this will be provided where possible. This will depend on having available and trained staff. A Health care plan will be agreed between the medical professionals, parents and school staff. Where appropriate the child's views will also be obtained.

### **Pastoral Support**

#### **Strategies to support the development of pupil's social skills and enhance self-esteem.**

- Support from a teaching assistant
- Small group programmes
- Mentoring
- Daily or weekly celebration opportunities
- Lunch and / or after school clubs

### **Mentoring activities**

- Buddy systems
- Play leaders

### **Strategies to reduce anxiety and promote emotional wellbeing**

- Regular contact, communication and liaison with parents
- Transition support when transferring from one year group to another as well as to Junior school.
- Consistency of approach by all adults
- Regular planned opportunities for children to give their views

### **Planning, assessment, evaluation and next steps are always agreed through**

- Regular reviews with parents and gaining the views of the pupils
- Where applicable an Education Health care plan
- Pupil progress assessed and reviewed half termly with senior leaders
- Clear support plans for pupils who have needs but don't have specific targets from other agencies
- All lessons and homework differentiated to take account of individual needs
- Provision map available in school showing all the provision in each year group

### **How will Germander Park and the parent know how well the child is doing and how will Germander Park help the parents to support their child's learning?**

Additional support is documented in a provision map. In consultation with the SENCO and parents, short term targets are agreed which priorities key areas of learning to address and by which progress can be measured. Where external agencies are involved, their advice and recommendations are included in these support plans. Actions agreed take into account each pupil's strengths as well as their difficulties.

In some cases support from a teaching assistant may be allocated. This support is deployed to ensure that children can engage in lessons and wider school activities and to facilitate independent learning to support transition to Junior school.



Formal review meetings are held at least termly. Parents, relevant external agencies and when appropriate, pupils are invited to this review and their contribution is valued. The impact of support offered is considered along with the progress towards targets set. Support arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies. The outcomes of these meetings will be formally recorded. If a child is continuing to have significant difficulties, further external expertise may be requested.

### **Tests and examinations: Access Arrangements**

For some pupils additional arrangements and adjustments can be made to enable them to fully access a range of tests. This might include additional time, rest breaks or the use of a scribe, a reader or a word processor. The head teacher or SENCO will inform parents about eligibility and applications for these arrangements. Only tests and assessors authorised by Germander Park and recognised by JCQ (Joint Council for Qualifications) can be accepted for access arrangements for public examinations.

### **Parental involvement**

We value parents as partners in their child's learning journey. All parents are encouraged to contribute to their child's education. This may be through;

- Parents evening discussions and review meetings
- Working with their child at home by hearing them read regularly, supporting completion of homework and other additional activities provided by Germander Park.
- Ensuring that their child has good attendance and punctuality.
- Ensuring their child is ready for school; sufficient sleep, nutritious breakfast and have all they need with them – well equipped for learning.
- Attending courses, training or information events at school or outside of school. Where appropriate Germander Park will help parents find training and events.

### **When specialist services and expertise are available at or accessed by Germander Park**

Germander Park works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. Germander Park fosters liaison and communication with professionals and parents; it attends all meetings and prepares all reports.

Germander Park organises:

- Regular meetings as required
- Meetings with the SENCO – meetings can be booked through Germander Park at any time if there are any concerns
- Referrals to outside agencies as required following internal and LA systems
- Speech and Language therapy for specific individual pupils
- Educational Psychologist visits
- Specialist teacher visits
- EMA Network (Ethnic Minority Achievement Network) visits



- Communication with Medical Professionals – requesting advice as needed from school nurses, health visitors, doctors, hospitals and specialists.
- Liaison with (CFP) Children and Families Practice MK
- Liaison with (CSC) Children’s Social Care
- Liaison with local Children’s Centre

Milton Keynes <b>SENDIAS</b> Civic offices 1 Saxon Gate East CMK MK9 3EJ 01908 254518	The Service offers impartial information, advice, guidance and support to the parents / carers of a child (aged 0-19) with an identified special education need, or where there is a concern that there may be a special educational need. Advice line- 9am – 5pm Monday to Friday. A reduced service is offered during the school holidays
Education Professional responsible for children who are looked after;  School contact: Mrs Verity Stobart	The Milton Keynes Virtual school oversees and monitors provision for children who are in the care of the local authority.

**What training are the staff having or going to have to support children with special educational needs and disabilities?**

Our SENCO actively engages with local opportunities to share best practice and keep abreast of current local and national initiatives and policy to support pupils with SEND. Milton Keynes has Special School provision which schools can go to for advice to review, evaluate and develop provision for pupils who have the most complex needs. An ongoing programme of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEND.

Recent training has covered:

- Literacy and Numeracy
- Speech and Language
- Autistic Spectrum Disorder
- Anaphylaxis and EpiPen treatment
- Medical needs and support
- The National Award for SEN Coordination
- Level 3 Autism Spectrum Disorder Lead Teacher training
- FACT Plus
- Speech and Language (ELKAN Course)

Future training planned:

- Early Bird (Autism Spectrum disorder)
- Sensory break training
- PECs



### **How will children with special educational needs and disabilities be included in activities outside the classroom including school trips?**

Activities and school trips are available for all

- Risk assessments are carried out and where appropriate are discussed with parents and procedures are in place to enable, where possible, all children to participate

If it is deemed appropriate that an intensive level of 1 to 1 support is needed, a parent or carer may be asked to accompany their child during a specific activity.

### **How accessible is Germander Park environment for children with special educational needs and disabilities?**

- Wide doors are found at the main entrance to school
- One toilet is adapted for disabled use; this is near the main entrance.
- The year two classroom block contains a disabled toilet
- Ramped level access is available to Germander Park playground.
- Where possible and appropriate translators will be used to support parents where English is not their first language.
- All specialist equipment will be stored safely when not being used.

### **How will Germander Park prepare and support a child who has special educational needs or a disability to join our school and the transfer to a school for the next stage of their education?**

Children and young people with SEND can become particularly anxious about 'moving on' so we seek to support successful transition.

#### **When starting at our school with no previous school experience:**

We will offer a home visit, where we can talk to the parents / carers about their child's previous learning experience i.e. child minder, pre-school, nursery, children's centre or at home with family. Where relevant and with permission we will talk to previous settings. Where possible a transition meeting will be held to which parents / carers and other professionals may be invited, this will allow discussion of information regarding special arrangements, support for the child and previous targets.

#### **When starting at Germander Park having attended another school:**

We will hold a meeting for parents / carers and the child to talk about the child's previous school. The previous school will send us any educational records including special arrangements, previous support and targets.

#### **When moving to another school:**

##### **Moving from year 2 to 3**

The SENCO and class teacher will attend a transition meeting to discuss the specific needs of your child and the nature and level of support which has had the most impact. In some cases additional multi-agency meetings may be arranged to create a more detailed 'transition' plan which may include more visits to the new school and / or additional visits from the new school to see the child in their current setting.



We will ensure that all records are passed on as soon as possible. Germander Park may put a passport in place to support the transition process. There may be additional activities and visits to aid transition.

**When moving classes in school:**

An information sharing meeting will take place with the new teacher. Opportunities to visit the new class and teacher will be provided where possible. One page profiles will be produced in conjunction with the Pupils and Parents

**How are Germander Park's resources allocated and matched to the child's special educational needs and disabilities?**

Currently mainstream schools have funding delegated to their budgets for special educational needs.

Mainstream schools contribute up to the first £6000 (approx. 13 ¼ hours of TA support) for each pupil on the SEN stage of the Code of Practice. Top-up funding can be provided for children whose high needs cost more than £6000. To access this funding schools have to show clearly the provision they have in place using their delegation resources. This will be evident from Germander Park provision management, pupils' achievement of targets and progress. Funding will relate to the severity of need. Germander Park SEND budget is used to provide additional support or resources to support the needs of children.

This can be

- Providing specialist equipment to support a need e.g. a writing slope or exercise books using buff or cream paper to reduce glare of visual distortion
- Providing additional intervention programmes to help a child learn and progress
- Providing a Teaching Assistant to support small group learning
- Providing a Teaching Assistant for 1-1 support

**Who can a parent / carer contact for further information at school?**

Please initially contact the class teacher or SENCO. If you need further help you can contact

Mrs Verity Stobart – Head Teacher