

SEND Policy

2021-2022

This policy was created by the school's SENCO (Hayley Varley) in liaison with the Head teacher, staff and our SEN Governor. It sets out the procedures for Special Educational Needs and Disabilities (SEND) Alexandra Park Junior School.

Our SEND Vision

At Alexandra Park Junior School our mission statement is 'To learn, Be happy and Achieve our best; we seek to develop all children to their fullest potential: personally, socially, emotionally and academically, as well as spiritually, morally, creatively and physically. Our vision underpins our policy, ensuring that we provide a commitment to ensure that equality of opportunity is available to all members of the school community. For our school this means, not simply treating everybody the same but, understanding and tackling the different barriers which could lead to unequal outcomes for different groups of children in school - including those with SEND by celebrating and valuing the achievements and strengths of all members of the school community.

All children and young people are entitled to an education that is appropriate to their needs and which promotes high standards and the fulfilment of potential. This education should enable them to:

- achieve their best,
 - become confident individuals living fulfilling lives, and
 - make a successful transition into adulthood, whether into employment, further or higher education or training
- (SEND Code of Practice 6.1)

What is SEND?

SEND stands for Special Educational Need/Disability. It is a term used in schools to describe a child who needs extra help with their learning and/or support to access the curriculum.

Alexandra Park Junior School provides support for pupils across the 4 areas of need as laid out in the SEN Code of Practice 2014:

- Communication and interaction – e.g. speech and language difficulties, autistic spectrum disorder.
- Cognition and learning - e.g. dyslexia, dyscalculia, dyspraxia and or general learning difficulties.
- Social, emotional and mental health difficulties – e.g. Children who lack focus or hyperactive, disruptive or impulsive.
- Sensory and/or physical needs - e.g. physical difficulties, visual or hearing impairment
- Other policies, including the anti-bullying policy, teaching and learning policy, admissions policy, accessibility policy, pastoral care policies and assessment policy take careful and particular account of pupils with special needs or disability.

Identifying SEND needs

Parents are encouraged to discuss any concerns with the Class Teachers and teachers are encouraged to discuss any concerns with the SENCO, completing a cause for concern plan with concerns and actions taken so far.



Alexandra Park Junior School

To Learn, Be Happy and Achieve Our Best

A graduated response

We follow the Assess, Plan, Do and Review approach.

Assess - clear analysis is made of needs based on:

- views of the child/young person and their parents / carers
- teacher assessments and observations
- pupil's current attainment
- pupil's previous progress and attainment
- tracking of progress and comparisons with national data
- assessments by external agencies if appropriate.

Plan - following assessment, the teacher, SENCO, parent / carers and pupil, agree on a plan of action to include:

- time limited outcomes for the pupil
- the adjustments, support and interventions to be put in place
- a date for review

All planning must be pupil centred and outcomes focussed and recorded.

Do - all the pupil's teachers and support staff are made aware of the plan and implement the adjustments, support and interventions. Teachers are responsible for:

- differentiating and personalising the curriculum
- delivery of 'additional and different' provision for a pupil with SEN
- planning, support and impact measurement of all group and one-to-one interventions delivered by support staff
- linking interventions to classroom teaching

The SENCO supports teachers in the effective implementation of provision

Review - the quality, effectiveness and impact of provision is evaluated by the review date.

This includes sharing information with pupil and parent/carers and seeking their views.

The cycle then starts again at assess with the updated needs of the pupil being considered before planning a continuation of or change to provision.

High Quality Teaching

At Alexandra Park Junior School we have high expectations for all children and believe that all children should have access to a learning experience that takes into account specific individual needs. High Quality Teaching is a whole school approach in providing a curriculum to help all children to learn and achieve to their full potential through strategies and adapted tasks and outcomes for all children.

Teachers use a variety of teaching strategies to ensure that all children can fully engage in and access each lesson. The child's class teacher will carefully monitor all children's progress, highlighting any gaps in their learning or understanding and they may decide a child needs some extra support to help make the best possible progress. If a pupil is identified as having SEND, we will provide support that is additional to the differentiated approaches and learning arrangements normally provided as part of high quality personalized teaching, intended to overcome the barriers to their learning. This support is set out in the whole school provision map.

School Support Specialist Support

If when the above is reviewed and a child is not making the expected progress the SENCo will seek permission from parents to contact professionals to gain advice and support. The SENCO will contact relevant professionals from outside agencies such as the school nurse, QEST Team Oldham, Speech and Language, Educational Psychologist. We will only contact outside agencies with parental permission which will allow

specialist professional people to work with the child to understand their needs and make recommendations as to the ways the child is given support.

Person Centred Review Meetings

Person Centred Reviews take place with the SENCO, Class Teachers, Parents/carers and any outside agencies that are involved with the child/family. As a result of the meeting we set SMART outcomes for the child and actions to help achieve the outcomes put into place.

Statutory Assessment

When submitting a request for statutory assessment, school provides evidence of support and interventions for the child. The evidence shows that despite continued support and intervention, over a period of time, there has been limited success. This includes:

- Levels in core subjects
- A record of review meeting and outcomes
- Supporting advice and assessments from outside agencies e.g. Educational Psychologist
- Views of child and parents/carers
- The school's provision made to support the child.

Whilst the child is awaiting assessment, support will continue to be given.

Parents/carers can also make a request for assessment if they believe that their child has needs, which will not be met through interventions.

The Local Authority will inform parents/carers and school if a statutory assessment will be made within six weeks of the request.

Education, Health Care Plan (EHC plans)

- When a child is issued with an EHC plan, the SENCO co-ordinates review meetings to discuss outcomes and ongoing actions.
- EHC plans are reviewed annually by relevant staff and professionals, parents/carers. A report is completed and sent to the authority. The outcomes are monitored on a termly basis.

Parents have the right to state their preferred choice of school

The Pastoral Team at Alexandra Park Primary School

Any enquiries or concerns about an individual child should be addressed in the first instance to the class teacher.

Other enquiries can be addressed to Hayley Varley – SENCO.

You can make an appointment via the school office or by ringing 0161 770 8321 or info@alexandrapark.old-ham.sch.uk

SEND governor – Mr Peter Widall. His role is to ensure that the school meets the statutory obligations of SEND.

This policy should be read in conjunction with:

SEND Information Report

Disability Access Plan

Equality Policy

Assessment for Learning Policy

Teaching and Learning Policy

Assessment Recording and Reporting Policy

Agreed By Governors and Staff –

Next Review –