

SEN policy and information report

Germander Park School



Approved by:

Date:

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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.
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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

The staff at Germander Park School believe 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 board 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.
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- 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 recognised, 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 board 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 and to foster an enthusiasm for life-long learning while developing a lively enquiring mind.

2. Legislation and guidance

This policy and information report 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 SEN and disabilities
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- › [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- › A significantly greater difficulty in learning than the majority of the others of the same age, or
- › A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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 by mainstream schools.

4. Roles and responsibilities

4.1 The SENCOs

Germander Park School's Special Educational Needs Coordinators (SENCO's) are Miss Claire Williams and Mrs. Lorraine Patterson . Miss Williams holds the National award for SEN (NASENCo award) and Mrs. Patterson is currently enrolled on the course. Lorraine Patterson is also the Deputy Head Teacher, this dual role ensures that SEND is at the heart of all school policies.

Lorraine Patterson and Claire Williams they can be contacted at Tel: [01908 674620](tel:01908674620)
Email: office@germanderpark.com

They will:

- › Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- › Have day-to-day responsibility for the operation of this SEN 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 work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- › Advise on the graduated approach to providing SEN support
- › Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- › Be the point of contact for external agencies, especially the local authority and its support services
- › Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- › Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor will:

- › Help to raise awareness of SEN issues at governing board meetings
 - › Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
 - › Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school
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The SEND Governor at Germander Park School is Lisa Lever, who is also our Chair of Governors, she can be contacted via office@germanderpark.com

4.3 The headteacher

The headteacher will:

- › Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- › Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Our Head teacher is Mrs. Kate Mathews and she can be contacted at head@germanderpark.com

4.4 Class teachers

Each class teacher is responsible for:

- › The progress and development of every pupil in their class
- › Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- › Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- › Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- › Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- › Cognition and learning, for example, global delay
- › Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- › Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- › Moderate learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

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 SENCOs
 - Liaison with external professional (e.g. speech and language therapist)
 - A medical diagnosis – a diagnosis may not mean that a child has a SEND need but still has rights under the Disability Act and will be monitored by the SENCOs.
 - Children who have an EHC plan in place will already have had their needs clearly identified.
 - Ongoing assessment of academic ability throughout the year.
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Identifying SEND needs

We accept the principle that pupil's 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 and learning (C&L)
- 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.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

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 SENCOs (Miss Claire Williams or Mrs. Lorraine Patterson)
 - If your concerns are still not being addressed, then please contact Mrs. Kate Mathews the Head Teacher
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We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- › Everyone develops a good understanding of the pupil's areas of strength and difficulty
- › We take into account the parents' concerns
- › Everyone understands the agreed outcomes sought for the child
- › Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

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 SENCOs 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.

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- › The teacher's assessment and experience of the pupil
- › Their previous progress and attainment or behaviour
- › Other teachers' assessments, where relevant
- › The individual's development in comparison to their peers and national data
- › The views and experience of parents
- › The pupil's own views
- › Advice from external support services, if relevant

The assessment will be reviewed regularly.

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
- Helping to develop a child One Page Profile
- Attending courses, training or information events at school or outside of school. Where appropriate Germander Park will help parents find training and events.

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.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

5.6 Our approach to teaching pupils with SEN

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 place to avoid pupils becoming over reliant and dependent on 1-1 adult support.

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

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

- 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 SENCOs or outside agencies as required.
- Provision maps document the support in place across the school.

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- › Talk Boost
- › Drawing and talking
- › Boosting primary reading
- › PALS
- › Speech and language
- › White Rose Maths interventions
- › Lego club

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- › Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- › Adapting our resources and staffing
- › Using recommended aids, such as laptops, PEC's boards, visual timetables, choice boards, etc.
- › Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have 8 teaching assistants who are trained to deliver interventions such as Talk Boost and Boosting primary reading

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
- Providing nurture style provision within school

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 SENCOs – 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 onsite Children's Centre

5.9 Expertise and training of staff

They have one day a week each allocated to manage SEN provision.

We have a team of 8 teaching assistants, including 1 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

We use specialist staff for Speech and Language and SEND support

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

Our SENCOs actively engage 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.

5.10 Securing equipment and facilities

When specialist equipment is necessary we work with the SEND team and external agencies to ensure all the needs are met and the correct items are purchased.

5.11 Evaluating the effectiveness of SEN provision

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on all our extra-curricular trips and are invited to our after school clubs

All pupils are encouraged to take part in sports day/school plays/special workshops

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Admissions for disabled pupils will Add information here about how you support pupils with disabilities. Include information about:

- Arrangements for the admission of disabled pupils will follow the normal procedure for admissions, however special consideration will be given to applications from families of disabled pupils to consider if a risk assessment is required.
- Pupil's disabilities are not treated differently, following the school's Equality Policy. If any incidents occur that may be considered discriminatory, they will be recorded for Governors and they will be dealt with on an individual basis at the time.
- Disabled access around the school will be arranged according to need. A Risk Assessment would be created should wheelchair access be required around the school.
- The School's Accessibility Plan will be updated in the Autumn term.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Our school teaches Zones of Regulation and restorative practice

We have a zero tolerance approach to bullying. (See policy)

5.14 Working with other agencies

5.16 Contact details of support services for parents of pupils with SEN

Milton Keynes SENDIAS 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. Kate Mathews	The Milton Keynes Virtual school oversees and monitors provision for children who are in the care of the local authority.

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCOs in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.17 Contact details for raising concerns

If parents have concerns about children in school, they should contact Mrs. Kate Mathews who is our Head Teacher and Safeguarding Lead.

5.18 The local authority local offer

Our SEND information can be found at <https://www.germanderpark.com/page/?title=SEND&pid=20>

Our local authority's local offer is published here: <https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/send-local-offer/send-local-offer-parents/coronavirus-school-closures-support-and-resources>

6. Monitoring arrangements

This policy and information report will be reviewed by Lorraine Patterson and Claire Williams **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
 - Behaviour
 - Equality information and objectives
 - Supporting pupils with medical conditions
-