

PARK SCHOOL - SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

1. INTRODUCTION

- 1.1 This policy is applicable to the whole school including the Early Years Foundation Stage ("EYFS").
- 1.2 This policy has been written with reference to:
- SEND code of practice 0 to 25 (Jan 2015)
 - The requirements of the Children and Families Bill 2014
 - Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
 - Equality Act 2010
 - Special Educational Needs and Disability Act 2001
 - Park School Equal Opportunities Policy
 - Park School Accessibility Plan
 - Park School Safeguarding and Child Protection Policy and Procedure, including Allegations against Adults
 - Park School Admissions Policy
- 1.3 Park School staff should read this policy in conjunction with the Accelerated Learning Manual.
- 1.4 Park School/Nursery aims to be an inclusive setting ensuring that equality of opportunity is a reality for our children. The school uses its best endeavours to secure the special educational provision called for by a pupil's needs. We do this through the attention we pay to the different groups of children within our school, which include,
- Gender
 - Minority ethnic and faith groups;
 - Children with special educational needs;
 - EAL pupils;
 - More able and talented children;
 - Summer birthdays June, July, August children;
 - Children with disabilities;
 - The school recognises that children who are looked after or previously looked after may have additional SEND and works closely with parents, carers and external professionals to support these pupils
 - Any other groups as shall arise from time to time in the school community.
- 1.5 Park School/Nursery accepts pupils with a range of ability and from a variety of cultural, socio-economic home backgrounds. The National Curriculum age-appropriate bands, test scores and other assessment methods help us to plan our teaching to meet the specific needs of individuals and groups of children. A minority of children have learning and assessment requirements that are potential barriers to learning. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.
- 1.6 According to the SEND code of practice 0 to 25 (Jan 2015), a child or young person has Special Educational Needs/disabilities ("SEN") if they have a learning difficulty or disability which calls for special educational provision to be made. A child of compulsory school age has a learning difficulty or disability if they:
- has a significantly greater difficulty in learning than the majority of others of the same age;

- has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age.
- The school has an anticipatory duty to make reasonable adjustments to ensure disabled pupils are not placed at a substantial disadvantage.

1.7 Children may have special educational needs/disabilities either throughout, or at any time during, their school career.

2. AIM OF THE POLICY

2.1 The aim of this policy is to focus on ensuring positive outcomes for all pupils. We will do this by:

- 2.1.1 identifying pupils with learning difficulties/disabilities;
- 2.1.2 promoting adaptive high-quality teaching in the mainstream classroom for all pupils;
- 2.1.3 helping children learn to understand and manage their own learning difficulties/disabilities;
- 2.1.4 maintaining aspirations and high expectations for children with learning difficulties/disabilities;
- 2.1.5 ensuring that curriculum planning and assessment takes account of learning difficulties / disabilities experienced by our children;
- 2.1.6 developing support strategies;
- 2.1.7 providing equal opportunities for all pupils to access the curriculum and school life;
- 2.1.8 consulting, listening to, liaising with and advising parents when needed to enable everyone to work together to support the child;

3. THE ASSESS – PLAN – DO – REVIEW FRAMEWORK

Assess

3.1.1 All our pupils are assessed as follows: -

- Parents are required to declare any learning difficulties/disabilities their child may have on registration. Further details regarding admissions to the school can be found in the Admissions Policy.
- We consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them in line with the provisions in our Accessibility Plan.
- We assess each pupil's current skills and levels of attainment on entry and then continually whilst they are in the school using a range of methods including the following:-
 - eyesight screening for all pupils in Reception;
 - CAT tests for all children at the first available opportunity (starting in Year 3).
 - standardised tests in English and maths every Autumn for Years 1 to 6
 - standardised tests in English and maths every Summer for Years 1 to 6
 - twice a year National Curriculum Moderation of Reading, Writing and Maths
 - Dyslexia screener in the Summer term of Year 3

3.1.2 The needs of all of our pupils, including those with learning difficulties/disabilities are met within the following graduated framework.

Level of Need	Response
---------------	----------

Wave 1	Adaptive high quality teaching in the mainstream classroom for all children.
Wave 2	Some form of extra support for pupils provided free of charge by the school, often in small groups (morning booster groups).
Wave 3	<ul style="list-style-type: none"> Additional optional support (e.g. privately commissioned tuition beyond agreed provision) may be charged only with parental agreement or other support from outside agencies, in order to help with learning difficulties/disabilities.
Children who have a Local Authority Education and Health Care Plan ("EHC Plan")	Suitable and appropriate support for children with an EHC plan is considered and implemented on a case-by-case basis.

- All pupils receiving support in waves 2 or 3 are on our Monitoring List.
- Pupils may be identified as having SEND whether or not they have a formal diagnosis. Identification is based on observed needs, progress over time, and response to intervention in line with the SEND Code of Practice."

○

3.1.3 The SENDCo is consulted: -

- if a member of staff is concerned about a child's performance/progress;
- if there is a marked discrepancy between a child's verbal and literacy/numeracy skills;
- if parents express concern about their child's progress (and the class teacher feels it appropriate to consult);
- if certain mistakes are repeated time and time again;
- if a child has difficulty coping with and understanding certain essential concepts or accessing certain activities.

3.1.4 An 'Special Educational Needs' referral form is completed if appropriate. On receipt of this form the SENDCo will discuss the matter with the teacher concerned and the Headteacher. It is the class teacher who will initially lead the communication with parents and inform them at the appropriate time to alert them to concerns and enlist their active help and participation. Any intervention is discussed with the SENDCo, Headteacher, parents and class teacher.

3.1.5 Further assessment tools (if needed) currently include the following:

- Screening tests, Educational Psychologist's and SpLD assessor's reports, Visual Perception screening;
- Early help assessments, prior to multi-agency assessments. The SENDCo is trained to act as Lead Professional.
- Nursery/EYFS assessment can be organised with the area SENDO (Special Education Needs Development Officer).

3.1.6 Further referral to outside agencies including private assessments and CAMHS (Child and young Adult Mental Health Service), Speech and Language Service, or Health Visitor.

3.1.7 The class teacher and the SENDCo can break down an assessment procedure into smaller steps in order to aid progress and provide detailed and accurate indicators. Pupil views are sought and recorded in an age-appropriate manner and inform planning, review and

decision-making

Plan

3.1.8 Areas of Need: There are 4 main areas of need:

- Communication and Interaction- including speech and language needs and social interaction;
- Cognition and Learning- includes specific learning difficulties such as dyslexia, dyspraxia and dyscalculia;
- Social, Emotional and Mental Health (SEMH) - including attention difficulties such as ADHD/ADD, emotional regulation needs and behaviour that may be a response to unmet need
- Sensory and Physical needs - including vision and hearing difficulties, fine and gross motor developmental delays and other physical disabilities.

3.1.9 When planning to meet pupils' needs, consideration is given to:

- the child's learning difficulties/disabilities and needs
- learning profile and assessment results;
- the child's overall progress;
- providing a positive learning experience which values positive encouragement;
- setting out clear learning objectives;
- whether there are any reasonable adjustments that can be made to enable access to a full curriculum;
- how the tasks/activities are presented to pupils, so that they can make progress and experience success. Care is taken regarding the use of any printed material. Materials are chosen carefully and adapted as necessary. Print size, the complexity of vocabulary, syntax used, etc. are all considered;
- varying the teaching style, adopting a multi-sensory approach where possible, changing group size, and pace, considering levels of interest and previous appropriate experience, the use of language, opportunities for other forms of teaching (e.g. through drama, role play, discussion, etc.);
- the child's /parents' contributions to outcomes and view of their progress as appropriate;
- Additional transition support across school and year groups

3.1.10 Pupils who have individual lessons with a Learning Support Teacher (part of our Wave 3 provision).

- the class teacher sets targets which will assist the pupil to progress in their learning;
- to be effective, these outcomes are Specific, Measurable, Achievable, Realistic, Time-bound (SMART);
- Target sheets are on-going, working documents. As targets are achieved, new ones are added;
- targets are part of the planning and work in core lessons as well as in individual support lessons;
- the staff, parents and the child are aware of, contribute to and review progress towards the outcomes on the Target sheets. Target sheets are shown to parents at Parents' Evening each term;
- target sheets are easily accessible for reference in core lessons and support lessons;
- target sheets form part of the evidence of the child's progress.

3.1.11 When arranging individual lessons, we aim to avoid withdrawing the child from core learning. We arrange these lessons on an individual basis, listening to the needs and voice of

the child. Some of the children who have specific needs are also talented in other areas such as music and art. Parents are informed of the timing of the individual lessons and what is being missed.

Do

3.1.12 Having planned appropriately (see 3.2.2 above), teachers respond to pupils' needs by:

- acknowledging that pupils acquire, assimilate and communicate information at different rates;
- acknowledging that pupils need a positive, encouraging, sensitive environment which values the 'whole person', their contribution and their views;
- helping children to manage their behaviour and develop social skills to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning;
- adaptive activities appropriately (including homework). This adaptation is noted in the relevant section of the teacher's planning and is monitored by the Director of studies termly;
- using assessment to inform the next stage of learning.;
- having good communication and a positive working relationship with parents to aid learning in and out of School.

Review

3.1.13 Interventions for each child are reviewed regularly to assess their impact, the pupil's progress and the views of the pupil, their teachers and their parents.

- Targets are reviewed on a 'rolling' basis- see Section 3.2.3 above;
- progress and provision are formally reviewed 3 times a year at Parents' evening by the class teacher;
- specialist teachers review progress in individual lessons towards the end of each set of 10 lessons;
- the SENDCo monitors the progress of the children on the Monitoring List;
- the SENDCo, Medical and Pastoral Lead (Mental Health Lead) Headteacher hold weekly meetings to review SEND in the school;
- Where applicable class teachers, the Headteacher and the Director of Studies monitor CAT results – picking up on discrepancies in scores within the different types of tests and discrepancies between scores and performance in class, tests and other work. They discuss their findings with the SENDCo as appropriate.

4. DISAPPLICATION AND MODIFICATION

4.1 The School can, where necessary, modify or disapply part of its curriculum and/or its assessment arrangements for a particular pupil. Our school policy is to do this only in exceptional circumstances. The school makes every effort to meet the learning needs of all its children without recourse to disapplication or modification. We achieve this through adaptive teaching or through the provision of additional learning resources. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these agencies to support the child.

4.2 In exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents. The SENDCo would also be closely involved in this process. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

5. EARLY YEARS FOUNDATION STAGE

- 5.1 The Nursery/Reception follow the guidelines and processes outlined in this policy. The following points are particular to Early Years.
- 5.2 EYFS is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, staff set suitable learning challenges and respond to children's diverse learning needs. Some children may have barriers to learning that mean they have special needs and require particular action by the nursery. These children may have a special Learning Plan to plan for and guide provision for their particular needs.
- 5.3 Liaison with the Local Authority Area SENDO (applicable until the child is 5 years). The area SENDO can be consulted as necessary by the Nursery Manager, SENCO and Head of Early Years to discuss the progress of any children needing support (with parents' permission). Following this consultation the Nursery Manager and Head of Early Years updates the SENDCo accordingly. The Area SENDO helps make the links between education, health and social care to facilitate appropriate early provision for children with Additional needs and their transition to compulsory schooling.

6. TYPICALLY, THE ROLE OF THE AREA SENDO INCLUDES:

- providing advice and practical support to early years providers about approaches to identification, assessment and intervention within the SEND Code of Practice
 - strengthening the links between the settings, parents, schools, Early help, social care and health services
 - developing and disseminating good practice
 - supporting the development and delivery of training both for individual settings and on a wider basis
 - providing advice and support to ensure smooth transition between Early Years settings and reception classes
- 6.1 The SENDCo and the Nursery team and Head of Early Years meet regularly to discuss the provision in the Nursery/EYFS.

7. TRAINING

- 7.1 All teachers and learning support staff liaise with the SENDCo to discuss SENDprovision and practice.
- 7.2 Teaching staff and Nursery staff are encouraged to participate in courses offered in and out of the school for training in SEND matters. Training related to SEND is delivered to the whole staff IN school and the SENDCo on a regular basis as part of our ongoing programme of INSET.

8. ROLES AND RESPONSIBILITIES

- 8.1 The SENDCo :
- manages the day-to-day operation of this policy;
 - co-ordinates the provision for, and manages the responses to children's special educational needs/disabilities including any recommended and agreed access arrangements;
 - supports and advises colleagues;
 - maintains the Monitoring List and SEN register;
 - contributes to and manages the records of all children on the Monitoring List;
 - supports the Director of Studies with the relevant School-based assessment and completes the documentation required by outside agencies in conjunction with the class teacher
 - supports the class teacher in communications with parents;

- liaises with the Local Authority (EYFS) area SENDO as necessary alongside the Nursery team & Head of Early Years;
- acts as the link with SEND external agencies and other support agencies;
- manages a range of resources, human and material, linked to children with SEND;
- checks for any outside agency involvement and acts as Lead Professional if required for multi-agency assessments and support;
- implements appropriate provisions in the School/Nursery's accessibility plan.

8.2 The Headteacher:

- is the advocate on the Senior Management Team for SEND matters;
- holds regular meetings with the SENDCo;
- monitors CAT results and other Assessment data along with the Director of Studies and the class teachers;
- monitors all referrals and discusses provision and progress with teachers, SENDCo and parents as appropriate.

9. STAFF WELLBEING AND SEND WORKLOAD AWARENESS

The school recognises that effective SEND provision relies on a **supported, skilled, and healthy workforce**. We acknowledge that supporting pupils with special educational needs and disabilities can involve **additional emotional, administrative, and professional demands**, and we are committed to promoting staff wellbeing alongside high-quality provision.

10. PARTNERSHIP WITH PARENTS

- 10.1 Partnership with parents is essential. Parents are a particularly valuable information source and provide fundamental support for their children.
- 10.2 The Parents' Handbook contains the main points relating to SEND including details of payment for individual lessons with the Learning Support Teachers.
- 10.3 At all stages of the SEND process, the school keeps parents fully informed and involved.
- 10.4 Meetings are held each term with parents, in which progress and new targets are discussed with the class teacher.

11. SUPPORTING PUPILS WITH MEDICAL NEEDS

- 11.1 The arrangements for supporting children with medical needs are laid out in the School's Health & Safety Policy.
- 11.2 The School/Nursery recognises its duties under the Equality Act 2010. For further details see the Accessibility Plan.

12. TRAUMA-INFORMED PRACTICE REFERENCE

- **Department for Education (DfE) (2018) *Mental Health and Behaviour in Schools*.**
– Emphasises the impact of trauma and adverse experiences on learning, behaviour, and SEND.
- **Department for Education & Department of Health and Social Care (2015, updated 2024) *SEND Code of Practice: 0–25 years*.**
– Highlights the need for understanding social, emotional and mental health needs and using inclusive, child-centred approaches.

- **Public Health England (2016) *The Mental Health of Children and Young People in England*.**
– Links adverse childhood experiences (ACEs) with SEND, emotional regulation, and learning difficulties.

13. CONCERNS

If parents have concerns about the provision arranged for their child they can discuss the matter with the class teacher or Nursery team (in the first instance), the SENDCo and/or the Headteacher. If concerns cannot be resolved informally, parents may follow the School's Complaints Policy, available on the school website or from the School Office."

14. FURTHER INFORMATION

- 14.1 All SEND records are stored securely and managed in line with the school's Data Protection and GDPR policies
- 14.2 The SENDCo can provide information and links to websites where details/advice regarding specific special needs and disabilities can be found.
- 14.3 Access to further information and guidance is available via the SEND local offer, SENDiass and other parent support networks using the following links:

[The Bournemouth, Christchurch and Poole SEND Local Offer - BCP Council](#)
[The Bournemouth, Christchurch and Poole SEND Local Offer - BCP Council](#)

[SENDiass4BCP - SENDiass4BCP](#)
[SENDiass4BCP - SENDiass4BCP](#)

This policy and other publications produced by the School are available in large print or alternative media if required.