



# Special Educational Needs and Disability Policy

## WHY?

At Paganel our curriculum aims to provide opportunities for our children to develop as independent, confident, successful learners with high aspirations. We endeavour to nurture the personal, social and emotional development of our children alongside progressing their academic skills through the offer of a broad and balanced curriculum.

## WHAT?

*“Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.”*

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools

Code of Practice, DfE 2014

Paganel SEND policy aims:

- To ensure the needs of all pupils with SEND are met to enable them to reach their full potential
- To identify any pupil's SEND as early as possible in order to put in place appropriate support
- To enable full participation alongside other pupils, including all trips and extra-curricular activities
- To ensure that pupils with SEND are kept safe at all times
- To correspond to all SEND requirements and provisions contained in the SEND Code of Practice 2014
- To ensure all working practice is kept in line with current local and national policies relating to SEND
- To work in partnership with parents, pupils, educational professionals and external agencies to enable the best possible outcomes for our children, through a person centred approach
- To access and utilise all available resources, training opportunities and funding in order to provide the best possible outcomes for our children.

## HOW? WHEN?

### Identification, Assessment and Review of SEND

- We will assess pupils as appropriate to determine their needs and the support required in line with current SEND guidelines
- We will support pupils and their needs when they join school with existing special educational needs
- We will work with parents and outside agencies to support pupils with SEND
- The SEND referral process can be initially triggered by Teacher, TA or parental concern directly to the SENDCO by letter, email or written communication
- Records of all SEND pupils will be formally recorded. This will be updated at the start of each new academic year to include the new cohort and when new pupils start mid-year
- The SENCO and relevant Phase Leader, will oversee transition involving any pupil with pre-defined SEND
- We will regularly (at least 3 times a year) report to parents about the progress of their child, including Parents' Evenings and one written annual report

### Provision

Schools have funding from the Department for Education to help them to meet the needs of children with SEND. We will:

- provide high quality teaching that is differentiated and personalised to meet the individual needs of our children
- use our best endeavors to ensure that the best provision is made for those who need it
- ensure our special educational provision is underpinned by high quality teaching

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To be reviewed: September 2024

- ensure that wider curriculum learning is not missed through the use of 5 minute boxes (short and snappy) to deliver IEP targets, carefully scheduled interventions that are not the same time every week, curriculum vocabulary links made through interventions
- know precisely where children and young people with SEND are in their learning and development
- ensure decisions are informed by the insights of parents, pupils and the staff who work closely with them
- have high ambitions and set stretching targets, which are tracked
- keep under review the additional or different provision that is made (observations, learning walks, data analysis, book monitoring etc)
- promote positive outcomes in the wider areas of personal and social development.
- ensure that the approaches used are based on the best possible evidence and are having the required impact on progress
- review the provision and support of all pupils with outside agencies
- ensure our staff receive relevant training/guidance/support to meet the needs of all pupils with SEND

### **Parents**

We believe that close working partnerships with parent/careers of pupils with SEND is essential if the learning process is to be maximised. In keeping with the guidance contained in the 2014 Code of Practice, we aim to ensure that parent/carers are fully involved and consulted over their child's progress and provision, including the drawing up of individual educational plans. If your child has a special need or disability we will:

- Talk to you about your child's difficulties in learning or disability so we can understand their needs, alongside the SENCO and class teacher
- Make an assessment of your child's learning so we plan their next steps
- Implement a range of interventions to support their individual needs
- Check on progress at least once a term and invite you to a meeting to discuss that progress
- Hold a person centred Formal Annual Review for pupils with an Education and Health Care Plan within a twelve month period, or earlier if needed
- Ask for advice from external agencies to help your child make progress
- Inform you about how to make a complaint if you are not happy with what we are doing to support your child
- Talk to you if we think your child needs more support than what school can provide within their delegated SEND budget. This may mean considering the process for an Education and Health Care Plan

Parents can access impartial advice from Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS)

[sendiass@birmingham.gov.uk](mailto:sendiass@birmingham.gov.uk) 0121 303 5004

### **Pupil Voice**

Pupil views are very important to us, so they are given regular opportunities to:

- Self-assess
- Take part pupil voice conferences
- Attend person centred review meetings (where appropriate)
- Suggest possible targets and next steps
- Suggest how school can better provide for their needs
- Co-ownership over their One Page Profile
- Be part of our school community through the many pupil roles we have in school

### **Other policies supporting SEND**

- SEND Information Report
- Accessibility policy and plan
- 5 minute box policy
- Task Tray policy
- SEND concerns form
- Moving and Handling Procedure
- Behaviour Policy

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- First Aid Policy
- Administering medication Policy
- Safeguarding Policy

## WHO?

### Teachers

It is the responsibility of all teachers to deliver high quality teaching. Teachers will differentiate to enable pupils of different abilities make progress at their level to fulfil their potential.

The SENCO and other professionals will continue to support staff to develop the necessary knowledge, skills and experience to plan suitable support for pupils who encounter learning difficulties.

### SEND Governor Representative

The governing body representative for SEND (Charlotte Gibson) ensures that the committee are aware of the school's SEND provision, including the deployment of funding, equipment and personnel. It is also their role to challenge the school to ensure that we are providing the very best for all pupils.

### SENDCO

The key responsibilities of the SENDCO include:

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for children with SEND
- liaising with the Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Head Teacher and SLT to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date

The Acting SENCO (September 2023-2024 due to maternity leave) at Paganel Primary School, is Charlotte O'Neill [enquiry@paganelschool.net](mailto:enquiry@paganelschool.net)

Charlotte started 'The National Award for Special Educational Needs and Disabilities Coordination' in September 2023.