Peel Park Primary School and Nursery

Special Educational Needs Policy

Author: Mrs S Hunt

Approved by Governing Body:

Reviewed: September 2025

Review Date: September 2026

Equality Impact Pro-forma

Person responsible for review:	Sara Hunt	**Date of review:**	September 2025
Groups Considered:			
Race/ethnicity	☒		
Disability	☒		
Gender	☒		
Gender orientation	☒		
Pregnancy/maternity	☒		
Religion	☒		
Sexual orientation	☒		
Age	☒		
Please detail any opportunities offered by this policy to eliminate prohibited conduct, promote equality of opportunity, foster good relations or advance equalities.			
None identified in an equalities context			
Having reviewed the implications of any proposed changes to, or confirmation of, the policy, are there any concerns that it could have a differential impact on any of the groups identified above? Detail any steps that should be taken to minimise or eliminate any negative impact on these groups:			
None identified			

Policy Amendment Summary

Special Educational Needs

Date: September 2025

Next review date: September 2026

Summary of amendments since policy introduction:

Date:	Amended by:	Details of amendment
9/25	S Hunt	Sections 4 and 5: amendments have been made where there has been reference to Individual Pupil Plans – school is now using Pupil Profiles as planning tools as well as Class SEND Profiles. Individual Pupil Plans are to be used for children where there are complex and significant needs.
		Where there is reference to ‘differentiation’, this has been amended to include: adaptations and reasonable adjustments in addition to ‘differentiation’.

This policy has been written by the SENDCo of Peel Park Primary School. It has been developed jointly with the Headteacher and has been agreed by the Governing Body. This policy is a statement of the aims, responsibilities and strategies we have agreed to ensure the effective and efficient provision for children with Special Educational Needs at Peel Park Primary School. It takes into account the Equality Act (2010), the Children and Family Act (2014), statutory guidance on Supporting Pupils at School with Medical Conditions (2014), the 0-25 Special Educational Needs and Disability Code of Practice (2015) and the Special Educational Needs and Disability Regulations (2014).

The Assistant Headteacher for SEND at Peel Park Primary School is Mrs S Hunt who holds the National Award for SEN.

The SENDCo at Peel Park Primary School is Miss J Thornton who holds the National Award for SEN.

The Governor responsible for SEN at Peel Park Primary School is Mrs Sarah Bowe

Section 1

We believe that: In accordance with the school's commitment to a policy of inclusion, our aim is to develop the full potential of each individual in a caring environment. It is incumbent on all members of the school community to accept responsibility for pupils with special or additional needs.

What are special educational needs?

Peel Park Primary School recognises a pupil as having SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for them, as outlined in The 0-25 Special Educational Needs and Disability Code of Practice (2015). A child of compulsory school age or a young person is understood as having a learning difficulty or disability if they:

a) Have a significantly greater difficulty in learning that the majority of others the same age, or;

b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definitions at (a) or (b) above or would do so if special educational provision were not made for them. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Health care provision or social care provision, which educates or trains a child or young person, is to be treated as special educational provision under the Code of Practice 2015.

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 will be taught.

These difficulties are considered to fall into one or more of the following categories:

Communication and Interaction:

- May have speech sound difficulties;
- May find it difficult to communicate with others (social communication difficulties);
- May have difficulty in understanding others (Receptive Language Difficulties);
- May have autistic spectrum condition (ASC).
- May have Developmental Language Disorder, as identified by a Speech and Language Therapist.

Cognition and Learning:

- May learn at a slower pace than others of the same age due to difficulties with working memory and/ or attention levels (Moderate Learning Needs);
- May have Profound and Multiple Learning Needs;
- May have a specific learning difficulty such as Dyslexia, Dyspraxia, Dyscalculia or Dysgraphia.
- May have Severe Learning Difficulties which are determined by the Educational Psychologist or Teacher from the Specialist Teaching Team.

Social, Emotional and Mental Health Needs:

- May show emotional difficulties such as withdrawn or challenging behaviour;
- May have disorders such as Attention Deficit Hyperactivity Disorder;
- May have attachment difficulties;
- May have mental health difficulties such as self-harming behaviours;
- May have been diagnosed with anxiety disorders such as an eating disorder;
- May experience anxieties that impact upon their access to education such as Emotional Based School Avoidance.

Physical and/ or Sensory Needs:

- May have Visual Impairment;
- May have Hearing Impairment;
- May have Multi-Sensory Impairment;
- May have a Physical Disability;
- May have sensory processing difficulties that are not related to Autism, ADHD or Social, Emotional and Mental Health difficulties that are diagnosed by a medical or mental health professional.

Peel Park Primary School is fully committed to providing an appropriate and high quality education for all pupils in our care. We believe that all children, including those identified as having special educational needs or additional needs, have a right to receive a broad and balanced academic and social curriculum and to be fully included in all aspects of school life. We believe that all pupils should be equally valued in school. We will strive to eliminate prejudice and discrimination and to develop an environment where children can flourish and feel safe.

This policy describes the ways in which we meet the needs of all the pupils, who experience barriers to learning, and how we help them to achieve their full potential. It details how, at Peel Park Primary School, we will do our very best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers understand that every teacher is a teacher of every child or young person including those with SEN.

Section 2

We therefore intend that:

All pupils with special educational or additional needs shall receive appropriately inclusive educational provision. It is expected that such provision will enable the pupils to reach their full potential; enjoy school and support them in their learning journey beyond primary education.

This policy describes the ways in which we meet the needs of all the pupils who experience barriers to learning and how we help them to achieve their full potential.

Aims and Objectives:

We aim to:

- Ensure that all children have access to a broad, balanced and relevant curriculum which is differentiated appropriately to meet their individual needs.
- Provide a secure and stimulating environment in which all children feel happy and secure.
- Ensure early identification, assessment and provision for any child who may have special educational needs and/or disabilities.
- Help every child realise his or her full potential and nurture self-esteem by the celebration of success and endeavours.
- Raise the aspirations of and expectations for all pupils with special educational needs.
- Enable all staff to play a part in identifying pupils with special educational needs and/or disabilities and to take responsibility for recognising and addressing their needs.
- Encourage the whole school community to demonstrate a positive attitude towards special educational needs and disabilities.
- Encourage an effective partnership in developing and implementing a joint approach at home and at school.
- Involve and support children where appropriate in decision making processes that occur in their education.
- Follow the guidance set out in the Children and Families Bill (effective from 1st September 2014) which recommends a graduated approach whereby appropriate actions are matched to the pupils' needs.
- Ensure a high level of staff expertise to meet pupils' needs, through well-targeted CPD.
- Attain high levels of satisfaction from parents/carers and pupils.

In order to meet the aims, we will therefore:

- Work within the guidance provide in the SEND Code of Practice 2015 and the Children and Families Act (2014);
- Identify and monitor children's individual needs from the earliest possible stage;
- Provide every pupil with the opportunity to experience success in learning and enable them to achieve their full potential. We recognise that SEN might be an explanation for delayed or slower progress, but is not an excuse and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others;
- Ensure that teachers are able to identify and provide for those pupils with SEN allowing them to join in all school activities, wherever possible, together with pupils who do not have special educational needs;
- Focus on individual progress as the main indicator of success;
- Involve the children and parents/carers in the identification, setting and review of targets; (including those that are part of the Individual Learning Plan);
- Work in close partnership with the parents/carers and the pupils identified with SEN;

- Ensure that all who are involved with children are aware of the procedures for identifying their needs, supporting and teaching them;
- Plan an effective curriculum to meet the needs of children with special educational needs and, where necessary, ensure that the outcomes set are specific, measurable, achievable, realistic and time related;
- Plan for adapted and/or differentiated work that is appropriately matched to the learning needs and ensures progression;
- Deploy a range of teaching and learning styles so that all pupils can take part in lessons fully and effectively, providing equality of opportunity;
- Provide specific input, matched to individual needs, for those pupils recorded as having SEN support or an EHCP;
- Create effective learning environments in which pupils' achievements are celebrated and independence is fostered;
- Set aspirational, yet achievable, targets for learning;
- Help pupils to manage behaviours that hinder either their own or others learning;
- Ensure that pupils, who need help to learn English, receive appropriate teaching and support;
- Ensure that those pupils with medical needs are identified and have an up to date health care plan if deemed necessary by the appropriate health professional;
- Liaise with outside agencies to ensure high quality provision

Section 3

The Identification of Special Educational Needs and/or Disabilities

We respond to the four areas of SEND as outlined in the Code of Practice (2015):

1) Communication and Interaction
2) Cognition and Learning
3) Social, Mental and Emotional Health
4) Sensory and/or Physical and Medical Needs

Provision for children with special educational needs and/or disabilities is a matter for the whole school. The governing body, head teacher, SENDCo and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of special educational needs.

Where a concern over the progress and attainment of the child is raised, the class teacher and the SENDCo will follow the Graduated Approach which is outlined in section 4.

At Peel Park Primary School, we recognise that progress and attainment may also be affected by:

- A child's disability;
- Attendance and punctuality;
- Health and Welfare;
- English as an Additional Language;
- Being in receipt of Pupil Premium Grant;
- Being a Looked After Child;
- Being the child of a serviceman/woman.

These are not special educational needs, but are factors which may affect a child's learning potential and, as such, will be identified with appropriate differentiation and/or intervention being implemented. In some cases, a team from within and, sometimes, outside the school will be established to provide a support network for the child.

Section 4

The Assess-Plan-Do Review Cycle.

A Graduated Approach to SEN Support

"Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEN, should simplify the process of planning the right help at school level" (p68) ***SEN Green Paper : Support and Aspiration (DfE : 2011)***

'*Pupils 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'* ***Code of Practice 2015 Section 6.37***

Peel Park Primary School operates the Graduated Approach to SEN Support as outlined in the Code of Practice 2015 and this is comprised of: Assess, Plan, Do and Review.

The Code of Practice 2015 makes it very clear that children are only deemed as having special educational needs if they do not make adequate progress once they have had all the adjustments and good quality personalised teaching.

All learners in school have access to quality first teaching in school. They will be provided with an excellent broad and balanced curriculum that is differentiated to meet the individual needs of the pupils so that they can achieve the best possible outcomes as well as becoming confident and able learners ready for future education and the world of work. This involves careful assessment for learning and planning for learning to address any potential areas of difficulty and to remove barriers to learning. At Peel Park Primary School, we believe that additional intervention and support can be valuable, but that nothing will ever compensate for excellent quality first teaching.

All teachers in school are seen as teachers of children with special educational needs and they are responsible for the progress and achievement of every pupil in their care. Additionally, the teacher is responsible for the planning and deployment of any teaching or support assistants.

Peel Park Primary School reviews the learning, the progress and the attainment of every child in school every term and at these reviews, strategies are discussed to identify and support our vulnerable learners.

The school's system for observing and assessing the progress of individual children will provide information about the areas where the child is not progressing satisfactorily. Under these circumstances, the class teacher may consult with the SENCo to consider what else might be done. An internal referral form for class teachers is used where the strengths of the pupil are highlighted as well as the barriers to learning. Additionally, class teachers will detail what support measures have already been implemented to close the gap and support the pupil appropriately.

Upon receiving the internal referral form, the SENDCo will meet with the class teacher to undertake further discussions regarding the needs of the pupil. This discussion will look at whether rates of progress are inadequate.

The key test of the need for action is that current rates of progress are inadequate.

Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his/her peers from widening.
- Closes the attainment gap between the child and his/her peers.
- Betters the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates an improvement in communication skills – both receptive and expressive language skills.
- Demonstrates an improvement in physical skills.
- Demonstrates an improvement in emotional health.

Where current rates of progress are deemed to be inadequate, the first stage of the ASSESS-PLAN-DO-REVIEW cycle is implemented. This is the assessment part of the cycle and will be undertaken by both the class teacher and the SENDCo.

Assessments may take the form of

1) Cognition and Learning Needs:
- Observations within the learning environment;
- Specific assessments relating to academic attainment – Assessments from the Bradford Cognition and Learning Team as well as the Portfolio to examine processing and working memory difficulties;
- Reading and Phonics assessments;
- SEND checklists related to Moderate Learning Difficulties and Dyslexia.

2) Communication and Interaction Needs:
- Language profiling using Well Comm, TALC assessments;
- Bradford Speech and Language checklists;
- Pragmatics checklists;
- Speech, Language and Communication Progression tools from the Communication Trust

3) Social, Emotional and Mental Health Needs:
- Kim's Flowers – attachment analysis;
- Talking Mats – discussion of any areas of difficulty that have been observed/ communicated;
- Sensory Profile and Well-being Profile;
- SDQ (Strengths and Difficulties Questionnaire) analysis of behaviours and impact;
- Boxall Profile;
- Checklists – ADHD/ ASC/ Attachment/ ODD and CD.

4) Physical and/ or Sensory Needs:
- Gross motor skills observations – PE lessons, playground observations as well as general movement;
- Fine motor skills observations and monitoring of recording;
- Visual needs will often be identified by an optician or the eye clinic – contact made to school by Visual Impairment Team;

- Hearing impairment needs will often be identified by audiology – contact made to school by Hearing Impairment Team;
- Information from Occupational Health; Physiotherapy; School Nursing Team; Child Development Centre;
- Sensory Needs Profile and then a follow-up plan from this.

Assessments inform the planning stage of the ASSESS-PLAN-DO-REVIEW cycle. Assessments allow for a growing understanding of the learner's needs

Strategic planning of appropriate support is then implemented based on the assessments and observations. An Individual Pupil Profile will detail any adaptations and reasonable adjustments as well as any specific interventions to provide the best possible learning experiences and outcomes. Outcomes will also be set for the pupil on the Class SEND Profile. As part of the graduated approach to special educational needs, the SENDCo will liaise closely with the class teacher and any support staff to ensure confidence in teaching children with SEN and so that the needs of the child are being met. Planning allows for a growing understanding of which teaching approaches and strategies work better for the pupil.

Adaptations and reasonable adjustments linked with additional interventions are then implemented by the relevant teaching staff. Progress is monitored to ensure that there is the closing of the gap for the learner. 'Doing' the plan allows for a growing understanding of what effective support looks like.

The outcomes for the child are assessed and monitored on a termly basis on the Class SEND Profile which provides for a robust evaluation regarding what has worked well for the child as well as anything additional which continues to require support. Where a child has significant and complex needs, then an individual pupil plan will be implemented to support the pupil.

Year group intervention planning also details the range of interventions which are in place and appropriate training is provided to staff to ensure that staff have the necessary skills and understanding of the interventions.

The ASSESS-PLAN-DO-REVIEW is a cycle that is continuous. There may also be the need for the SENDCo to make a referral, with parental consent, to an outside agency such as the Bradford Specialist Teaching Team, the Speech and Language Therapist or to the Educational Psychologist for further support regarding planning.

Section 5

Managing Pupils on the SEN Register

Pupils will be placed on the school's SEN list when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer for all pupils in the school. Equally, if a child makes adequate progress, then the name will be taken from the register but monitoring will continue. This will always be discussed with the parents.
Reasons for a child being added to the SEN register may include the fact that he/she:

- Makes little or no progress, even when teaching approaches are targeted and the ASSESS – PLAN – DO- REVIEW cycle has been implemented.
- Shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment across the curriculum;
- Presents persistent emotional or mental health difficulties which do not improve with intervention e.g. targeted mental health, counselling;

- Has sensory, physical and/or medical problems and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and/or interaction difficulties, and continues to make little or no progress.

Following the identification of a child's primary and additional needs, the school will work with the Bradford Authority's Matrix of Need. The Matrix of Needs is comprehensive, structured and ensures a consistency across the whole of the local authority. This Matrix identifies the level of support a child needs as well as types of provision which can be implemented to meet the needs of the pupil.

Many children will be working within age-related expectations and class teachers will plan for the different styles and capabilities of the children in their classes. Some children will be working below age-related expectations, but may not have special educational needs. This means that some adaptation and/or differentiation is required to support the children's access to the curriculum and adaptations to the presentation and delivery of materials may also be needed. Additionally, it may be that some children will benefit from 1:1 or small group support to facilitate their access to learning activities. Teachers will vary the pace, the timing, the level of language as well as the outcomes in order to meet the needs of the children. Pupils working below age-related expectations will have their attainment and progress carefully monitored by the class teacher and, where there are any concerns that the child is not making the accelerated progress as a result of more personalised planning, the class teacher will liaise with the SENDCo, Phase Leaders and Deputy Headteacher

SEN Support

Where a child continues to find it difficult to make the expected progress, even with interventions and adaptations, staff in school will liaise with parents and the child regarding more bespoke intervention which is 'additional to' and 'different from'. This increase in personalisation will be recorded upon the child's Individual Pupil Profile and within the Class SEND profile. Additionally, an individual pupil plan may be required if the needs are complex and significant. Outcomes are set on the Class SEND profile which are time-bound and quantifiable. Provision will be implemented to ensure that the outcomes on the plan can be realised so that the child has every opportunity provided to make the right level of progress and achieve within education. Additional support will be determined based on the presenting needs of the pupil. Where progress continues to be of concern, external services may be involved following discussion with parents and parental permission. Regular meetings and assessments will be organised by the SENDCo and the involvement of some specialists may include the child being observed in school so that these specialists can give advice to teachers regarding outcomes as well as regarding provision and accompanying strategies. The kinds of support and advice will vary according to the needs of the child.

Class teachers will continue to collect evidence regarding the child and an individual file for the child will be established. Where the pupil continues to make little progress over time, school staff may liaise with parents regarding asking the Local Authority to make a statutory assessment. This is known as an Education, Health and Care Assessment and, in addition to the evidence and description submitted by parents and school, will involve an Educational Psychologist observing the child and writing an accompanying report that is submitted to the Local Authority. Should the Local Authority agree that a child or young person has special educational needs and that he or she has needs within education that are in line with an EHCP, an EHCP will be issued.

EHCP

An EHCP is person-centred and includes the views of the child as well as those of the parent/carer – the child and family are very much at the heart of the process. The outcomes on the EHCP will contain both medium-term and long-term outcomes and the plan will also outline the additional provision which is to be implemented. The plan will also detail the level of adult support to be provided which generally amounts to between 19-25 hours per week and is comprised of 1:1 as well as small group teaching support.

Education Health and Care Plans will name either a mainstream school or a more specialist setting in accordance with parental preference; places for a specialist setting are approved by the Local Authority. The plans are reviewed annually with parents, the child, school staff and any relevant external agencies who support the child. At a Year 5 Annual Review, parents are asked to consider their preferred setting for secondary education and this is named in the documents.

Throughout the academic year, the outcomes on the EHCP are referenced and worked towards through termly plans where specific interventions, support, adaptations and curriculum modifications are implemented and reviewed to ensure that progress is being made by the child. Each child with an EHCP will have a termly Individual Pupil Profile, an Individual Provision Map, which timetables the support and provision in place, and outcomes are set on the Class SEND Profile - all these are closely aligned to the EHCP.

Section 6

Criteria for exiting the SEN Register

At the pupil progress reviews and/or parental and pupil meetings, when reviewing the progress made, it may be decided by all involved (the parents, the child, the SENDCo and the class teacher) that the child is making better than expected progress and closing the gap between his/her attainment and age-related expectations. In such cases, the pupil is able to continue receiving support through quality first teaching and no longer requires provision that is 'additional to' and 'different from' the differentiated programme of learning within the classroom. Here, it will be agreed by all that the child no longer needs to be on the SEN register, but will continue to be monitored at regular points in the year.

Section 7

Supporting Pupils and Families

Partnership with Parents/Carers

We recognise the importance of parents and carers as the first and foremost educators of their children. We aim to work in partnership with parents and carers by:

- Working effectively with all other agencies supporting children and their parents;
- Giving parents/carers opportunities to plan an active and valued role in their child's education. Providing parents with an understanding of the ways in which they can help their child;
- Making parents and carers feel welcome;
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having and instilling parents with the confidence that the school will listen and act appropriately;
- Focusing on the child's strengths as well as additional needs;
- Providing parents with appropriate Individual Learning Plans and discussing progress towards past targets and outlining the new targets set and the ways in which the parent/carer can help their child achieve these. We have regard for the ASSESS – PLAN – DO- REVIEW cycle;
- Keeping parents/carers informed and giving support when necessary;
- Making parents/carers aware of the range of support services;

- Giving advice on any aspect of SEN that they feel unsure about;
- Providing all information in an accessible way which means having a regard for those parents who may have literacy difficulties or who are unable to understand English.

Our school website contains details of our policy for SEN, our school information report and our local offer. The contact numbers of the SEND Advice and Support for parents can also be found there.

Partnership with Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. We endeavour to fully include all pupils by encouraging them to contribute to their pupil profile.

We always include pupils in the annual or Higher Needs Funding review meetings by inviting them to the meeting (if deemed appropriate) and including their comments in the final paperwork.

Access to exams and other assessments

Some children may require additional provision when taking an exam or an assessment. This may range from ensuring that the font used is correct for a child with visual impairment to allowing additional time for children with some specific learning needs. Where a child needs additional provision in order to have fair and equal access to exams and assessments, this will be discussed with the child's parents as well as with the Standards and Testing Agency.

Transition

The transition of pupils is carefully managed within school and between Peel Park Primary School and other schools. The needs of individual pupils are discussed at great length and consideration is given to where the child will be placed as well as what level of support will be required in the next phase of the child's education. When a child is transferring from the Early Years setting to Key Stage 1 or Key Stage 1 to Key Stage 2, then time is allocated to teachers to ensure that the appropriate information is shared and discussed. When a child is transferring from Peel Park Primary School to Secondary School, a child's needs will be highlighted to the Secondary School and where appropriate, visits will be arranged for some pupils in order to ensure a smooth transition. Children will also carry out work around the subject of transition to secondary education within the classroom prior to leaving Year 6. It is the responsibility of the class teachers and the SENDCo to ensure that the necessary information is passed onto the school to which the child is transferring.

Section 8

Supporting Pupils at School with Medical Conditions

- The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010
- Some pupils may have a medical condition and also SEN and may have a statement or EHCP which will also bring together health and social care needs, as well as their special educational provision.

- All pupils at school with medical conditions are supported in such a way that they are able to manage their condition. Pupils with more serious conditions have a Health care plan which is updated regularly.
- Children with sensory needs such as hearing impairment, visual impairment, multi-sensory impairment will also have a care plan which is developed in conjunction with the relevant specialist teaching team.
- Key staff in the school have received first aid training which is kept up to date.

Section 9

Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- Classroom observation by senior leaders;
- Ongoing assessment of progress made by intervention/vulnerable groups;
- Work sampling on a termly basis;
- The scrutiny of planning;
- Teacher interviews;
- Informal feedback from all staff;
- Pupil progress tracking using assessment data whole-school processes;
- Monitoring ILPs and ILP targets, evaluating the impact of ILPs on pupils' progress;
- Attendance records and liaison with the attendance officer, if appropriate;
- Pupil progress meetings;
- Views of the parents.

The evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

Section 10

Training and Resources

SEND is funded through the school budget apart from those pupils who receive higher needs funding through their Education Health and Care Plan.

Training for all staff is organised through CPD and all staff receive quality training. Teaching assistants are invited to attend any training that would be beneficial and they are also given additional training by the SENDCO.
All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCO to explain the systems and structures in place around SEN. All staff receive an update in training when any changes take place.

The school's SENDCo regularly attends training to update her own skills and knowledge and attends network and cluster meetings in order to keep up to date with national and local updates in SEND.

Peel Park Primary School uses some of the Element 2/ Notional Funding Budget to commission time from Educational Psychology Services in Bradford, a Speech and Language Therapist for one day per week as well as a Speech and Language Therapy Assistant for a half day per week. Additional resources are purchased depending upon the needs of the pupils.

Section 11

Roles and Responsibilities:

The Roles and Responsibility of the Class Teacher

The class teacher will liaise with the SENDCo to agree:

- Which pupils in the class are vulnerable learners;
- Which pupils require additional support because of a special educational need and need to be placed on the school's SEN register. Some of these pupils may require advice/support from an outside professional and, therefore, need an Individual Learning Plan to address a special educational need. It is the responsibility of the class teacher to write and maintain Individual Learning Plans and give copies to the parents and the SENDCO;
- The class teacher must meet regularly with the parent/guardian in order to discuss progress and set new targets. The main findings of the meetings must be recorded and include the views of the parents. Copies of the minutes must be given to the SENDCO/Inclusion Manager;
- The class teacher and the SENDCO/Inclusion manager will meet regularly in order to discuss the progress and outcomes for the vulnerable pupils. These pupils will also be discussed in the planned pupil progress meetings;
- At the time of transition, the class teacher is responsible for passing on any information to the receiving teacher;
- The class teacher must contribute to any reviews;
- The class teacher will secure good provision and good outcomes for all groups of vulnerable learners by:
    - providing differentiated teaching and learning opportunities which provide a cognitive challenge,
    - ensuring there is adequate opportunity for pupils with special educational needs to working on agreed targets which are genuinely "additional to" or "different from" the educational provision made generally for children of their age in schools ensuring effective deployment of resources –

The Roles and Responsibility of the Special Educational Needs and Disabilities Co-ordinator (SENDCo):

The SENDCo, working with colleagues in school and in accordance with the recommendations in the revised Code or Practice 2015 has responsibility for:

- Developing the policy for SEND in school and ensuring its implementation across school;
- Auditing and mapping current provision within school and ensuring that provision has a clear impact upon the needs of particular children in school;
- Evaluating the impact and effectiveness of all additional interventions for vulnerable learners;
- Co-ordinating all support for children with Special Educational Needs and Disabilities so that every child receives the high quality provision and teaching needed for a fulfilling and rich learning experience which will prepare them for their Secondary School journey and life beyond education;
- Implementing any Annual reviews that are necessary;
- Ensuring that parents of all children with SEND have a full and clear understanding of their child's attainment, progress and provision;

- Ensuring that parents are informed of outside agencies which may support their children in school.
- Updating the SEND register in school and tracking pupil attainment to ensure that children with SEND are making expected or better than expected progress;
- Supporting all staff in school to be up-to-date with new legislation as well as any training needs;
- Liaising with and advising staff in school;
- Liaising with external agencies, including Local Authority Support Services and Educational Psychology Services, Health and Social Services and Voluntary Bodies;
- Attending area SENDCo network meetings and training as appropriate;
- Liaising with the Governor for SEND about current issues regarding progress/provision for vulnerable learners, including those with SEND;

The Roles and Responsibility of the Head Teacher:

The Head Teacher has responsibility for the day-to-day management of the all aspects of the school's work, including the provision for children with SEND. She will keep the governing body fully informed alongside the SENDCo. The Head Teacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn. The Head Teacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision.

The Roles and Responsibility of the Governing Body:

In co-operation with the Head Teacher, the Governing Body will determine the school's general policy and approach to provision for children with SEND, establish the appropriate staffing and funding arrangements and maintain oversight of the school's work. There will be an identified governor for SEND, who monitors the implementation of the policy. The Governing Body will ensure that a high standard of provision is made for pupils with SEND and will hold the school accountable for the progress and attainment of this group of pupils in school.

The Role of SEN Teaching Assistants

The SEN teaching assistants work alongside the class teacher in order to provide the best possible teaching experience for the pupils with SEN. This will enable the pupils to make good progress and achieve their full potential. Support may be given as individual or group. The SEN teaching assistant will be provided with a plan of the lesson beforehand and will be asked to give feedback on progress to the class/subject teacher. The SEN teaching assistant may also be required to attend to reviews and contribute to the Individual Learning Plan assessment.

Section 12

External Agencies

Peel Park Primary School works with a variety of external agencies to support the needs of a pupil. Referrals are always made with parental consent where these are felt to be necessary. For example: where a child has medical, physical and/or sensory needs which require the input of a specialist health or education professional or where it is felt that additional support is required to support access to the curriculum.

The agencies the school works with include:

- Speech and Language Therapy: the school employs a Speech and Language Therapist for one full day per week as well as a Speech and Language Therapy Assistant for 0.5 days per week;
- Educational Psychology Team in Bradford: the school commissions time from the Bradford EPT;
- SCIL team: specialist teachers from the Communication and Interaction team, the SEMH team, the Early Years team and the Cognition and Learning team work with school staff: the school has a link teacher from the SCIL team;
- Specialist Teachers from the low-incidence team support individuals: the Visual Impairment team, the Teacher of the Deaf, the Multi-Sensory Impairment team and the Physical and Medical team;
- Medical Needs and Hospital Education Service;
- Education Emotional Well-being Practitioners Team;
- Mental Health Services such as CAMHS, the Mental Health Support Team as well as agencies such as Invictus Well-being;
- Health Services such as Paediatrics and the School Nursing Team;
- Additional services such as the Specialist Inclusion Project, Early Help, the Children's Community Support Team and AWARE can also support families of children and young people with SEND.

Section 13

Storing and Managing Information

All SEN records are stored securely and the contents are confidential. The SEN records will be shared with parents and with other agencies where it will be of benefit to the child with special educational needs.

Section 14

Reviewing the policy

This policy will be review annually (or more frequently if any of the details change)

Section 15

Accessibility

Peel Park Primary School recognises that the Equalities Act placed a duty on all schools and Local Authorities to plan to increase, over time, the accessibility of schools for disabled pupils and to implement their plans. At Peel Park Primary School, the building is fully accessible for disabled pupils, having a lift, widened corridors, low-level aids at staircases as well as toilet and shower facilities for wheel-chair users.

All subject material can be adapted to meet the needs of pupils with SEN and is done so where it is felt to be of benefit to the pupil. Learning can be differentiated across the curriculum to meet particular needs and much adaptation for particular needs will be outlined in a child's targets on their individual learning plan. In many cases, a child will be able to access the main curriculum through the use of specific resources to aid learning such as hundred squares, number lines and counting objects in mathematics as well as word walls, word banks and writing frames to support pupils with their written work. The learning environment in each classroom is designed to reach all pupils being rich in language and mathematics and displayed resources reflect the unit of study currently taught. The school has adapted the building to ensure all children, including those in a wheelchair, are able to be educated in this school.

Parents are able to contact key staff by making an appointment with the school office by telephone, in person or by email. We guarantee that we will respond to this request as soon as possible. If a parent explains that they need to see key staff immediately then we will do our best to do this.

Section 16

Complaints Procedure

If parents have a complaint about the SEND provision in school, they may initially contact:

- The class teacher;
- The SENDCo;
- The Headteacher.

In response, the class teacher and the SENDCo will provide evidence of work undertaken, the individual outcomes set in the Learning Plans and assessments of progress which will be discussed with the parents/carers. If a problem is still not resolved, parents may then contact the Governing Body to request a meeting. This may lead to a formal complaint to the Local Authority or with appeal to the SEND Tribunal.

Section 17

Bullying

Peel Park Primary School operates an anti- bullying policy and a zero-tolerance for bullying and these are very much in evidence at the school. All learners at the school are valued, regardless of their academic and/or social and emotional needs and regardless of any disability or medical condition. Children are taught to let an adult know if they have been upset or bullied in school and incidents are dealt with swiftly. Peel Park Primary School teaches children to be fair and responsible members of society as well as to be resilient and capable of interacting and integrating with many different people through every part of the curriculum, but particularly through some of the PSHE and Internet Safety programmes of work. Additionally, the school implements 'The Grove' provision which is led by the Safeguarding Lead and which is supported by additional members of staff. This provision is to support children with any mild-moderate social and emotional, wellbeing and nurture needs.

Section 18

Linked Policies/ Documents:

- Behaviour Policy;
- Safe Handling Policy;
- Intimate Care Policy;
- Medical Needs Policy;

- Attendance and Punctuality Policy;
- Child Protection and Safeguarding Policy;
- Accessibility Plan;
- Complaints Policy;
- Equality Policy;
- Teaching and Learning Policy.