



SEND policy and information report

Parkfield Community School

Rights Respecting Links:

A2: The convention applies to every child whatever their ethnicity, gender, religion, abilities, whatever they think or say, no matter what type of family they come from.

A23: A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community.

A29: Education must develop every child's personality, talent and abilities to the full.

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1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disability (SEND);
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

Parkfield Community School is a mainstream primary school with a part time nursery. We are a fully inclusive school, which recognises that each child is unique and ensures that all pupils achieve their potential; personally, socially, emotionally and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational need within a context of respect and tolerance for the differing needs and strengths of each individual.

We are committed to a graduated approach to our SEND provision. At the core of that provision is the fact that **teachers are responsible for ALL pupil's progress.**

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

- ***achieve their best***
- ***become confident individuals living fulfilling lives...'*** (SEND Code of practice, 2015, 6.1)

High quality teaching that is differentiated or scaffolded and personalised will meet the individual needs of the majority of pupils. Some pupils need educational provision that is additional to, or different, from this. This is special educational provision under Section 21 of the Children and Families Act 2014. We will use our best endeavours to ensure that such provision is made for those who need it.

At Parkfield Community School we strive to:

- provide equal opportunities for all;
- remove barriers to achievement;
- make teaching and learning responsive to the diverse needs of the pupils;
- raise the aspirations of, and expectations for, all pupils with SEND;
- encourage all pupils to achieve their full potential;
- focus on outcomes for pupils with SEND and not just hours of provision/support;
- seek the views of pupils with SEND;
- form close links with parents/carers;
- reinforce that SEND is a whole school issue and that all teachers are teachers of pupils with SEND.

We are aware of the holistic needs of every child and are mindful of their academic attainment and their physical, social and emotional wellbeing; provision is based on individual needs. We ensure that Parkfield Community School:

- identifies and provides for pupils who have special educational needs and/or additional needs;
- works within the guidance provided in the SEND Code of Practice, 2015;
- operates a "whole pupil, whole school" approach to the management and provision of support for special educational needs;
- makes appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum;
- provides a focus on individual outcomes for pupils;
- empowers pupils to contribute to their learning process;
- works with parents and supports them in understanding SEND procedures and practices and provides regular feedback on their child's progress;
- provides a Special Educational Needs and Disability Coordinator (SENDCO) who will work with the SEND/ Inclusion Policy;
- provides training, support and advice for all staff working with pupils with SEND;

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- contacts outside agencies if required.

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 and documentation:

- [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, SEND Coordinators (SENDCOs) and the SEND information report
- [The Equality Act 2010: advice for schools](#)
- [The Teacher Standards 2012](#)
- [The National Curriculum in England Key Stage 1 and 2](#)
- [Supporting Children with Medical Conditions](#)

3. Definitions

A pupil has SEND 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 others of the same age;
- 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 pupils or young people of the same age by mainstream schools.

Pupils must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is Mr Mohammed Arshad. He will:

- work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school;
- have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans;
- provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching;
- advise on the graduated approach to providing SEND support;
- manage the 'additional funding profiles' of pupils with additional needs;
- advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- be the point of contact for external agencies, especially the local authority and its support services;
- liaise with parents of all pupils with SEND;
- liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned;
- work with the headteacher and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
- ensure the school keeps the records of all pupils with SEND up to date;
- organise review meetings, informing/inviting appropriate professionals and parents;
 - contribute to individual target plans (ITPs) and ensuring they are appropriately distributed;

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- contribute to in-service training.

4.2 The SEND governor

The SEND governor is: Mrs Lisa Andrews. She will:

- have due regard to the SEND Code of Practice when carrying out duties towards all pupils with SEND;
- help to raise awareness of SEND issues at governing body meetings, including the deployment of funding, equipment and personnel;
- proactive in ensuring that provision for SEND is effective in supporting good progress and outcomes for the pupils;
- work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school.

4.3 The headteacher

The headteacher is Mr. James Wright. He will:

- work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school;
- have overall responsibility for the provision and progress of learners with SEND.

4.4 Class teachers

Each class teacher is responsible for:

- identifying pupil's individual needs, as soon as possible, from nursery onwards;
- ensure all pupils are included within the whole curriculum and have equality of opportunity;
- providing differentiated learning for children with individual needs, accounting for children who both struggle and grasp concepts quickly;
- setting targets of achievement for pupils with SEND through an Individual Target Plan;
- working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching;
- the progress and development of every pupil in their class;
- reviewing progress at least termly and if progress still is of concern, consulting with outside agencies to provide further strategies and provision for that child;
- following guidance and implementing strategies suggested by outside agencies;
- consult with pupils and ensure pupils take an active part in their learning and assessment
- consulting with parents and ensure they are fully informed and encouraged to be a part of the process;
- working with the SENDCO to review each pupil's progress and development and decide on any changes to provision;
- aiming to have pupils who are happy, who feel positive about themselves and their efforts, and achieve to the best of their ability;
- ensuring they follow this SEND policy.

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- **communication and interaction** (difficulties with developing language; either understanding what they hear or being able to express themselves) for example, Autism Spectrum Condition (ASC), speech and language difficulties;
- **cognition and learning** (processing or retaining information) for example, dyslexia, dyspraxia;
- **social, emotional and mental health difficulties** (difficulties in managing their emotions and behaviour, difficulties in making positive relationships with other pupils or adults) for example, attention deficit hyperactivity disorder (ADHD);
- **sensory and/or physical needs** (impairments of hearing, sight, ability to coordinate movements etc.) for example, visual impairments, hearing impairments, processing difficulties.

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5.2 Identifying pupils with SEND and assessing their needs

The purpose of identification is to work out what action the school needs to take in order to meet the needs of the child.

We recognise that pupils have a special educational need if they:

- begin Parkfield Community School with an Education Health Care Plan (EHCP).
- are in the process of being assessed for an EHCP when they begin Parkfield Community School;
- are experiencing learning difficulties significantly greater than the majority of pupils of the same age;
- are experiencing emotional difficulties that impact on their learning or behaviour within the school environment;
- are experiencing social difficulties that impact on their learning or behaviour within the school environment;
- have a physical disability which either prevents or hinders them from making use of the educational facilities of a kind provided for pupils of the same age;
- are identified as having learning difficulties by Early Years Development Bands;
- have a serious medical problem which has implications for the learning process.
 - *Parkfield Community 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 may also have SEND and may have an EHCP which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.*
 - *Some pupils have medical conditions which are supported in school. They have a management care plan created by the school nurse in consultation with their parents. Class teachers have a copy of the management care plan and relevant staff are given appropriate training (see Medical Needs Policy).*

At Parkfield Community School we recognise that early identification and assessment of SEND is necessary to provide greater educational opportunities for each child. This cannot be regarded as a single event but as an ongoing process throughout a school year. We use a graduated approach to support pupils in school. We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and key stages, where appropriate. Class teachers will make regular assessments of progress for all pupils (including those at risk of underachievement). Pupil progress meetings are held every term, during which we identify and track pupils whose progress:

- is significantly slower than that of their peers starting from the same baseline;
- is not making expected national attainment and/or progress;
- fails to match or better the child's previous rate of progress;
- fails to close the attainment gap between the child and their peers;
- widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

The following areas of need are not considered to be a special educational need but may impact on progress and attainment:

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND);
- Attendance and Punctuality;
- Health and Welfare;

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- English as an Additional Language (EAL);
- Being in receipt of Pupil Premium Grant;
- Being a Looked After Child;
- Being a child of serviceman/woman.

A pupil is not regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which he or she will be taught. Differentiation between SEND and the needs of the bi-lingual learner must be carefully made. However, such needs can overlap and it is vital that SEND are not overlooked in pupils whose first language is not English. The purpose of identification is to work out what action the school needs to take in order to meet the needs of the pupil.

Despite high quality, targeted teaching some pupils may continue to make insufficient progress. For these pupils, strengths and weaknesses are identified in consultation with parents, and used to create an appropriate, individualised support plan. At this point, because the pupil requires additional and extra provision, we will have identified that the pupil has a special educational need and requires SEND support. We foster an atmosphere where all children are encouraged to contribute to their own learning. Pupils are encouraged to express their feelings and opinions about their specific needs, and we provide a safe environment for them to do this.

Pupils who are identified as having social, emotional and mental health needs as a barrier to learning, may be referred to the Pastoral Care Leader in school, who will then discuss a programme of intervention, with the pupil, the parents and relevant staff. Targets will be set and they will usually be reviewed within six weeks, using the ASSESS-PLAN-DO-REVIEW cycle.

The ASSESS-PLAN-DO-REVIEW cycle is on-going to enable provision to be refined and revised as the understanding of the needs of the child grows. This cycle enables the identification of those interventions which are most effective in supporting the child to achieve good progress and outcomes. It enables class teachers and SENDCO to accurately implement next steps for each pupil.

If a pupil has lifelong or significant difficulties, they may undergo a Statutory Assessment, which is usually requested by the school but can also be requested by a parent. This will occur when the complexity of need, or lack of clarity around the needs of the pupil, are such that a multi-agency approach to assessing that need, to planning provision and identifying resources is required. The decision to make a referral for an Education, Health and Care Plan (EHCP) will be taken at a 'Team around the child' progress review meeting. The application for an EHCP will combine information from a variety of sources including:

- parents;
- teachers;
- SENDCO;
- educational support agencies (EP, CAT and PSS);
- social care;
- health professionals.

Information will be gathered relating to the previous and current provision provided, actions that have been taken, and the preliminary outcomes of set targets. The collated information will be sent to Birmingham's Special Educational Needs, Assessment and Review Service (SENAR) who will make a decision about whether or not a pupil is eligible for an EHCP, which, if successful, will be focussed on outcomes and will be reviewed at least annually.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- everyone develops a good understanding of the pupil's areas of strength and difficulty;
- we take into account the parents' concerns;
- everyone understands the agreed outcomes sought for the child;
- everyone is clear on what the next steps are.

Notes of these early discussions will be added to the pupil's record and given to their parents. We will formally notify parents when it is decided that a pupil will receive SEND support.

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All pupils, regardless of SEND, are given targets and are aware of next steps. Pupils who have additional needs have targets which are shared and reviewed with them. Pupils who have an EHCP contribute to their annual reviews and to their one page profiles which are updated termly.

Parents are actively encouraged to be partners in their child's education through informal discussions, telephone contact, home school diaries, progress reviews and yearly written reports.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- the teacher's assessment and experience of the pupil;
- their previous progress and attainment and behaviour;
- other teachers' assessments, where relevant;
- the individual's development in comparison to their peers and national data;
- the views and experience of parents;
- the pupil's own views;
- advice from external support services, if relevant.

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, their impact on the pupil's progress and if the gap in their learning is being closed. This includes termly pupil progress meetings and one page profile updates.

Pupils may be removed from the register, if the ASSESS-PLAN-DO-REVIEW cycle identifies that they have achieved and maintained their set targets and have made enough progress to close the gap in attainment between themselves and their peers.

5.5 Supporting pupils moving between phases and preparing for adulthood

At Parkfield Community School we:

- make contact with the educational settings used by the pupils before they transfer to us, in order to seek the information that will make sure that the transfer is as seamless as possible;
- before moving on to a new primary school or entry to a secondary school, information will be shared with the SENDCO of the new school, in order to aid transition;
- have an additional induction visit for pupils to build confidence and give them opportunities to meet the staff at their new school;
- provide opportunities for the pupil and parent/carer to have supported visits to the new situation;
- provide transition booklets for the pupil to prepare them for their new learning environment;
- consult with teaching staff, support staff and other lead professionals as to how we can best support the academic, medical and social needs of the pupil;
- consultation with parents/carers in how we can best meet the emotional needs of the pupil.

5.6 Our approach to teaching pupils with SEND

We are a fully inclusive school which ensures that all pupils achieve to their full potential, this will be through whole class teaching, differentiated learning, small group work or through one-to-one teaching. This links in with our No Outsiders ethos and our Rights of the Child approach.

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated/scaffolded for individual pupils.

Pupils entering our nursery are screened using the 'Development matters in the Early Years Foundation Stage' assessment profile. This is constantly updated throughout their time in the Foundation Stage in order to measure progress.

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We will also provide the following interventions/booster groups/extra support that meet the individual needs of the children, these include:

- Phonics;
- Sound Training;
- WelComm
- Precision Teaching / pocket folders;
- additional reading;
- emotional support/mentoring/nurture groups;
- pastoral care support to manage emotions and/or behaviour;
- social skills group;
- talk Groups;
- 1:1 teacher/teaching assistant targeted support;
- Small teaching group for English and maths; Numbers Count.

Pupils who may require higher levels of support have access to appropriately trained support staff.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to overcome all barriers to learning and ensure all pupils' needs are met:

- Quality First Teaching;
- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc;
- Adapting our resources and staffing;
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc;
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

The school takes all reasonable steps to modify/adapt the teaching and learning environment to meet the individual needs of pupils. This includes seeking and implementing advice from external agencies where appropriate.

5.8 Expertise and training of staff

Our SENDCO has twenty years' experience in teaching and learning in both mainstream and special education. He holds the National Award for Special Educational Needs Coordinators. He is presently deployed full time to manage SEND provision in Parkfield Community School.

We have a team of teaching assistants, including a higher-level teaching assistant (HLTA) who are trained to deliver SEND interventions such as 'Neli' and 'Pocket Folders' and WellComm. Moreover, the early years staff have been trained in Makaton and SCERTS to help implement targets to support high level SEND learners.

Most recently, key staff have been trained in supporting Hearing Impairment, Visual Impairment and Physical Difficulties.

We use specialist staff for assessments/advice, training, parent liaison, Together Around the Child (TAC) and annual review meetings

5.9 Securing equipment and facilities

Resources, staffing levels and skills for delivering SEND provision are reviewed annually. Class based resources for children with SEND are continually under review, and if specific needs are identified, the appropriate resources are sourced. Provision is supported and monitored by the SENDCO.

5.10 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- reviewing pupils' individual progress towards their goals each term;
- reviewing the impact of interventions at mid-point and again after six weeks;
- using pupil questionnaires;
- monitoring by the SENDCO;
- using provision maps to measure progress;

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- holding annual reviews for pupils with statements of SEND or EHC plans.

5.11 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

- All of our extra-curricular activities and school visits are available to all our pupils, including our before- and after-school clubs;
- All pupils are encouraged to go on our residential trips;
- All pupils are encouraged to take part in sports day/school plays/special workshops, etc;
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.

5.12 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- pupils with SEND are encouraged to be part of the school council;
- children access an Emotional Literacy and Equality Curriculum;
- nurture groups/activities/mentoring.

We have a zero-tolerance approach to bullying.

5.13 Working with other agencies

At times it may be necessary to consult with outside agencies who can undertake specific assessments in order to give more specialised expertise and guidance. The purpose of this more detailed assessment and review is to understand what additional resources and different approaches are required to enable the pupil to make better progress. Parents/carers permission will be gained and the assessments then shared with parents. Targets will be written into an Individual Target Plan (ITP), reviewed regularly and refined /revised as necessary, using the ASSESS-PLAN-DO-REVIEW cycle. A child identified with continuing significant needs may be assessed for an Education, Health and Care Plan (EHCP).

Parkfield Community School has links with:

- Educational Psychological Service (EPS) - support for all children with a range of SEND;
- Pupil, School Support Service (PSS) - support for children with learning difficulties;
- Communication and Autism Team (CAT) - support for children with Autism, communication and interaction difficulties and their families;
- Speech and Language Therapy (SALT) - support for children with speech difficulties;
- Sensory Support (SS) - support for children with visual, hearing or communication difficulties;
- Physical Difficulties School Support (PDSS) - support for children with physical difficulties;
- School Nursing Service - support children with medical conditions;
- Forward Thinking Birmingham (FTB) - support for children with mental health needs;
- Social Care Services - provision of family support.

Parkfield Community School has links with other schools in the local area, which are a source of mutual support, and also has links with Wilson Stuart Outreach Service, which supports provision for children with physical difficulties. The SENDCO and other members of the leadership team can also help parents to access other services and voluntary organisations for specific needs.

5.14 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the class teacher in the first instance. If they continue to have concerns they should meet with the SENDCO. If the issue can't be resolved at this level or the complaint is regarding the SENDCO, the parent would be directed to the school's complaints procedure.

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The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.15 Contact details of support services for parents of pupils with SEND

- Children’s Information and Advice Service (CIAS):
0121 303 1888 Emergency out-of-hours: 0121 675 4806 Website:
www.birmingham.gov.uk/cias
- Communication & Autism Team: 0121 675 5057
- Educational Psychologists: 0121 303 1793
- Forward Thinking Birmingham (FTB): 0300 300 0099
<https://www.forwardthinkingbirmingham.org.uk/services>
- IPSEA Independent Parent Support and Advice: 01799 582030
- Pupil and School Support Service: 0121 303 1792
- School Nurses: 0121 334 0373/0374
- SEN and Disability Information Advice and Support Service (SENDIASS): 0121 303 5004 Email:
sendiass@birmingham.gov.uk
- SENAR (Special Educational Needs and Review): 0121 303 1888
- Sensory Support Service: 0121 303 1793
- Speech & Language Services: 0121 465 5419
- Wilson Stuart Outreach Service: 0121 306 4806

5.16 Contact details for raising concerns

Mr. Mohammed Arshad - Special Educational Needs and Disability Coordinator (SENDCO) Parkfield Community School
Parkfield Road
Saltley
Birmingham
B8 3AX
Tel: 0121 464 1131 Email:m.arshad@parkfield.excelsiormat.org

5.17 The Local Authority Local Offer

The provision the LA expects to be available for children with SEND:
[Local Offer Birmingham | SEND Advice and Information](#)

6. Monitoring arrangements

This policy and information report will be reviewed by the SENDCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing body.

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7. Links with other policies and documents

Admissions Policy

(please refer to the information contained on our school website. The admission arrangement for all pupils is in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with EHC plans and those without.)

Accessibility and Disability Policy

Single Equality Policy

Medical Needs Policy

Behaviour Policy

Inclusion Policy

March 2025

To be reviewed March 2026

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