

# SEND Policy & Information Report

Our policy and information report for parents for supporting children with special educational needs and disabilities.

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# SEND Policy

As a Church of England School, we value all of God's children, and celebrate 'life in all its fullness'. We provide an inclusive curriculum appropriate for all of our children. We believe that every teacher is a teacher of every child or young person, including those with Special Educational Needs and Disabilities (SEND) and that the principle of inclusion extends to society as a whole and is the responsibility of all pupils, parents, governors, staff and the wider community.

We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the Code of Practice (September 2014).

## 1. Our Aims

- To value the rich contribution that difference and diversity makes to our schools. In recognising and responding to the diverse needs of children, we will use a range of flexible responses to meet such needs and accommodate their diversity.
- To seek the participation of all our children in learning which leads to the highest possible level of achievement and fulfilment for each individual.
- To ensure the view of the child (according to their age and understanding) and parents are sought and valued.
- To identify and provide for all children's learning and physical needs as early as possible, using a range of strategies.
- To deliver planned and organised support and/or adaptations for all children with a special educational need and/or disability through ordinarily available provision, targeted or specialist support.
- To ensure all children's needs are met through our practice and culture, and the effective management and deployment of resources.
- To work in close partnership with governors, staff, parents, children and outside specialists to create and maintain the best possible provision for all children who have been identified as having a special educational need in accordance with the Code of Practice.

### **How are we going to achieve this?**

- Identify and provide for pupils who have special educational needs and additional needs.
- Work within the guidance provided in the SEND Code of Practice (2014).
- Operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs.
- Provide a Special Educational Needs Co-ordinator (SENCo).
- Provide support and advice for all staff working with SEND pupils.

## 2. Legislation and Guidance

This policy and information report 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 co-ordinators (SENCOs) and the SEN information report

## 3. What are special educational needs?

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 the 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.

## 4. What kinds of special educational needs might the children at Park Street have?

Special educational needs and provision can be considered as falling under four broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health (previously behavioural, social and emotional difficulties)
- Sensory and/or physical

### Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times in their lives.

Children and young people with an Autism Spectrum Disorder, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

## **Cognition and learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and possible associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD) affect one or more specific aspects of learning. This encompasses a range of conditions such as Dyslexia, Dyscalculia and Dyspraxia.

## **Social, emotional and mental health difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated or displaying challenging and disruptive behaviour. These behaviours can occasionally reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have diagnosed disorders such as Attention Deficit Disorder, Attention Deficit Hyperactive Disorder or Attachment Disorder.

## **Sensory and/or physical needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from accessing the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

## 5. The roles and responsibilities in our SEND provision

### The SENCo

The SENCo will work closely with the Headteacher and the Governors to develop the Inclusion and SEND policy and its implementation. The SENCo will develop effective ways to overcome barriers to learning, monitor TAs, monitor quality of provision, and set targets for improvement.

The SENCo will therefore:

- Work in close partnership with the parents, pupils, staff and governors
- Oversee the SEND policy
- Advise teachers on how pupils might meet planned learning objectives
- Co-ordinate the provision for pupils with SEND
- Review the provision map on a termly basis to reflect progress shown through teacher assessment and monitoring of pupils' progress taking part in interventions
- Oversee the records kept by the teacher on all pupils with SEND
- Monitor pupils with SEND throughout the school
- Manage the TAs in conjunction with the Headteacher
- Contribute to in-service training of staff and governors
- Liaise and work in partnership with external agencies
- Attend Local Authority briefings, SENCo Cluster meetings and training opportunities to keep up to date with local and national SEND updates
- Be responsible for ensuring value for money and effective allocation of provision which is reviewed regularly in conjunction with the Headteacher

### Governors

It is important that governors work in partnership with staff, pupils, parents and the LA in order to provide the best possible opportunities for their pupils.

The Governors will appoint a named SEND Link Governor who will :

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

### The Headteacher

The Headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

The Headteacher will therefore:

- Deal with any complaints about general or specific provision.
- Be informed by the Local Authority when they conclude that a pupil within Park Street has SEND and is then the person responsible for ensuring that all the appropriate people know about that pupil's needs.

## **School Staff**

Every member of staff is directly responsible for meeting the needs of all pupils.

The class teacher will therefore:

- Identify that a pupil has a need for additional support.
- Work in partnership with the SENCo, pupil, parents and other relevant agencies.
- Be aware of parental, personal and emotional investment in the child and support the parents, maintaining a positive dialogue at all times.
- Participate in appropriate training.
- Provide quality first teaching including, ordinarily available provision, for all pupils.
- Embed a range of strategies to support your child as identified from the in-class support sheets.
- Ensure interventions, as advised by the SENCo, are delivered.
- Supervise any adults (such as Teaching Assistants (TAs)) involved in the learning of their pupils.
- Assess and record whether learning has occurred for all pupils.
- Use the provision map software to complete learning plans and record the progress of interventions.

# SEND Information Report

## 1. What is the SEND Information Report?

The SEND Information Report uses the Local Offer to meet the needs of pupils with SEND as determined by school policy, and the provision that the school is able to meet.

## 2. What is the Local Offer?

- The *Children and Families Bill* was enacted in 2014. From this date, Local Authorities and schools are required to publish, and keep under review, information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.
- The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.
- The Cambridgeshire Local Offer can be accessed at:  
<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/>

## 3. What support services are available for parents of children with SEND?

The Local Offer contains contact details of a wide range of support services. These can be accessed on the local authority's website here:

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/local-offer-care-and-family-support>

## 4. Who are the best people to talk to in this school about my child's difficulties with learning/special educational need or disability (SEND)?

### The Class Teacher

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need in class (this could be targeted work or additional support such as extra phonics sessions) and letting the Special Educational Needs/Disabilities Co-ordinator (SENCo) know as necessary.
- Personalised teaching and learning for your child as identified on the school's provision map.
- Using a range of strategies identified from in-class support sheets to support learning.
- Writing and reviewing 'Pupil Support Plans' and/or 'pupil passports' in conjunction with a Teaching Assistant if applicable.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.
- Liaising with TAs to provide a link between learning in class and during interventions as identified on the school's provision map.
- Overseeing support that TAs provide for your child.
- Ensuring that you are involved in supporting your child's learning.

**The SENCo: Mrs Katherine Shankland ([senco@parkstreet.cambs.sch.uk](mailto:senco@parkstreet.cambs.sch.uk))**

Responsible for:

- Developing and reviewing the school's SEND policy and information report.
- Co-ordinating all the support for children with special educational needs or disabilities (SEND).
- Providing specialist support for teachers and support staff in school, so that they can help children with SEND in the school to achieve the best progress possible.
- Ensuring you, as parents, are:
  - involved in supporting your child's learning
  - kept informed about the support your child is getting
  - involved in reviewing how they are doing
- Liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Education Psychology.
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.

**The Headteacher: Mrs Sarah Hawker ([Head@parkstreet.cambs.sch.uk](mailto:Head@parkstreet.cambs.sch.uk))**

Responsible for:

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- The Headteacher will give responsibility to the SENCo and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Headteacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

**The SEND Governor: Fr Edward Green (via [office@parkstreet.cambs.sch.uk](mailto:office@parkstreet.cambs.sch.uk))**

Responsible for:

- Making sure that the necessary support is given for all children with SEND who attend the school.
- With the Governing Body, the review of the SEND and Equality & Inclusion policies.



## 5. How do we identify pupils with SEN and assess their needs?

At Park Street children are identified as having SEND through a variety of ways including the following:

- Liaison with the previous educational setting
- Tracking information – is the child performing significantly below age expected levels?
- School based assessments carried out initially by the class teacher
- Further school-based assessments carried out by the SENCo where concerns are raised
- Concern raised by parents
- Concern raised by school staff through the Raising Concern process
- Liaison with external agencies
- Health diagnosis

## 6. How do we support pupils with SEND to achieve the best possible outcomes?

### A Graduated Approach to SEN Support

The graduated response to providing support for children with SEND is an approach which is recommended by the Code of Practice (2014) under the Education Act (1993) as adopted by Cambridgeshire Local Authority. This is an outline of those graduated response steps:

- Quality First Teaching within the classroom, including normal differentiation also known as ordinarily available provision (OAP)
- School support – targeted support
- Statutory Assessment
- Education, Health and Care Plan (EHCP) – specialist support

### Quality First Teaching

For your child this means:

- That the teacher has the highest possible expectations for your child and all the pupils in their class.
- That all teaching builds on what your child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical resources to support learning.
- That specific strategies as identified in the in-class support sheets (which may be suggested by the SENCo) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.
- Your child's teacher will discuss all children's progress at termly pupil progress meetings with the Senior Leadership Team (SLT) and consider next steps to support their learning.
- Using the Assess-Plan-Do Review cycle, we will monitor all children's progress. If over time your child does not make the progress that we would expect, we would contact you to share the additional provision that we feel would benefit your child. All additional provision is recorded on the school's termly provision map coordinated by the SENCo.
- If a class teacher has any concerns about your child's progress over time, then they will complete a 'Raising a Concern' sheet in order to gain additional advice from the SENCo.

## **SEND Support**

If the initial and appropriate ordinarily available provision has not led to adequate progress then the graduated response may include:

- The SENCo advising the class teacher, who remains responsible for planning and recording within the classroom setting regarding an appropriate intervention or strategies that will support your child's learning. This will be recorded and discussed with parents in the form of a 'pupil support plan' which is written by class teachers using the provision map software and discussed and monitored by the SENCo.
- The SENCo collates relevant information from yourself and school about your child's needs which may be incorporated into either a 'pupil passport' or a 'pupil support plan' that summarises your child's needs.
- Parental and pupil participation will be actively encouraged to support working in partnership to support the needs of your child.
- The SENCo may draw on the advice/assessment of outside specialists if your child's needs meet the threshold for accessing their services and consider a range of different teaching strategies/approaches and resources. Either the Early Help Assessment (EHA) or the Required Information and Consent (RIC) may be jointly completed as part of the referral process to document a holistic picture of your child. We will only share this information with outside agencies that you have given permission for. As a result of this, there may be an additional support plan written for your child that will be reviewed in regular Team around the Family (TAF) meetings.
- The SENCo may involve outside specialists in the review process of in class strategies and interventions however, the embedding of these remains the responsibility of the class teacher.
- Individual Health Care Plans will be devised for individual children who have multiple medical needs. This will be done in consultation with parents and outside specialists where appropriate.
- The SENCo considers whether the pupil meets the criteria to justify an application for Statutory Assessment for an Education, Health, Care Plan (EHCP).
- We use online provision map software to better support pupils and teachers in providing high quality timely and relevant support for SEND pupils and their parents.

## **Statutory Assessment**

This will be considered if the child has not made sufficient progress or responded to the support as outlined above. The Local Authority will consider the need for statutory assessment following a request by the child's school and/or by the parent.

## **Education, Health and Care Plan (EHCP)**

The LA panel will consider the need for an EHC Plan. If appropriate, an EHC Plan will be drawn up and the provision will be monitored and reviewed regularly as per Code of Practice guidelines.

## **7. How will the teaching be adapted for my child with SEND?**

- Class teachers plan lessons and adapt their planning according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.

- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs.
- Subject leaders' with the support of the SENCO are responsible to ensure their curriculum area is accessible for all SEND pupils. Our curriculum is designed to ensure all pupils are given opportunity to thrive in all curriculum areas.

## **8. What are the different types of support available for children with SEND in our school?**

### **Class teacher input, through targeted classroom teaching (Quality First Teaching).**

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching builds on what your child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in their learning in class. This may involve things like using more practical resources, access to writing supports or memory aids.
- That specific strategies as identified on the in-class support sheets (which may be suggested by the SENCo) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.
- Your child's teacher will discuss all children's progress at termly pupil progress meetings with the Senior Leadership Team and consider next steps to support their learning.
- Specific group work

Intervention programmes as planned by the SENCo which may be:

- Run in the classroom or a group room/area.
- Run by a teacher or a teaching assistant (TA).

### **Specialist groups run by outside agencies, e.g. Speech and Language Therapy**

This means a pupil has been identified by the SENCo as needing some extra specialist support in school from a professional outside the school. This may be from:

- Local Authority services, such as teachers, educational psychologists or specialist TA's from the SEND services team.
- Health services such as Occupational Therapists, Speech Therapists or Physiotherapists.
- Therapists trained to support SEMH.
- Sensory support services such as hearing or visual impairment specialist teachers.
- You will be asked to contribute to and give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help you and the school to understand your child's particular needs better and be able to support them more effectively in school.

- If the referral meets the service's threshold for involvement, the specialist professional will work with school to understand your child's needs and make recommendations as to the ways your child is supported.

### **Specified Individual Support**

This type of support is available for children whose learning needs are severe, complex and lifelong.

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small group teaching support.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Your child may also need specialist support in school from a professional outside the school, which may include any agency that is listed above.

For your child this would mean:

- The school (or you) can request that Local Authority Services carry out a Statutory Assessment or Education, Health and Care assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), are complex enough to need a statutory assessment. If this is the case, they will ask you and all the professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.
- After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan. If this is not the case, they will ask the school to continue with the current level of support.
- The EHC Plan will outline the amount of funding the school will receive from the LA to support your child. It will also outline how the support should be used, and what strategies/interventions should be put in place. It will include long-term outcomes for your child.
- An additional adult may be used to support your child with some whole class learning, deliver individual programmes or run small groups including your child. Other resources may also be secured through this funding but this is a collaborative decision involving education or health care professionals and yourself.

## **9. How will we support your child's emotional and social development?**

We recognise that some children have additional emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness and finding it difficult to communicate effectively.

- All classes follow a structured PSHE (Personal, Social, Health and Education) curriculum to support this development. However, for those children who find aspects of this difficult we offer:

- Social skills groups to develop emotional language and literacy, and the skills needed to initiate friendships and interact socially with their peers. This includes the use of SEAL (Social and Emotional Aspects of Learning) and other specific programmes such as Zones of Regulation) which are used with small groups of children. All programmes are delivered by teaching assistants who are trained and experienced in delivering these programmes.
- A range of extra-curricular groups which all children are invited to join.
- Lunchtime and playtime support through planned activities and groups.
- 1:1 or small group work support for children to develop skills in play and social interaction.
- Children at Park Street are taught to value diversity including pupils with SEND. Teachers thoughtfully ensure pupils are sensitive to each other's needs recognising everyone's strengths and difficulties.
- Bullying is taken seriously and dealt with as identified by our Anti-Bullying policy. The SENCo would liaise with Class Teachers to support pupils with SEND in this instance.
- The SENCo and Class teachers ensure that pupils are listened to and **all** pupils' ideas, concerns, anxieties and thoughts are heard and acted upon in collaboration with the child.

If your child would benefit from extra support, with your permission the SENCo will access further agencies through the Early Help Assessment process or using the Required Information and Consent (RIC) process. This form can then be used as the referral to access agencies as listed in section 111.

## **10. How do we assess and review pupils' progress towards outcomes?**

Your child's progress will be continually monitored by his/her class teacher.

- Their progress will be reviewed formally with members of the senior leadership team every term in reading, writing and numeracy, through pupil progress meetings.
- If your child is in Year 1 or above and working below National Curriculum Age Related Expectations, school use the pre-key stage standards documents or the engagement model to identify achievements and next steps
- At the end of each Key Stage (i.e. at the end of Year 2 and Year 6), all children are required to be formally assessed using Standard Assessment Tests (SATs). This is a Government requirement of all schools and the results are published nationally.
- Where necessary children will have a pupil support plan based on targets agreed by teachers, parents, the SENCo and/or external agencies which are specific to their needs.
- The progress of children with a EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education as well as the child attending.
- The SENCo will also check that your child is making good progress within any individual work and in any group that they take part in.

## **11. Who are the other people providing additional support to children with SEND in our school?**

### **School provision**

- Teaching Assistants working with either individual children or small groups.
- Class teacher intervention groups
- The SENCo works with groups/individuals.

- ICT support
- Art therapy

#### **Local Authority Provision delivered in school**

- SEND services including specialist teachers and educational psychologists
- Sensory support for children with visual or hearing needs
- Parent Partnership Service
- ESLAC (Educational Support for Looked After Children)
- Family Worker to support families

#### **Health Provision delivered in school**

- Speech and Language Therapy
- School Nurse
- Occupational Therapy
- Physiotherapy
- Specific specialist clinic teams e.g. diabetes
- CAMHs (Child and Adolescent Mental Health)
- Community Paediatrics (Community Child Health) – out of school. SENCo will support parents with this process and attend clinic to support as requested.

### **12. How are teachers in the school helped to work with children with SEND, and what training do members of staff have?**

- The SENCo's role is to support the class teacher in planning for children with SEND.
- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes training on SEND issues, such as Specific Learning Difficulties, Autism Spectrum Disorder (ASD) and speech and language difficulties.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class, e.g. by the Local Authority or health services.
- TA's receive a range of training as part of their ongoing CPD and to respond to the needs of the individual children they are working with.

### **13. How is additional support allocated to children, and how do they progress in their learning?**

The school budget, received from Cambridgeshire CC, includes money for supporting children with SEND.

The Headteacher decides on the deployment of resources for Special Educational Needs and Disabilities in consultation with the Governors on the basis of need within the school.

The school identifies the needs of SEND pupils on a provision map. This identifies all support given within the school and is reviewed regularly so that the needs of children are met, and resources are deployed as effectively as possible.

## **14. How do we consult and involve pupils and parents?**

### **Pupils and Pupil Participation**

“Children, who are capable of forming views, have the right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matter affecting them.” *UN Convention on the rights of the Child 1989*

We believe that all children with special educational needs have a unique knowledge of their own needs and their views about what would help them. Whenever possible the pupils will be consulted, and their views considered, when decisions are being made about their education. This links explicitly with the ethos of the school through valuing the children’s views and ensuring it is a child-centered approach.

Pupils will therefore:

- Be fully involved from the start of the process
- Have the assessment process clearly and sensitively explained
- Have their opinions listened to and valued
- Be helped to make informed choices and decisions
- Be involved in the setting and reviewing of targets
- Have their views sought and honestly recorded as part of the annual review process and at other times, as appropriate
- Have their successes celebrated and their efforts recognised
- Be confident, effective learners
- Be treated with respect by the rest of their peers

Pupil participation in the curriculum and breadth of the school life is a goal for all pupils.

### **Parents and Parent Partnership**

We believe that parents have key information to offer and play a critical role in their children’s education. All parents of children with special educational needs should feel that they are treated as partners.

Parents will therefore:

- Play an active and valued role in their child’s education
- Be fully involved from the start
- Have the assessment process clearly and sensitively explained
- Offer unique insight on their child and any circumstances that might have an effect on academic and social progress
- Work in partnership with the school to help meet the child’s needs
- Have access to external support and information networks

Parents can access further support and information on the school’s website by clicking on the links to the Local Authority offer for SEND.

## **15. What support do we have for you as a parent of a child with SEND?**

- The class teacher is regularly available to discuss your child’s progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.

- The SENCo is available to meet with you to discuss your child's progress or any concerns/worries you may have but should be the second point of contact after the class teacher.
- All information from outside professionals will be discussed with you by the person involved directly, or where this is not possible, in a report and the SENCo.
- Pupil support plans will be reviewed with your involvement regularly.
- A home-school contact book may be used to support communication with you when this has been agreed to be useful for you and your child. In Early Years and for specific pupils, practitioners and parents use Tapestry, an online programme for sharing learning.
- The SEND Information, Advice and Support Service is available to give further impartial advice and support should you need it. Their website address is:  
<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/local-offer-care-and-family-support/send-information-advice-and-support-service-sendiass/>

#### **16. How can I let the school know that I am concerned about my child's progress?**

If you have concerns about your child's progress, you should initially speak to your child's class teacher. If you continue to be concerned that your child is not making progress, you may ask to meet with the SENCo.

#### **17. How will the school let me know if they have any concerns about my child's progress in school?**

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have
- Plan any additional support your child may need
- Discuss with you any referrals to outside professionals to support your child.

#### **18. What do I do if I believe my concerns are not being addressed?**

Pupils, staff and parents are expected to listen carefully and respectfully to each other. Where an issue arises, you should, in the first instance, make an appointment to speak with your child's class teacher and seek to resolve any concerns.

If you believe that your concern has not been resolved to your satisfaction, or if it is of a more serious or sensitive nature, an appointment should be made to see the SENCo or Headteacher, who will look into the concerns.

Where an issue is not satisfactorily resolved by the Headteacher, you should then take up the matter with the Chair of Governors.

You will need to ensure that you follow the school's Complaints Policy (available on request from the school, or from the school's website).

#### **19. How does Park Street work with Admissions for children with SEND?**

At Park Street, our agreed Admissions Policy makes no distinction as to pupils with SEND. The aim at Park Street is to meet the needs of any child of any parent who wishes to register their child with the school. In the case of pupils with an Education, Health and Care Plan, the SENCo will work closely with the Local Authority SEN casework officer in coming to a decision about



the most appropriate provision for the pupil. No pupil can be refused admission solely on the grounds that he/she has SEND or that relevant resources are currently unavailable.

## **20. How will we support your child when they are joining the school? Leaving the school? Or moving to another class?**

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.

### **If your child is joining us from another school:**

- The SENCo will liaise with pre-schools, including visits where appropriate, and attend TAF meetings and annual reviews for pre-school children.
- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them with information about their current placement and their new school.
- Your child will be able to visit our school and stay for a 'play date'.
- Parents will be invited to attend an information evening.
- You may be given the opportunity for additional visits where appropriate to help prepare your child for their move to the school.
- The SENCo and Class Teacher make home visits for children starting reception in September. This is an opportunity for the child to meet staff in their own home and for parents to ask questions in a relaxed environment.

### **If your child is moving to another school:**

- We will contact the school's SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENCo from the new school.
- We will make sure that all records about your child are passed on as soon as possible.
- If your child would be helped by a transition book/passport to support them in understanding moving on, then one will be made for them in collaboration with their new school.

### **When moving classes in school:**

- Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. All About Me Sheets and/or 'pupil support plans' will be shared with the next teacher.
- Your child may participate in a transition group or be able to visit the new class more frequently where appropriate, to prepare them for the move.

### **In Year 6:**

- The SENCo and class teacher will discuss the specific transition needs of your child with the SENCo of your child's secondary school. Where appropriate, a transition review meeting to which you will be invited will take place with the SENCo from the new school.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.

## **21. How is Park Street accessible to children with SEND?**

The Disability Discrimination Act (DDA), as amended by the SEN and Disability Act 2001, 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.

- Due to the limitations of the Victorian building, the first floor at Park Street is not wheelchair accessible, nor are there any disabled toilet facilities. Alternative provision is planned when necessary with support from Local Authority Advisors.
- We ensure wherever possible that equipment used is accessible to all children regardless of their needs.
- After-school provision is accessible to all children, including those with SEND.
- Extra-curricular activities are accessible for children with SEND.
- The modification for disabled access is an ongoing process and if more facilities are needed to meet the needs of pupils then funding and advice would be sought as soon as possible within the limitations of the building.
- The school's Accessibility Plan is published on the school website
- The school has an Equality and Inclusion Policy published on the school's website

### **Accessing Assessment Arrangements**

Additional Provision can be put in place for your child to access assessments if they meet the criteria set by the Department of Education. These may include additional time or a scribe. The Class Teacher and SENCo will meet to discuss whether your child would qualify for additional support.

### **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 children may also have special educational needs (SEN) and have an Education, Health and Care (EHC) Plan which brings together health and social care needs, as well as their special educational provision for which SEND Code of Practice (2014) is followed.

## **22. Evaluation of Success**

The governors, through their link governor, will evaluate the success of this policy by enquiring how effectively pupils with special educational needs participate in the whole school curriculum and all activities. The governors will take into consideration:

- The aims of the SEND Policy and ensure these are being met
- The views of the parents
- The views of the pupils (where appropriate)
- The views of the Headteacher, SENCo and staff

The Governors will also ensure that the interventions for each pupil are reviewed regularly. Governors will carry out at least termly monitoring visits in collaboration with the SENCo.