



PARK LANE
PRIMARY SCHOOL
AND NURSERY

SEND and Inclusions Policy

Date: September 2020
Review Due: September 2021

Reviewed Annually

Introduction

At Park Lane Primary School and Nursery we welcome you into our Griffin Family. The staff, Governors, pupils and parents work collegiately to ensure our school is a safe and friendly environment where children can achieve their full potential and develop as confident individual learners. This means that equality of opportunity is fundamental to our children and we make this possible by the attention we pay to different groups of children within our school community. Our positive learning environment creates a comfortable, inclusive and empowering atmosphere which helps to open doors for increased engagement. Our values-based curriculum highlights and promotes a sense of belonging for all.

Definition

We refer to the term ‘Special Educational Needs’ if a child has one or more of the following:

- Has significantly greater difficulty in learning than the majority of children of his or her age in one or more areas of learning.
- Has a disability which either prevents or hinders him/her from making use of general educational facilities within the Local Authority.
- Has learning difficulties, medical conditions or higher/greater ability than their peers.

The difficulty or disability may relate to:

- Communication and Interaction
- Cognition and Learning
- Sensory and physical conditions
- Social, Emotional or Mental Health difficulties
- Behavioural difficulties

Our Commitments

All children are entitled to an education that enables them to advance as independent and confident learners. We are committed to being an inclusive school with equal opportunities being a reality for all our children.

We will work in partnership with pupils and families to identify children with additional needs. The SENDco will consult with outside agencies, feeder schools to guarantee a consistent approach is provided. Our whole school attitude and fluid dialogue in training and developing our staff ensures that the needs of all children are met. Adaptations to both the environment and our curriculum are constantly developing to provide tailored resources. We aim to maximise their chances to achieve academically, spiritually, morally, socially and culturally.

At Park Lane, we promote the education of all pupils by supporting respectful, inclusive learning environments which enable advancement of the ‘whole’ learner. We recognise as a school that we are to comply with and deliver the requirements of the Education Act 1996, the Equality Act 2010, the SEN regulations, the SEN Code of Practice 2014 and other statutory guidance.

Provision

Our highly tailored provision enables pupils with SEND the opportunity to develop key life skills and gain self-confidence with their learning, whilst enabling them to maximise their full potential to work independently. We are committed to narrowing the gap between pupils with SEND and their peers. Our bespoke Nurture Team offers a broad array of opportunities formulated to help implement and support these children, both on a one to one basis and small groups. This is arranged and managed by our SENDco who ensures the highly tailored provision is delivered through:

- Weekly Nurture groups
- One to One support both in and outside of the classroom
- Individual speech and language activities
- Tailored small group interventions
- Individual Behavior Plans
- Lego Therapy
- Dog Therapy
- Onsite counselling support alongside referrals to external counselling services.
- Early Help support

Disapplication and Modification

School makes every effort to meet the learning needs of **all** children. However, when deemed necessary, we support learning through appropriate learning specialists e.g. Alternative Provision Placements. This is referred to as a disapplication and modification and would only be an option after detailed consultation with parents. We would explore utilisation of every possible avenue within the schools environment had been utilised before facilitating this approach.

Organisation of support

The majority of pupils have their needs met by accessing levelled planning that is used across the school to ensure all lessons are appropriately differentiated by class teachers. If limited progress is being made, class-based interventions will be provided. More often than not, this support is delivered by class teachers, TA's and HLTA's within the classroom alongside their age-related peers. After following the 'Assess, Plan, Do, Review' cycle, judgment is then made as to whether the child needs more customised support from the highly experienced Nurture team. This allows us to offer greater differentiation, with a more personalised approach.

Links with Outside Agencies

- Educational Psychology Service
- Child and Adolescent Mental Health Service (CAMHS/RISE)
- Speech and Language Therapy
- Occupational Therapy Service
- Physiotherapy Service
- Specialist Teaching Service
- Primary Mental Health Team
- Compass (School Nurse)
- Integrated Disability Service (EYFS)
- SENDAAR

Differentiation

The curriculum is enriched to provide pupils with quality real-life experiences and we are committed to ensuring all children are fully included. All lessons are differentiated and staff employ a variety of teaching a learning styles. Staff work closely with the members of Senior Leadership Team to track progress, set realistic targets and evaluate the impact of class-based interventions.

At Park Lane we are dedicated to ensuring that pupils with Special Educational Needs are identified, assessed and provided for within a broad and balanced curriculum. This will be in line with the EYFS & National Curriculum Programme of Study unless specific arrangements have been made for disapplication.

How we measure Progress

Throughout the EYFS, KS1 And KS2, children are assessed against national set criteria to check their progress in all areas of learning/subjects. Consequently, children who are not making expected progress are highlighted. Our 'whole school approach' to identifying children with SEND is pivotal in detecting children with behavioral and social emotional needs. A rigorous assessment procedure to track children's progress is continuously used. If a child is highlighted as making limited progress the next stage would be triggered which is one of the options below, based on the child's need. These strategies are at the discretion of our SENDco and class teachers whilst continuing to liaise with parents:

- Individual Education Plan (IEP)
- Individual Behavior Plan (IBP)
- Pupil Profile

These plans and profiles are reviewed and shared with parents and the school SENDco every half-term and adjusted based on the child's progress.

Assess, Plan, Do, Review

The school provides a graduated approach to the Assess, Plan, Do, Review process. We recognize there is a continuum of SEND and where necessary, increase the use of specialist expertise to highlight any difficulties the child may be experiencing.

Reviews and Partnerships

Informal reviews and liaison between parents, Support Staff and Class Teachers occurs as frequently as is necessary, sometimes daily. Parents and outside agencies are invited to attend formal reviews which are conducted in line with Local Authority guidance.

The Governing Body

The Governing Body, in co-operation with the Headteacher, determines the school's general policy and approach to provision for all pupils, establishing the appropriate staffing and funding arrangements and maintain a general oversight of the school's work. The SEND Governor has a remit to be a critical friend to the school.

Additional Information

We endeavor to create positive links with our parents by operation an ‘open door policy’. Pupils and parents are at the heart of decision making, helping to personalize education pathways around the specific needs of the child. If your child has special educational needs and/or a disability and you would like to know more about what we offer at Park Lane please contact us on 02476382924 or email us at admin2636@welearn365.com

SEND Coordinator: Erica Callow
Pastoral & Inclusion Manager: Kirstie Thirde
Learning Support Mentor: Natalie Knights
Learning Support Mentor: Katy Johnston
One to One Learning Mentor: Lee Duffield
One to One Learning Mentor: Natalie Murphy
One to One Learning Mentor: Chloe Randle
One to One Learning Mentor: Charlotte Edwards