



“A kind and inclusive learning community with high expectations for all”

At Queen’s Park Primary School, we recognise and value individual differences in an inclusive learning community. We nurture children to become resilient and creative lifelong learners and caring, responsible adults in a diverse society.

Special Educational Needs and Disability Policy

Queen’s Park Primary School

Date	March 2024
Review Date	March 2025



Introduction

At Queen's Park Primary School our aims are

- to address the needs of all children to help them enjoy and achieve.
- to actively remove barriers to pupil's participation, to ensure high quality meaningful learning experiences and a sense of belonging that will prepare them well for Secondary school or their next stage.
- to work together to promote high levels of equity, equality of access and opportunity whilst recognising and celebrating diversity.
- to work in co-production with pupils and their parents so that they can participate in decision-making.
- to respond to individual need and value the contribution of all.

At Queen's Park SEND is everyone's responsibility within the school.

We adhere to a team approach in which the voices of pupils, parents and professions are all listened to and work together to strengthen the outcomes for each child.

We are committed to distributing resources responsibly to meet the needs of all our pupils.

Our **SEND Coordinator** is Jo Clark (who has the National Award for SEN Coordination)

Our **SEND Governor** is Jack Ashby

Pupils with SEND (Special Educational Needs and Disabilities)

Class Teachers are responsible and accountable for the progress and development of all the pupils in their class.

Where a pupil is not making adequate progress, teachers, the Inclusion Leader and parents will collaborate on problem-solving, planning support and teaching strategies for individual pupils.

Queen's Park aims for the **early identification** of pupils with SEND through the monitoring of achievement and regular observations.

If a potential SEN is identified, a cyclical process involving four stages is put into place to provide effective support. These actions form part of a cycle through which earlier decisions and actions are revisited, refined and revised with the growing understanding of the pupil's needs and of what supports the pupil in making good progress. The SEN Code of Practice defines this process as the '**graduated approach**'. The four stages are:

- **Assess:** the class teacher and SENDCo should clearly analyse a pupil's needs before identifying a child as needing SEN support.
- **Plan:** parents must be notified wherever it is decided that a pupil is to be provided with SEN support. The type of support, planning sequence and resources should have the strengths and needs of the child at the forefront.
- **Do:** the teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or 1:1 teaching away from the main teacher, he/she should still retain responsibility for the pupil.



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• **Review:** the effectiveness of the support should be reviewed in line with the agreed date. Additional advice from outside agencies may be sought if appropriate at this stage.

Pupils are identified as having SEND if

- their **progress** is significantly below their peers (more than 2 years below in attainment) despite consistent school experience and intervention.
- they are on a **clear diagnostic pathway** / are being assessed by an outside agency or specialist, having been referred by the school.
- they have a **diagnosed condition** which impacts upon learning academically or socially
- their **SEMH** (social, emotional and mental health) substantially and regularly interferes with their own/others learning (more than 1 term) and therefore are at stage 2 or above on the SEMH framework

The additional needs of pupils with SEN are organised under four broad categories: **Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health, Physical and Sensory**. Most needs can be met through Quality First Teaching, reasonable adjustments and some more tailored approaches. This is known as **SEN support**.

Our SEN register is a an ever changing document. Pupils may be removed as well as added to our SEN support register. This is always done in collaboration between the parents, teacher, SENDCO and possibly other professionals. If a child makes significant progress, their diagnosis is removed or their SEMH needs reduce, then we may longer class them as having SEN.

Learning for pupils with SEND

SEND is considered in our **curriculum design** from the initial planning stages to the daily implementation of learning opportunities. We choose topics and plan their progression enabling us to present accessible sequences of learning, ensures the reinforcement of key language and concepts and allows for different ways to receive, explore and demonstrate learning including concrete learning opportunities and the use of IT. All of these approaches we know are well-researched to be beneficial to our SEND learners.

• **Quality First Teaching** is the first step in responding to pupils who have or may have SEND. It will benefit all children and young people including those from disadvantaged groups. It includes strategies such as explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping and using technology.

• In addition to Quality First teaching, additional provision and intervention may be required. **More tailored approaches** may include providing opportunities for over learning, breaking down learning into smaller steps, providing access arrangements for tests, focusing on self-regulation work with a learning mentor taking part in a nurture group. We refer to a more comprehensive list of strategies that can be found in our 'Graduated Responses Framework for SEND' which is based on the 'Brighton and Hove SEND Guide for Professionals Graduated Response Framework'.

At Queen's Park, we plan provision to meet the needs of our pupils with SEN with the resources that are available. Every child is different so we think creatively to meet the needs of the individual.

Pupils who have SEN support will have a termly **individual learning plan (ILP)** which outlines long and short term targets as well as the curriculum adaptations, support and intervention in place for that child.

The **views of the child** are sought and taken into account when making decision about SEN provision. These are recorded on a **pupil profile** that is accessible to all adults working with that child.



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Parents are encouraged to work collaboratively with teachers and the SENDCo; their views are also used when informing SEN provision.

Progress is monitored regularly through intervention logs, termly Target Tracker assessment and termly pupil progress meetings. During pupil progress meeting there is collaborative discussion about pupils needs and resources which inform a **whole school provision map**.

A small number of children require an **Education Health Care Plan** to ensure that their individual needs are fully met. If a child's needs cannot be met within the provision ordinarily available in a mainstream primary school, a request for statutory assessment will be made to the Local Authority by the SENDCo. Through a multi-agency approach, a range of written evidence is gathered and submitted. In addition to the support above, the EHCP is reviewed annually and outcome driven targets are set. The **Annual Review Meeting** takes a child-centred approach where pupils views help inform provision and parents are encouraged to work collaboratively with teaching staff and external professionals.

Our annual **SEN report** has further details for parents and answers some frequently asked questions. There is further **support for parents of children with SEND** on our **website** where many local and national organisations are signposted.

The environment for Pupils with SEND

At Queen's Park Primary we are fully committed to making our school **inclusive** to all pupils. Ways in which we make our school and classrooms accessible include: following dyslexia/dyscalculia friendly guidance, adapting spaces to accommodate children with social communication difficulties and sensory needs and embedding a whole-school self-regulation approach, 'Just Right'.

Our school is physically **accessible** to all children and their families. The school building is fully wheelchair accessible, including lift, ramp access, and disabled toilets, and the playground is also fully accessible to all children. We have some quiet small group spaces and a Learning Mentor area that is used for a range of different purposes and predominantly for those pupils with SEMH needs.

We welcome advice for further provision for those with disabilities or learning difficulties from external professionals (eg. BHISS, Occupational Therapy Service, Speech and Language Service, NHS etc.). They are able to recommend further support tailored to the needs of individual pupils.

We try to ensure that all trips and extra-curricular activities are available to all pupils by making adaptations and adjustments for those pupils.

Challenges for pupils with SEND

We recognise that **transition** is particularly difficult for pupils with SEND. We aim to make this process as robust as possible through information sharing, familiarising pupils with new settings and opportunities to reduce anxiety about change. Please see more information in our Induction Policy the SEN information report.

We recognise that pupils with SEND can be more susceptible to **bullying**. At Queens Park bullying is not acceptable towards any child, and we actively work to prevent it, to deal with it, and to work constructively with both children who have been bullied, and children who have bullied others. Please see further information in our Anti-Bullying Policy and the SEN information report.



This vision in our SEND Policy reflects legislation and statutory guidance, including, but not limited to, the following:

- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- Special educational needs and disability code of practice: 0 to 25 years, 2015

This policy should be read in conjunction with other Queen's Park policies including:

- SEND Information Report
- Teaching and Learning Policy
- Assessment Policy.
- Behaviour Support Policy
- Anti-bullying Policy
- Intimate care Policy
- Positive Handling Policy
- Induction Policy
- Safeguarding and Child Protection Policy