



“A kind and inclusive learning community with high expectations for all”

At Queen’s Park Primary School, we recognise and value individual differences in an inclusive learning community. We nurture children to become resilient and creative lifelong learners and caring, responsible adults in a diverse society.

# SEND Policy

Date	March 2023
Review Date	March 2024



## Queen's Park Primary School Special Educational Needs Policy

### COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 -25 (2014) 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 (2014)
- 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
- Queens Park School Safeguarding Policy
- Queens Park School Policy for Disability Equality (2010)
- Teachers Standards 2012



## 1. INTRODUCTION

Queen's Park Primary School is a mainstream setting with approximately 350 children aged 5-11. We are an inclusive school, and welcome all children to our setting, regardless of need or disability. We work to ensure inclusion is at the heart of everything we do: hence our strapline is

*'A Kind and Inclusive Learning Community'.*

We believe all children are able to progress and learn, when given high quality teaching, in a safe and nurturing environment. At Queen's Park School we support all children to develop fully, both in their learning, but also in their social skills and wellbeing. We support all children to develop across all these areas, striving to ensure that children leave Queen's Park School having learned and developed to the best of their abilities.

The person responsible for managing Queen's Park School Special Needs provision is the school's Special Educational Needs Coordinator (SENCO), Jo Clark. She holds the National Award for SEND (NASENDCo award) (in line with Clause 64, Children & Families Bill, 2014). She is a member of the Senior Leadership Team (SLT). Jo can be contacted through the school office.

The SEND Link Governor is Cheryl Hassell. She can be contacted via the school office.

This policy has been developed by the Inclusion Coordinator, to reflect the SEND Code of Practice, 0-25 guidance, June 2014. It has been reviewed by the Senior Leadership Team and the School's Governing Body. All teachers have been given the opportunity to review the policy.

This policy is available to the public, through the Special Educational Needs section, and the Inclusion and Families Section of the Queen's Park School website. Comments should be directed to the SENCO, and will be considered when the policy is reviewed on an annual basis.

This policy is complementary to the following school documents:

- SEND Information Report
- Policy for Disability and Equality

## 2. AIMS

Queen's Park School aims for all children to leave school with high aspirations, having achieved to the best of their abilities, in a safe and supportive environment. To this end we strive to provide high quality teaching, and pastoral support, for all children, with a clear focus on outcomes. We endeavour to meet all the children's needs within the classroom setting, (both learning needs, as well as social and emotional needs), but are also able to offer interventions outside the classroom if needed.

### Objectives

- To meet the needs of all pupils, within the classroom.
- To identify any additional needs of pupils as early as possible, and provide flexible, effective and cost-effective additional support as needed, within the resources of the school
- To ensure all pupils' right of access to a broad, balanced and relevant curriculum, including the National Curriculum.
- To actively promote the full involvement in school life for pupils with SEND and their parent or carers, and to ensure that pupils with SEND or disability have the same access to the activities of the school as other pupils.
- To work together with agencies and organisations outside school to secure the best outcomes for children
- To provide an SENCO to ensure provision meets the guidance outlined in the SEND Code of Practice, 2014 and to provide support and advice for all staff working with special educational needs pupils and pupils with disabilities.

## SECTION 3: DEFINING SPECIAL EDUCATIONAL NEEDS



At Queen's Park School we use the definition from the SEND Code of Practice, 2014 for SEND.

*'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 other of 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 in a mainstream setting in England'.*

To identify a child as having SEND we consider the following to give us a detailed understanding of the child's needs:

- Data around achievement and progress over time, as monitored by the class teacher through ongoing observation, assessment and target setting.
- Response to interventions and extra support, and progress against specific learning targets set
- Concerns raised by the child or their parent or carers
- Teacher and staff observations
- Standardised screening, diagnostic or assessment tools (these can be carried out by the SENCO , as well as specialists from external agencies)

Our approach is fully outlined in the SEND Information Report.

We follow the SIMS coding agreement as outlined in the Brighton and Hove Special Educational Needs and Disabilities (SEND) guide for professionals.

When we place a child on the school's SEND Support Register, their needs are categorised under the 4 broad categories outlined in the SEND Code of Practice 2014:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

Where necessary, children with more complex needs will be placed in more than one category.

The purpose of identifying a child as having SEND is to ensure the child is offered appropriate planned provision, and that their progress is carefully monitored.

We know that many children benefit from some extra support with their learning or their wellbeing. We also recognise the following may have an impact on a child's progress and attainment:

- Disability
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child /Adopted Child / Special Guardianship Order child
- Being a child of Serviceman/woman

However, a child in one of these categories will not automatically be placed onto the SEND register. A child with a disability, but no specific learning needs, can be given a code of D (disability) on SIMs.

A child's behaviour will not automatically mean they are placed as needing SEND Support. However the school will look for the underlying difficulties that are affecting the behaviour, and if they meet the criteria outlined above, the child will be identified as needing SEND support.



We involve parent or carers at all stages of the process, and their views and advice will be sought. If their child is assessed as needing SEND Support, this will be discussed with the parent or carer or carer, and they will also receive a letter informing them of this.

#### **SECTION 4. ENSURING ALL CHILDREN PROGRESS: A GRADUATED APPROACH TO SEND SUPPORT**

Queen's Park School takes a Graduated Approach to SEND support, following the Assess – Plan – Do – Review model, as stated in the SEND Code of Practice, 2014. The process for this is fully explained in the SEND Information Report. All children in the school have their progress monitored regularly by the classteacher, and the Senior Leadership Team. For children with SEND, the INCO also reviews progress regularly.

All children should receive high quality, appropriately differentiated teaching from their class teacher. We have developed a Graduated Framework for SEND which clearly outlines the expectations of Quality First Teaching for all children, as well as the additional expectations and provision that must be in place for children with additional needs.

If your child is not making expected progress, we will provide extra support in the form of extra support in class by the teacher or a teaching assistant, or intervention programmes run outside the classroom by teaching assistants or Learning Mentors. Where intervention programmes are run outside the classroom, class teachers will continue to provide high quality, differentiated teaching (as described above), and teachers remain responsible and accountable for the progress and development of all the pupils in their class.

At Queens's Park we use Provision Mapper to create Individual Learning Plans (ILPs) for all children who are on the SEND Register, or who are Previously Looked After by the Local Authority. Looked After Children will have a Personal Educational Plan co-produced with the child's social worker. These are all shared and discussed with parent or carers at the termly Parent-Teacher consultations, although they may be sent home at different times to this. ILPs are usually reviewed, and then a new plan written, at the beginning of each term. However this timing may be changed where needed (i.e. a child having an extended absence from school, a child new to school etc.)

#### **Support and Liaison with External Agencies**

Where necessary, support will be sought from outside agencies in order to inform both class teachers, and individual learning programmes. Outside agencies used by Queen's Park School include:

- Brighton and Hove Inclusion Support Service (including language support service, Educational Psychologist, Social, Emotional and Mental Health support worker, Sensory Needs Service, Primary Mental Health Worker)
- Speech and Language Therapy Service (SALT)
- Special School Outreach Services
- School Nurse and Health Visitors
- Supporting English as an Additional Language (EMAS)
- Children and Adolescents Mental Health Services (CAMHS) and the Brighton and Hove Wellbeing Service
- The Seaside View Children's Development Centre (including Occupational Therapists and Physiotherapists)
- School Counsellor
- Safety Net Family Support Service

We also liaise with other services such as, GPs, Front Door for Families etc. as necessary.

For some of these agencies, parent or carers and carers can make their own referrals; for others the referral needs to come through the school. The SENCO will advise on how to access each service.

For some services, the school is limited in the amount of time allocated to the school, and there can be a very significant waiting time. The waiting list is held by the SENCO, and reviewed termly by the SENCO with the relevant professional. In the main the children are prioritised by waiting time; however children might need to be moved up the list at the SENCO's discretion. This will usually be due to safeguarding concerns, or significant events such as



transitions, or significant levels of need in comparison to others on the waiting list. If statutory work is required for a child (for an EHCP application at Stage 2), this will also take priority.

Where parent or carers or carers wish to involve professionals privately, we will discuss this with parent or carers on a case to case basis. However the decision on whether that person can work with the child inside school is ultimately decided by the Headteacher, and will take consideration of the person's DRB status and professional accreditation, as well as the availability of space and rooms in school, and the potential disruption to children's learning. Parents or Carers and carers should be aware that where a diagnosis or consultation is given by a private provider, the school will read this, and implement the recommendations where these are feasible within the school resources, and where they fit into school policy. Diagnosis are not automatically accepted by the Local Authority, and they will usually need to be reviewed by the Local Authority, or relevant medical professionals, to check if criteria are equivalent to those used by the Local Authority.

### **SECTION 5: MANAGING PUPILS NEEDS ON THE SEND REGISTER**

When a child is placed on SEND Support, the Assess – Plan – Do – Review cycle will continue. An Individual Learning Plan (ILP) will be developed and reviewed termly, using Provision Mapper. The Learning Plan will state the expected outcomes for the child, as well as the strategies and provision that is being made to help them achieve these outcomes, and these are reviewed at least termly by the class teacher. If a child has an EHC Plan, or particularly complex needs, the SENCO will lead the review with the classteacher. The parent or carer will be involved every year at the Annual Review. They will be able to meet with the classteacher termly at parent or carer evenings, and can request to come to the ILP Reviews.

For other children on SEND support, the INCO is available to support with planning as necessary. Parents or Carers will be given a copy of the reviewed Learning Plan, and new Learning Plan each term. There will be an opportunity to discuss these at the termly parent or carers' meetings, but they can request a further, or earlier meeting if this is helpful

The reviewed and new Learning Plans serve as a record of provision and outcome, and copies of these and are held on the Provision Mapper software.

### **Education, Health and Care Plans (EHCPs)**

If despite the provision given at SEND support the pupil fails to make adequate progress, and remains significantly behind the expected levels for their age group (at least 2 years), or has significantly complex or long term difficulties, the school and/or parents can consider approaching the Local Authority to request an assessment of their education, health and care needs. EHCPs incorporate information from Education, Health and Social care in one plan with the aim of putting the child at the centre of the assessment process. The application for an Education, Health and Care Plans will combine information from a variety of sources including the school, parents/carers, and education, health and care professionals from outside school. This decision will always be discussed with the parent or carers before going ahead to request the assessment. Parents or Carers will also be directed to Amaze (the local parent or carer partnership organisation) for support if they require this.

The decision about whether or not the child is eligible for an EHC Plan is made by the Brighton & Hove SEN panel. Parent/carers have the right to appeal against a decision not to initiate an assessment leading to an EHC Plan. The panel follow eligibility criteria for an EHC plan. Further information about EHC Plans can found at <https://www.brighton-hove.gov.uk/content/children-and-education/brightonhoves-local-offer/education-health-and-care-plans-ehcps>



If a child is given an EHC, this will be reviewed annually with the parent or carers, and other professionals involved with the child. Details on this can be found at <https://www.brighton-hove.gov.uk/special-educational-needs-and-disabilities>. The class teacher will remain the key adult responsible and accountable for the child's progress, with the support outlined in the EHC, and the INCO will be responsible for administering and liaising with the Local Authority about the plan.

### **Access Arrangements**

For children who need extra support for statutory tests (including Year 6 SATs), these arrangements are coordinated by the year group teachers and the Headteacher. The SENCO will provide evidence as required.

### **SECTION 6: CRITERIA FOR EXITING THE SEND REGISTER/RECORD**

All children's progress is regularly monitored. For children on SEND Support, this will be against the outcomes set for them. Children on SEND Support may meet these outcomes, and start to close the gap with their peers, as well as achieve near, or at, national expectations. Where this has happened, a discussion will be held with the parent or carers, and the child's name can be removed from SEND Support.

Children who have previously been on SEND Support, will continue to be monitored very closely throughout the rest of their time at Queen's Park. In particular they will receive support to apply any strategies and skills they have learnt to enable them to progress successfully, in the classroom. They will be recorded on SIMS as an N code.

When a child transitions to secondary school, the secondary school will always be informed that the child has historically been on SEND Support, and all SEND records will be transferred.

### **SECTION 7: SUPPORTING PUPILS AND FAMILIES**

At Queen's Park School we work with the whole family when we work with a child. We ensure all parent or carers, current and prospective, can access the information they need for making choices, and understanding the options for their children. There is an Inclusion and Families section on the school website. This provides a direct link to the Local Offer, the school's SEND Information Report and other relevant and useful organisations.

Children with Special Educational Needs and disabilities are welcomed and admitted at Queens Park School. The LA has overall responsibility for school admissions, and all applications should be made through them. However, we welcome visits from any parent or carers thinking about applying for their child. Prospective parent or carers can tour the school at all reasonable times, and the SENCO is happy to meet with prospective parent or carers to discuss their children's needs. In order to best plan to meet the needs of pupils, we welcome information from parent or carers or carers about a child's specific needs.

We recognise that children with additional needs might find the move to start school more difficult than other children. Our support for this is outlined in the School Information Report.

We also recognise that families with children with additional needs can benefit from extra support. We have a home-school support worker (employed by Safety Net) who can help parent or carers on an individual basis, as well as running workshops in school, and signposting parent or carers to Triple P courses and other services.

### **SECTION 8: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS**

Queen's Park School recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010, as outlined in the Equalities Policy.

Some children may also have SEND, and may have an EHC plan which brings together health and social care needs, as well as their special educational provision. For these children, the SEND Code of Practice (2014), and school policies, is followed.





The school has a Policy for Children with Medical Conditions, and this is available on the school website

## **SECTION 9: MONITORING AND EVALUATION OF SEND**

Queens Park School regularly and carefully monitors and evaluates the quality of provision we offer all pupils.

The school regularly monitors the quality of teaching and learning across the school, and this is led by the Senior Leadership Team.

The SENCO regularly observes and monitors SEND Support children in class. She advises on the provision for these children, and will report to the Headteacher if there are concerns about the quality of the provision meeting the children's needs.

Interventions are monitored regularly. This includes an opportunity for children to discuss their learning, and how they feel they have progressed. The SENCO collects the data from all the children receiving interventions each term. This information is analysed to ensure interventions are effective, and to feed into training needs and planning provision.

The SENCO monitors the progress of all children with SEND each term, including comparing progress against the whole school data. However, it is recognised that the markers for progress for children with SEND can differ from other children. Therefore some children can be making progress against their own targets and expected outcomes, while remaining below Age Related Expectations.

There are termly meetings for parent or carers of all children, and this meeting is an opportunity for parent or carers' to share their views around provision and progress with the Class teacher. If there are concerns, parents and carers are welcome to request an additional meeting, and to request the SENCO attends.

## **SECTION 10: TRAINING AND RESOURCES**

The Headteacher is the budget holder for SEND, and she plans and reviews the SEND budget.

When teachers join the school, the SENCO meets with them to explain the school policy and procedures with regards to children with additional needs and to discuss the needs of individual children in their class. When teaching assistants join, the teacher they work most closely with will provide this support. However, for staff who deliver interventions, or work closely with individual children, the SENCO will meet with them to plan and explain procedures, and discuss the needs of individual children.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. The SENCO regularly reviews training offers from the Local Authority and allocates teachers and teaching assistants as needed. The school buys into the Brighton and Hove Inclusion and Support Service (BHISS) and they provide support and advice for teachers, particularly around children with Specific Learning Difficulties, Autistic Spectrum Conditions, Social, Emotional and Mental Health difficulties, and Sensory Needs. They can also provide whole school training where necessary. Teaching Assistants receive training for each intervention they deliver, as well as support from the SENCO as needed. Teachers are encouraged to discuss training needs for SEND provision at their Performance Management meetings. Where needed, the SENCO can help to identify appropriate support and training. The school also buys into the National College where support and training can be accessed through modules.





The school's SENCO regularly attends the Local Authority SENDCO network meetings in order to keep up to date with local and national updates in SEND. She also attends the PiLL SENCOs forum which is held termly, and provides professional development opportunities as well as opportunities to share practise with other schools.

## **SECTION 11: ROLES AND RESPONSIBILITIES**

### ***The Responsibilities of the Head Teacher***

The Head teacher has overall responsibility for the management of SEND provision and to keep the governing body fully informed. On a day to day basis, this responsibility is delegated to the SENCO

### ***Roles and Responsibilities of the SENCO***

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for children with special educational needs
- liaising with, and advising fellow teachers
- leading teaching assistants who are leading interventions, or working with individual children
- managing and maintaining the records of all children with SEND
- liaising with parent or carers of children with SEND, following initial contact with classteachers
- contributing to the in-service training of staff
- liaising with external agencies
- acting as designated teacher for Looked After Children

### ***Role of the Class Teacher***

All class teachers are teachers of children with SEND. They are responsible and accountable for the learning and progress of all the children in their class, including those with SEND.

- inform or seek advice from the SENCO when necessary
- gather information and make informal assessments about the child
- inform and discuss with parent or carers
- take early action to meet the child's needs through high quality teaching
- record strategies and actions used to support children, and the impact of these
- track children's progress
- to have regard for any identified targets in their planning and teaching.
- to liaise fully with all teachers and teaching assistants delivering interventions to children in their class
- complete and review ILPs at least termly, and share these with children and parent or carers

### ***Role of Governors, and the SEND Governor***

The governors have regard for the Code of Practice (2014) when carrying out their duties towards all pupils with special educational needs. The governors and head teacher are responsible for the school's policy and approach to meeting pupils' special educational needs.

***Name of Designated Teacher with specific Safeguarding responsibility*** – Kirsty Murray, Acting Headteacher

## **SECTION 12: STORING AND MANAGING INFORMATION**

The SENCO is responsible for holding all information regarding SEND. Paper information is held in individual files for each child, kept in a locked filing cabinet.

Documents that are needed by the Class teacher will be copied, and kept in the class SEND file. This will be passed to the next teacher when the child moves to another class within the school



Documents that are stored electronically are kept on the Teachers' Drive on the school server. Sensitive documents are kept on the SLT drive. CPOMs is also used to record safeguarding issues, and conversations with parent or carers. Provision Mapper is used to hold learning Plans, provision maps and individual profiles.

Child protection documentation is held by the Head Teacher.

When a child moves school, the SENCO will transfer records to the new school. Any documents that are no longer needed will be shredded.

### **SECTION 13: REVIEWING THE POLICY**

This policy will be reviewed annually by the SENCO, and revisions made will be approved by the Governing Body.

### **SECTION 14: ACCESSIBILITY**

Queen's Park School recognises its duty, as stated in the SEND and Disability Act 2001, to increase the accessibility of the school to all disabled pupils.

This is detailed in our Equalities Policy This is available on the Families and Inclusion section of the website. This policy will next be reviewed in January 2023 , and the Accessibility Plan will be updated.

### **SECTION 15: CONTACTING STAFF AND COMPLAINTS**

Queen's Park School operates an open door policy and believes strong links between home and school are essential to ensure children's learning. The class teacher is always the first port of call for any queries with regards a child's learning or SEND. Class teachers can be contacted briefly at the end of the school day, and parent or carers can make a full appointment with them at that point, or through the office.

The SENCO is available to see parent or carers who require further information and advice, to support parent or carers seeking extra help, and to liaise with external agencies. The SENCO, and the Learning Mentor, can signpost parent or carers to other agencies and organisations to provide further support. They can both be contacted through the school office.

If a parent or carer or carer wishes to make a complaint regarding the SEND provision at Queen's Park School, the following procedure should be followed:

1. Discuss the concern with the class teacher. Most problems can be dealt with at this stage.
2. Arrange a meeting with SENCO
3. If issue is still not resolved, Head teacher should be involved.
4. Arrange a meeting with Special Needs governor
5. Arrange a meeting with a sub-committee of governors.
6. Full governors meeting.

If there are still unresolved issues, you can make a complaint through the Local Authority: Director of Children's Services or through the city council's Standards and Complaints team - <http://www.brighton-hove.gov.uk/content/council-and-democracy/compliment-or-complain/information-complaints>

At any point, the parent or carer may wish to contact Amaze, Brighton & Hove's parent or carer partnership organisation for advice. Amaze work with parent or carers of children with SEND, and will support parent or carers who are not satisfied with SEND at the school.

### **SECTION 16: BULLYING**

At Queen's Park School we work hard to make the school free of bullying, through working to prevent bullying, as well as dealing with bullying incidents. We believe it is the role of the whole school community, and the school's Anti-Bullying Policy (2019) details how we do this.



We recognise that children with SEND and Disabilities (SEND) are more vulnerable to being bullied, and we work to mitigate this. All incidents are recorded on CPOMs and the PHSE coordinator regularly monitors bullying reports to ensure that children with SEND are not being disproportionately targeted. We work to ensure the school is fully inclusive, with all children represented and valued. We teach children to embrace and respect difference. We ensure that children with SEND are represented on the Learning Council, as well as taking on peer leadership roles such as Playground Buddies, and Reading Heroes. This helps build a sense of self-esteem, as well as raise the profile of children with SEND in school.

We also work with all children, but particularly those with SEND to build their resilience, one of the personal qualities most needed to mitigate against bullying. In particular the Learning Mentor will provide interventions for those children with SEND who need support in this area.