


Park Community School
SEND INFORMATION REPORT

Name of Unit/Premises/Centre/School	Park Community School
Date of Policy Issue/Review	Approved by Governors: 14 March 2018 Review date: March 2019
Name of Responsible Manager/Headteacher	Laura Hamson (Assistant Headteacher/SENDSCO)
Signature of Responsible Manager/Headteacher	

At Park Community School we believe that:

A child or young person has SEND if they have a learning difficulty or disability which calls for special education provision to be made for him or her. (0-25 SEND Code of Practice)

We are also committed to adhere to the key principles of the Code of Practice:

- ***Taking into account the views of children, young people and their families***
- ***Enabling children, young people and their parents to participate in decision-making***
- ***Collaborating with partners in education, health and social care to provide support***
- ***Identifying the needs of children and young people***
- ***Making high quality provision to meet the needs of children and young people***
- ***Focusing on inclusive practices and removing barriers to learning***
- ***Helping children and young people to prepare for adulthood (0-25 SEND Code of Practice)***

Provision for special educational needs at Park Community School
<p>Park Community School is an accessible mainstream secondary with very strong values linked to inclusion, inclusive practice and ensuring success for every student of the school. At Park Community School we are committed to providing all students with an inclusive curriculum which promotes high aspirations and excellent outcomes. We believe that, along with parents and students, we have a responsibility to ensure all students are able to access, enjoy and achieve at Park Community School.</p> <p>Special educational needs are identified under the four key areas: cognition and learning, communication and interaction, social, emotional and mental health and sensory / physical disability or impairment.</p> <p>In order to meet the needs of all learners we consider inclusion to not just focus on proximity to the main school setting and the ability to access the setting through the inclusion of features such as a lift and disabled access, but also about the inclusion of students to every educational opportunity both as part of the main curriculum and all extra-curricular opportunities.</p> <p>In order to facilitate this we offer waves of intervention both inside and outside of the classroom, including a range of 'in school' alternative provisions to ensure the needs of learners are met.</p>

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Identification and assessment of need

At Park Community School, we are committed to the early identification of SEND and make use of a wide variety of information to identify, monitor and provide intervention for students requiring additional SEND provision.

A range of data is gathered by the SEND team and interpreted to determine SEND need. Support is allocated as necessary and students are identified on the SEND register using the coding: EHCP (E) / Statement (S); Support (K) and Monitoring (N).

Data used to identify SEND includes:

- Reading standardised scores
 - Spelling standardised scores
 - Numeracy assessment
 - KS2 data and transition information
 - CAT scores
 - Ongoing teacher assessment
 - External agency information/ diagnosis
 - Assessment data
 - Specialist advisory services recommendations and assessments
 - Information from parents and teachers
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- We are able to screen for Dyslexic tendencies and suggest teaching approaches/ intervention that would suit as appropriate, but cannot provide a formal diagnosis of dyslexia
 - Reading is tested twice a year: this data is used to prioritise SEND support.
 - Standardised scores are used to identify the level of need for students.

Provisions offered

SEND provision is allocated using a wave system with the aim of providing the most intensive support in Key Stage 3 in order to enable students to independently access the full curriculum by Key Stage 4 (Appendix I).

Interventions are planned, reviewed and evaluated using the: assess; plan; do; review cycle recommended by the Code of Practice. The full cycle is implemented at least once during every 6 week period of provision being provided. At the evaluation point, successful reviews are either continued, decreased in wave or ceased with student monitoring; reviews which identify less than expected progress will result in continuation of the intervention or a move to the next wave of intervention.

Student progress is also monitored via: assessment data, student review days and parent evening, reading, spelling, number scores, home school learning partnership, annual reviews and IEPs.

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Parent and student involvement

At Park Community School we believe that optimum success is only possible when the school, student and parents work together and therefore we adopt a 'person centred' approach to the development of all student programmes and provisions.

The student is at the heart of all provisions provided and decisions made regarding their education, so therefore their views and presence at all meetings is essential, as well as the completion of a 'my views' document in preparation for these meetings.

All parents are contacted with assessment data and have the opportunity to attend student review days and parent evenings. Additionally, parents of students accessing SEND support will be contacted: at the start and review of every provision, notified of, and invited to every annual review and home school partnership review, asked for feedback regarding the interventions used to support students and sent copies of the Individual Education Plans and Pen Portraits.

Expertise and staff training

For most students it is expected that excellent teaching will address their individual needs and ensure they make good progress.

In order to ensure this teachers are expected to differentiate by:

- Use data to identify potential barriers to learning and differentiate to support these
- Regularly monitor and assess progress
- Give effective and timely feedback to students and parents
- Be aware of specific needs of individuals within each class
- Differentiate learning to accommodate student needs: including resources, learning activities, support and communication methods
- Direct and plan for support within the classroom

Additionally, for students identified on the SEND register, teachers are expected to:

- Know their specific barriers to learning so these can be supported
- Read and use student IEPs to assist understanding of student needs, support individuals may be receiving and reinforce this in the teaching
- Use Pen Portraits for relevant students to influence the teaching, support and communication with students
- Use task plans for those students who require this intervention

Where there is in-class support teachers should:

- Plan for the additional support in their lessons
- Direct in class support as appropriate and in accordance with students' IEPs to ensure maximum impact on students and progress
- Liaise regarding the progress of students and next steps

Alongside this, there is also guidance information made available to all staff about the different types of need that may be present in the classroom and how best to support students. Time is also allocated in staff meetings and training to ensure key SEND messages are shared and understood amongst the staff.

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The SENDCO and SEND team have specialist training in the interventions that they deliver and the particular areas of need that they work alongside. As well as this, members of the SEND team attend all external meetings with a special educational need focus.

Specialist support

As well as the specialist support within the school, advice and support is also sought for students requiring this from the following agencies:

- Educational Psychologist
- Speech, language and communication specialist
- Visual and hearing impairment specialist advisors
- CAHMS (Children and Adolescent Mental Health Services)
- Prospect Outreach / Include Service
- Occupational Health
- Specialist Teacher Advisors

Students requiring this additional support will either have an Education Health Care Plan or will have been referred by the in-school team as requiring additional, external intervention.

Mental health and well-being

In line with the 'Green Paper: Transforming Children and Young People's Health Provision' (DFE, Dec 2017) the school recognise the importance of prioritising and supporting the well-being and mental health of students in school. The SENDCO takes the role of the designated mental health lead and consequently is the main point of contact for all external agencies where support for student mental health and well-being is sought.

Student well-being and strong mental health are vital to thrive and achieve. At Park Community we work on putting in place interventions to support and prevent a decline in student mental health, working on a principle of early intervention.

Students are encouraged to think, and learn, about mental health and well-being in assemblies and through the SMSC programmes delivered in school. These have a particular focus on creating a community where there is no stigma regarding mental health and well-being and everyone is valued and belongs to the school community.

Members of the SEND team attend regular training events focused on understanding and supporting student mental health and well-being, with the responsibility of disseminating to the rest of the school community.

In school support for mental health and well being

- SOLACE counselling service
- FIEPS Welfare, support and guidance work
- ELSA intervention
- Personalised learning provisions and programmes
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External specialist support accessed for mental health and well being

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- Prospect Outreach / Include Service
- CAMHS
- Mind

Supporting transition

At Park Community School we understand that a smooth transition is essential for optimum student outcomes and therefore this element of SEND support is given significant time and status.

From Primary to Secondary:

- Key members of staff will visit the primary schools during Year 5 and 6 to create familiarity with students
- The SENDCO will meet and liaise with primary SENDCOs at the start of the academic year, prior to transition
- An intensive transition programme of meetings will happen between the primary and secondary school to share student information and to discuss needs
- An additional transition programme of extra visits to Park Community will be arranged, where required for students
- An additional transition programme of extra visits from Park Community staff will be arranged, where required for students
- Members of staff from Park Community will attend home school learning partnership reviews, Annual reviews and other meetings regarding students making the transition to the school

Between schools:

- Details regarding IEPs and data will be shared with school where a change is being made from one to another

From Secondary to College:

- Students with SEND receive additional careers interviews
- Students with SEND can be accompanied on their college interview by a member of the SEND team
- The SEND team arrange additional transition visits for students as required

Additional information

- **School SENDCO:** Mrs Laura Hamson – SENDCO and Assistant Headteacher
- **School Assistant SENDCO:** Ms Jane Shuttle
- **School Governor responsible for SEND:** Mrs Tessa Short
- **School SEND Policy:** Available on the main school website
- **Complaints:** The head of year, mentor, teacher, PSG and SENDCO should be the first point of contact regarding any concerns. The school's complaint procedures are set out on the main school website.

Parents / carers have a right to appeal to the SEND tribunal after every annual review to challenge any issue. Parents of students with SEND whose concerns cannot be resolved by the usual school procedures can request independent disagreement resolution. The school will make further information about the process available on request.

- **Local Authority Information Report:** update address and add link