SEN
Policy
&
Information report

Reviewed: September 2024

Ratified by the Governing body:

Date of next Review: September 2025

1. Aims

Our SEN policy and information report aims to:

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

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:

- 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, SEN coordinators (SENCOs) and the SEN information report

3. Definitions

A student has SEN 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, or
- 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 children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 Leadership Team

They will:

- Have day-to-day responsibility for the operation of the school and the co-ordination of specific provision made to support all students who attend the school.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that all pupils receive appropriate support and high-quality teaching
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with secondary providers to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with teachers to ensure that appropriate provision for all pupils is in place. Ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

4.2 Class teachers
Each class teacher is responsible for:

- The safety, wellbeing, progress and development of every pupils in their class
- 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

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What kind of SEN provision is available at Palatine Primary?	This is a maintained day special school for pupils aged 5-11 years. Pupils will be provided with an appropriately paced and differentiated curriculum. We currently have places for up to 221 pupils. At Palatine the pupils' identified needs will be complex including: severe learning difficulties, profound and multiple learning difficulties, moderate learning difficulties and /or autistic spectrum conditions. These may include pupils with sensory or physical difficulties including visual impairments and hearing impairments. We also provide for pupils with specific learning difficulties and social communication difficulties. Pupils may also experience difficulties with behaviour as part of their learning need. The admission arrangements for our pupils can be found on our website within the admission procedures. West Sussex County Council manage admissions for pupils with EHCPS. Our values, vision and ethos are centred on personalisation and respect. The first section is: Our children; the heart of everything At Palatine we put no ceilings on what our children can learn. We believe it is our moral duty to enable our pupils to learn as much as they can, progress as far as they can and achieve as much as they can in order to be confident, competent, compassionate and contributing members of our community. There are no labels! All pupils within our community are treated equally and provided with the best opportunities that we can to meet their needs. No one within our community will be treated less favorably than anyone else.

How will Palatine identify and assess my child's special needs?	All pupils will have been assessed for and have an Education Health and Care Plan (EHCP).
How does Palatine evaluate the effectiveness of our provision?	We have robust procedures for the self-evaluation of our work; including using colleagues from our federation partner schools and a School Improvement Partner from the local authority, governors and external specialists to quality assure the work we do. We have an ongoing, regular and comprehensive internal self-evaluation cycle that supports us in school improvement work. Governors are provided with regular information through the headteacher's report, pupil premium strategy, sports premium report and data review which, coupled with a regular programme of visits and meetings with staff, enables them to judge the impact of the school's work. The school annually updates it's improvement plan, and all members of the school community contribute to this.
How do I know how well my child is doing at Palatine Primary?	Throughout the year you will have the opportunity to meet with your child's class teacher to discuss their work and the targets they are working on. You will also be able to look at your child's work and records of learning. Teachers will also provide you with information as to how your child is progressing. This will happen on parents' evenings and at an annual review which, depending on their academic year group, will take place in either the autumn, spring or summer term. A written report will accompany this. Staff will keep in regular contact with you through a homeschool book and / or phone calls and emails.
How will the staff support my child and how will the curriculum be matched to my child's needs?	All planning is adapted and personalised for each child and the support provided for each individual child is outlined in the EHCP/care plans and in individual toolboxes for each child. School staff are supported by members of the NHS nursing team, SALT, physiotherapists, OTs, the community paediatrician, educational psychologist and psychiatrist. For those with the most complex needs multi disciplinary meetings are held on a regular basis to plan and review support. Pupil progress meetings are held for pupils regularly to support teaching staff in delivering high quality individualised learning for each child.
How do we adapt the curriculum at Palatine?	Our curriculum is regularly reviewed and adapted to ensure it is exciting, relevant and individualised. We foster an enjoyment in learning across the four areas of need: communication and interaction, cognition and learning, social, emotional and mental health and sensory and physical skills. This means that

	pupils focus on the key skills as personalised to them ensuring that the core skills of literacy, numeracy, life skills and social and emotional skills are developed within a broad, relevant and exciting curriculum. We use our regular progress meeting structure to ensure our provision is right for each child. Children have access to individualised support to access the curriculum at an appropriate level.
What additional support for learning is available?	As part of the work of Palatine we constantly review and adapt the support required for pupils with the aim of ensuring that all become as independent as possible. We work with other professionals to do this (SALT, OT, Physiotherapy, medical professionals across a range of disciplines). Within school we also have staff trained to deliver different programmes and interventions such as Forest Schools, Sunshine circles and rebound therapy. We also use other approaches within class such Attention Autism and the See and Learn programmes as required based on children's individual needs.
What further activities are available in addition to the curriculum activities?	Palatine runs a range of clubs such as dance club and social during lunchtime. We also offer additional clubs after school such as Bee-Fit and Activ-8 school club. The playgrounds and Multi-Use Games Area are highly staffed to promote the development of play skills and social learning. Pupils go on regular outings to extend their learning. There are also opportunities to take part in sporting competitions such as the legacy games, county wide school games. Pupils in Year 6 have the opportunity to attend a residential.
What support is there for social and emotional development at Palatine?	The development of social and emotional skills is at the very core of all our work. All the staff work within a clear positive behaviour for learning policy that promotes pupil respect and decision making. Within the Spiritual, Moral, Social and Cultural curriculum emotional skills are a fundamental aspect of work. In addition each class works closely with families to support pupils. We access play therapy for pupils where appropriate and commission play therapist on site once a week who is able to offer therapeutic support of families and pupils. We have a qualified ELSA who is able to support pupils with all areas of nurture provision. Classes use 'Zones of Regulation' to support children to broaden their emotional literacy where appropriate. We continually look to expand our therapeutic offer and this year have a Music therapist who is able to support pupils.

	Palatine Primary School is part of the Thought-full schools groups which supports our SEMH and well being provision within school.
What training is provided to develop staff expertise?	All of our staff have undertaken significant training and qualifications and continue to do so throughout the academic year. Statutory training is undertaken and all staff develop their skills in curriculum delivery to enhance learning. In addition we provide training opportunities to those training to be teachers and nursery nurses. We also support professional learning throughout our Federation, South Downs SCITT and the wider special schools family in West Sussex. Our senior staff support colleagues in local schools too and are able to access national qualifications.
What equipment and facilities are there to support young people with special needs?	Palatine is a fully equipped special school with hygiene rooms, hydrotherapy pool, sensory rooms, soft play room, climbing wall, regulation spaces, sand and water play area, rooms for therapeutic interventions, Library, Food technology room and a Forest School area. All children are treated equally. Children with a physical disability are given the same opportunities as all of our pupils. We ensure that our facilities are accessible for all, including our hydro pool and forest school. There are hoists in a number of classrooms and rooms such as soft play and appropriate changing areas for pupils. Our building is on one level and accessible via ramps. Our fire evacuation policy puts in place support procedures for pupils with a physical disability. A full range of dietary requirements and all developmental stages within eating and personal hygiene development are catered for sensitively and individually according to need. We work with the therapy teams to use augmentative communication devices and occupational therapy and physiotherapy equipment to support all physical and sensory needs. Staff are trained to support children to access the equipment they need in order to support their individual plans, such as physiotherapy programmes. We work closely with parents to support pupils to be as independent as possible.
How are families involved in the education of their children?	At Palatine parents are fully included in the process of working with their children. This includes: • Initial visits to school

	• Home visits for reception age children and introductory meetings for all • Home/school book for information exchanges and key messages • Twice a year parent/teacher meetings • An annual report and Annual Review meeting • Parent workshops and training • Coffee mornings • Parental Representation on Governing Body • Parent involvement in changes in school through informal and formal consultations including a parent focus group • Regular questionnaires of families • Regular letters / newsletters and text updates. • Termly topic grids are provided that contain ideas about how families may support their child's learning In addition to this there is the 'Friends of Palatine Primary', a charitable organisation that promotes our work and helps to raise funds to continually improve the school.
How are young people consulted about their views in relation to their education?	All pupils in our school are treated with dignity and respect. There is personalisation of the curriculum for each pupil in order that they can access and experience success throughout their school life. The junior leadership team invites pupils to contribute to and decide on aspects of school life relating to their needs. We have a head girl and a head boy voted for from amongst the school community whose job it is to look after their fellow pupils and be positive role models to younger children. The assessment and annual review process of EHCPs includes the choices and views of pupils. Pupils contribute to their school report. Independent learning is encouraged, and pupils are taught to evaluate their learning and that of others. Pupils take part in evaluating the effectiveness of their school.
What do I do if I have a concern or complaint about the provision at Palatine?	In the first instance please contact your child's class teacher. If you still have a concern, then please contact the Headteacher. There is a complaints policy available on our website.
What specialist services can be accessed at Palatine?	The school receives advice from a range of health professionals in order to meet the needs of the pupils as assessed by the appropriate professionals. An NHS Special School Nurse (SSN) is scheduled to work on

	site Mon-Fri each week during term time and an NHS Speech and Language therapy team are allocated to Palatine, along with an NHS physiotherapist (PT) and NHS Occupational Therapist (OT). In addition, an NHS Therapies in Schools (TIS) PT and TIS OT also support pupils at Palatine. Regular Multi-Disciplinary Team (MDT) meetings are held as required involving a range of professionals and families. In addition, a range of specialist services can be accessed where they are written into the EHCP.
What are the school's arrangements for supporting pupils in transferring between phases of education or in preparing for adulthood?	All transitions are well planned for throughout school as pupils move from class to class and to a new key stage. Pupils are increasingly supported in planning for their transition from primary to secondary. Transition experiences are provided for pupils and we work with secondary schools, especially Oak Grove College (a school within our federation) where the majority of our young people move onto. This allows us to ensure transition is as positive as possible for our young people as they leave primary provision. The programme involves taster sessions, visits from Oak grove staff to Palatine and practice sessions at different times of the day with Palatine staff. Oak Grove staff are also invited to attend Pupil Progress Meetings / Feeding Forward and Annual review meetings in the summer term. It is a highly individualised and well planned process. Pupils joining us in reception will have the opportunity to visit, receive a home visit and have a taster session prior to their September start. We work closely with families to ensure the move from part time to full time schooling is appropriate to the individual needs to the child. Pupils joining in other year groups will have sensitive, appropriate transition arrangements made depending upon their specific needs and circumstances.
Where can I get further information and support?	Click here and this will take you to our website where you will find our admission arrangements, equality policy and accessibility information. http://www.palatineschool.org/
Where can I get information about the LA local offer?	Click here and this will take you to the LA local offer page on the West Sussex website. https://westsussex.local-offer.org/