

*Having faith in God, ourselves and each other as we strive to reach our potential*



**Queen's Park C.E./U.R.C.  
Primary School**

# *SEND Policy*

*Updated February 2022*

*To be reviewed September  
2022*

*Together we believe, achieve and enjoy.*



### *Our vision for Queen's Park C.E./U.R.C. Primary School*

#### *Together, we believe, achieve and enjoy*

*Through our vision, we serve our community by providing an inclusive, happy, secure and caring Christian environment where all are valued and respected. We believe that God loves all his children unconditionally and values the uniqueness of the individual and recognise the diversity and range of contributions that each child can make.*

*Following the Church of England's Vision for Education 'Life in all its fullness' John 10:10, we provide a high-quality education within a creative, stimulating, encouraging and mutually supportive environment where children are enabled to develop the skills they require to become successful.*

#### *Our Core Christian Values*

*Love*

*Forgiveness*

*Trust*

*Respect*

*Honesty*

*Hope*

#### *Legal Guidance*

*This policy complies with the guidance given in the following statutory publications:*

*DFE Special education needs and disability Code of Practice:  
0 - 25 years (2015)*

*Ofsted Section 5 Inspection Framework November 2019.*

*Equality Act 2010.*

*Education Act 2002*

*Education Bill 2011.*

*Children and Families Act 2014.*

*Health and Social care Act 2012.*

*This policy should be used alongside additional school policies available on the school website including (but not inclusive of) the Safeguarding*



Policy, Equality Policy, Accessibility Plan, Curriculum Intent and Mental Health Policy.

The school's SEND Information Report and St Helen's Local Offer are also available on the school website.

### **Intent**

All children and young people are entitled to an education that enables them to make progress so that they:

- *achieve their best in all areas of the curriculum*
- *become confident individuals living fulfilling lives*
- *have the skills and knowledge required to achieve their aspirations*
- *are happy and safe in their school environment*

The staff, governors, pupils and parents work together to make Queen's Park CE / URC Primary School a happy, welcoming place where children and adults can achieve their full potential and develop as confident individuals regardless of their backgrounds. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school family, thus providing a learning environment that enables all pupils to make the greatest possible progress and achieve their full potential in a caring, supportive and fully inclusive environment.

Our SEND provision allows pupils with special educational needs the opportunity to follow a curriculum specifically tailored to acquire academic knowledge, develop life skills and to give pupils self-confidence through their learning thus enabling them to maximise their potential and to work independently in order to prepare them with the skills required to achieve their aspirations.

We are committed to narrowing the attainment gap between SEND and non-SEND pupils through quality first teaching. All our teachers are teachers of SEND children. All our leaders are leaders of SEND children. We focus on individual academic, social and emotional progress as the main indicator of success. Additional provision may also include in class support, short-term intervention learning programmes, before and after school skills groups and other learning interventions developed to personalise learning.



Pupils are:

- encouraged to participate fully in the life of the school
- to understand the success criteria to enable progress to take place
- expected to behave in a responsible and respectful way within a learning context
- expected to play a role in voicing their suggestions as to how the teachers can help them to learn better, e.g. children governors and school council
- able to comment on how they feel they are progressing when the IPP is evaluated.

Engagement with pupils will play a key role in promoting a culture of positive expectation. Pupils are involved in the learning process at all levels. Through thorough marking, using feedback and response, they are aware of their targets and know what they have to do to improve. Support is tailored to their individual needs.

We endeavour to achieve maximum inclusion of all children whilst meeting their individual needs, ensuring we meet all statutory expectations identification in legislation. We are a "family" at Queen's Park and we firmly believe that all members of our family community should be entitled to the same experiences and opportunities as others.

Special Educational Needs (SEND) might be an explanation for delayed or slower progress, but it is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.

English as an Additional Language (EAL) is not considered a special educational need, unless additional learning barriers are identified. Differentiated work and individual learning opportunities are provided for children who are EAL as part of our provision for vulnerable learners.

Some pupils in our school may be underachieving but will not necessarily have an identified special educational need. It is our responsibility to identify this quickly and ensure that appropriate interventions are put in place to help these pupils catch up. We monitor children on a differentiation and concerns register rigorously as part of our graduated approach.

From September 2020, we will be closely monitoring the progress of all our children following the school closure due to COVID 19 and ensure that



*early identification of any additional need is priority whilst appreciating that our children are likely to have gaps in their learning (academically, emotionally or socially) as a result of COVID 19.*

*Other pupils will have special educational needs and this may lead to lower attainment (though not necessarily under achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers in a fully inclusive environment. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved schools budget.*

*Our key aims for inclusion at our school are:*

- To provide access to our Crown Curriculum for all.*
- To secure high levels of achievement for all.*
- To embed a child-centred approach through pupil voice to inform our provision for SEND children.*
- To meet individual needs through a wide range of provision.*
- To attain high levels of satisfaction and participation from pupils, parent and carers.*
- To ensure a consistent graduated approach is embedded across school and used effectively to ensure the needs of all children are being met and early identification of need is made a priority.*
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.*
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.*
- To establish strong, positive working relationships with our parents to enable us to work together to ensure the best possible outcomes for our children with SEND.*
- To work in co-operative and productive partnership with the Local Authority and other outside agencies to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.*
- To promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships.*
- To provide comprehensive transition programmes for our SEND children for both internal transition points in our school and through collaborative work with our local nurseries and high schools.*
- To identify future aspirations of our children with SEND and ensure*



*our curriculum provides our children with skills required to achieve these aspirations.*

- To offer experiences through a wider curriculum for our children with SEND, e.g. access to extracurricular clubs, opportunities to represent school in sporting competitions.*

### *Our Curriculum Intent for Inclusion*

*Our Crown Curriculum has been specifically designed to be a fully inclusive curriculum based on extensive research into learning pedagogies for how children (regardless of need) learn best. We firmly believe that SEND support sits with everyone at Queen's Park Primary school; all teachers are teachers of SEND and all leaders are leaders of SEND.*

*Our 'Queen's Park Quality First Teaching' model ensures that lessons are effectively sequenced so that new knowledge and skills build on what has been taught before and towards defined end points. As part of this model, subject leaders have worked alongside our SENCo to analyse any potential barriers to learning across all subjects, which a child may present with, suggested scaffolded activities have been provided and all staff have been given extensive training to be able to effectively implement reasonable adjustments and clear scaffolding to ensure all children have the opportunity to thrive in all lessons whilst at our school.*

*We have also carefully considered influential people with additional needs (e.g. Stephen Hawking and Stevie Wonder) when planning our curriculum to raise awareness of additional needs and to promote ambition and aspiration for our children with SEND.*

### *Safeguarding*

*We recognise that evidence shows children with SEND are at greater risk of abuse or maltreatment and will ensure that staff are that pupils with SEND:*

- Have the potential to be disproportionately impacted by behaviours such as bullying,*
- May face additional risks online,*
- Are at greater risk of abuse, including but not limited to peer on peer abuse, neglect and sexual violence.*

*We also understand that there are a number of additional barriers to recognising abuse and neglect in this group of pupils.*



*We ensure that our school's 'Child Protection and Safeguarding Policy' reflects the fact that these additional barriers can exist when identifying abuse and that staff are fully trained to identify these barriers.*

### *Promoting Mental Health and Wellbeing*

*This policy should be used alongside our school's 'Mental Health and Wellbeing Policy'. At Queen's Park Primary School, our pastoral team and SENCO work collaboratively to ensure the needs of all our children with mental health or wellbeing concerns are met, including children with identified social, emotional and mental health needs. We ensure that for all our learners there is a focus on promoting pupil's resilience, confidence and ability to learn across the curriculum.*

*We implement a full graduated approach to supporting children with mental health and wellbeing needs, including providing targeted support to children with identified special educational needs. Further information on our graduated approach to mental health and wellbeing can be found in our 'Mental Health and Wellbeing Policy.'*

### *Implementation*

#### *Admissions*

*Our Admissions Policy is also available on our school website which outlines the process for how to apply for a place at our school. Through implementation of our Admissions Policy, we ensure we meet our duties set under the DfE's 'Schools Admissions Code'. If your child has special educational needs and/or a disability and you would like to know more about what we offer at Queen's Park CE / URC Primary School please contact us on 01744 678202. Further information in relation to our SEND provision is also outlined in our SEND Policy and St Helen's Local Offer which can both be found on our school website.*

#### *Identification of SEND*

*A child may be identified as requiring SEND support if he or she has a learning difficulty (i.e. a significantly greater difference in learning than the majority of children of the same age, or a disability which makes it difficult to use education facilities generally provided in school), and if that learning difficulty calls for special educational provision (i.e. provision additional to, or different from, that made generally for children of the same age in local schools).*

*When looking at the needs of pupils to decide whether to place them on*



*the SEND Register the 2015 Code of Practice identifies four broad areas of special educational needs:*

- Communication and Interaction.*
- Cognition and Learning.*
- Social, Mental and Emotional Health.*
- Sensory and/or Physical.*

*In all circumstances, we must ensure that we are providing good, quality first teaching. The quality and appropriateness of the overall provision must be kept under regular review and its impact on the number of children identified with SEND should be monitored.*

*Behavioural difficulties do not necessarily mean that a child or young person has SEND and should not automatically lead to a pupil being registered as having SEND. Behavioural difficulties are not classified as a category of need in the Code of Practice 2015.*

*The identification of SEND should be built into the overall graduated approach to monitoring the progress and development of all pupils. Class and subject teachers, supported by the Leadership Team, should make regular assessments of progress for all pupils. Where pupils are falling behind or making inadequate progress given their age and starting point they should be identified on our whole school graduated approach and be given support to meet their needs.*

*Where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness (and a period of time allowed for reintegration to school following COVID 19), the class teacher, working with the SENCO, should assess whether the child is likely to have a significant learning difficulty. Where this is the case, then there should be agreement about the SEND support that is required to support the child. Our first step will be to place a child on the school's differentiation and concerns register, stepping up to SEND Support with an Individual Provision Plan if and when necessary, in discussion with the child (if appropriate) parents and professionals.*

*The following triggers for intervention on our 'Differentiation and Concerns' register at Queen's Park CE / URC Primary School, are when a child:*

- presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school, thereby*



*impacting upon positive social interaction and/or emotional wellbeing*

- makes limited or no progress across core areas despite quality first teaching and targeted intervention*
- has sensory or physical 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 despite the provision of a differentiated curriculum*

*Teachers should set high expectations for every pupil and every child should access quality first teaching in all areas of the curriculum throughout their education at Queen's Park Primary School.*

*Once a potential special educational need is identified, a graduated approach of 'Assess - Plan - Do - Review' should be implemented to ensure that the most effective support is in place as part of our SEND support.*

*Where a child continues to make little or concerning progress, despite well-founded support and intervention that is matched to the child's area of need, the school will consider involving specialists, including those from outside agencies. School will request parental consent for this to happen.*

*Where a pupil is receiving SEND support, the school will meet parents at least termly to set clear goals, discuss the activities and support that will help achieve them, review progress and identify the responsibilities of the parent, the pupil and the school. Children on the SEND register who require additional support either emotionally, socially, physically or academically, will be given an Individual Provision Plan (IPP) with specific targets to work towards. Progress towards these targets will be recorded in the child's own Personal Progress Book which is monitored termly by the SENCo. Where more appropriate, children may be given a Behaviour plan as oppose to an IPP with clear strategies to support presenting behaviour identified. IPPs are reviewed termly or sooner if the child has met their target.*

*When external agencies are involved and the child is in receipt of additional funding from St Helens Local Authority through a provision agreement then this level support is labelled as Enhanced SEND support.*



Additional funding is usually allocated for a set period and school should submit evidence for a provision review panel for a decision as to where funding should continue.

Schools in St Helens can apply for enhanced SEN support funding from the local authority should they feel that additional support is needed which cannot be provided within the school's budget for SEN support. Schools can apply for a provision agreement from the local authority setting out clearly why additional provision is required. Should this be approved by the authority panel, strict and comprehensive targets are set which are reviewed regularly to assess their effectiveness and impact. This is reviewed annually via the provision review panel at the local authority.

Schools can also make an application to the local authority for an assessment for an Education Health Care Plan (EHCP) should we feel that a child has a significant learning need and requires this high level of support. Parents can also make an application for an EHCP direct to the authority.

### Provision for SEND Children

All learners will have access to quality first teaching every day in all areas of the curriculum throughout their time with us at Queen's Park Primary school.

Our graduated approach outlines three waves of provision dependant on a child's identified area of need. Some learners will have access to wave 1 or wave 2 interventions. These are likely to be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not always be a child with an identified SEN need. This is considered to be a differentiation or scaffold of the usual school curriculum.

Children's needs should be identified early and met by:

- ❑ the analysis of data including entry profiles, Foundation Stage Profile scores, reading ages, other whole-school pupil progress data
- ❑ classroom-based assessment and monitoring arrangements. (Cycle of planning, action and review)
- ❑ following up parental concerns



- ☐ *one page profiles where required*
- ☐ *tracking individual children's progress over time*
- ☐ *liaison with feeder nurseries on transfer*
- ☐ *information from previous schools*
- ☐ *information from other services*

*Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and we may use a combination of these approaches to address targets identified for individual pupils.*

- ☐ *teachers scaffold work as part of Quality First Teaching*
- ☐ *daily 'mop' or 'pre teach' interventions*
- ☐ *other small group targeted support*
- ☐ *individual class support / individual targeted support*
- ☐ *bilingual support/access to materials in translation*
- ☐ *further differentiation or scaffold of resources*
- ☐ *IPP Meetings*
- ☐ *A one-page profile to gather pupil voice on future aspirations and how they wish to be supported in school*
- ☐ *Access to external professional support including our school counsellor or speech and language therapist (children on the differentiation and concerns may also access this support)*
- ☐ *Pastoral support from our pastoral team*
- ☐ *Transition support including one-page profiles, additional class visits and a transition booklet to take home*
- ☐ *Specific and timetabled intervention programmes to cover specific need, e.g. Successful Readers or Nessy*

*Children who are identified as having SEND may also receive wave 3 interventions in addition to wave 1 and 2. These may include time allocated with one to one support or a modified curriculum. All children who receive enhanced SEND support or who are on an EHCP will be included on a detailed individual provision map which outlines and monitors all additional intervention for the child.*

*Pupils with an Education Health and Care Plan will have access to all arrangements for pupils on the SEND list (above) and, in addition to this, will have an Annual Review of their statement/plan.*

*Queen's Park CE / URC Primary School will comply with all local arrangements and procedures when applying for an Education Health and Care Plan and will ensure that all pre-requisites for application have been*



*met through ambitious and pro-active additional SEN Support using our allocated SEN budget at an earlier stage.*

*Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with St Helens Local Authority guidance - particularly with regard to the timescales set out within the process.*

*The SEND and Disability Code of Practice (2015) sets out that the purpose of the Education, Health and Care Plan is to:*

- establish and record the views, interests and aspirations of the parents and pupil*
- provide a full description of the pupils with SEND and any health and social care needs*
- establish outcomes across education, health and social care*
- specify the provision required and how education, health and care services will work together to meet the child's needs and support the achievement of the agreed outcomes.*

*In order to ensure that we provide our children with the most effective provision to meet their needs, we ensure that an enhanced CPD programme is offered to all staff in school. Our SENCo works alongside the Senior Leadership Team to identify the training needs in school based on staff audits and the needs of our children in school at that time. We provide staff with both formal and informal training opportunities regularly throughout the academic year. Our school regularly attend training led by external agencies alongside internal CPD provided by our SENCo. Our SENCo has the National Award for SEND and regularly meets with networks groups to share learning with SENCo colleagues from other schools. All teaching staff meet with the SENCo and Pastoral Lead termly for case discussion of individual children to ensure that our staff feel equipped to provide our children with the best provision. Our SENCo also completes informal drop ins to classes to work alongside staff in class to improve provision for our children. We also deploy our internal speech and language therapist to provide staff with regular training and advice in relation to specific children.*

## **Impact**

*The monitoring and evaluation of the effectiveness of our provision for children on the SEND register is carried out in the following ways:*

- ▣ classroom observation by the SENCO and Leadership Team*
- ▣ ongoing assessment of progress made by intervention groups*
- ▣ work sampling on a termly basis, including monitoring of Personal*



### *Progress books*

- ☐ *scrutiny of planning and work samples*
- ☐ *teacher interviews with the SENCO/Leadership Team*
- ☐ *informal feedback from all staff*
- ☐ *pupil interviews when setting new IPP targets or reviewing existing targets*
- ☐ *pupil voice*
- ☐ *parental voice through IPP meetings, annual reviews, feedback from annual reports and surveys as well as through informal communication*
- ☐ *pupil progress tracking using assessment data (whole-school processes)*
- ☐ *annual reviews with our Inclusion Officer for children in receipt of enhanced SEND support*
- ☐ *involvement and collaboration with the school's Inclusion Officer*
- ☐ *liaising with other SENCOs to share good practice through SEND network meetings*
- ☐ *monitoring IPPs and IPP targets, evaluating the impact of IPPs*
- ☐ *regular meetings about pupils' progress between teacher, the SENCO and the Headteacher*

### *Management of SEN and Inclusion at Queen's Park CE / URC Primary School*

*The following people are responsible for the development of this policy and its implementation:*

#### *SENCO*

*Miss Jennie Bailey (NA SENCO award)*

*The SENCO is responsible for; ensuring the full implementation of this policy and monitoring the impact of the policy to ensure the needs of learners are met, ensuring collaborative work between all stakeholders including pupils, parents, the local authority and governors, managing the day to day operation and implementation of this policy, advising on a graduated approach to providing SEND support, advising on the deployment of the school's delegated budget in relation to SEND, liaising with external providers at key transition points ensuring staff have suitable training to allow them to effectively implement this policy and identifying any patterns in the identification of SEND within the school and comparing these to national data in collaboration with the headteacher.*



Head Teacher

Mrs Justine Kellett

The headteacher is responsible for; ensuring the full implementation of this policy and monitoring the impact of the policy including through the school's performance management arrangements, deploying the school's designated budget and other resources to meet pupil's needs effectively, ensuring collaborative work between all stakeholders including pupils, parents, the local authority and governors, ensuring the SENCo has sufficient time and resources to carry out their functions, ensuring staff have suitable training to allow them to effectively implement this policy and identifying any patterns in the identification of SEND within the school and comparing these to national data.

Pastoral Manager

Mrs Michelle Leadbetter

All of the above can be contacted on 01744 678202 or via the email link on the school's website. The school website has a wealth of information in relation to SEND for all stakeholders.

Queen's Park CE/ URC Primary School's Inclusion Officer

Ms Gill Ashcroft based at St Helens Local Authority - Atlas House, St Helens

Queen's Park CE/ URC Primary School's SEN Governor

Mrs Horsley - St Helens Governor Services - St Helens Local Authority - Atlas House, St Helens

The governing body are responsible for; communicating with pupils with SEND and their parents when reviewing policies that affect them, ensuring the full implementation of this policy to ensure effective provision is in place for all pupils with SEND through regular monitoring of implementation, designating an appropriate member of staff to be the SENCo and ensuring they are fully trained and taking necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised inline with the Disability policy.

Class teachers, SEND teaching assistants, general teaching assistants and the school's pastoral team are also accountable for the provision of SEND at Queen's Park CE / URC Primary School and work in collaboration with the school's SENCO and



*Senior Leadership Team.*

### *Complaints*

*We hope that complaints about SEND provision will be rare, however, if there should be the concern should be discussed with Miss Bailey (SENCO) or Mrs Kellett (Head Teacher). The school have a complaints policy which will be followed if the need arises.*

*This policy was approved by governors in September 2021 and will be reviewed annually following rigorous monitoring of the implementation of the policy throughout the academic year. The updated version of this policy was approved by governors in February 2022.*