

Park Lane Academy – Special Educational Needs Policy

Reviewed October 2017

This policy complies with the statutory requirements defined in the SEND Code of Practice 0-25 (2014), with reference to the following guidance and documents:-

- Section 69 of the Children and Families Act 2014
- Schedule 10 to the Equality Act 2010 (Accessibility Plan)
- Regulation 51 and Schedule 1 of the Special Educational Needs and Disability Regulations 2014
- Teachers Standards

AIMS

Park Lane Academy (PLA) aims to:

- Work within the guidance provided in the SEND Code of Practice 2014
- Provide a Special Educational Needs Co-Ordinator
- Ensure that all students have access to a broad and balanced curriculum
- Ensure students receive a differentiated curriculum appropriate to the individual's needs and ability
- Ensure the identification of all students requiring SEN provision as early as possible in their school career
- Ensure that all students with SEN take as full a part as possible in all school activities
- Ensure that parents of students with SEN are kept fully informed of their child's progress and attainment
- Ensure that students with SEN are involved in decisions affecting their future SEN provision
- Ensure all SEN reviews are completed in a timely and effective manner
- Ensure smooth transition between key stages and into Post 16 education

Mission Statement

'WE ASPIRE TO BE THE BEST AT EVERYTHING WE DO'

Park Lane Academy is an inclusive school where everyone is made to feel welcome. Our school vision sets out to ensure that all students enjoy high quality learning experiences, through which they are able to achieve their full potential. Our inclusive ethos aims to encourage all students to be actively involved in their own learning, whilst promoting independence. We are a school that values all students and staff equally. A clear principle underlying our vision is that we aim to improve the life chances of all of our children.

Definitions

(taken from section 20 of the Children and Families Act 2014)

A student has **Special Educational Needs** (SEN) if s/he has a learning difficulty, which calls for special educational provision to be made for her or him.

A student has a **learning difficulty** if s/he:

- a) has a significantly greater difficulty in learning than the majority of children of the same age
- b) has a disability which either prevents or hinders the student from making use of educational facilities of a kind provided for students of the same age in schools within the Local Authority.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are taught.

The new [SEN Code of Practice 2015](#) states that there are four main areas which cover additional needs:

1. Communication and Interaction

Children may have a delay or disorder in one or more of the following areas:

- **Attention / Interaction skills:**
 - May have difficulties ignoring distractions
 - Need reminders to keep attention
 - May need regular prompts to stay on task
 - May need individualised motivation in order to complete tasks
 - Difficulty attending in whole class
 - Interaction will not always be appropriate
 - May have peer relationship difficulties
 - May not be able to initiate or maintain a conversation
- **Understanding / Receptive Language:**
 - May need visual support to understand or process spoken language
 - May need augmented communication systems
 - May demonstrate frequent misunderstandings
 - Repetition of language and some basic language needs to be used to aid their understanding
- **Speech / Expressive Language:**
 - May use simplified language and limited vocabulary
 - Ideas / conversations may be difficult to follow, with the need to request frequent clarification
 - Some immaturities in the speech sound system
 - Grammar / phonological awareness still fairly poor and therefore their literacy can be affected

2. Cognition and Learning

Children may have difficulties with the skills needed for effective learning such as use of:

- Language
- Language, memory and reasoning skills
- Sequencing and organisational skills
- An understanding of number
- Problem-solving and concept development skills
- Fine and gross motor skills
- Independent learning skills
- Exercising choice
- Decision making
- Information processing

Children may have a specific learning disability such as dyslexia, dyscalculia, dyspraxia or dysgraphia.

3. Social, Emotional and Mental Health

Children may have difficulties with social and emotional development which may lead to, or stem from:

- Social isolation
- Behaviour difficulties
- Attention difficulties (ADHD)
- Anxiety and depression
- Attachment disorders
- Low self esteem
- Issues with self-image
- Life experiences e.g. abuse/neglect

4. Sensory and/or Physical

These pupils may have a medical or genetic condition that could lead to difficulties with:

- Specific medical conditions
- Gross / fine motor skills
- Visual / hearing impairment
- Accessing the curriculum without adaptation
- Physically accessing the building(s) or equipment
- Over sensitivity to noise / smells / light / touch / taste

The Special Educational Needs Co-Ordinator (SENCO) at Park Lane Academy

The SEN Link Governor at Park Lane Academy is Dr Fiona Woodhouse.

The SENCo at Park Lane Academy is Mrs Melinda Kelly. She can be contacted on 01422 362215 or via email at admin@parklane.calderdale.sch.uk.

The SENCo, in collaboration with the leadership team and governing body, plays a key role in determining the strategic development of the SEN policy and provision within the school, to improve the outcomes of students with SEN. The SENCo is responsible for:

- the day to day implementation of the SEN Policy
- assessing students to ascertain whether they have a special need or not
- co-ordinating provision for students with special educational needs
- monitoring and evaluating the effectiveness of the provision
- organising and managing the work of the school's Higher Level Teaching Assistants and Learning Support Assistants
- requesting Statutory Assessment requests for students with higher level needs, which school feel would benefit from an Education, Health and Care Plan (EHCP)
- ensuring Annual Reviews for students with EHCPs are completed
- keeping up to date records on students with special educational needs
- liaising with and advising colleagues over special education matters
- liaising with external agencies over special education matters
- liaising with parents of students with special educational needs
- disseminating information on student's needs
- providing access to in-service training to meet the needs of the school and individual members of staff

- producing an annual report for the Governors annual Report to Parents
- providing guidance and advice to staff
- co-ordinating the purchasing and allocation of resources
- delivering whole school Continuous Professional Development (CPD) to staff on strategies to support students with SEN
- managing the SEN budget effectively to ensure best use of resources to meet the needs of students with SEN
- contributing to the Academy Improvement Plan (AIP), SEN Action Plan and School Evaluation Form (SEF)

SEN PROVISION

Special educational provision means educational provision which is additional to, or otherwise different from, the educational provision made generally for children of the student's age.

Quality First Teaching

Teachers are accountable for the progress of all students they teach. The SEN Code of Practice (pg.88 Section 6.37 onwards) suggests that students are only identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching. All teachers at PLA must strive to be quality first teachers and are required to:

- Demonstrate high quality teaching, differentiated for individual students' needs
- Produce a range of specialist strategies to support student progress; including students who access support from Learning Support Assistants or specialist staff and evaluate the impact these strategies are having on the outcomes of students with SEN
- Familiarise themselves with One Page Profiles and Summary of Need Forms
- Attend SEN training sessions
- Make a referral to the Special Educational Needs Co-Ordinator (SENCo) where concerns around a pupils' progress and attainment continue *despite* all of the above
- Actively seek professional development opportunities/research strategies themselves

PLA regularly and carefully reviews the quality of teaching for all students, including those at risk of underachievement. This is done through lesson observation, learning walks and an on going quality assurance schedule which includes book scrutinies and evaluation of progress data. Specialist SEN training takes place at various intervals in the year. The SENCo is available within school and teachers are able to gain advice and support from specialist staff. Teachers are able to make a referral to the SENCo who will work with them to produce a detailed support approach for SEN students.

SEN Provision

The SENCo will consider all the information gathered about a student's progress, alongside national data and expectations of progress. When a student is not making progress, despite quality first teaching, they will be placed on the SEN Register, and parents/carers will be informed. There are now two categories of SEN; 'SEN Support' and 'Education, Health and Care Plan (EHCP)'. When a child is placed on the SEN Register, a One Page Profile and Summary of Need Form are produced outlining how best to support the student's needs and teachers are able to access these to inform planning. The SEN register is reviewed termly.

See the School's 'SEN Local Offer' for examples of provision available for students with special educational needs.

Monitoring and Review

Progress of students is monitored through the Academy's internal data system which is tracked and reviewed on a half termly basis. Progress of students at SEN Support or with an EHCP will be monitored through the internal data system, standardised data and observational data. This is reviewed on a half termly basis. Target setting involves students and their parents/carers. Academic outcome targets will be set in line with national expectations.

Students who have an EHCP will have a pre-arranged Annual Review, however, if there is a significant change in need or provision this will be brought forward as an Interim Review.

When a student is making expected progress, they are removed from the SEN Register and parents/carers informed. These students are monitored for a period of 6 months and provision is provided through Quality First Teaching.

Transition Links

Close links with feeder schools eases transition and supports student's needs. The transfer of information to PLA including NC levels, programmes of work, relevant medical information and details of additional support are of great importance. The SENCo and the Head of Year will visit feeder schools in the spring term of Year 6. There is also a day for Year 6 to visit and an evening for their parents at which members of the Senior Leadership Team and the SENCo will be present to answer questions. There will be extended transition visits and support for more vulnerable students.

The SENCo will attend any Annual Reviews of Year 6 students with an EHCP and keep in contact with SENCo's in feeder schools.

When a student has an EHCP a Transitional Review will be held in Year 9. A Careers Advisor will be invited to this review. A Transition Plan will be drawn up using information from parents/carers, students, teachers and outside agencies in order to plan coherently for the young person's transition to adult life.

Links are made with Post 16 agencies to ensure the transition from Secondary school is smooth. Relevant documentation is transferred and student's needs are discussed.

Access Arrangements

For some students additional arrangements and adjustments can be made to enable them to fully access a range of tests. This might include:

- additional time
- a reader
- a prompt
- rest breaks
- use of a scribe
- word processor
- provision for practical assistance for students with a physical disability at the time of the exam or test

Key staff assess eligibility when students are in Year 9 and will make the necessary applications for these arrangements where appropriate. A letter is sent home to parents/carers explaining if any Access Arrangements have been granted for their child.

Access Arrangements replicate the way in which a pupil normally works in class, and fully reflect an established need. Access Arrangements do not offer an advantage to any pupil, and are only put into place when there is a clear and established barrier to learning which can be evidenced through assessment and intervention in usual working practice. The SENCo will share adjustments with staff and monitor that these are in place in school consistently and can be evidenced.

Supporting Students and Families

PLA aims to liaise with parents/carers and external agencies to ensure students' needs are met. Where parents/carers feel they need further, impartial support they can contact Calderdale Special Educational Needs and Disability Independent Advice and Support Service (SENDIASS). Parents/carers are also guided towards Calderdale's Local Offer. The Local Offer contains information about services relating to SEN for children and young people aged 0-25.

Calderdale's Local Offer: <https://www.calderdale.gov.uk/v2/residents/education-and-learning/local-offer-children-special-needs-and-disabilities>

SENDIASS: <http://www.calderdalesendiass.org.uk/>

Medical Conditions

PLA recognises that students with medical conditions should be appropriately supported so that they have full access to education, including school trips and physical education. Some students with medical conditions may be disabled and where this is the case the Academy will comply with its duties under the Equality Act 2010.

Admission Arrangements

Admission arrangements for students with special educational needs do not differ from the school's general admission arrangements and are handled by the Local Authority. Admissions are based upon free parental choice, although in practice they are usually linked to geographical area. Admissions are considered subject to the Academy having the appropriate resources and/or access facilities to meet the needs of the child. There is no discrimination on the grounds of special educational needs. The school is barrier free.

The school welcomes visits by prospective parents/carers and students and appointments are arranged with the Principal or one of his/her deputies. The SENCo is also involved in this initial discussion of the student's needs and the school's response to them. There is a booklet of information on Special Educational Needs at Park Lane which is given to any visiting prospective parents/carers.

Complaints Procedure

Parents and carers are welcome to discuss the provision made for their child with the SENCo who will liaise with any relevant teacher as appropriate. If the matter remains unresolved, then the Academy's complaints policy may be invoked (please see the Academy's website or contact the admin team for a paper copy of the complaints procedure). The Academy is committed to responding to queries of parents/carers as soon as possible in line with Chapter 11 of the 2014 SEN Code of Practice.

Parents/carers may be supported by a friend or relative in any meetings or consultations with the School or the LA. They may also request the help of an Independent Parental Supporter via the Special Educational Needs Information Advice and Support Service (SENDIASS). The SENCo will help to secure the involvement of SENDIASS if required.

Review Framework

The SEN Policy will be reviewed annually (or sooner in the event of revised legislation or guidance).