



# Park School Teaching Service SEND Policy

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## 1. Aims

Our SEND policy and information report aims to ensure that students with SEND are fully included in the life of our learning community at **Park School Teaching Service**, and have equal opportunity to fulfil their potential. The policy, in its design and implementation, complements the school's ethos and aims in identifying and reducing barriers to learning in order to give excluded pupils the opportunities that are available to their mainstream peers. All students are entitled to a broad, balanced, relevant and differentiated curriculum. As a school that predominantly educates pupils with a range of social, emotional and mental health needs we recognise daily that all students have individual educational needs which should be taken into account. All students, regardless of their ability and level of need, are entitled to succeed here.

The policy, in its design and implementation, reflects the **SEND Code of Practice 2015** and underpinned by the **United Nations Convention on the Rights of the Child (UNCRC)**, with **particular reference to:- Article 12 'Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.'** **Article 23 'A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community. Governments must do all they can to provide free care and assistance to children with disability.'** **Article 28 'Every child has the right to an education. Primary education must be free. Secondary education must be available to every child. Discipline in schools must respect children's human dignity.'** and **Article 29 'Education must develop every child's personality, talents and abilities to the full; it must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.'**

Furthermore, the policy also reflects the Inclusion Development Programme and guidance from the Nurture Group Network on Nurturing Schools. In particular, the policy draws directly from the Six Principles of Nurture Groups in setting out the guiding principles of the Park School Staff Team:

- Teaching and learning is best approached through a developmental lens, with active awareness of learning differences and learning difficulties
- Classrooms should offer a safe, supportive base from which students can take on the challenge of learning
- There should be a continuous focus on the development of self-esteem, as a fundamental contributor to achievement
- Language and literacy is vital to successful learning and social-emotional well being
- Unacceptable behaviour is best approached as communication of an unmet need
- Transition is significant in the lives of children.

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 co-ordinators (SENCOs) and the SEN information report

## 2. DEFINITIONS OF NEED

A pupil is identified as having 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

Park School follows a widely recognised, cumulative three-tier approach to differentiating levels of need, consisting of:

### *Social-Structural Models*

<b>Wave 1 - Universal</b>	School-based approaches designed for the benefit of all students.	<b>Quality First Teaching</b>
<b>Wave 2 - Targeted</b>	Additional school-based approaches for small groups of students.	<b>School Support</b>
<b>Wave 3 - Personalised</b>	Additional school-based and external agency approaches for individual students.	<b>EHCP</b>

1. *Quality First Teaching* – primarily classroom-based approaches

2. *SEN Support* (formerly divided into and known as ‘School Action’ and ‘School Action Plus’) - additional school-based and external agency approaches for small groups of students, provided on a short to medium term to address specific barriers to achievement.

3. *EHC Plan* additional school-based and external agency approaches for individual students, provided on a longer term basis to address persistent barriers to achievement. Students with a Statement of Special Educational Needs are also designated at this stage, with a Local Authority schedule and process in place to transfer.

### 3. INITIAL CLASSIFICATION OF PUPILS ON-ROLL

Having been allocated a place at Park School, on admission each young person is automatically deemed to have an additional need requiring support above and beyond the first wave in a mainstream setting, 'Quality First Teaching'. Therefore alongside QFT will sit the elevated support for all pupils that typically come under the umbrella term in having 'social, emotional and mental health needs' but may also include a specific learning need (**appendix 2 provision map all pupils**).

This support begins with the provision of a smaller overall setting, higher staff to pupil ratio, a curriculum with a strong social-emotional component and scope for personalisation, smaller teaching groups and a staff body with a high level of expertise in working with social, emotional and mental health needs. Where a pupil is viewed to require more formalised support through an Educational Health Care Plan, Park School will look to initiate statutory assessment – or where the pupil is dual-registered with a mainstream school, contribute to the statutory assessment process.

<https://www.gov.uk/children-with-special-educational-needs/extra-SEN-help>

Park school builds an initial profile of a student through:

- Risk assessment, using referral information and professional observation
- Baseline testing and screening, conducted within the first six weeks of a student attending Park School.
- Academic tracking, based on subject progress data provided by teachers every term.
- Attendance and behaviour tracking
- Ongoing professional observation, shared daily during briefings and de-briefs, taking into account presentation within Park school, feedback from parents/carers and any outside agencies.
- Review meetings – and where applicable, Annual Review meetings, Child Action Meetings and EHA reviews. In considering the factors above, Park School will seek to further clarify and collate evidence that will build up a picture of:

#### Severity

- Severity may depend on the setting and context in which students are taught
- Severity is a measure of how a student compares with his or her peers across Bolton or nationally
- Where possible it is based on standardised tests, rating scales or structured observation which provide evidence
- Attainment scores/centiles are used as comparisons with other students

#### Complexity

- Complexity takes account of the number and range of factors which may contribute to a child's SEN.
- It ensures each child is considered as an individual and as a member of the school community.
- The existence of complexities does not necessarily mean that the child's learning will be affected.
- Resilience and an ability to cope means that each child will respond differently.
- Understanding of the complexity of a pupil's needs depends on the collection of accurate information from a variety of sources.
- Personal targets and evaluations should reflect the complexity of a pupil's needs.
  
- Such complex needs might be due to a variety of issues including;

- o Lack of continuity in education due to moving schools or home setting
- o Missed opportunity for education due to illness or adverse life experiences

- o Bereavement or loss
- o Mental health issues
- o Child protection issues
- o Disability requiring therapy, medical support or equipment

The progress that a child has made in response to any support previously provided –primarily through quality first teaching (including differentiation), school-based intervention and the involvement of outside agencies - is a further consideration in deciding whether a student should move to a higher (or lower) stage within the three tiered framework

## **4. ROLES AND RESPONSIBILITIES**

### **4.1 The SENCO**

The designated SEND Coordinator Susan Cotter, along with support from Rachael Beattie (Deputy and DSL) undertakes the following duties:

- Attending meetings such as, transition meetings, PLP Reviews, Annual Reviews, Child Action Meetings (CAM) where issues are or maybe related to SEND
- Undertaking specialist assessments ahead of referral
- Liaising with educational psychologists and other agencies regarding SEND
- Liaising with families and the local authority with regards to the application for and maintenance of EHC Plans
- Communicating with post-16 provision on applications and SEND issues
- Communicating with partner schools on SEND issues relating to reintegration.
- Providing training to Park School staff on areas relating to SEND– including briefing staff on any new development to arise with a young person and providing access to relevant training for all staff for unusual or specific needs.

They will:

- Work with the Academy Lead and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide 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
- Advise on the graduated approach to providing SEND support and monitor the use of provision maps to support the ‘assess, plan, do, review’ process.
- Advise on the deployment of the school’s delegated budget and other resources to meet pupils’ needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Academy Lead and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date.

## 4.2 The SEN GOVERNOR

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the Academy Lead and SENDCO to determine the strategic development of the SEND policy and provision in the school.

## 4.3 THE ACADEMY LEAD

- Line manages the SEND Coordinator and works alongside the SEND governor to determine the strategic development of the SEND policy and provision in the school
- Works with the Leadership Team to ensure the quality of SEND provision is effectively deployed across the Academy
- Have overall responsibility for the provision and progress of learners with SEND

## 4.4 CLASS TEACHERS

Each class teacher is responsible for:

- The progress and development of every pupil 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
- Schemes of work having scope for differentiation, stretch and inclusion
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Identifying their own needs for training within the whole school responsibility of SEND
- Ensuring they follow this SEND policy.

## 5. SEN INFORMATION REPORT

### 5.1 The kinds of SEN that are provided for:

Our school currently provides additional and/or different provision for a range of needs, including:

- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), ODD (Oppositional Defiance Disorder) and other Neurodiverse conditions.
- Cognition and learning, for example, dyslexia, dyspraxia (SpLD- Specific Learning difficulties)
- Communication and interaction, for example, autistic spectrum disorders (ASD) such as Asperger's Syndrome and speech and language difficulties (SLCN)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, and epilepsy.
- Moderate/severe/profound and multiple learning difficulties. (Mld) Global learning difficulties (GLD)

## 5.2 Types of support and intervention

Park school places emphasis first and foremost on 'Quality First Teaching', described by researcher John Hattie as, "seeking learning through the eyes of students, appreciating their fits and starts in learning, and their often non-linear progressions to the goals, supporting their deliberate practice, providing feedback about their errors and misdirections, and caring that the students get to the goals and that the students share the teacher's passion for the material being learnt." ('Visible Learning for Teachers', 2011)

In addition to this, Park school has a number of strategies and interventions used to support students. Examples of these strategies include:

- Nurturing classroom environments with smaller class sizes
- High Staff to child Ratio
- Small structured groups
- There is often two members of staff present in each classroom
- 1:1 scheduled sessions with a key worker if required.
- Personalised, individual, timetables for each student.
- 1-to-1 and small group restorative conversation sessions, following an incident that may have led to upset for the learner or staff
- A range of vocational and alternative education subjects to enrich timetables all with qualifications attached to provide holistic learning opportunities
- Transport from school, placements and enrichment activities (subject to availability and suitability)
- Visits to placements and mainstream schools supported by a Learning Mentor
- Access, through a referral protocol, to professional-trained counsellors and mental health practitioners
- Assessment and application for access arrangements relating to examinations and other controlled assessment activities
- Support for KS4 pupils preparing to transition to post-16 provision with supported visits and SEND liaison with Post 16 providers

### **MODIFIED TIMETABLE? In mornings only/**

#### **Park school Provides**

- Teaching and learning approaches through a developmental lens, with active awareness of learning differences and learning difficulties.
- Fully resourced small class sizes to offer a safe, supportive base from which students can take on the challenge of learning.
- A continuous focus on SEMH (phase 1) needs underpinned by the development of self-esteem, as a fundamental contributor to engagement and independence.
- A 'focused respite' in terms of breaking **phase 1** cycles of conflict often rooted in high-anxiety and fight responses.
- An alternative educational environment that will likely lead to more successful **phase 2** outcomes in terms of achievement of qualifications.
- Spoken Language (Oracy) as a vital role towards successful learning and social-emotional well-being.
- Development of Emotional Coaching, resilience and self-esteem building through approach, language and pastoral support.



- Unacceptable behaviour is always approached as communication of an unmet need.
- Transition recognised as a significant period in the lives of our pupils.

## **6. IDENTIFYING PUPILS WITH SEN AND ASSESSING THEIR NEEDS**

Utilising data from the previous setting, observation baseline levels, class teachers and keyworkers will make regular assessments of progress for all pupils and identify those who progress in **phase 1 and phase 2 outcomes**:

Strong home/school liaison to encourage parents and carers to identify their concerns and ideas regarding the issues that may be underpinning behaviour.

- A closing of the attainment gap between the child and their peers
- Prevention of the attainment gap growing wider
- Matching or bettering the child's previous rate of progress and taking account of their difficulties
- Progress that ensures access to the relevant curriculum
- Progress that demonstrates an improvement in self-help, social or personal skills
- Progress that demonstrates improvement in confidence, self-esteem or behaviour
- Engagement in school life and learning evidenced primarily by attendance and behaviour data
- Use of Keyworking to identify behavioural triggers and monitoring these to identify patterns.

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Finally, the identification of students with SEND and the planning and delivery of responses is seen as the responsibility of every member of staff.

## **7. CONSULTING AND INVOLVING PUPILS AND PARENTS AND CARERS**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents'/carers' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents/carers when it is decided that a pupil will receive SEN support.

## **8. ASSESSING AND REVIEWING PUPILS' PROGRESS TOWARDS OUTCOMES**

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil

- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

### **8.1 Supporting pupils moving between phases and preparing for adulthood**

At moments of transition the SENCO will share information with the school, college, or other setting the pupil is moving to and advise on SEND status. There will be an agreement with parents and pupils which information will be shared as part of this.

1. Copy of EHCP and any AR documents accumulated
2. Copy of BIT provision maps to outline what interventions have happened and when
3. Copies of Intervention records
4. Copies of access arrangements where appropriate

All of this will accompany a phone call to the SEND lead at the forwarding provision and all documents will be sent securely by Egress.

### **8.2 Our approach to teaching pupils with SEN**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils and within the wrap around specialism for pupils with social, emotional and mental health needs.

#### **Social, emotional and mental health difficulties**

Pupils may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These externalized behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other pupils may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

#### **Cognition and learning**

Support for learning difficulties may be required when a pupil learns at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where pupils are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory

impairment. Specific learning difficulties, (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **Communication and interaction**

Pupils with speech, language and communication needs (SLCN) have difficulty communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use, commonly accepted, social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Pupils with an Autism Spectrum Disorder, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

### **8.3 Adaptations to the curriculum and learning environment**

From entry all pupils have a provision map **see appendix 2**. We make the following adaptations to ensure all pupils' needs are met:

- Adapting classroom layout and displays to suit the needs of SEMH pupils
- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc. writing scaffolds/frames, facilitating alternative methods to enable pupils to read for understanding and record ideas as a precursor to written work.

## **9. Additional support for learning**

We have a small team of Learning Mentors who are trained specifically to work with SEMH pupils providing: The number will fluctuate according to learner need but we maintain a ratio of 4 learners to 1 Staff at all times. Learning mentors' responsibilities are;

**1. In-Class Support:** Supporting pupils and teachers in lessons to ensure Quality First Teaching & Learning. They are a first point of access by providing professional advice on individual students, adapting resources, providing support strategy banks for common difficulty areas and contributing to planning.

**2. Deploying additional staffing to support curricular, enrichment and social activities through a 'person-centred' approach,** flexibly and according to where there is an identifiable and evidenced need.

**3. Intervention:** Supporting pupils in developing essential learning habits for the mainstream classroom – primarily through Key Worker interventions, mentoring and study skills interventions.

Delivering effective intervention to raise functional language and literacy skills of identified pupils with a view to them gaining greater access to and achieving higher grades across the mainstream curriculum. Delivering effective intervention to raise functional numeracy skills of identified students with a view to them achieving higher grades within the mainstream Maths curriculum and related subjects.

### **9.1 Expertise and training of staff**

Our staff are all experts at working in an SEMH school. Our SEN coordinator has eight years' experience at Park School and over 20 years as a teacher of English. We have a team of 12 staff who are all trained in de-escalation and positive behaviour approaches.

In the year 2022-2023 staff received training in:

- Drawing and talking therapy
- Trauma informed training
- Understanding PDA disorder
- Understanding and recognising the impact of domestic abuse
- Recognising and understanding Female genital mutilation.
- How to approach misogyny

In the year 2023/2024 the whole staffing team will participate in CPI training (crisis prevention institute) to further enhance their de-escalation and behaviour management skills.

## **10. Evaluating the effectiveness of SEN provision**

The SENCO is directly line managed by the Academy Lead. The SENCO, in keeping with school policy on line management of Support staff, monitors performance and draws primarily on observations of support sessions in conjunction with attainment data. Monitoring of performance draws primarily on observations of lessons in which Learning Mentors are acting as support, quality assurance of administrative tasks, and where appropriate, feedback from parents/carers and pupils.

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil and parent questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

To maintain good practice and contribute to CPD, The SENCO regular leads Departmental meetings and briefings across the Academy. To maintain good practice and form the basis of departmental CPD sessions, the SENCO will make available a number of resources with strategies to support pupils with SEN which can be accessed in the secured shared area: teaching / send / resources.

### **10.1 Complaints Procedure**

Concerns or complaints raised by parents are normally dealt with directly through telephone calls or interviews with the SENCO or other involved staff and records of these concerns or complaints are kept. Concerns that cannot be resolved in this way will follow a line of referral, involving the school's Assistant academy lead, the Academy Lead or the school's Governing Body. When necessary, parents will be supported in taking concerns to the Local Education Authority and fully informed of SEN Disagreement Resolution Procedures and SEN Tribunal Procedures. Information regarding external support groups, such as 'Bolton Information Advice' – formerly known as Parent Partnership, will also be made available.

## Appendix 2

Start Date:	Date	Desired Outcome of intervention/ Provision	Intervention in place	Additional support in place	Specialist Involvement	How often is this being delivered	Impact on intervention	Met? Y/N/P	Cost to school if applicable
		Manage anxiety with an agreed strategy	Opportunity to talk to a member of staff at all times.	LM		Daily			
			Mood cards available for non verbal communication				Daily		
		Attain level in English/Maths	Differentiated curriculum	Access to LM	Specialist Teacher	Daily			
			Small group work	Access to LM	Specialist Teacher	Per timetable			
			Further explanation and repetition of instructions	1:1 with a LM	Specialist Teacher	As needed			
		Show confidence in new social situation	Wellbeing Sessions	Access to LM	Pastoral staff	Weekly			
			Enrichment Activities	Access to LM	Pastoral staff	Weekly			
		Express personal views and opinions	Social skills group work		Specialist teacher	Weekly			

