Park Community School

SEND POLICY

Name of Unit/Premises/Centre/School	Park Community School
Date of Policy Issue/Review	**Approved by Governors: 14/09/2016** **Review date: September 2017**
Name of Responsible Manager/Headteacher	Laura Hamson (Assistant Headteacher/ SENCO)
Signature of Responsible Manager/Headteacher	*L SHamson*

Park Community School SENCO

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Park Community School recognises the importance of effective coordination of the Special Educational Needs provision and therefore the SENCO is part of the Senior Leadership Team as an assistant headteacher.

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 regardless of their needs. 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 demonstrated through our core values of attainment, resilience and autonomy.

At Park Community School we firmly believe that every teacher is a teacher of every student, including those with special educational needs and therefore we place value on ensuring all teachers have access to the training and information necessary to implement the excellent teaching required by all.

This policy should be read alongside the policies for: Behaviour, Safeguarding, 'In school' alternative provision, Teaching and learning and Supporting students with medical conditions.

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SEND POLICY

Aims

At Park Community School we are committed to providing all students with an inclusive curriculum which promotes high aspirations and excellent outcomes so: 'expectations and achievement for children with special educational needs and disabilities is the same as for all children' (DFE, 2014, p.3).

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 through having a: 'clear approach to identifying and responding to SEN' (DFE, 2014, p.12) and 'strategic development of SEN policy and provision in the school' (DFE, 2015, p.108).

Objectives

At Park Community we believe the following to be central to securing student success and achieving our aims of excellence for all:

- Early identification of need to ensure that these are met
- Focused and strategic use of intervention (as necessary) to secure progress
- Collaboration with teachers and parents to support student needs ensuring there is effective communication between parents and school
- Involving students in reviews of their progress and identifying specific needs to ensure students are fully involved in decisions which affect their education
- Working with external agencies (where appropriate) to further support student needs creating effective partnerships to support students

By working towards these objectives we believe this shows our commitment 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)***

Identification of SEN

Children have special educational needs if they have a difficulty, or difficulties, that call for special educational provision to be made for them in order to make progress.

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)

At Park Community School we are committed to the early identification of SEND and make use of wide variety of information to identify, monitor and provide intervention for students requiring SEND provision. A range of data is gathered and interpreted to determine SEND need and to allocate support as necessary, as well as to 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 (Reading ages are tested twice a year: December and July)
- Spelling age data (Spelling ages are tested once a year)
- 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

SEN Areas of need

- ✓ 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. 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 create barriers to their learning and that of 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
- Students are likely to demonstrate difficulties in managing and responding to their emotions

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
- May have some issues with self esteem

The Equality Act (2010) defines a person with a disability as someone who has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. Having a disability does not mean a student has special education needs and so this should not be assumed. Students with disabilities can expect reasonable adjustments to be made in order for them to access the full school experience.

Although the following are not indicators of special educational needs, these may impact on progress and attainment and therefore may make a student more vulnerable to underachievement which will also be considered and investigated when there appears to be barriers to the student's learning:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language
- Being in receipt of the Pupil premium grant
- Being a Locked after child
- Being a child of Servicemen / woman

Graduated Approach to SEN support

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 six 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 ages, IPAs, annual reviews and IEPs.

Wave	Interventions / Support	Criteria for access
Wave 3b – Specialist external	- Educational psychologist - Prospect Consultancy Service - CAMHS - CAL team	- EHCP - Already received wave 3a intervention / support Student will exhibit multiple barriers to their learning which requires ongoing support and intervention. Intervention will not be possible using internal specialist support and consequently external agencies will need to be involved in both the assessment and support offered. Student programme will be personalised to their needs and progress will be monitored through appropriate screening tools, assessment data and reports from external agencies.

Wave 3a – Specialist internal	- Additional highly personalised intervention – often 1-1 and ongoing - Speech, Language and Communication group / support - ELSA / Emotional literacy support - Inspired learning - Access arrangements - Reduced timetable - Allocated key worker - Music / animal / Lego rewards - Home tuition - AS nurture - Work placements	- EHCP - Reading age below 8.10 - BPVS - Communication and language checklist - ASD - IEP - IPA - Referral after receiving wave 2 or 3 intervention from pastoral, behaviour, attendance Student will exhibit multiple barriers to their learning which requires ongoing support and intervention. Intervention will be possible using internal specialist support, although external support may be required in identifying precise needs. Student will receive a personalised programme relevant to their needs. Student progress will be measured through relevant screening tool and assessment data.
Wave 2	- Additional interventions used to enable students to work at age-related expectations or to support additional needs 1-1 or small group intervention for a set period of time - Acceleread / Accelewrite - Catch-up reading / number - Read Write Inc - Friends intervention (for inclusion purposes) - Handwriting intervention - Spelling intervention - Anger management - Character building - Language group	- Reading age between 8.10 and 10.6 - CAT scores - Salford Reading and comprehension - Dyslexia screener - Dyscalculia screener Student will exhibit a barrier/s to learning which can be supported through a short-term intervention – outlined in an IEP. Impact will be measured at the start and end of the intervention. If progress is made student's progress will be monitored for the remainder of the academic year.
Wave 1	Inclusive, precision first quality teaching for all – using pen portraits, TA deployment in lessons and task plans as appropriate	- All PCS students - Reading age above 10.7

	• Daily reading in mentoring • Weekly number challenge in mentoring • Whole school literacy strategies	

Process for identification

On entry to the school all students undertake the cognitive abilities tests (CATs). Alongside this annual testing is used for spelling, reading age and numeracy until students reach or exceed their chronological age. These testing tools are one way in which special educational needs are identified.

Alongside this testing, students can be identified as requiring support as a result of: assessment data, behaviours exhibiting when in school, staff referral, parent referral or contact from an external agency.

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

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

Reading ages are used to identify the level of need for students: (From September 2016, Number ages will also be used in this way)

	Reading Age	Action
Red	Below 8.10	Students will be targeted for 1 to 1 intervention (Wave 3a) for a period of at least 6 weeks
Amber	8.10-10.5	Students will be targeted for 1 to 1 or small group intervention (Wave 2) for a period of at least 6 weeks
Green	10.6-chronological	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 ag (Wave 1).
Blue	Chronological age plus	No additional need is suggested. Student needs will be well catered for by ongoing excellent teaching and appropriate differentiation

Managing Student Needs

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

Statement (S) **EHCP (E)**	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.
	The Education Heath 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 – the last happening in 2016 / 17.
Support (K)	Students who have barriers to learning which hinder their progress over time. These students are identified as requiring additional SEN support in this academic year
	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.
	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
Monitoring (N)	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

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

A hard copy of the SEN register is distributed to all staff at the start of the academic year with guidance for support. After this point, the SEN register is reviewed every term to ensure it accurately
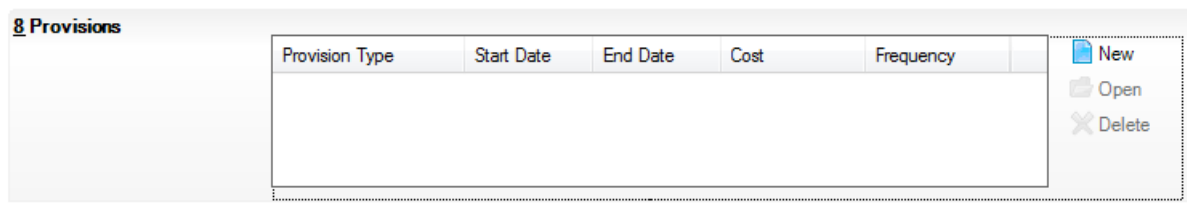
reflects student need and active interventions. The register is continually updated to ensure an accurate representation of need is recorded.

Provision Mapping

Student information regarding need and intervention, alongside an IEP will be recorded for every student on the SEN register, whether receiving an active intervention or not. This information is then able to be pulled through to create a map of all students receiving an intervention and the wave of support being provided.

Using this area of the SIMs profile it is possible to identify the types of intervention, both current and historic that students have received and the outcomes of these.

Individual Education Plan

IEPs are used for all students on the SEN register and are attached to student SIMs profiles. All interventions and strategies for support are recorded on one IEP for ease of teacher access and to provide a record of the support provided throughout the student school journey.

IEPs are shared with parents when first created and when updated as appropriate.

Referral Meetings

Referral meetings take place on a weekly basis, alternating from one Key Stage to the next. This is a time when all senior leaders and gatekeepers meet to discuss, assess and review student progress as well as how to meet the needs of all students. It is also when decisions are made regarding the extra provisions that students may require in order to meet their needs.

EHCP

In a minor number of cases the support able to be offered by the school may not be sufficient to enable a student to make the best possible progress. If this is the case then the SENCO, in consultation with parents and external agencies already involved, will consider whether there is a need to request the local authority to initiate a statutory assessment. The statutory assessment may enable the school to access additional resources or may enable a student to access an alternative provision, whichever is most appropriate for the student to make the best progress possible.

An application requires a considerable amount of evidence and takes time to be compiled. Once an assessment has been applied for the local authority have to make their decision about whether to assess within six weeks.

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
- Careers Service
- Occupational Health

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. All support is accessed after consultation with parents.

Criteria for exiting the SEN register

Students will be removed from the SEN register once all interventions which they have received are finished and have been deemed successful as the student has reached, and maintained the age-related expectations of their peers.

Once a final intervention is completed, students will remain on the SEN register as being monitored for a period of time. Only when the school is confident that additional intervention to support any needs are no longer required will student be removed from the register.

Supporting students and families

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.

Park Community encourages student to share concerns, discuss strategies and review progression, thus seeing themselves as equal partners in the decisions about their learning. We encourage all students to attend review meetings and to contribute their views in order to focus on their personal outcomes and goals.

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 IPA review, asked for feedback regarding the interventions used to support students and sent copies of the Individual Education Plans and Pen Portraits for review.

Local Offer and Information Report

Park Community School's Information Report outlines the provision for special educational needs and is available to parents from the school website. The information report also clearly identifies where parents can access information about Hampshire's Local Offer. This information is also available if parents wish to contact the SENCO.

Admissions and Transition

Hampshire County Council is the admission authority for all community and voluntary controlled primary and secondary schools and consequently is non-selective. The admission arrangements are determined by the County Council, after statutory consultations.

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
- 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 IPA 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 SEN team
- The SEN team arrange additional transition visits for students as required

Exam Arrangements

In accordance with the requirements of the Joint Council for Qualifications (JCQ) students with SEND 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.

Students and parents will be informed of all access arrangements that have been obtained and put into place for students.

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
- Access to an alternative venue in exceptional circumstances

Supporting students with medical conditions

We recognise that students with medical conditions should be properly supported in order to have full access to the school curriculum. Some students with medical condition may be disabled and where this is the case the school will comply with its duties under the Equality Act (2010).

Some students may also have special educational needs and may have an Education Health Care plan which brings together health and social care needs, as well as their special educational provision for which the SEND Code of Practice (2015) is followed.

As appropriate, staff are made aware of students' conditions and where appropriate staff receive suitable training. Risk assessments and care plans are also undertaken, as appropriate, in order to support these students.

For more detailed information, please see the Supporting Students with Medical Conditions Policy.

Accessibility

The school has an accessibility plan that is regularly monitored to ensure participation for all students both in and out of school.

For more detailed information, please see the Accessibility Policy.

Monitoring and evaluation of SEND

At Park Community we recognise that effective monitoring and evaluation is essential for interventions to be successful and for students to progress as expected. Progress of all students on the SEN register is monitored:

- Via subject assessment data
- Bi-annually via reading data
- PRGS and parent evenings
- Every six weeks of intervention
- Through student and parent voice
- Through teacher feedback
- Via IEPs
- IPA reviews
- Annual reviews

Quality Assurance and review

Quality assurance of interventions and the SEND provision is undertaken in the following ways:

- Termly analysis of progress data and impact
- Termly presentations by lead members of SEN team identifying successes and areas for development
- Termly observations of interventions by SENCo and assistant SENCO
- Student questionnaires on exit from intervention
- Parent questionnaires on exit from intervention
- Learning walks in lessons
- Presentations to SLT and Governors
- Teacher comments in IEPs

Training and Resources

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 SEN 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.

The SENCO and SEN 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 SEN team attend all external meetings with a special educational need focus, including local authority network meetings.

Roles and Responsibilities

- **SENCO**
  Leading the SEN team and ensuring an appropriate and effective SEND provision for all students is met, monitored and evaluated.
- **SEN Governor**
  Meeting with the SENCO about the SEND provision and holding the SENCO to account for the provisions made. Liaison with other members of the Governing Body regarding the school SEND provision.
- **Assistant SENCO**
  Coordination of the day-to-day running of the provision for students with specified provisions. Completion of non-legal administration and paperwork.
- **Designated Safeguarding Lead**
  Ensuring all child protection and safeguarding issues are investigated, supported and resolved.
- **PPG / LAC funding**

Coordination of the allocation of the pupil premium grant to effectively meet the needs of students in receipt of this funding. Ensuring all 'looked after' children are provided effectively for and able to make progress in their learning.

- **Teaching Assistants**
  Accountable to the SENCO and assistant SENCO for their roles whether these be: classroom based, intervention focused, learning support focused or extra-curricular.
- **Medical Officer**
  Takes responsibility for the completion of all health related care plans and risk assessments for students in school, as well as ensuring the medical needs are met for those students with medical consideration.

Storing and Managing Information

All information is gathered and stored in alignment with the school data protection policy which demonstrates the school's adherence to the data protection principles and commitment to the appropriate use of data.

Policy review

After initial drafting and approval, this policy will be reviewed by the leadership team on an annually basis. The policy is available to parents on the school website and is distributed to staff at the start of the academic year.

Dealing with Complaints

At Park Community we hope that students and parents feel fully supported in having any needs met all of the time. However, if there are concerns the progress leader, mentor, teacher, PSG and SENCO should be the first point of contact regarding any problems or potential apprehension.

If this contact does not satisfy your concern, 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.

Bullying

Park Community makes every effort to mitigate the risk of bullying of vulnerable learners. All students are aware that bullying is unacceptable and will not be tolerated. Students are encouraged to seek help and support so reported incidents of bullying are dealt with effectively and rapidly.

For more detailed information, please see the Behaviour Policy.