



Springwell Park

Special Educational Needs Policy

December 2023

Review: December 2024

Rationale

Springwell Park Primary School is committed to ensuring that the necessary provision is made for every pupil in our school. Springwell Park is passionate about inclusive education for all and strives to meet the needs of all pupils with SEND.

The new SEND Code of Practice (2014, updated January 2015), states that all children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training.

Springwell Park believes that all children with a Special Educational Need or Disability (SEND) must have their needs recognised, assessed, and if it is deemed necessary, for appropriate intervention to be put in place as quickly as possible. Springwell Park promotes disability equality.

Springwell Park strives to deliver an appropriate curriculum that:

- provides suitable learning challenges
- meets the students diverse learning needs
- removes the barriers to assessment and learning

Objectives

Provision for students with SEND is a whole school matter. In line with the Code of Practice (2015), Springwell Park will:

- Identify and address the SEND of the pupils we support.
- Use our best endeavors to ensure that a child with SEND gets the support they need.
- Ensure that all students with SEND are offered full access to a broad, balanced and appropriate mainstream curriculum that sets high expectations for every student whatever their prior attainment.
- Provide for the individual needs of all students with SEND and ensure they make progress in mainstream education, alongside students who do not have SEND, in order to maximize their achievement.
- Ensure that the needs of students with SEND are identified, assessed, provided for and regularly reviewed.
- Take the views, wishes and feelings of the young person into account, and involve them as fully as possible in decision making about their own education.
- Encourage regular and effective communication between parents and school to ensure parents are informed of their child's SEND (through SEN Support Plan review meetings) and promote effective partnership to involve outside agencies when appropriate.
- Designate a teacher responsible for the coordinating of SEND provision (Miss Patterson and Mrs Molyneux are our school SENCOs)

Context

The revised Code of Practice (2015) provides the following definition of SEND:

- A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A child of compulsory school age or a young person has a learning difficulty or disability if he or she: has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Areas of need

The 4 broad areas of SEND are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and or Physical Needs.

Pupils will be regularly discussed with the SENCOs to identify whether a pupil has SEND. A primary area of need will be allocated to a child, and if necessary further needs will be identified and documented.

SEN Support

When a child is not making progress despite providing an adaptive teaching provision and interventions the class teacher will discuss the child's difficulties with the SENCOs and the child's parents/carers. If necessary, the teacher will then assess him/her using the BSquared Assessment Tool.

If necessary, a SEN support plan will then be completed for the pupil with targets taken from BSquared. The support plan will be shared with the child's parents and the child will be added to the SEN register. SEN Support plans will be reviewed each term and the outcomes shared with the parents/carers. Targets will either be continued or revised as appropriate.

(NB: Not every pupil making slower progress has SEN. Some pupils may make slower progress for a reason unrelated to SEN, such as a gap in their learning. SEN Code: paragraphs 6.84-6.94)

Implementation of the policy

The overall aim of this policy is to improve the outcomes for every child with SEND in all the areas outlined in the Special Educational Needs Code of Practice.

This will be achieved by these (specific) outcomes:

- Enabling identified pupils with SEND to reach their full potential.
- Enabling successful transition of SEND pupils from their previous educational establishment and beyond their life in the school.
- Removing barriers to achievement through our adaptive teaching approach and where necessary offering a more personalised curriculum at all key stages to meet the needs of the individual which comes as the recommendations of outside professionals (E.g. Educational Psychologist).
- Enabling all SEND students to be included in and join in the activities of the school

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together with pupils who do not have SEND, as far as is reasonably practical.

- Professional development of teaching and support staff in the area of SEND is key to the quality of Teaching and Learning of students with SEND.
- Regular monitoring of the progress and development of all pupils throughout school.
- Following the graduated approach to ensure there is a comprehensive and structured approach to assessing, identifying and responding to individual needs.
- Ensuring that appropriate staffing and funding is in place for pupils with SEND.
- Ensuring that all governors, particularly the SEND Governor, are up-to-date and knowledgeable about the Schools' SEND provision and inclusion overall.
- Involving the full Governing Body in the future development and monitoring of this policy.

Staffing and Professional Development

The Leadership Team will take active steps to ensure that the staff are both aware of and adheres to the aims and stated outcomes that are contained in this policy. This will be reflected in the framework of professional development and staff training.

The role of the SENCO

Our SENCOs Miss Patterson and Mrs Molyneux are responsible for the day to day operation of the SEND policy.

Duties include:

- Undertaking High Needs Funding and Statutory Assessment applications, including EHCP's.
- Supporting class teachers with maintaining school records on all pupils with SEN;
- Liaising with external agencies including the Educational Psychology Service and other support agencies eg SENIS, SALT, medical and social services.
- Liaising with and advising teachers and all support staff;
- Contributing to the in-service training of staff
- Liaising with parents/carers of pupils with SEN
- Ensuring that time and guidance is given for writing SEN support plans
- Providing information about school's procedures for identification, assessment and review for all pupils with SEN in the school's SEN information report.

Links with other mainstream schools and special schools

Springwell Park liaises closely with receiving high schools that our pupils with SEND may choose to transfer to so that their needs can be met at the next stage of their education. Our vigilance in keeping accurate and useful records should ease the transition of our pupils with SEND to secondary school.

Links with other agencies and voluntary organisations

External support services play an important part in helping the school identify, assess and make provision for pupils with SEND.

Our SENCOs hold regular meetings throughout the year with the Educational Psychologist and Inclusion Consultant in order to plan provision for pupils with SEND.

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We work very closely with Speech and Language Therapists, Occupational Therapists, Physiotherapists, School Nurses, Educational Welfare officer, Home/School Liaison Officer.

We receive regular visits from the nominated Education Welfare Officer and Home/School Liaison Officer.

We aim to continue developing links with outside agencies, as this will help us to deliver more effective support for our children with SEND.