



**The Park Federation Academy Trust
Lake Farm Park Academy**

Special Educational Needs Policy

Approval

Signed by CEO and Federation Principal on behalf of the Board of Directors	Dr. M Young and Ms. H Buttar
Date of approval	September 2020
Date of review	September 2024

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SECTION 1: INTRODUCTION

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At Lake Farm Park Academy, we want all children to achieve their goals regardless of their starting point. We aim to provide an environment where all children are confident to share their ideas and where all successes are valued. We encourage children to ask questions and to take risks in their learning.

The child is at the centre of everything we do at Lake Farm Park. In their planning, class teachers differentiate work for children at all ability levels. This ensures that all children can access the curriculum at the appropriate level and can make progress. A child's class teacher will be aware of each child's needs and will therefore be providing quality, personalised teaching in the classroom targeted at a child's ability level .

We believe in giving all children ambitious but manageable targets and expect all children to achieve or exceed these targets. Progress will be monitored closely and new targets given when appropriate. Other adults in school and in the class, such as Teaching Assistants may also deliver teaching to children and be included in evaluating their progress.

This document should be read in conjunction with the school's Equality and Accessibility Plan, Behaviour Policy, Health and Safety Policy and Supporting Children with Medical Conditions Policy.

This policy was written in consultation with the Principal, members of the Senior Leadership Team and the Academy Council. The draft was shared with a selection of parents of children with Special Educational Needs.

The aims of The Park Federation Academy Trust, including Lake Farm Park Academy, are sympathetic to the aims stated in the Local Authority's Policy for Special Educational Needs and guided by the SEN Code of Practice 2015 and any updates. We aim to work, with the LA, to ensure high levels of achievement, effective learning, progress and development for all pupils regardless of any special educational need.

SECTION 2: AIMS (THE LONGER VIEW)

We aim to raise the aspirations of and expectations for all pupils with SEND. Our school provides a focus on outcomes for children alongside strategies for achieving these outcomes. We do not simply look at hours of support for individuals, but for ways to equip our children with tools to succeed in the future. We believe in working on a child's strengths and giving them the confidence to flourish in all areas.

Our aims are:

- To identify and provide for pupils who have special educational needs and additional needs
- To work within the guidance provide in the SEND Code of Practice, 2015
- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
- To provide a Special Educational Needs Co-ordinator(SENCO) who will work with the SEN Inclusion Policy
- To provide support and advice for all staff working with special educational needs pupils.

SECTION 3: IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The four broad categories of need as stated in the SEND Code of Practice 2015 are:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health
- Sensory and/or physical

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age, or
- have 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 or post-16 institutions.

(The above definition of SEN is taken from the introduction of the SEN Code of Practice, January 2015).

The purpose of identifying the child’s primary need is to work out what action to take, not to fit a child into a category. We identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs.

We track our data regularly and identify those who are not make the expected progress. We track the child’s progress through the term, including at termly Pupil Progress Meetings. If we feel that the child has not made the expected progress, then we look for reasons why. At this point we may decide to introduce extra help in the form of interventions. We would immediately contact parents to take their views into account.

We listen carefully to concerns raised by parents regarding their child’s progress. When a child’s behaviour changes drastically, we may feel the need to introduce some social or emotional support. When a child has access to an outside agency, we work closely with them to ensure the best outcomes for the child. When a child has not achieved targets set by

outside agencies, we meet to discuss alternative strategies. We pay close attention to the child's views. If a child informs us that he/she is struggling, we will look for reasons and solutions.

Poor attendance and punctuality can impact on a pupil's attainment, as they will miss out on vital steps in a concept. We recognise that children have time off for illness occasionally, but we ask that they attend as many sessions as possible. When a child has had a sustained amount of absence, steps are taken to endeavour to aid the child's understanding of concepts covered in his/her absence.

There are times when a child's educational attainment will be impacted upon, but a Special Educational Need is not present. At these times, learners will be given extra support in order to make the expected progress; this does not constitute a special need.

All schools are required to make reasonable adjustments for children with physical disabilities. Our school is totally accessible, as it is a brand new building. The building can be accessed via all external doors and all internal doors are wide enough to allow a wheelchair user to pass through safely. All of our classroom signs have braille as well as print. This ensures that all pupils have as full an access to the curriculum as possible.

When a child enters our school with little or no English, they are referred to the English as an Additional Language (EAL) team. The child will be integrated into the classroom, but with slightly different activities to aid their acquisition of language.

SECTION 4: A GRADUATED APPROACH TO SEN SUPPORT

SENCOP 2014 states: *High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.*

The class teacher is responsible for delivering challenging lessons and for assessing the progress of all learners. A range of teaching styles are used in order for all pupils to access the curriculum. Lessons are evaluated and future planning is adjusted accordingly. Through regular assessments, the class teachers are able to identify those who are not making the expected amount of progress. When this has been recognised, the class teacher then adapts planning and finds alternative ways to deliver the curriculum to the child. Records are kept within the class and parents are informed. Parents are advised on strategies to use with their child at home.

When it is found that the child has not made expected progress in line with his/her peers despite the added support, the teacher will liaise with class staff and the SENDCO to formulate ways in which to support the individual. This could be through small group intervention, 1:1 support or in-class support.

A referral to an outside agency may also be made at this time if necessary. At this point, the child will be added to the SEN register. The parents and young person will be involved in

discussions about ways in which teaching and learning is going to be adapted. During these meetings, individualised targets will be set and agreed, alongside a time frame for review.

When it becomes apparent that a child has not made the expected progress despite the support provided, an application may be made for an Education and Health Care Plan, where an Educational Psychologist will provide an assessment along with any other outside agencies involved. This will only happen in consultation with parents and will be undertaken by the SENDCO.

SECTION 5: MANAGING PUPILS NEEDS ON THE SEN REGISTER

The progress of all children is checked regularly by the class teacher and more formally by the Principal at termly Pupil Progress Meetings. The children who are not making the expected level of progress are highlighted at the meetings and appropriate strategies are discussed.

All interventions are evaluated at the end, or if they are ongoing, then they are evaluated termly. The level of progress is recorded and any particular difficulties/successes are noted.

When a child's needs are appropriate for SEN Support or an Education Health Care Plan, an Individual Education Plan (IEP) must be written. The IEP will be written by the SENDCO in collaboration with the class teacher. The IEP should only record that which is additional to or different from the differentiated curriculum plan which is in place as part of provision for all children.

The IEP will:

- be dated;
- identify the nature of the pupil's learning difficulty;
- set a maximum of 3 SMART targets
- detail the action to be taken (what, how often and by whom)
- be reviewed termly for children with EHCP plans and SEN support.

The IEP will be used as a working document by all class staff and will be annotated to assist assessment and review. Parents will be invited to a review of the IEP and Annual Review for children with EHCP.

The support received by all children is recorded on the Provision Map. This includes support given to children who are not on the SEN register, such as those in receipt of Pupil Premium and pupils with EAL.

SECTION 6: CRITERIA FOR EXITING THE SEN REGISTER

When a child has been identified as having made progress in line with peers, support will be gradually reduced. Progress will be closely monitored to ascertain whether the pupil needs

support in order to progress further. When this becomes apparent that a child does not need any support and can, in fact, work and achieve independently, the child will be removed from the SEN register. The teacher will continue to monitor the individual's progress and will ensure that future teachers know that the child received support in the past.

SECTION 7: SUPPORTING PUPILS AND FAMILIES

The school's SEND information report can be found on the website under *SEN Local Offer*.

The Local Offer for the London Borough of Hillingdon can be found at:

<http://search3.openobjects.com/kb5/hillingdon/fsd/localoffer.page>

We work to enable and empower parents and carers by:

- giving parents and carers opportunities to play an active and valued role in their child's education;
- making parents and carers feel welcome;
- encouraging parents and carers to inform the academy of any difficulties they perceive their child may be having or other needs the child may have which need addressing;
- instilling confidence that the academy will listen and act appropriately;
- focusing on the child's strengths as well as areas of additional need;
- allowing parents and carers opportunities to discuss ways in which they and the academy can help their child;
- agreeing targets for their child;
- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEN provision
- making parents and carers aware of the parent partnership services;
- providing all information in a 'parent friendly' and accessible way.

LFPA runs 'How to Help' sessions, where class teachers share strategies for helping children at home with English and maths skills. Your child's class teacher may provide ideas and strategies on how to support your child. Mrs O'Neill is happy to discuss ideas and strategies to help your child and signpost you to further help if appropriate. This could include writing letters or attending meetings alongside parents. If outside agencies have been involved with your child, suggestions are normally provided that can be used at home as well as at school.

Before the children move to the next year group, they will be given the opportunity to meet their new class teacher in their new classroom. During this session they will be able to ask questions and talk about what work they will be doing during the year. The parents will also be invited to a 'meet the teacher' session at the end of the summer term. We understand that some children find the transition to a new class very stressful. These children will be given a 'social story', which briefly explains who the new teacher is going to be, where the classroom is and will contain a very brief outline of what is expected in this class. The story will be mostly pictorial with a short caption to explain. The stories will be shared at school and a copy will be sent home for the summer.

When the time comes to transfer to a new school, all details will be forwarded to the new setting and any SEND will be discussed as appropriate. The SENDCO may be able to visit the new setting with the parent/child if it is in the local area.

SECTION 8: SUPPORTING PUPILS WITH MEDICAL CONDITIONS

All children are included in school trips. We make reasonable adjustments to ensure this. Risk assessments are carried out before all school trips, incorporating accessibility and possible hazards. If necessary, an individual will have his/her own personal risk assessment (if the needs vary greatly from the rest of the group). It is sometimes necessary to ask a parent to accompany us on a school trip if we feel that the child would not be able to participate without this support; however this is rare, as our staff are trained to deal with the needs that the children have. Staff will visit the site before the school trip to discuss needs with staff and to view the most appropriate routes, exhibits etc.

We are fortunate enough to have step-free access all around the school. The majority of external doors and all internal doors are wide enough to allow a wheelchair to pass through comfortably. During PE lessons, appropriate support will be given, although independence will also be encouraged. Children who are involved with outside agencies may have specialist equipment recommended for use in school; this equipment will be used appropriately by trained staff and will only be used in accordance with the child's plan. All rooms in the school have Braille labels.

When a need has been highlighted, it is met. For example, if a child's toileting is specified as a priority in an EHC Plan, the staff concerned will do all they can to ensure the child meets the target. In the case of a child being in nappies, the member of staff will deal with the child with the utmost discretion and respect and will encourage an appropriate amount of independence. The same applies to those who need assistance with feeding; the member of staff will assist, but will promote greater independence over time.

Please also see our *Supporting Children with Medical Conditions Policy*.

SECTION 9: MONITORING AND EVALUATION OF SEND

We ensure that children have made progress by the following means:

- evidence on Intervention Effectiveness forms
- monitoring IEP targets
- formal and informal feedback from staff
- evidence at Pupil Progress meetings
- looking at how a child's work has improved
- if the work has not improved, adopting alternative strategies
- noting when learners display greater confidence
- gaining parental views
- looking forward for next steps in learning

SECTION 10: TRAINING AND RESOURCES

The SEND budget is allocated every financial year. This money is used to provide additional support or resources dependant on the child's individual needs. The additional provision may be allocated after discussion with the class teacher, Principal and SENCO at pupil progress meetings or if a concern has been raised at another time during the year. Specialist equipment is purchased to enable children to access the curriculum fully.

Individual pupil premiums are used to support that pupil's learning.

LSAs are funded from the SEN budget and deliver interventions to meet the pupil's needs either on a 1:1 basis or in small groups. Individual needs are reviewed regularly through Team meetings, recommendations from outside agencies and as a result of consultation with parents.

Training is given in line with changes in Government legislation. When a child with a particular need enters the school, all staff are given information and training in order to understand the need. Staff will receive training to allow them to cater for the needs of individuals e.g. autism training. All staff are given annual asthma and epipen training. When a child enters our school with a specific need, training for the relevant staff members is a priority. The SENCO has completed the National Award for Special Educational Needs Coordination, which provides training and information on a wide range of needs and disabilities.

The school's SENDCO regularly attend the Local Authority's SENDCO network meetings in order to keep up to date with local and national updates in SEND. In addition, there are also termly SEND meetings with the other seven schools in the federation.

Training is given to all new staff members, which outlines the needs of the children and the procedures in place for children with SEND.

SECTION 11: ROLES AND RESPONSIBILITIES

The role of the SENDCO is:

- to manage the day-to-day operation of the policy;
- to coordinate the provision for children's Special Educational Needs and Disabilities;
- to support and advise colleagues through appropriate training and by contributing to in-service training days;
- to maintain the school's SEND register and the school's Local Offer;
- to contribute to and manage the records of all children with Special Educational Needs and Disabilities and ensure that these are kept up to date;

- to complete the documentation required by outside agencies, The Park Federation Academy Trust and the Local Authority;
- to act as additional link with parents and ensure that parents are informed as soon as possible and are kept up to date with new information;
- to maintain resources and a range of teaching materials to enable appropriate provision to be made;
- to act as a link with external agencies and other support agencies;
- monitor and evaluate the Special Educational Needs and Disabilities provision and report to the Academy Council;
- to manage a range of resources, human and material, linked to children with Special Educational Needs and Disabilities;
- to track the progress of pupils in SEND group and liaise with teachers to discuss progress at pupil progress meetings and following the completion of intervention programmes;
- to ensure that, where children transfer to another school, all relevant information about the child's Special Educational Needs and provision are sent as soon as possible.

The SEND Governor oversees the changes and development of the SEND department. The governor meets with the SENDCO termly to discuss strategies.

The line manager of the SEN LSAs is the SENDCO. The role of the SEN LSA is to ensure that the child works towards his/her targets. The LSA is expected to keep accurate records of attainment and feed these back to the teacher and SENDCO when requested. They are allocated to work with a specific child, but they will always promote independence.

SECTION 12: LINKS WITH OTHER AGENCIES

We aim to maintain useful contact with education support services. For children with a special need, any one or more of the following agencies may be involved:

- Educational Psychology Service (EPS)
- Speech and Language Therapists
- Behaviour Support Team
- Occupational Therapists
- Physiotherapists.
- Special Needs Teaching Service (SNTS)
- Special Education Service (SES)
- Early Years Support Team
- CAMHs

The SENCO will maintain links with SENCOs from other schools/academies.

Effective working links will also be maintained with:

- Community Health Service

- Social Services
- Educational Welfare Service
- School Nurse

SECTION 13: STORING AND MANAGING INFORMATION

All documents pertaining to pupils are held securely on our system. Each member of staff has an individual password. Any information that is emailed is password protected. No information is held for as long as it is relevant. Hand-written records are locked away when not being used. When a child moves on to another setting, all information is sent and records are ceased.

Please also see our *Data Protection* policy.

SECTION 14: DEALING WITH COMPLAINTS

Parents are welcome to enquire about their child's support at any time during the school year; an appropriate appointment time will then be given to allow us to discuss any issues or topics in depth.

Parents can arrange to meet Mrs O'Neill to share any advice or concerns they may have. They can also make an appointment to see the Principal or they may choose to put their thoughts in writing. The Chief Executive, Chair of the Academy Council or Chair of the Board of Directors may be involved if necessary.

Please refer to our *Complaints Procedure*.