



Park View Academy Special Educational Needs and Disabilities (SEND) Policy

Version and Date		Action/Notes
1.0	September 2019	Policy updated ready for ratification
2.0	September 2020	Policy updated ready for ratification
3.0	September 2021	Policy updated
4.0	November 2022	Policy updated to reflect graduated response
5.0	September 2023	Policy updated to include 'hub' and 'hub lunch club'

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014, Updated January 2015) and has been written with reference to the following guidance and legislation:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (2015)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2
- Safeguarding Policy
- Teachers' Standards 2012
- The Children and Families Act 2014

Staff	Details
Executive Headteacher	Damian Kenny Executive Headteacher BSc (hons), NPQH Telephone: 0151 477 8120
Special Educational Needs Co-ordinator	Lorna Humphreys Assistant Headteacher/SENDCo BSc (hons), PGCE, MSc Psychology, PG Cert. NASENCO Telephone: 0151 477 8120
Deputy Headteacher	Stuart Morland Deputy Headteacher Telephone: 0151 477 8120
SEND Governor	TBC SEND Governor Email: Office@DeanTrustParkView.co.uk
Deputy safeguarding Lead	Debbie Walker Attendance, Behaviour & Inclusion Senior Lead Telephone: 0151 477 8120

Responsibility for the co-ordination of SEND provision

The Governing Body is responsible for maintaining an oversight of this policy, our approach to provision and our work with children with Special Educational Needs.

The person responsible for overseeing the provision for children with SEND is Damian Kenny (Executive Headteacher)

The person co-ordinating the day-to-day provision of education for pupils with SEND is Lorna Humphreys (SENDCo) who holds the Post Graduate National Award for Special Educational Needs Co-ordination (NASENCo)

Mission Statement

Park View Academy, a safe and happy environment where aspirations have no ceiling and our children always come first.

Aims

- To always put pupils first
- Invest in the most talented and dedicated workforce
- Have an inclusive environment that values diversity
- Provide our pupils with experiences to acquire powerful knowledge, transferable skills, social and cultural capital
- Work collaboratively with our partners to nurture global citizens

Definition of Special Educational Needs (SEN)

As defined by the Special Educational Needs & Disabilities (SEND) Code of Practice: for 0-25 years (January 2015),

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 or mainstream post-16 institutions.

For children aged two or more, 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, maintained nursery schools, mainstream post-16 institutions or by

relevant early years providers.’ (p.15). Children must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.

More details about the SEND Code of Practice can be found on the Department for Education’s website:
[Schools, colleges and children's services : Special educational needs and disability \(SEND\) - detailed information - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/schools-colleges-and-childrens-services-special-educational-needs-and-disability-send-detailed-information)

Objectives:

- **All teaching staff understand their roles and responsibilities in providing for children with Special Educational Needs.** We place a strong emphasis on High Quality Teaching Strategies to encompass the different learning styles and needs of all children, including those with SEND.
- **Staff members monitor the progress** of all pupils and seek to ensure that children with special educational needs are **identified as early as possible.**
- **Staff use adapted teaching strategies to overcome barriers to learning** based on each child’s individual needs, ensuring each child has full access to all elements of the school curriculum and can reach their full potential. The Headteacher and SENDCo will regularly monitor and review teaching, learning and learning support plans in order to ensure that individual needs and targets are being met.
- **Staff work in collaboration with parents/carers encouraging them to share their voice** and involve them in their child’s learning. Consideration is given to how this valuable knowledge of their child informs the identification and assessment process. This collaboration includes explaining SEND practices and procedures such as the graduated response and the Assess, Plan, Do Review cycles, as well as giving feedback on the progress of their child.
- **Work with and in support of outside agencies** when a pupil’s needs cannot be met by school alone. Agencies include: Knowsley Educational Psychology Service, Knowsley Special Educational Needs Advisory Team, CAMHS, Health visitor/School Nurse service, Behaviour Outreach Team, Speech and Language Therapy Service, Occupational Therapy Service, Sensory Service, ASC specialists, Dyslexia First.
- **Create an environment that encourages children to share their own voice**, allows positive relationships with adults to be built, supports the child to develop independence, reflect on their progress and celebrate their achievements. Participation is encouraged throughout school life through opportunities such as school council, sports teams, music tuition, after school provision, educational visits and visitors.



- **To ensure confidentiality of children's information** (Please refer to schools Data Protection Policy and Procedures).

Admission Arrangements

The school does not discriminate against the admission of pupils on the grounds of Special Educational Needs and/or disability where their learning difficulty or disability can be catered for within a mainstream setting. Please refer to our admissions policy on our website.

Parent Partnerships

Park View Academy believes that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to appropriate intervention and provision.
- Continuing social and academic progress of children with SEND.
- Personal and academic targets are set and met effectively.

In cases where more frequent, regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. Parents can also seek support from SENDIASS

Specialist SEND provision

We are committed to whole school inclusion. We support children with a range of needs and will seek specialist support and training when necessary.

Facilities for pupils with SEND

Please see the school accessibility policy.

Allocation of resources for pupils with SEND

All children with SEND have access to funding from the school's budget. Some children with SEND may access additional funding where their needs cannot be met using the normal school budget. For those children with significant and long-term special education needs, school can apply for additional support via an Education, Health and Care Plan.

Identification of SEND need: a graduated response to SEND provision.

1. **High quality, adapted teaching strategies employed.**

High Quality Teaching (HQT) is a style of teaching that focuses on **high quality and inclusive teaching for every child in a classroom**. It relies on a variety of learning strategies in order to be effective at removing barriers to learning, such as differentiated or amended learning and the use of SEND resources

2. Any pupils who are falling outside of the range of achievement in line with what is expected for their age after QTF will be monitored.
3. Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their learning and difficulties and a Cause of Concern profile will be completed.
4. Class teachers will provide further differentiated and amended learning opportunities that will aid the child's academic progress
5. The SENDCo or an Outreach specialist teacher will be consulted as needed for support and advice and may wish to observe the pupil in class.
6. Parents will be informed at every stage of their child's development and the circumstances under which they are being monitored.
7. The child is recorded as receiving **targeted support** due to concerns by parent or teacher but this does not automatically place the child on the school's SEND list. Concerns will be discussed with parents informally or at parents' evenings.

SEN Support

Special Educational Needs covers a wide range of learning difficulties and Disabilities including; General Learning Difficulties, Specific Learning Difficulties, Social Emotional and Mental Health Difficulties, Physical and Medical Difficulties, Sensory Impairment, Social and Communication Difficulties and Speech and Language difficulties. Within each of these areas, children may be affected at different levels ranging from mild to profound difficulties, or have co-occurring difficulties. We aim to identify any difficulties as early as possible through monitoring and assessment by class teachers, the SENDCo and the Senior Leadership Team.

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the child will be added to the school SEND list. The aim of this is to help school ensure that effective provision is put in place to remove barriers to learning. The support provided consists of a four-part process:

- Assess
- Plan
- Do
- Review

Assess

This involves analysing the pupil's needs using class teacher assessments and experience of the pupil, details of previous progress and attainment, comparisons with peers and national data as well as the views

of the parent and of the pupil where relevant. Advice from external support services will also be consulted where appropriate.

Plan

Planning will involve consultation between the teacher, SENDCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. This will all be recorded on an Individual Learning Plan (ILP) with the pupil, parent and teacher contributing to it.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one to one teaching away from the main class. They will work closely with support staff to plan and assess the impact of interventions. The SENDCo and Specialist Teacher will advise on any aspect of the intervention support where necessary. Two permanent members of staff will provide SEND support as part of The Learning Hub including 1:1 intensive and small group speech and language interventions, (under the supervision of the school's commissioned speech and language therapist), 1:1 dyslexia support, sensory processing interventions, social communication skills and emotion coaching. A Lunchtime HUB Club also provides opportunities for children identified as SEND to access pastoral support when needed.

Review

Reviews of the pupil's progress will be made regularly. The review process will evaluate the impact and quality of support and interventions. It will also take account of the views of the pupil and parents. The class teacher, in conjunction with the SENDCo will revise the support and outcomes based on the pupil's progress and development making any necessary adjustments in consultation with pupil and parents.

Referral for an Education and Health and Care Plan

If a child has **significant needs**, they may undergo a Statutory Assessment Process which can be requested by school or parents. **This will take place when the complexity of need is such that a multi-agency approach to assessing that need, to planning provision and identifying resources is needed.** The decision to make a referral for an EHCP will be taken at a review meeting. The application for an EHCP will combine information from a variety of sources including parents, the pupil, teachers, SENDCo, education, social care and health professionals (where involved). Information will be gathered relating to current provision, targets and outcomes. Typically, school needs at least two cycles of the assess, plan, do, review cycle as evidence to support this application. A panel from the Local Authority made up of various different

professionals will make a decision as to whether a child is eligible for an EHCP and following that whether an Education Health and Care Plan should be issued. Parents will have the right to appeal against any decision.

Further information can be found on the Knowsley Local Offer at:

[Knowsley Local Offer \(SEND\) | Knowsley Family Information Service \(knowsleyinfo.co.uk\)](#)

<https://www.knowsleyinfo.co.uk/categories/knowsley-local-offer-send>

Inclusion and access to the curriculum for children with SEND

The headteacher and SENDCo oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school. Educating children with SEND alongside their peers in a mainstream classroom setting is our ultimate goal and children with SEND will be given access to the full curriculum.

Regular training and learning opportunities for all staff on aspects of SEND are provided in school. Staff members are kept up to date with teaching methods that will aid progress of all pupils including those with SEND. Individual or group support is available where it is felt children would benefit and appropriate individual targets are set which motivate children to do their best and celebrate achievements.

The school will seek advice, as appropriate, from external support agencies through the termly Planning and Review meeting. As far as possible, the wishes of the individual and parents will be taken into consideration. Where this is not possible, the SENDCo will consult with parents and the pupil for other flexible arrangements to be made.

As a school, we want to support a positive experience of home learning that benefits children, parents and teachers. However, we recognise that the needs of children with SEND can vary widely and that for some families, homework can be a cause of frustration. Homework will be set at an appropriate amount and level of challenge to suit each individual child with opportunities for pre-learning and re-learning incorporated. Homework clubs are available to support the child to complete homework during the school day. In addition, we encourage families to use interactive fun games and online activities to support their child's learning at home such as Nessy – Reading and Spelling, TT Rockstars, Hit the Button etc.

Concerns and Complaint's procedures

If a parent has concerns or complaints in regards to their child's care or welfare they should initially contact the class teacher who will be able to provide information about their child's progress and well-being. If, after



meeting with the child's teacher, parents wish to speak to the SENDCo (Mrs Humphreys) they can telephone the school office to make an appointment. If concerns persist you can make a formal complaint through our complaints procedure found on our website.

School links to support services

To fully support inclusion and our children with SEND we are continually developing relationships and links with a variety of external support services with whom the SENDCo may share appropriate information and knowledge to ensure an effective and successful SEND provision.

- A Trust approved Educational Psychology Service
- Applied Psychology commissioned Educational Psychologist
- Knowsley Speech and Language Therapy Service
- Liverpool Speech and Language Therapy Service
- Knowsley CAMHS team
- Early Help Assessment Team
- Family First
- Social Care (Safeguarding Officers are designated lead)
- Paediatric Occupational and Physiotherapy service
- Knowsley Sensory Impaired Service
- Knowsley Autistic Spectrum Condition Advisory Teacher
- Outreach Behaviour Team
- Knowsley Inclusion Team

Storing and managing information.

Children's information will be stored in accordance with the Dean Trust policy on Data Protection. A copy of the policy is available on request from the school office.