



We believe at Park Hill that all teachers are teachers of special educational needs. Our staff do their utmost to meet the needs of all the children in their class through their classroom organisation, teaching methods, styles and differentiation. However, if a learner does not make adequate progress, even when teaching approaches are tailored specifically to them, then the child may be identified as having special educational needs.

Some pupils find work difficult because their first language is not English. They do not have special educational needs unless they also have a learning difficulty.

Principle

Our school's principle is one of inclusion. We want to identify and break down possible barriers to learning.

Objectives in making provision for pupils with SEN:

- We value all the pupils in our school equally.
- To ensure that all pupils have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities.
- The aims of education for pupils with difficulties and disabilities are the same as those for all pupils.
- Every child is entitled to have his or her particular needs recognised and addressed.
- To involve parents in all work undertaken with the learner, as this will make the provision more effective.
- To seek the views of the child and to take them into account.

This policy will contribute to achieving these objectives by ensuring that provision for pupils with SEN is a matter for the whole school and is a part of the continuous cycle of assessment and review.

Roles and Responsibilities/ Co-ordination of provision

Governing Body

The school governors have specific responsibility to

- Do its best to ensure that the necessary provision is made for any pupil who has special educational needs
- Ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs
- Consult the LEA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole

- Ensure that a pupil with SEN joins in the activities of the school together with children who do not have SEN, so far as is reasonably practical and compatible
- Ensure that parents are notified of a decision by the school that SEN provision is being made for their child

In doing so the governors will adhere to the SEN code of practice and the Disability Rights Code of Practice for schools. (2014)

The Head teacher

The head teacher has responsibility for the day to day management of all aspects of school, including provision for children with SEN. The Head teacher keeps the governing body fully informed and works closely with the Inclusion Manager.

The School Staff

Teachers are responsible for teaching all children in their class, including any child in the class with SEN. Teachers are responsible for identifying learners whose progress is limited and setting individual targets accessed through interventions for these children in liaison with the Inclusion Manager when necessary. Phase Leaders are responsible for the transition of children with SEN between phases of school, with support from the Inclusion Manager if needed.

The Inclusion Manager

The school's Inclusion Manager is Lisa Southall. She is based outside of the classroom on Tuesday and Wednesday afternoons to fulfil her SEN duties within school. Her responsibilities include:

- Co-ordinating provision for pupils with special educational needs
- Liaising with and advising fellow teachers
- Liaising with parents of children with special educational needs
- Liaising with secondary school SENCOs, Inclusion Support, school nurse, speech and language therapists and other health services
- Maintaining assessment records of all children with SEN and forwarding this data to other schools should a child leave Park Hill

Regular meetings are held by Wednesbury Learning Community and Cluster group that allow the Inclusion Manager to keep up to date with current initiatives nationally and locally and to seek out and share best practice.

Admissions and Inclusions

Pupils with SEN are admitted to the school on the same basis as any other child. The Governing Body uses the LEA admissions criteria.

Special Facilities

The school welcomes applications for admission from the parents of pupils with mobility difficulties. Although the school does not have complete wheelchair access school would, however, make every effort to accommodate a child's needs. We have recently had a disabled toilet added to our premises to aid this. We also have a shower/wet room located in the building to enable us to support children who might need this facility.

Allocation of Resources

The LEA provides the school in its school budget with funding towards meeting pupils' SEN. In addition the school plans and provides for pupils with SEN from their main budget.

The school spend this money on:

- Learning support teachers and assistants
- Training for all teachers and learning support assistants so that they can meet pupils' needs more effectively (Performance management meetings with staff providing the targets for this training.)
- Special books and equipment

Allocation of resources within the school is based on an annual audit of need carried out during the summer term. The more complex or severe needs, the more support is provided. Where it is deemed necessary, an Education, Health Care plan will be applied for and this will financially support a child's needs within school.

Identification and assessment of pupils with SEN

School provides provision through a wave system of support. All children receive wave 1 provision through day to day quality teaching. Children who fall slightly behind should receive wave 2 support through planned differentiation in a small group to provide short term support. Children who do not make expected progress as a result of this work need wave 3 support and the class teacher will at this point draw up a provision map with targets for specific children. After consultation with parents, children will then be placed on the Special Needs Register. **Although alarming for parents, many children will only be on the register for a short time whilst an intervention is put in place and delivered and then when a child 'catches up' they will be removed from the register and taught within general classroom differentiation.**

At this stage on the register, the learner will receive support that is either extra to or different from the support that the school usually gives through differentiation. If there are concerns that a child is not making enough progress, the class teacher will discuss these concerns with the SENCo. Information collected will feed into discussion with parents and the writing and reviewing of a provision map by class teachers. The delivery of interventions recorded in the provision map continues to be the responsibility of the class teacher. Provision Maps will be recorded termly and the outcomes will be recorded and discussed with the child and parents.

If the pupil does not make adequate progress receiving this level of support, the school may seek further advice from other specialists. Pupils and parents will be kept fully informed of this process.

At this point, parents will be invited in to help to set targets for their child. Each child requiring this level of additional support will have a **One Page Profile**. Children too are encouraged to take part in this meeting to discuss what they feel is going well, what they need additional support with and how best to give that support.

Each profile is highly individualised to meet the child's needs, whilst also celebrating their successes – all children succeed!

One Page Profiles will be reviewed termly and new targets set.

The range of support available at this stage of practice will be similar to that of the earlier interventions but will typically be more intensive, individualised and sustained. Advice from outside professionals will be incorporated into the plan and these professionals will be invited to contribute to the monitoring and reviewing of progress. As a school we value the support that we receive from our Inclusion Support service. This includes:

- Advisory teacher for Learning
- Advisory teacher for behaviour and emotional issues
- Educational Psychologist
- Specific Learning Difficulty advisory teachers
- Complex communication advisory team
- Hearing impairment teachers
- Visual impairment teachers
- Speech and language therapists
- Early Years Inclusion Support

Education Health Care Plans

If a child is still experiencing difficulty in accessing some or all of the curriculum, school staff, advisory staff and parents may decide that they want to request an assessment for an Education Health Care Plan. Paperwork will be collected from all agencies involved with the child and family and an initial meeting (CAM) will be held to decide whether this is the agreed route for the child and family.

If after assessment by the local authority, it is in the child's best interest for an Education Health Care Plan to be provided, school will follow the advice within the document and it will be reviewed regularly with class teacher and annually with SENCo and outside agencies to amend it.

Partnerships with Parents

School will always tell parents when their child is receiving help for their SEN.

As parents have valuable information about their child to share, parents will always be treated as partners with school in meeting the needs of the child. Parents will be invited to discuss reviews of all children, whatever the code of practice they are at.

Pupil Participation

Young people with SEN often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to receive within their education. They will be encouraged to participate in all decision making processes including the reviewing of individual targets.

Conclusion

This policy will be reviewed annually and the success of education of children with SEN will be assessed termly by the school's SENCo. All children at Park Hill should feel valued and we hope that they will develop 'a lifelong love of learning.'

Lisa Southall September 2017