PARK HALL ACADEMY

Special Educational Needs and Disability (SEND) Policy

Approved by:	Mrs. G Frost, Principal	**Date:** March 2019
Last reviewed on:	March 2019	
Next review due by:	March 2020	

Values, Aims and Objectives

Park Hall Academy Values and Expectations

We believe that:

- Every child is entitled to experience success.
- Every child is entitled to have his or her particular needs recognised and addressed.
- Every child is entitled to the greatest possible access to a broad and balanced curriculum, including the National Curriculum.
- Every child, where appropriate, should be taught together with their peers, for as much time as possible.
- There is flexibility to provide special provision in relation to the individual needs of the child.
- It is the responsibility of all teachers to identify and meet the Special Educational Needs of children.
- The SEN budget should be targeted to meet the needs of those children identified on the SEN register.
- Special education provision is more effective if children and parents are fully involved.

At Park Hall, we seek to be inclusive and to value each individual pupil. This is reflected in our school expectations.

- Enjoy Learning
- Try Your Best
- Show respect
- Be Safe
- Work Together

Our values are at the HEART of everything we do;

- Honesty
- Enjoyment
- Achievement
- Respect
- Trust

Our SEN policy aims to:

- Work within the guidance provided in the SEND Code of Practice 2014
- Define special educational needs and disabilities (SEND)
- Identify the roles and responsibilities of everyone involved in providing for pupils with SEN
- Create an inclusive curriculum for all children
- Ensure each child receives their full potential through high quality teaching and learning
- Raise the aspirations of and expectations for all pupils with SEND and provide a focus for outcomes for children

Objectives

In order to provide for the needs of children with SEND, we seek to:

- Provide an environment where all children are valued, nurtured and empowered to be the best they can be
- Ensure that all members of our Park Hall family enjoy learning, are passionate about achieving their best, work together, recognising that "Together everyone achieves more", show respect for others and take responsibility for ensuring that they and others feel safe
- Ensure that every child has an equal opportunity
- Ensure the progress of all children through access to a broad, balanced curriculum
- Ensure early identification and assessment of SEN
- Ensure that a child with special educational needs and disability should have his/her needs met through personalised learning
- Maintain links with specialist services in identifying, assessing and providing for the needs of children with SEND

- Foster self-esteem and an enjoyment of learning, by recognising and celebrating success
- Work in partnership with parents, children and other professionals to ensure that the needs of pupils with special educational needs and disability are met
- Ensure policies and provision are monitored and regularly reviewed
- Set high aspirations and expectations for children and young people with SEN

Legislation and Guidance

> '*All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:*
> *- 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 (Code of Practice 2014 6.1)*

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

Definitions (Reference Code of Practice 2014)

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- 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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Categories of SEN

SEN Support (Reference Code of Practice 2014: 6.44-6.56)

- Pupils not making progress will be placed on the SEN register at Sen Support and additional or different provision will be provided. Any support via Quality First Teaching and additional support will be supported by the school's SEN budget and regularly reviewed by teaching staff. Targets will be monitored and reviewed according to the Graduated Approach of Assess, Plan, Do, Review.
- Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN Support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.

The four-part cycle is knows as:

- Assess
- Plan
- Do
- Review

- Where the school requires more specialist advice, the SENCO in consultation with parents, teachers and Senior Leadership Team will decide whether to make a referral to the Code of Practice Panel. The COP panel will make a decision on the type of advice given and whether to involve Inclusion Services, Psychology Services or other specialist services. More specialist advice may be required for a child:
    - Who continues to make little or no progress in specific areas over a sustained period

- Continues working at levels below that expected of children of a similar age
- Is believed to have a specific learning difficulty which requires specialist assessment
- Has emotional or behavioral difficulties which regularly and substantially interfere with the child's own learning or that of the class.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of his or her peers.

- The SENCO and class teacher, together with the specialists, and involving the pupil's parents, should consider a range of evidence based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress.
- They should agree the outcomes to be achieved through the support, including a date by which progress will be reviewed.

Education, Health and Care Plans (EHC) (Reference to Code of Practice 2014: Chapter 9)

- Education, Health and Care (EHC) plans supersede Statements of Special Educational Need from September 2014.
- Prior to considering a request for an EHC plan, SEN support should be adapted or changed depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant action to identify, assess and meet the SEN of the child, the child has not made expected progress, the school or parents should consider requesting an Education, Health and Care plan.

Pupil Passports/ Provision Maps

- Planning for children with special educational needs will need to be monitored and reviewed. The information gathered on a child's individual needs are used to determine the areas of priority need and from this three short term targets are chosen as a focus on a child's IEP. In addition, a pupil's targets are shared on Pupil Passports, which are shared and reviewed with parents and pupils.
- Class provision maps outline details of appropriate teaching strategies and resources, such as the duration and frequency of teaching sessions, size of group, responsible member of staff, suggested materials and entry and exit assessment points. Class teachers are responsible for reviewing these and discussing the progress with the Senco and Senior Leadership Team at termly pupil progress meetings.
- Pupil passports should be kept in the Pupil's Personalised Learning Books in Foundation Stage and in SEN Files in year 1 to 6 and these are reviewed termly, alongside class provision maps.

Roles and responsibilities

The SENCO

Park Hall Academy's SENCO is Mrs. V Bunn

The Senco will:

- Work with the Principal and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Work with the Principal and Senior leadership team to analysis the assessment information of SEN pupils and monitor the provision of SEN pupils
- Ensure annual reviews for pupils with an Education, Health, Care Plan are carried out at the appropriate time
- Liaise with relevant Designated teacher where a looked after pupil has SEN
- Liaise with parents of pupils with SEN
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services

- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Principal and Local Governing Committee to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date
- Ensure the School's Local Offer is kept up to date and appears on the website

The SEN Governor

The SEN Governor will:

- Help to raise awareness of SEN issues at Local Governing Committee meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Principal and SENCO to determine the strategic development of the SEN policy and provision in the school

The Principal

The Principal is Mrs. G Frost.

The Principal will:

- Have overall responsibility for the provision, management and progress of learners with SEN and/or a disability
- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Keep the Local Governing Committee fully informed and also work closely with the SENCO. The Principal will inform the Local Governing Committee of how the funding allocated to support special educational needs has been employed. The Principal and Local Governing Committee should consider the academies strategic approach to meeting SEN in the context of the total resources available, including any resources targeted at particular groups, such as pupil premium.

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class, including those with SEN where pupils access support from learning support assistants or specialist staff
- Working closely with any learning support assistants or specialist staff to monitor, plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Delivering high quality teaching and learning which is differentiated to meet the needs of individual pupils
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

SEN Provision

The kinds of SEN that are provided for

Our academy currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

Identifying pupils with SEN and assessing their needs

- Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

- This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.
- Before your child enters our Early Years Foundation Stage, our staff carry out home visits. This involves discussing whether your child has already received any support for their needs. We also have discussions with previous settings to enable us to support your child best. If your child has a special need we will:

    - Use the Assess, Plan, Do, Review graduated approach to supporting their needs
    - Talk to you about your child's difficulties so we can understand their needs
    - Carry out assessments of your child's learning so we know which skills they need to learn next
    - Ask the Senco to advise teachers where necessary
    - Support your child through interventions to support them in an area of their learning
    - Monitor their progress and discuss with parents on a termly basis
    - Seek advice from other services as appropriate

- All children are assessed at the start of the Nursery year as part of the baseline assessment for the Early Years Foundation Stage Curriculum. We use this information as starting points for learning and to develop a personalised learning journey which shows appropriate support and challenge for every child. As part of the induction process, parents are encouraged to discuss any concerns with the class teacher.
- There is rigorous tracking of pupil progress in all year groups which is analysed by teaching staff and the Senior Leadership team at termly pupil progress meetings. We expect that all pupils achieve at least the expected level of progress and we set ambitious targets to ensure that all learners are challenged to achieve their potential.
- In deciding whether to make special educational provision for a pupil in school, the teacher carries out an Initial Consultation and provision is put in place as part of Quality First Teaching. This information gathering includes a discussion with the pupil and their parents. This is reviewed and pupils that are not making expected progress will be discussed with the Senco, Senior Leadership team and parents. This determines the support that is needed and whether additional or different support is needed for the pupil, which is then discussed by the teacher with parents. Appropriate intervention and provision is then planned to meet each child's needs.
- We hold Parent- Pupil Consultation meetings in the autumn and spring terms, where progress, attainment, targets and other concerns are discussed. At these meetings, a child who has been identified as having a Special Educational Need, will have their Pupil Passport targets discussed within this meeting.
- If parents have any concerns about their child, they should speak to the class teacher in the first instance. If parents have concerns prior to their child joining the school, either going into the Foundation Stage or at any point, parents should ensure that the school are aware of their concerns as soon as possible so that relevant support can be put into place ready for their child's arrival. This will help to ensure that children settle quickly into school and that the appropriate support is in place to help each child.

Consulting and involving pupils and parents

Arrangements for consulting parents of children with Special Educational Needs in the education of their child.

- We believe in building strong partnerships with parents and welcome parents to participate in school life.
- Prior to a pupil going on to the SEN Register, parents are invited for an initial consultation meeting where the types of provision and support to be put in place are discussed.
- The school involves parents in their child's learning through termly Parent-Pupil Progress meetings, for a child with Special Educational Needs, these meetings will be an opportunity to discuss a child's Pupil Passport and progress towards their targets. As part of this, teachers will ask parents how they will support their child at home.

- Our newsletters, assemblies and information provided on the website all contribute to ensuring that parents are fully involved in their child's learning journey.
- During Parent Consultation meetings, a child's attainment and progress is discussed with parents and new targets are set. Parents know how well their child is progressing and what steps are needed to ensure further progress.
- Our school curriculum is devised in consultation with all pupils and parents and this is available on the school website to ensure all parents are aware of their child's current learning.
- We encourage parents to support their child's learning through reading books and a wide variety of other homework activities
- Parents attend meetings with their child's class teacher or SENCO if they have additional needs as and when necessary throughout the year.
- Teachers can be available at the beginning and the end of the day to address any additional parental concerns.
- Family Learning Workshops allow parents to work alongside their children in school.
- We have a Park Hall Family Association of which all parents are automatically members.
- Our Local Governing Committee has parent representatives who actively seek the views of other parents.

Arrangements for involving pupils with Special Educational Needs in their education.

- Pupil views are taken during the initial consultation period, prior to a child going onto the SEN register.
- Pupils with SEN, have Passports and Individual Education Health Care Plans, which set out their individual needs, targets and the support needed to achieve them. As part of this, pupils are consulted each term to review these and asked for their views, their goals, what is important to them, what they find challenging and how they can help themselves.
- During the termly SEN Review meetings with teachers and parents, pupils share their views.
- The Senco may also gather pupil's views during pupil interviews throughout the year.
- Park Hall Academy, actively listen to the Pupil Voice of all children in school, including those with identified Special Educational Needs.

Assessing and reviewing pupils' progress towards outcomes

- Every child is entitled to quality first teaching.

To ensure this, the Senior Leadership Team will monitor through:-

. Formal and Informal lesson observations
. Book Monitoring and Planning Scrutinies
. Pupil Progress Meetings
. Analysis of data
. Pupil Conversations
. Parent conversations
. Appraisals
. CPD

To ensure quality and personalised provision the SENCO and Senior Leadership Team will monitor through:-

. Pupil SEN File monitoring
. Provision maps
. Analysis of data
. Observation of interventions
. Reviews with class teachers and parents
. Pupil conversations
. Parent feedback

We will follow the graduated approach and the four part cycle of assess, plan, do, review. The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

All teachers and learning support assistants who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. They will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress termly.

- To ensure SEN pupils are making progress, their progress in Reading, Writing and Maths is tracked on the school's data tracking system on a termly basis and this data is analysed by the Senior Leadership Team. Pupils working Well Below age related expectations for Reading, Writing and Maths are monitored by class teachers and progress steps measured using PIVATS. (Performance Indicators for Value Added Target Setting) system.
- Any personalised targets for pupils with SEN will be recorded on a Pupil Passport which indicates what strategies and interventions are needed to support them. These will be shared with parents at termly meetings. As part of this, teachers will ask parents how they will support their child at home. Passports are reviewed with parents and pupils and then the next targets identified.
- In order to monitor progress the impact of interventions is measured by staff supporting your child at the start and end of the period of the intervention, which may be in the form of an assessment, questionnaire, sample of work etc. The impact is monitored throughout each term by class teachers to determine where improvements are being made or whether an intervention needs adapting. This information is shared with the SENCO through termly provision map meetings and with parents through termly review meetings.
- Interventions and SEN Provision Maps are monitored by Senior Leadership Team to ensure quality provision.
- School carries out Standardised Tests for SEN pupils receiving or requiring additional outside agency support to provide a measure of impact of intervention. The tests provide measures for reading ability, comprehension, spelling, receptive and expressive language.
- Pupils with an EHC Plan have progress towards their EHC plan milestones noted by staff supporting them throughout each term on their Termly Progress Review Document. In addition, all pupils with an EHC plan have an annual review, where the provision of the EHC PLAN outcomes are reviewed, amended and new outcomes are set, in consultation with the pupil, parents, school staff and other agencies involved. This information is sent to the Local Authority Reviewing Caseworker, where a decision is made on the level and type of support to be put in place for the following year.
- All pupils, including those with SEN, receive feedback from to ensure that misconceptions can be addressed.
- Parents are invited to attend Parent- Pupil Consultation meetings with their child during the autumn and spring terms and there is a written report sent in the summer term. At these meetings, a child's attainment will be clearly shared with parents, progress towards expected outcomes measured and new targets set.
- If at any time parents and/or teachers are concerned about any issue or progress of a pupil, then additional meetings will be arranged at a mutually convenient time at any period throughout the year.

Supporting pupils moving between phases and preparing for adulthood

To ensure a smooth transition into school, parents and children receive the following support:

- When children join the school in the Foundation Stage, we offer a home visit in order to meet the child in their own environment.
- All parents are invited to an induction meeting, where they are given lots of information about the school before their child starts.
- We also hold a series of transition sessions where the child and parent come to spend time in the Foundation setting.
- Children and parents who are interested in joining the school in other years, are encouraged to visit the school. When a child joins the school, we ask parents to share any concerns they may have regarding their child. Where a child has previously been identified as having a special educational need or disability, we will hold a multi-agency meeting to gather information so as to support the child and keep him or her safe.

- As necessary the school will request training e.g. where needed for medical interventions. We communicate with previous establishments to support a child's transition and for some SEN pupils, a phased transitional period may be offered to help the child to settle where appropriate.

To ensure a smooth transition between year groups in school:

- There is the same consistent approach in promoting positive behaviour, with each following the same school expectations and pyramid which the children are familiar with.
- A child has a full week to prepare them for the next stage in their learning journey. Teachers and children get to know one another and positive relationships are developed which allow children to look forward to their next transition.
- A child engages in activities with their new teacher which will be displayed in their new class at the start of the year, to make them feel welcome and have ownership of their new class.
- Children with additional needs will have extra transition sessions prior to the full week at the end of term. This may involve additional conversations with their new teacher or visits to the classroom so they feel more prepared for the transition.
- Additional resources are prepared for some pupils, such as a visual photo book of their new class and staff, which parents can share with their child over the summer holidays to support them further.
- Class teachers have transition time to pass on information about each child in their class to their next teacher.
- Information is passed from the Pastoral Manager and Senco to new Class Teacher so they are fully informed about pupils in their class.
- Medical and other information about a child are also passed on by the previous teacher to the new teacher, during teacher transition meetings at the end of term.
- Parents are invited to a class transition meeting to find out about their child's learning in their new class at the end of the summer term.
- Transition information leaflets are available for all parents.
- Opportunities are provided for children to experience any new routines in the summer term so they are comfortable and familiar with these.

To ensure a smooth transition into high schools the school organises the following:

- Opportunities for the children to attend workshops at local high schools in year 5.
- Meetings between class teachers and high school teachers.
- Meetings between the SENCO and the High school SENCOs, where needed.
- Opportunities for SEN children to visit their choice of high school with a member of the Pastoral team where needed.

Our approach to teaching pupils with SEN

- Teachers are responsible and accountable for the progress and development of all the pupils in their class.
- High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.
- All children are entitled to have access to high quality learning opportunities and appropriate resources to meet their individual needs. Pupils have access to a range of visual concrete apparatus and multi-sensory approaches to learning. The outdoor environment is used as a teaching resource to engage and support the learning of pupils
- Those who need extra help will be provided with small group support in class and he or she will receive access to resources to ensure that they can access activities.
- Children with SEN who require further support will be provided with personalised learning which includes specific small group or 1:1 interventions and strategies to address their needs.
- All pupils with special educational needs have Personalised Learning Books in Foundation Stage and SEN Files from year 1 to year 6, which address their Pupil Passport targets.
- Where a child has a disability, reasonable adjustments will be put into place to support a child.
- If a child has medical needs then a care plan will be put into place.
- Data tracking of progress and analysing individual pupil data by the Senior Leadership Team, highlights children who are not making expected progress. Interventions are then put in place to support their learning.
- Children's individual needs are assessed and support and resources are allocated based on need. This may include additional group support in class, small group or 1:1 intervention support, specific strategies

within the environment, specialised equipment to allow access to the curriculum or social, emotional, mental health support through our Pastoral Manager.

Strategies/Programmes to support with Speech, Language and communication

- Spirals
- Language Steps
- Asking Good/Specific Questions
- Talking Partners
- Time to Talk
- Individual visual timetables
- Topic/word mats
- Individual programmes provided by Speech and Language Therapists, which are delivered in school by Teaching Assistants.
- Teaching Assistants available during whole class teaching time.
- Instructions repeated 1:1 broken down into small steps
- Visual prompts given for tasks

Strategies/Programmes to support/develop Cognition & Learning

- Differentiated Curriculum
- Pre-teaching of vocabulary, strategies and concepts.
- Precision teaching of high frequency words daily.
- Daily spelling practice of high frequency words.
- Hornet Literacy
- Beat Dyslexia
- Better Reading Programme
- Switch On Literacy
- Phonics interventions/boosters
- Reading Inference Training
- Targeted Numeracy basic skills sessions e.g. times tables, number bonds
- Use of Numicon
- Awareness of learning styles - Visual, auditory and kinesthetic approach
- Advice from outside agencies such as E.P, Outreach schools, Occupational Therapist and Inclusion Advisor

Strategies/programmes to support social, emotional and mental health difficulties

- Daily Meet & Greet
- Time out/Calm space
- Incredible 5 Anger/Anxiety Tool
- Behaviour Contact/Learning Agreement
- 1;1 Behaviour/Anger Management Programme
- Coping Strategies
- Circle Time
- Circle of Friends
- Lego Therapy
- Playground Buddies
- Parental involvement
- Home-School Communication Diaries
- Individual Reward systems
- Support from SENCO. Pastoral Manager and Senior Leadership Team
- Celebration Assembly to raise self-esteem
- Individual Success File
- Advice from outside Professionals

Strategies/Programmes to support physical needs

- Pencil grips
- Specialist scissors
- Sloping boards
- Further differentiation of physical activity (fine and gross motor skill activities)
- Provision of other specialist equipment & resources as directed by OT
- Advice from outside Professionals - EP, Outreach schools, Occupational Therapist / Physiotherapist, Medical Team

Provision to support access to the Curriculum

- Prompt and reminder card to encourage and promote independence.
- Visual, concrete practical resources
- Use of multi-sensory approaches
- Pre teaching and over learning of strategies, concepts and vocabulary.
- Visual timetables.
- Use of ICT – whiteboards and Ipads.
- Awareness of learning styles - Visual, auditory and kinesthetic approach
- Small group or 1:1 support from Teaching Assistant or Learning Support Assistant
- Self and peer assessment
- Advice from outside Professionals

- We seek advice on supporting our children and may make direct referrals to a variety of outside agencies including the Speech and Language Therapist, Occupational Therapist, Camhs and Our Health Nursing Team.
- Where a care plan is necessary, class teachers work with the family (& nursing services where appropriate) to devise the elements of the care plan. This is shared with all staff supporting the child.
- In order to involve the Stoke –on – Trent Inclusion Team or the Educational Psychologist to further support a pupil, school will need to refer to a Code of Practice Panel, where the panel will determine the most appropriate type of support to meet the pupil's needs.
- Budgets are closely monitored by the Senior Leadership Team to ensure funds and staffing are best allocated to meet the needs of all children. Provision is reviewed regularly to ensure that there has been an impact on pupil progress and this ensures that funding is spent to ensure that all children make at least good progress. This ensures that interventions are appropriately matched to pupil's needs and are delivered by a team of highly trained teaching support staff.
- Termly provision mapping identifies and monitors the support that each child on the SEN register is receiving.

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met including:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, pencil grips, sloping boards etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud,

Additional Support for Learning

We have a number of learning support assistants who are trained to deliver a range of interventions. Learning support assistants will support pupils in small groups under the direction of the class teacher. Children with an Education, Health, and Care plan will receive small group or 1:1 support as specified on the plan. We also have a full-time Pastoral Manager who supports some children with their social and emotional well –being.

Staff Expertise and Training

- There is a wealth of subject expertise within our school. We have Specialist Leaders of Education for Early Years and Phonics, who are all involved in supporting staff in our own school and within the St Bart's Academy Trust.
- We are highly committed to providing opportunities for the continuing development of all staff. Learning and teaching staff, take on an active role in their own development in order to meet the needs of all of the pupils that they teach.
- Training was delivered by the Inclusion team on the New Code of Practice.
- Safeguarding training is regularly reviewed and refreshed for all staff with all staff being trained in Level 1 Safeguarding.
- Support staff have been trained to deliver a host of programmes to support children with a range of needs.
- Support staff are all highly skilled in their roles and receive on-going training in a variety of interventions led by the SENCO or other agencies throughout the year. This has recently included Reading Inference Training, Switch on Literacy and Hornet Literacy. Continued Professional Development is linked to the needs of the academy and our children.
- The Senco, Pastoral Manager, Learning Support Assistants or teachers attend courses to develop specific skills for supporting children with SEN within the academy.

Securing equipment and facilities

- The type of support, equipment and facilities needed to support children with SEN is led by the child's individual need. Children with an 'Education, Health Care Plan' will have an amount of time to be given as a minimum, to ensure that they are able to meet their targets. Their EHCP clearly lays out the type of support needed as a recommendation.
- Equipment is provided on an individual basis.
- Specialist equipment and resources may be loaned by specialist services such as Occupational Therapy or Inclusive Learning Services.
- A range of coloured overlays, visual timetables, pencil grips, adapted scissors and rulers are available when required or advised by specialist services.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their Passport Targets each term with class teacher or learning support assistant
- Reviewing the impact of interventions at the end of a term
- Using pupil questionnaires
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans
- Monitoring by the SENCO and Senior Leadership Team e.g. Interventions, Pupil SEN Files and Personalsied Learning

Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

- School visits are available to all our pupils. Staff carefully select transport, activities and venues that are suitable for all children.
- Extra-curricular activities are available to all our pupils, including the before and after school club.
- All pupils are encouraged to take part in sports day/school plays/special workshops and themed days
- All children are included in all aspects of school life wherever possible, careful risk assessments and extra support is put in place where necessary.
- The school seeks to make reasonable adjustments to adapt any activity to enable all children to participate in school life.

Support for improving emotional and social development

- A dedicated team of professionals, ensure that your child meets their full potential. These include Teachers and Learning Support Assistants in the classroom, the SENCO, Early Years Intervention Leader and our Pastoral Manager.

- Pupils are encouraged and given opportunities to talk about their well-being, throughout the curriculum, including circle time, assemblies and informal conversations with staff and the Pastoral team.
- Pupil's with Education Health Care plans which have Social, Emotional, Mental Health milestones on are reviewed throughout the term and annually as part of their EHC Plan Annual Review, supported by the Local Authority Assessment and Monitoring Team.
- Attendance is monitored rigorously by the school's attendance team, which is made up of the Principal, the Attendance Officer and the Attendance Governor. Parents are informed termly about their child's attendance, as we seek to develop the partnership between home and school.
- Our Pastoral Manager provides support for our vulnerable families from the onset and seeks to work in partnership with families. We welcome parents who have any concerns linked to their child's well-being, to come into school to discuss support opportunities. If a child appears to be upset, we will speak to parents and offer support to the child and their family.
- The school actively seeks to support children and their families through Early Help and intervention
- All staff are trained in safeguarding to at least level 1 and safeguarding bulletins ensure that all staff's knowledge and expertise are up to date. All staff recognise that safeguarding is everyone's responsibility.

Medical Conditions

The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have SEN, their provision should be planned and delivered in a coordinated way with the healthcare plan. Schools are required to have regard to statutory guidance 'Supporting pupils at school with medical conditions.' (SEN Code of Practice 2014).

For more information, please see our Supporting Pupils with Medical Needs Policy.

Working with other specialist services

- School can involve specialist advisors from the Local Authority Inclusion Service and an Educational Psychologist if this specialist support is required. In order to access these services, the school must attend a Code of Practice Panel, where the panel will determine whether these services are to be accessed. The Code of Practice Panel is made up of professionals with a wealth of Special Educational Needs expertise from the Local Authority Inclusion and Psychology Services. The panel will advise on the most appropriate next course of action and type of support to be involved for a child.
- The school can make direct referrals to specialist services such as Occupational Therapy, Speech Therapy, Camhs, (Children and Adult Mental Health Service), Dove Service, Younger Minds, Young Carers, Social Care or an Integrated Family Support Worker.
- Our Senco and Pastoral Manager work closely with families and all parents/carers are consulted before the school seeks support from specialist services.
- All parents/carers are consulted before the school seeks support from Specialist services. The SENCO and Pastoral Manager work closely with families and where necessary, make referrals to the following agencies:

    - Occupational Therapist
    - Speech and Language Therapist
    - Physiotherapist
    - School Counselling Service
    - Dove Service
    - Young Carers
    - Paediatrician
    - CAMHS (Children & Adult Mental Health Services)
    - Local Authority Inclusion Services
    - Education Psychologist
    - Social Care
    - Health Visitor
    - Integrated Family Support Worker
    - Education Welfare Officer
    - Our Health Nursing Team based at Cobridge Community Health Centre
    - Outreach Services
    - Code of Practice Panel

In order for the school to involve the Local Authority Inclusion services and Educational Psychologist, the school must attend a Code of Practice Panel, where the panel will determine the most appropriate next course of action and type of support to be involved.

Admission Arrangements

In line with the admission criteria for all children as published in the school's Admission Policy, the academy acknowledges in full its responsibility to admit pupils with already identified Special Educational Needs, as well as identifying and providing for those not previously identified as having SEN. For more information, please see our Admissions Policy.

Complaints about SEN provision.

Complaints about SEN provision in our academy should be made to the child's class teacher and Senco in the first instance. They will then be referred to the Principal and school's complaints policy which is available to view on our school website.

Contact details of support services for parents of pupils with SEN

- If parents would like further support and advice they may contact Stoke-on-Trent Parent Partnership Services (SENDIASS). They can be contacted on at www.sendiass.stoke.co.uk.
- Independent Supporters based within SENDIASS hold drop-in sessions at schools and community centres for parents and information on these can be found on their website. Your local Independent Supporters can be contacted on 01782 236414 or email: independentsupporters@stoke.gov.uk
- If parents would like support with health issues for children and young people aged 5-19, a Central Access Hub based at Cobridge Community Health Centre can be contacted. Each locality will have a team of health professionals led by a school nurse to offer advice and support to families and carers. The Hub can be contacted on 0800 1240362 or via email at ourhealth.5-19@ssotp.nhs.uk
- A child's parent or a young person aged 16-24, can request an Education, Health and Care Assessment. You are able to send your request to SENMAS. The contact details for SENMAS are:

  SENMAS – People's Directorate
  Stoke-on-Trent-Council
  Civic Centre Floor 2
  Glebe Street
  Stoke-on-Trent
  ST4 1HH

  Alternatively, SENMAS can be contacted via email at SENMAS@stoke.gov.uk

- Stoke-on-Trent Inclusive Learning services can be contacted at:

  Inclusive Learning Services
  City of S-on-T
  Tel: 01782-232541

- The Staffordshire Safe guarding board can be contacted by following the link: http://www.staffsssch.org.uk/Professionals/Procedures/Procedures.asp

- The Stoke Safeguarding board can be contacted by following the link; http://www.safeguardingchildren.stoke.gov.uk/ccm/portal

Contact details for raising concerns

- If you wish to discuss your child's special educational needs or have any concerns regarding your child's education, please contact your child's class teacher in the first instance
- You can also arrange to speak to the SENCO, who can be contacted via the school office

Telephone: 01782- 312384
Email: parkhall@parkhallacademy.co.uk

The Local Authority Local Offer

Park Hall Academy's contribution to the Local Offer is available on the school website:
http://www.parkhallacademy.co.uk

Our Local Authority's Local Offer is published here:
http://localoffer.stoke.gov.uk

Storing and Managing Data

All staff understand the importance of compliance with the General Data Protection Regulations.

- All paper documents are stored in a locked filing cabinet which is only accessible by specific members of staff.
- Files are handed over to high schools or to the new school at the point of transition.
- Our e-copies of documents are only accessible by relevant members of staff and are transferred once the child leaves school. We use CPOMS to store SEN information and documentation securely and confidentially.

Monitoring arrangements

This policy and information report will be reviewed by the Senco and Principal annually. It will also be updated if any changes to the information are made during the year.

It will be approved by the Local Governing Committee.

Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions