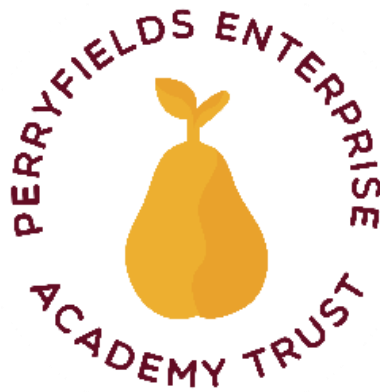


**Perryfields Enterprise Academy Trust**  
**Special Educational Needs**  
**and Disability Policy**



Perryfields Enterprise Academy Trust	
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<b>SUMMARY OF CHANGES – October 2023</b>	
<b>Section</b>	<b>Detail</b>
Contents Page	Inserted contents table and standardised whole document.
Whole document	SENCO changed to SENDCo

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# **Perryfields Enterprise Academy Trust**

## **Special Educational Needs and Disability Policy**

*The principles set out below are central to the Code of Practice for 0 to 25 years 2014 following obligations under the Children and Families Act (Clause 65) to ensure that parents are fully informed about the provision the school is making for children and young people with Special Educational Needs and Disabilities (SEND). [www.education.gov.uk/schools/pupilsupport/sen](http://www.education.gov.uk/schools/pupilsupport/sen)*

### **Perryfields Enterprise Academy Trust Ethos for SEND**

Perryfields Enterprise Academy Trust (PEAT) aims to be an inclusive trust, where the needs of each and every child are planned for and met by ensuring that there is an all age (7-11) specialist provision for learners with special educational needs in :-

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical
- Or a combination of the above

We take a whole school inclusive approach to all pupils with special educational needs, recognising that the core values of the school are the same for all pupils whatever their abilities and that each pupil will:-

- Achieve their best
- Become confident, independent and resilient individuals
- Make successful transitions, as they progress through the various stages of their education

We value the contributions made by all children, professionals and parents to help enhance and maintain our inclusive school community. We appreciate and value the best efforts of every child in all aspects of school life, ensuring that they realise their maximum potential by providing a broad, balanced, stimulating curriculum for every child regardless of race, gender or ability. Perryfields Junior School aims to create a happy, caring community where everyone: pupils, parents, staff and governors feel valued and secure.

### **Aims**

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

### **Objectives**

- Staff members seek to identify the needs of pupils with SEN as early as possible. This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum. This will be co-ordinated by the SENDCO and Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.

- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone. Some of these services include: Educational Psychologists, Specialist Teachers, Counsellors, Speech Therapists, Health - in order to seek and respond to advice from any health care professionals.
- Create a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals.

## **Arrangements and Responsibility for the Coordination of SEN Provision**

The person responsible for overseeing the provision for children with SEN is Mrs Jane Hasler – Headteacher. The person co-ordinating the day to day provision of education for pupils with SEN is Miss Sophie Cole – SENDCO. The SENDCO will hold details of all SEN records for individual pupils.

All teaching staff can access:

- Perryfields Junior School SEN Policy
- A copy of the full SEN Register
- Guidance on identification of SEN in the Code of Practice
- Information on individual pupils' special educational needs, including One Plans, One Page Profiles and reports from external services indicating children's difficulties and resulting needs
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities

In this way, all relevant staff members will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils. This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEN provision.

## **A Graduated Approach: Quality First Teaching**

All teachers are responsible for teaching all the children in their care:

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as possibly having SEN, they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENDCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) Parents/Carers will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- g) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEN register. Any concerns will be discussed with parents informally or during parents' evenings.
- h) Parent's evenings are used to monitor and assess the progress being made by children.

## **SEN Support**

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning.

Where a child's difficulties are more complex and requiring support beyond high quality teaching, they are placed under the One Planning cycle. Parents/carers are involved in much greater depth and invited to attend termly meetings with the SENDCO, Class Teachers and all other relevant professionals in order to ensure that provision is specific, timely and adheres to the advice as directed by the professionals involved. One Planning involves an 'Assess, Plan, Do, Review' process and includes the strategies, provision and interventions that need to take place to address the child's difficulties and are reviewed each term. Where appropriate, children under One Planning also take ownership with building their own One Page Profile. These are a child friendly, quick reference tool that is shared between the child and any adults working with them, indicating their needs and the strategies to address them.

## **Applying for an Education, Health and Care Plan**

If, despite all efforts to address a child's SEN that progress is still minimal, or if a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. The decision to make a referral for an Education, Health and Care Plan will be taken at a One Plan review. The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCO
- Educational Psychologists
- Specialist Teachers (only available for VI, HI and PNI)
- Social Care
- Health professionals

Information will be gathered relating to the current provision and interventions provided, as identified via One Planning. The school is obliged to evidence that provision and interventions identified have been implemented, the impact of which has been carefully monitored and recorded. In the first instance, applications are viewed by the Statutory Assessment Service to decide whether an assessment for an EHCP is agreed as necessary. If at this stage, an application is refused, reasons for this are given. Parents have the right to appeal against a decision not to initiate a statutory assessment. Further information about EHC Plans can found via the SEND Local Offer.

If an assessment is agreed because a child's needs are not being met by support that is ordinarily available, an EHC Plan will be provided by Essex County Council. The school, child's parents and all relevant external professionals will be involved in developing and producing the plan. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support or funding.

## **The Arrangements for Consulting Young People with SEND and Involving them in their Education**

The children are involved with the setting of their curriculum based targets and evaluating the progress they are making. They regularly use peer marking, talk partners etc. to share ideas and discuss ways to improve. The children's achievements are continually being valued through verbal feedback, rewards, celebration assemblies, special presentation assemblies and productions. We are proud of our caring ethos and the high level of support we provide and this is reflected in the verbal and written feedback the school receives. Staff has a high level of expectation for all pupils.

The SEND pupils' views are sought before/during any review meeting and these become the basis when drawing up One Plans and One Page Profiles.

Prior to transition between year groups, staff meet to discuss the individual needs of pupils to ensure continuity and a smooth transition. When a pupil moves to another school, then discussions are held between the SENDCO's. Paperwork is forwarded and if appropriate then the SENDCO will make a visit to the new school. Parents are encouraged to visit the new school and to arrange a meeting with the SENDCO/Inclusion manager to ensure that all relevant information is shared.

## **Access to the Curriculum, Information and Associated Services**

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school where necessary and as far as possible, taking into account the wishes of their parents and the child. Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the Class Teacher and/or SENDCO will consult with the child's parents for other flexible arrangements to be made. Regular training and learning opportunities for staff on the subject of SEN and SEN teaching are provided both in school and across the local schools consortium. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEN. In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary.

## **Inclusion of Pupils Across the School**

The Headteacher and SENDCO oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school. The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. These include children with SEN, but also children sitting outside this category who may fall into one or more of the following:

- Disability
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Child in Care
- Being a child of Servicemen/women

## **Medical needs and SEN in school**

A child with medical needs does not necessarily have SEN and the needs of such children are managed according to the school's **Medical Policy**. The school will make reasonable adjustments to meet the needs of each child and children should not be excluded nor treated less favourably because of their medical needs. Each case will be dealt with on an individual basis and staff will work in partnership with parents to support these individual personal care needs.

However, if medical or personal care needs do impact on educational progress and development, then this may become an SEN issue. Under these circumstances any child in this position will then be supported in the manner as detailed in this policy.

## **The Local Offer**

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Essex that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

In conjunction with the Local Offer, the school is obliged under the Children and Families Act (Clause 65) to produce a "School Offer" (SEN Information Report) which informs parents/carers about the provision the school is making for children and young people with Special Educational Needs and Disability (SEND). This is displayed on the school's website. The School Offer must reflect the shared values and approaches between its own policy and that of the Local Offer. It should help the school paint a picture of provision in the School for SEND and inform the parent and should also help parents/carers and their child or young person feel welcome as part of the school community.

Parents may access the Local Offer by visiting [www.essexlocaloffer.org.uk/](http://www.essexlocaloffer.org.uk/)

Or by contacting SENCAN at:

Causeway House,  
Bocking End,  
Braintree,  
CM7 9HB  
tel: 0300 003 4125

## **Arrangements made by the governing body in relation to complaints from parents about the schools SEND provision**

The school has an 'open door policy' whereby parents can speak to staff informally or they can request an appointment. We aim to resolve any issues swiftly and in person. We endeavour to make the school a welcoming place where parents feel able to discuss their concerns.