

The Loriners MAT
Park Hall Infant Academy and Park Hall Junior Academy

Special Educational Needs and Disability (SEND) Information Report and SEND Policy

Compliance

This policy and information report complies with the statutory requirements of the SEND Code of Practice 2014, and is it has been written with due regard to the Equality Act 2010 (Part 2) and Families and Children Act 2014 (Part 3).

Aims

The Loriners MAT aims to provide a broad and balanced curriculum for all pupils and provide equal opportunities for all pupils in compliance with the protected characteristics of the Equality Act 2010. The Loriners MAT aims to:

- To make reasonable adjustments for those with SEND to increase access to the curriculum and the environment.
- To ensure that children and young people with SEND engage in the activities of the school alongside children who do not have SEND.
- To reduce barriers to learning for those with SEND to enable them to make progress equal to that of those who do not have SEND .

Definitions

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- a) Has a significantly greater difficulty in learning than the majority of others of the same age, or
- b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within (a) or (b) above when of compulsory school age (or would be likely, if no special educational provision were made).

A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.

Taken from Children and Families Act 2014 (Part 3 Section 20)

At the Loriners MAT we use our best endeavours to provide education for those identified as SEND whereby their learning difficulty or disability calls for provision which is additional to and different from others of the same age.

Roles and Responsibilities

The Special Educational Needs Coordinator (SENCO)

The SENCO for the Loriners MAT (Park Hall Infant Academy and Park Hall Junior Academy) is **Mrs Manjit Dickson** and can be contacted via the school email:

postbox@parkhall-inf.walsall.sch.uk

postbox@parkhall-jun.walsall.sch.uk

The SENCO works closely with the Executive Head Teacher Mrs Gerry Healy and with the Heads of School Mrs Sarah Hand (Infant Academy) and Mrs Lynsey Amos (Junior Academy) and the SEND governor.

The SENCO will:

- Have overall responsibility of ensuring the SEND policy is adhered to including all statutory duties.
- Providing 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
- Work collaboratively with staff, parents, pupils and all external agencies.
- Provide continual professional development opportunities for all staff to upskill on SEND.
- Be the point of contact for external agencies and the local authority.
- Be the point of contact for next phases of education, ensuring smooth transition for SEND pupils.
- Have up to date records of SEND pupils and comply with the Data Protection Act 2018.
- Advising on the graduated approach to providing SEND support.
- Evaluate process and practice to improve outcomes
- Advising on the deployment of the school's delegated budget and other resources to meet pupils'/young peoples' needs effectively
- Working with the Executive Head Teacher and the Governing Board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.

The Class teacher is responsible for:

- The progress and development of every pupil in their class through high quality teaching/ quality first teaching.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of the support and interventions and how they can be linked to classroom teaching.
- Working with the SENCO to review each pupil's progress and development and decide any changes to provision.
- Provide information, reports or attend review meetings based on the person-centred principles.

The Executive Head Teacher will:

- Work with the SENCO and the 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.

The SEN Governor will:

- Help to raise awareness of SEND issues at Governing Board meetings.
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this.
- Work with the SENCO and the Executive Head Teacher to determine the strategic development of the SEND policy and provision in the school and to evaluate the effectiveness of procedures and impact of the interventions.

The kinds of SEND for which provision is made at The Loriners MAT

- Children and young people with SEND have different needs, but the general presumption is that all children with SEND but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at The Loriners MAT schools, in line with the admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEND of children across the MAT.
- For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school in the EHC plan unless:
 - it would be unsuitable for the age, ability, aptitude or SEND of the child or young person, OR
 - the attendance of the child or young person would be incompatible with the efficient education of others, or the efficient use of resources.
- Before making the decision to name our schools in a child's EHCP, the local authority will send the Executive Head Teacher a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of the schools where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).
- Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs can be better met in specialist provision.
- Currently at the Loriners MAT we provide for pupils who have the following needs:
 - ❖ Autism Spectrum Disorder
 - ❖ Speech and Language difficulties
 - ❖ Attention Deficit Hyperactivity Disorder
 - ❖ Dyslexia
 - ❖ Dyspraxia
 - ❖ Moderate Learning Difficulties
 - ❖ Global Development Delay
 - ❖ Hearing Impairments
 - ❖ Visual Impairments
 - ❖ Physical Impairments

Identifying pupils with SEND and assessing their needs

At the Loriners MAT we know a pupil needs help if:

- Concerns are raised by parents/carers, external agencies, teachers, the child's previous school/setting regarding concerns relating to lower levels of development (not reaching milestones), progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates lower levels of development in those early key skills, gaps in knowledge and/or skills.
- Early Years Key Indicators and whole school tracking of attainment outcomes indicates lack of expected rate of development and progress.
- Standardised testing shows gaps in skills and understanding.
- Progress is significantly slower than pupils of the same age.
- Observation of the pupil indicates that they have additional needs in one or more of the broad areas of need identified below:
 - 1) Communication and Interaction
 - 2) Cognition and Learning
 - 3) Social, Emotional and Mental Health
 - 4) Sensory and/or Physical Needs

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Parents and Pupils

All parents/carers are encouraged to contact the class teacher, initially, if they have any concerns about their child's education and progress. This may then result in further advice and support being sought from the SENCO.

Early discussions form an integral part of the identification of need process and during these discussions we endeavour to ensure that everyone involved in the pupils' education is heard and this includes pupil voice. We identify area of need and agree outcomes for the pupil. In consultation and discussion with parents/carers and pupil we place the pupil on the SEND register and put into place additional support and strategies to remove barriers. Once on the SEND register the pupil has individual targets to work on. Where specific support is needed, in agreement with parents/carers outside specialist agencies are involved. Parents/Carers meet with class teacher to discuss the progress towards the targets and set new targets for the next cycle. Some pupils need even greater support and again with parent/carer consent an Education Health Care Plan (EHCP) is applied for.

Parents/Carers are invited to attend an annual review of the EHCP where if possible a representative of the local authority SEND team will be present.

Supporting a pupil with SEND.

The Loriners MAT follows the Graduated Approach (system of SEND support) and all SEND pupils have APDR's (assess, plan, do and review) which are shared with parents/carers and pupils:

- **Assess:** Observations, assessment data, behaviour logs, attendance, discussions with teacher about the pupil are analysed in order to make an assessment of the child's needs. These assessments also include parent/carer voice. These will be reviewed regularly to ensure that support continues to be matched to need.
- **Plan:** Where it is decided to provide a pupil with SEND support, the parents are formally notified. The teacher and the SENCO agree in consultation with the parent and the pupil the adjustments, evidence based interventions and support to be put in place. This includes timescales and parents and their child will also be consulted on the action they can take to support attainment of the desired outcomes. Outcomes are amended if necessary so that the child can make further progress.
- **Do:** The class teacher will remain responsible for working with the pupil and ensuring that the interventions and support is being provided as set out in the 'plan' section of the APDR. The class teacher will deploy learning support assistants where appropriate and monitor the delivery of the adapted curriculum. Class teacher will liaise with the SENCO. The SENCO will provide additional support and advice.
- **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the child.

- All SEND pupils will be provided with high quality teaching that is adapted to meet the needs of all learners.
- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.
- The quality of classroom teaching provided to children with SEND is monitored through a number of processes that include:
 - classroom observation by the senior leadership team, subject leads, SENCO, external consultants,
 - ongoing assessment of progress made by pupils with SEND,
 - work sampling and scrutiny of planning to ensure effective matching of work to pupil's needs,
 - teacher meetings with the SENCO to provide advice and guidance on meeting the needs of children with SEND,
 - child and parent feedback on the quality and effectiveness of interventions provided, attendance and behaviour records.

If progress continues to be slow and gaps widening, despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to any of the following external agencies:

- Child & Adolescent Mental Health Service (CAMHS)
- Educational Psychologist (EP)
- Educational Welfare Officers (EWO)

- Health and Social Services
- Hearing Impairment Team
- Visual Impairment Team
- North Star Inclusion Team (NIAT)
- Occupational Therapy
- Specialists in other schools
- Speech and Language Therapy (SALT)
- Walsall School Nursing Service
- Walsall Early Help Services
- Walsall Physiotherapy Services

For a very small percentage of children, whose needs are significant and complex and the SEND Support required to meet their needs cannot reasonably be provided from within the academy's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being provided.

Teaching Pupils with SEND

The schools receive funding to respond to the needs of children with SEND from a number of sources that includes:

- A proportion of the funds allocated per child to the school to provide for their education called the Age Weighted Pupil Unit.
- The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of children with SEND.
- For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEND Funding allocation.

This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through support that might include:

- Adaptations to increase access to text which could include desk copies of information, work buddy, accessible text, IT e.g. read aloud software, different recording strategies or additional time.
- Non-verbal forms of communication such as Makaton, Aided Language Displays.
- In class, adult or peer support aimed at increasing skills in a specific area that needs developing which could include learning behaviours or organisation.
- Out of class support in relationship building, social, emotional skill development.
- Small group tuition to enable catch up this could be subject specific or targeted at additional need.
- Specific support, advice and guidance is provided to parents and families to improve children's readiness for learning this could relate to pupil's difficulties in attendance, behaviour, physiological and emotional needs.
- Provision of specialist resources or equipment such as use of Chromebook, sloping board, electronic versions of text, talking tiles.

- Partnership working with other settings to share resources e.g. shared expertise: support from local special school on action to improve inclusion.
- Access to the school nurse and wider health professional support responding to mental and physical health issues, speech, language and communication needs, motor control and mobility needs.
- Implementation of strategies from support agencies e.g. Advisory Teacher, Early Years SEN Teacher, Educational Psychologist, VI Teacher, HI Teacher. Health partners such as Speech & Language, Occupational Therapy Physiotherapy, School Nurse and Child & Adolescent Mental Health Service. Behaviour Support/Educational and Welfare Support.

In addition:

- The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services. The deployment of this funding is published on the school's website.
- If parents wish to discuss the options available for their child, please contact school office.

Supporting Looked After Children with SEND

As outlined in previous sections and also:

- Reports to Trustees in termly Executive Head Teacher report and Schools of Head reports;
- Termly PEP (Pupil Education Plan) meetings held in school;
- Attendance of Child in Care (CIC) review meetings to provide school perspective and summary;
- Liaison with Local Authority and carers.

Informing Parents on their Child's Progress

Attainments towards the identified outcomes will be shared with parents through APDR reviews (half termly/termly depending on child's needs) but also through the school reporting system and Parent Consultations.

Parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher, the SENCO or member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you. The contact number is:

01922 721443 (Infants)
01922 720761 (juniors)

Supporting Parents/Carers

Please look at the schools websites:

Infants: <http://www.parkhall-inf.walsall.sch.uk>

Juniors: <http://www.parkhall-jun.walsall.sch.uk>

These include links to websites and resources that we have found useful in supporting parents to help their child learn at home.

- The class teacher or SENCO may also suggest additional ways of supporting your child's learning.
- If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact the SENCO who will locate information and guidance for you in this area.

Expertise and Training of Staff.

Regular training is used to ensure that all staff are equipped to teach pupils of all abilities. All staff receive appropriate training so they have the knowledge and confidence to support pupils with a variety of needs. Our SENCO leads a team of talented support staff, each of whom are specifically trained in order to provide a wide range of support for pupils with educational, social and emotional needs.

We also have teaching assistants who are trained to deliver specific interventions to support pupils in reading, writing, numeracy, language use and social skills.

We have trained staff to support social, emotional and mental health through 'Drawing and Talking' therapy.

The Loriners MAT has a development plan that includes training needs for all staff to improve the teaching and learning of all pupils including those with Special Educational Needs and/or Disability. This may include whole school training on Special Educational Needs and/or Disability issues or to support children in school with one particular need, such as autism, dyslexia and hypermobility. The purpose of whole staff training is to share knowledge, strategies, and experience, and ensure consistency of The Loriners MAT approach for children with a Special Educational Needs and/or Disability. Teachers and support staff also attend training courses run by outside agencies that are relevant to the needs of specific children in their class. The SENCO works closely with specialists from external support services who may provide advice or direct support as appropriate.

The SENCO attends the SENCO Forum delivered by the local authority, attends training delivered by North Star Inclusion Advisory Team and is part of the Billy Cluster of SEND schools. The SENCO is also currently studying for the National Professional Qualification NPQSEND.

Evaluating the Effectiveness of SEND Provision

The effectiveness of SEND provision will be measured using both qualitative and quantitative data. Qualitative data will gather the views of parents and pupils on how successful the provision has been in enabling them to attain their outcomes. Quantitative data will examine both progress and attainment levels compared to those achieved nationally for pupils with the same level prior learning level.

Mental Health and Well-being

At The Loriners MAT we are committed to supporting the emotional health and wellbeing of our children and staff. We know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. We take the view that positive mental health is everybody's business and that we all have a role to play.

At The Loriners MAT we:

- help pupils to understand their emotions and feelings better
- help pupils feel comfortable sharing any concerns or worries
- help pupils socially to form and maintain relationships
- promote self-esteem and ensure pupils know that they count
- encourage pupils to be confident and 'dare to be different'
- help pupils to develop emotional resilience and to manage setbacks

This is achieved through providing opportunities to engage in wider activities which include:

- A curriculum rich in providing SMSC (Spiritual, Moral, Social and Cultural) and promoting British Values. For example, through VotesforSchools, Jigsaw (PSHE) bespoke assemblies and our PROUD values.
- Our pupils understand and use systems to promote fairness and democracy in order to elect representatives for House Captains, School Council and A* Sheriffs. Pupils are encouraged to have a voice through PSHE, VotesforSchools, School Council and feedback from school questionnaires e.g. Well-Being survey.
- Pupil and Parent voice mechanisms are in place and are monitored for effectiveness.
- Small group evidence-led interventions to support pupil's well-being are delivered to targeted pupils and groups.
- Pupils who find outside class times difficult are provided with alternative small group opportunities within the school and action is taken to develop their social interaction skills through specific programmes like 'Circle of Friends' and 'Pragmatics'.

We offer different levels of support:

Universal Support- To meet the needs of all our pupils through our overall ethos and our wider curriculum. For instance developing resilience for all.

Additional support- For those who may have short term needs and those who may have been made vulnerable by life experiences such as bereavement.

Targeted support- For pupils who need more adapted support and resources or specific targeted interventions.

Lead staff members:

Mental Health and Emotional Wellbeing Lead:

Mrs Sarah Hand (Head of School at Park Hall Infant Academy)

Mrs Lynsey Amos (Head of School at Park Hall Junior Academy)

Pupils with Medical Needs

Children with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with the school nurse and parents and if appropriate, the pupil themselves.

Staff who administer and supervise medications, will complete formal training.

All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within 'Supporting pupils at school with medical conditions' (DfE) 2014.

For further information please use links below:

<https://primarysite-prod-sorted.s3.amazonaws.com/park-hall-junior-academy/UploadedDocument/295e64a5-0159-49c1-b103-3c7cbc0d9be4/phja-medical-conditions-policy-2024-2025.pdf>

<https://primarysite-prod-sorted.s3.amazonaws.com/parkhallinfantwalsall/UploadedDocument/4e131d8b-ac4c-4611-ae5b-1fde2ea0d0cf/phja-medical-conditions-policy-2024-2025.pdf>

Extra-curricular Activities and School Trips

Action is taken to ensure that all SEND pupils are included in school trips and after school activities. Risk Assessments are carried out prior to a school trip, through a teacher visit, where information is obtained to decide what level of support a SEND pupil will need, this is with discussion with venue owners, Risk Assessment Lead, parents/carers and if deemed appropriate parents/carers are invited to participate. Additional adult support is provided for after school activities where it is needed.

Accessibility

The following adaptations have been made to the school environment:

- Disabled parking spots marked and located next to the school receptions.
- All steps edged with white / yellow to ensure they are easier for those with visual impairments to negotiate.
- Some toilets have been adapted to ensure accessibility for children / visitors with a disability.
- A medical room has been provided in order to enable a safe place for administering medicine.
- A special electronic changing bed is available.
- Support from Lindens Outreach sought where it was deemed necessary for a new pupil.

Our Accessibility & Equality Policy & Action Plan describes the actions the school has taken to increase access to the environment and the curriculum.

Transition to the next school, preparation for adulthood and independent living

We support all our parents/carers with SEND children through the process of choosing the next phase of education for their child.

The annual review in YR1/YR5 for pupils with an educational need or an EHCP begins the process where parents are supported to make decisions regarding junior/secondary school choices.

YR2/YR6 Phase Transfer reviews are held in September and parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible. We share information with the school or other setting that the pupil will be moving too. Face to face meetings are carried out with secondary school SENCO/pastoral support or Year Group Leads.

All pupils joining the school in nursery have home visits carried out by Nursery Lead. For all new pupils to reception discussions are held with previous setting and where it is deemed necessary SENCO and Reception Lead go out to visit. All those pupils who have already been identified as having SEND needs, a meeting is held with previous setting, Reception Lead, parents and SENCO. A transition book is completed for new pupils so that they can begin to familiarise themselves with their new teachers, classroom and other areas.

For those pupils who need additional transition, extra sessions are offered by secondary schools and by the Loriners MAT and where it is in the best interests of the pupil a reduced starting timetable may be implemented.

Walsall School Nursing Service provides a number of workshops to support children and parents through the transition process, e.g. 'Transition' and 'School Readiness' and these are delivered at our schools.

Parents can access the website of the National Careers Service that offers information and professional advice about education, training and work to people of all ages.

<https://nationalcareersservice.direct.gov.uk> or examine options identified in the local offer published by the local authority which sets out details of SEND provision - including the full range of post-16 options – and support available to children and young people with SEN and disabilities to help them prepare for adulthood, including getting a <https://send.walsall.gov.uk/>

Further Information

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the MAT's response to meeting these needs please contact the following:

- Your child's class teacher
- SENCO
- Heads of School
- The Executive Head Teacher
- SEND Governor

Support services for parents of pupils with SEND include:

- Information, Advice and Support Agency Network offers independent advice and support to parents and carers of all children and young people with SEND and will direct visitors to their nearest IAS service
<https://councilfordisabledchildren.org.uk/about-us-0/networks/information-advice-and-support-services-network/find-your-local-ias-service>
- For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services. Information on this free service is located here
<https://send.walsall.gov.uk/tell-us-what-you-think-about-send-services/what-do-if-youre-unhappy-send-services>
- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here
<https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>
- Walsall Local Offer for Special Educational Needs
<https://send.walsall.gov.uk/>

Monitoring Arrangements

This policy and information report will be reviewed by Manjit Dickson Inclusion Lead and SENCO annually. It will also be updated if any changes are made to the information provided during the year.

References

The SEND Code of Practice 2014 The Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
<https://www.legislation.gov.uk/ukpga/2014/6/part/3>

Equality Act 2010

<https://www.legislation.gov.uk/ukpga/2010/15/contents>

Supporting pupils at school with medical conditions August 2017.

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

SE7 Local Offer: Framework and Guidance.

<https://www.gov.uk/government/publications/local-offer-guidance>

Schedule 1 of the Special Educational Needs and Disability Regulations 2014.

Glossary

A glossary of SEND terms is included in the appendices of the SEND Code of Practice (pages 278-286)

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Date of Policy September 2025

Member of Staff Responsible: Mrs M Dickson

Governor responsible for SEND: Mrs S Ali