

PARK COMMUNITY SCHOOL
Special Educational Needs and Disabilities (SEND) Policy
(Updated for new SEN Code of Practice September 2014)

Approved by Governors on 3/12/14

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.

We believe the following to be central to students' success:

- Early identification of need
- Focussed intervention as necessary to secure progress
- Collaboration with parents to support students
- Involving students in reviews of their progress and identifying specific needs
- Working with external agencies , where appropriate, to further support students' needs

What is SEND?

Children have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority.
- Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them.

(Code of Practice September 2014)

Categories of need

SEN need is identified under the following categories:

- ✓ **Communication and Interaction**
- ✓ **Cognition and Learning**
- ✓ **Emotional Social and Mental Health**
- ✓ **Sensory and Physical Disabilities**

Cognition and Learning

This category includes MLD (Mild learning difficulty) and SLD (severe learning difficulty)

- Rate of progress is slow and they are working substantially below that expected for children of a similar age
- There may be delay in language acquisition and difficulty with communication skills
- There may be specific learning difficulties (SPLD)
- They may have difficulty understanding concepts, have poor short term memory and processing difficulties
- They may be socially and emotionally immature and have limited interpersonal skills

SPLD: Specific learning Difficulties

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These may include:

- Dyslexia
- Dyspraxia
- Dyscalculia
- ADD/ADHD
- Auditory processing disorder

Social, Emotional and Mental Health difficulties (SEMH)

- Students have social, emotional or mental health difficulties which significantly affect their behaviour and regularly creates barriers to their learning and others
- They may have difficulties acquiring social and emotional skills necessary to succeed
- Usual positive behaviour techniques and differentiated learning opportunities may not allow student to make progress
- Over time behaviours may result in withdrawal, poor relationships, non-cooperation, frustration and poor progress

Communication and Interaction

- **Speech, Language and Communication**
- **Autistic Spectrum Disorder**

- Language and communication difficulties create a barrier to learning and/ or the development of social skills and relationships
- Areas of speech, social communication, language and fluency are not age appropriate
- Speech may be delayed or disordered, making social interactions difficult and causing frustration, stress and/ or challenging behaviour
- Difficulty in understanding and/ or expressing emotions, abstract and non-literal language

Physical Disability (PD) Visual Disability (VD) hearing Impairment (HI)

Physical Disability (PD)

- A disability of impairment that causes barriers to learning
- This may also affect the development of self-esteem and emotional well being
- This will require specialist care and equipment
- This may require an additional adult in school to support the student in overcoming barriers to learning

Hearing Impairment (HI)

- May have a hearing aid
- May have difficulties hearing if there is background noise
- May have delayed speech or articulation
- May have poor auditory memory
- May have difficulties with self esteem
- May require additional specialist equipment

Visual Disability (VD)

- May have a diagnosed condition which causes them to be visually impaired
- May struggle to see things on the board
- May require text enlargement
- May have difficulty judging speed and distance
- May sometimes find handwriting difficult

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- May have some issues with self esteem

Identifying SEND

We are committed to early identification of SEND and make use of wide variety of information is used to identify, monitor and provide intervention for students requiring SEND provision.

A range of data is gathered and interpreted to determine SEND need allocate support as necessary and update students' status on the SEN register so teachers are able to differentiate their teaching and ensure ALL students make excellent progress.

Data used to identify SEND includes:

- Reading age data
- Spelling age data
- Numeracy assessment
- KS2 data and transition information
- CAT scores
- Ongoing teacher assessment
- External agency information/ diagnosis
- Half termly assessment data
- Specialist advisory services recommendations and assessments
- Information from parents and teachers
- We are able to screen for Dyslexic tendencies and suggest teaching approaches/ intervention that would suit these as appropriate, but cannot provide a formal diagnosis of dyslexia

Standardised scores are used to identify level of need for students:

Standardised Score	Below 70	70-84	85-89	90-110	111-115	116-129	130 and above
Description	Well below average	Below average	Low average	Average	High Average	Above average	Well above average

Reading ages are tested 3 times every year: December, April and July. This data is used to prioritise SEN support. An indication of this is given in the table below and likely impact on SEN status is also indicated.

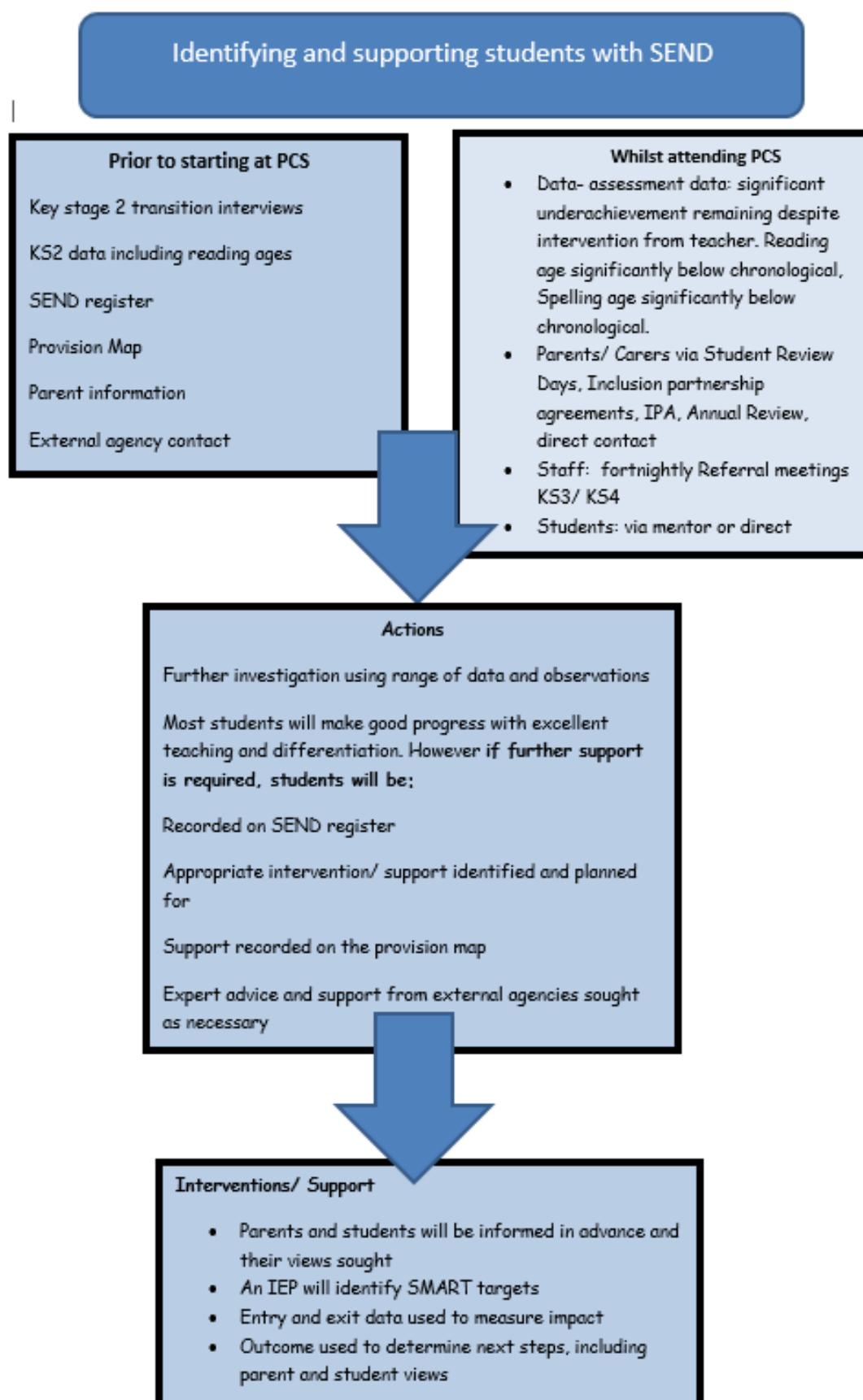
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	Reading Age	Action
Red	RA below 8.10	K S3 : Students will be targeted for 1 to 1 intervention for a period of at least 6 weeks
Amber	8.10-10.5	K S2: Students will be targeted for 1 to 1 or small group intervention for a period of at least 6 weeks
Green	10.6-chronological	N S1: Students will not receive SEN support but their progress will be monitored closely and teachers will ensure they use appropriate strategies to support the student in making good progress to narrow the gap between their reading and chronological age.
Blue	Chronological age plus	No additional need is suggested, students needs will be well catered for by ongoing excellent teaching and appropriate differentiation.

SEND is recorded on the SEN register under the following headings:

Statement (S)	Students have significant barriers to learning which require support/ intervention significantly above that which most students receive. The statement gives statutory guidance for the support of individual students' needs and specific objectives teachers must support the student in achieving.
EHCP (E)	The Education Health Care Plan replaces the Statement from September 2014 and focussing on a 0-25 years plan with an onus on multiagency collaboration and a stronger emphasis on aren't and child views. All new statutory assessments will be EHCPs and those with a statement will be gradually moved to EHCPs starting with year 11 students.
SEN Support (K)	Students who have barriers to learning which hinder their progress over time. These students are identified and requiring additional SEN support in this academic year. The criteria outlined in the identification of need section is used to determine the level of support required. This will be indicated on the SEN register with a K.
SEN Monitoring	Students who are underachieving when compared with their peers and who need clear differentiation from teachers to ensure they make good progress and close the gap between themselves and their peers. N indicates that the student is not receiving additional SEN support currently but that their progress is being monitored closely and they may require additional intervention in the future.

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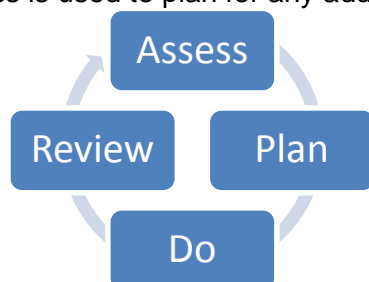
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Supporting students with SEND

It is expected that intensive support will be given in years 7 and 8 to address significant learning needs early on, allowing students to independently access a full curriculum by Key Stage 4.

However, intervention for those who need it continues in years 9-11 as necessary.

The following process is used to plan for any additional support students require:



Types of support/ intervention for students on the SEN register

Support 1 (S1) (Usually indicating by an N on the SEN register)

For most students on the SEND register it is expected that excellent teaching will address their individual needs and ensure they make good progress. Teachers are responsible for differentiating their lessons to meet the learning of their class and measuring progress at regular intervals.

Teachers also identify students with SEND, LA and PP on mark sheets and seating plans to ensure they have a thorough understanding of students' needs and potential barriers to learning.

Progress of these students is monitored via half termly assessment data and termly reading assessments.

Support 2: (S2) (for students identified with a K, S or E on the SEN register, then specified on the Provision Map)

For some students, group interventions will be put in place, usually for a period of 6 weeks, to focus on a specific area of need and work on specific targets to help students progress. This will be recorded on the provision map.

This may also include some in class support for specific groups of students and should be directed by the class teacher

Parents, students and teachers will always be involved in this process, being informed when it begins and finishes and sharing in their child's progress. Parents will also be requested to consent to intervention and share their views about its impact. An IEP will be used to share target setting with students, parents and teachers.

Support 3 (S3): (for students identified with K, S or E on the SEN register, then specified on the provision map)

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For a small number of students, specific 1 to 1 teaching will be required for a finite period of time to help them address very specific learning needs. This will usually be for a period of 6 weeks and will use specific entry and exit data to set targets and measure impact.

This may also include some targeted in class support for individual students and will be directed by the class teacher.

This will be recorded on the Provision Map.

Parents, students and teachers will always be involved in this process, begin informed when it begins and finishes and sharing in their child's progress. Parents will also be requested to consent to intervention and share their views about its impact. An IEP will be used to share target setting with students, parents and teachers.

Exam Access Arrangements

In accordance with the requirements of the Joint Council for Qualifications (JCQ) students may be eligible for exam access arrangements. All students with identified SEN will have their provision reviewed at the end of year 9 and any need for the assessment of access arrangements for exams will be identified at this point.

Examples of arrangements include:

- Access to a reader
- Access to ICT to record responses
- Rest breaks for those with physical, sensory or attention issues
- Up to 25% additional time for those with specific processing difficulties
- Provision of a scribe

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Examples of some of the interventions used at Park Community School are detailed below:				
Intervention	Overview	Criteria	Baseline data	Success Criteria
Accelerate/ Accelerate	A 1:1 phonics based reading programme delivered 20 mins a day, 5 X per week for 6 weeks.	Students with RA below 8.10 years, standardised score below 85.	Salford reading test /Phonological awareness assessment/ NFER GRT reading	Double ratio gains in reading age/ phonological awareness
Catch-Up Reading Programme	Catch Up™ is a structured 1 to 1 reading intervention focusing on the principles of Guided reading. Delivered 2 x 20 mins per week for 10 weeks.	Struggling readers with a reading age of 9 years to 10y. 6m. Standardised score below 85.	Salford Reading test/ NFER GRT reading (some Access)	Double ratio gains in reading age/
Communication Group	Provide a safe, secure and stable environment for the AS student to develop self-awareness and communication skills to manage positive relationships with adults and peers. Sessions focus on social skills, managing emotions and organisation.	Students on AS spectrum/ struggling with social skills	Pragmatic skills checklist Getting to know you assessment Self-esteem questionnaire	Pragmatic skills checklist progress Communication Target Sheet shows progress
Speech, Language and Communication	A narrative intervention programme or Vocabulary enrichment programme to enhance the understanding of narrative and word finding.	Students identified as having a speech and language disorder/delay. This is recognised either through primary schools or	BPVS English key assessment High frequency word list	English key assessment Targeted gains made in high frequency word list

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		testing by CAL teaching advisory service.		
Read Write Inc Spelling programme	A phonetic spelling programme delivered 4 x 30 mins per week for 6 weeks.	Students identified as having a significantly low spelling age in comparison to their reading age. Students identified as having dyslexic tendencies with spelling weakness	Vernon spelling test Dyslexia screening	Double ratio gains in spelling age.
Precision Teaching	Specific 1 to 1 teaching targeting specific needs linked to reading, language, writing, handwriting and maths	Students operating significantly below chronological reading/ spelling age (8.10 below)	Salford tests/ phono awareness	Double ratio gains based on teacher data
ELSA Emotional Literacy	Specific 1 to 1 sessions focussed on a programme of developing students' emotional literacy and resilience	Students referred for intervention by mentor or WSG manager.	Self-esteem questionnaire / student voice	Self-esteem questionnaire/ student voice
Friends intervention	Group intervention focussing on the development of students' emotional resilience: managing anxiety, coping with change	Students referred for intervention by mentor or WSG manager	Resiliency questionnaire	Resiliency questionnaire
Aim High	Personalised programme which can include students coming	Students who have had lengthy seclusions,	Behaviour diaries Attendance	Successful reintegration into

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	out of mainstream lessons for a short period of time. Also used for respite and reintegration of students back into full time education.	disengaged in subject lessons and disruptive behaviour.	Termly reporting data	mainstream classes.
Motiv8	One day per week programme for 12 weeks to support students on managing their behaviour and developing self-esteem/confidence.	Year 9 and 10 students with a high number of behaviour incidents recorded. Also students identified as vulnerable and lacking in emotional resilience	Behaviour diaries Attendance Self-esteem questionnaire	Reduction of behaviour incidents. Increased attendance Positive improvement in self-esteem evaluation Pupil voice
Alternative provision				
Inspired Learning	An alternative learning experience for a minority of key Stage 4 students to ensure they are able to gain qualifications before leaving school which will enable them to make choices about their future. Inspired Learning builds and develops individual programmes for each student involved.	KS4 students who have received other interventions, poor attendance, disengagement from school and who are at risk of permanent exclusion.	Behaviour diaries Attendance Termly reporting data	3 levels of progress met. Successful placement on leaving school.

Recording SEND and monitoring progress

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SEN register

This document is accessible by all staff and used to maintain a record of which students are identified as having SEND and reasons for this.

Sims- my marksheet entry- SEN marksheet

Surname Forename	FSM	SEN Status	SEN Need	Looked After	Pupil Premium Indicator	English Test Level KS2 Key Stage 2	Maths Test Level KS2 Key Stage 2	Validated Result	ENGLISH KS2 End of KS2	MATHS KS2 End of KS2	SCIENCE KS2 End of KS2	CAT non-verbal	CAT Verbal	CAT Quantitative	CP TRACKING	RA MARCH 8 YEAR 8 MARCH RA	RA SEPT 9 YEAR 9 SEPT RA	RA MARCH 9 YEAR 9 MARCH RA	RA DEC 10 YEAR 10 DEC RA	RA JULY 9 YEAR 9 JULY RA	SA SEPT 8 YEAR 8 SEPT SA	SA MARCH 8 YEAR 8 MARCH SA	SA SEPT 9 YEAR 9 SEPT SA	SA MARCH 9 YEAR 9 MARCH SA	SA JULY 9 YEAR 9 JULY SA	Specific need
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The SEN register is reviewed every term to ensure it accurately reflects student need. It is updated throughout the year to ensure an accurate representation of need is recorded.

Provision Map

This document records all interventions for students identified with K, S or E. It maps all interventions and support including:

- Baseline/ entry data
- Start and end dates
- Exit data
- Impact on learning
- Next steps
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This document is updated throughout the year, a minimum of 3 times. A RAG system is used to measure the impact of interventions and identify any further need.

It can be found on the school intranet- shared documents- departments- SEN

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE	AF
Last Name	First Name	SEN STATUS	Pupil Premium	Year Group	IPA	Mentor Group	Reading Buddy	Programme 1	Wave	LSA/Staff	Programme 2	Wave	LSA/Staff	Start Date	End Date	RA Start	SA Start	RA End	SA End	Salford Reading Entry	Salford Comprehension Entry	Salford Reading Exit	Salford Comprehension Exit	Phonics Assessment Start	Phonics Assessment End	Attendance Start	Attendance End	Behaviour Start	Behaviour End	Self Esteem Start	

Progress of all students on the SEND register is monitored:

- Every half term via subject assessment data
- Termly via reading data
- PRGS and parent evenings

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Progress for students receiving intervention is monitored:

- Via entry and exit data as recorded on the provision map (usually every 6 weeks)
- Via IEPs
- IPAs (Inclusion Partnership Agreements) for specific students every 6 weeks
- Annual reviews for statemented students or students with EHCPs

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Parent views and support are sought for all students receiving intervention via (In addition to the usual parent evenings, PRGS days):

- Sharing of Individual Education plan (IEP) and asking for comments
- Identification of strategies parents can use to support
- Parent questionnaire and feedback

Quality Assurance and review

Quality assurance of interventions is undertaken in the following ways:

- Termly analysis of progress data and impact
- Termly presentations by members of SEN team identifying successes and areas for development
- Termly observations of interventions by SENCo and assistant SENCOs
- Student questionnaires on exit from intervention
- Parent questionnaires on exit from intervention
- Teacher comments in IEPs

Outside Agencies

Advice and support is sought for students requiring it 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 and Troubled Families support
- EMTAS
- Multi agency liaison meetings with representatives from Social services, health, and the Educational Psychology Service are held on a termly basis to ensure effective collaboration in identifying and providing provision for vulnerable students.
- The Connexions Service personal advisor is invited to attend all Annual reviews in years 8 and 10 in order to contribute to Transition Plans.

What if I believe a student has SEND which are hindering their progress?

- For most students it is expected that excellent teaching will address their individual needs and ensure they make good progress. Teachers are responsible for differentiating their lessons to meet the learning of their class and measuring

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progress at regular intervals. Teachers can also seek further support from the SEND team and support guidance on Intranet, SEN

- Teachers should also use their SEN marksheet to review potential barriers to learning by reviewing reading data, CAT scores and SEN need.
- Parents should contact their child's mentor who will pass concerns onto the SENCo. The SENCo will then review current provision for your child and rates of progress before contacting home to arrange to discuss concerns and any appropriate support.
- If, having used guidance and support barriers to learning continue to prevent or hinder progress, a referral should be made via email to the SENCo who will review the student and either:
 - a) Give further advice
 - b) Organise for observation by SEN team or external agencies
 - c) Complete additional assessments of student needs
 - d) Implement support or intervention as deemed necessary

My Responsibilities as a teacher or mentor

The progress of ALL students in your classes is your responsibility. The class teacher must identify need, plan for learning and support, review impact and assess.

In differentiating for your class it is your responsibility to:

- ✓ Use data on marksheets and 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 your classes
- ✓ Differentiate learning to accommodate these needs. Including resources, learning activities, support and communication methods
- ✓ Direct and plan for support within your classroom
- ✓

For students on the SEN register you must:

- ✓ Indicate this on your marksheets and seating plans
- ✓ Know their specific barriers to learning so you can support with these
- ✓ Read and use student IEPs to help you understand support individuals may be receiving and be able to reinforce this in your own teaching
- ✓ Use Pen Portraits for relevant students to influence your teaching, support and communication with students

In class support

This is allocated by the SENCo or head of department.

It is the class teacher's responsibility to direct in class support and ensure additional adults are working with students requiring support.

Class teachers should plan for additional support in their lessons.

Teachers should direct in class support as appropriate and in accordance with students' IEPs to ensure maximum impact on students and progress.

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Teacher and support teachers should liaise regarding the progress of students and next steps.