

# Park School Teaching Service

## SEN policy and information report

<b>Approved by:</b>	Kiran Peart	<b>Date:</b> September 2021
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### 1. Aims

Our SEN policy and information report aims to:

Set out how our school will support and make provision for pupils with special educational needs (SEN)

Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Park School Teaching service is a complex organisation which makes provision on three sites for a wide range of students from 4 to 19 years of age.

The students are involved with the school for varying lengths of time and therefore require a great diversity of response from staff when considering their individual needs.

The school values the abilities and achievements of all its students and is committed to providing the best possible outcomes for all students.

This policy recognises the entitlement of all students to a balanced, broadly-based curriculum. The Governing Body will ensure that appropriate provision will be made for all students.

The SEN Aims of the School

- To ensure that all students have access to a broad and balanced curriculum
- To provide a differentiated curriculum appropriate to the individual's needs and ability
- To ensure the identification of all students requiring additional provision as early as possible
- To identify, develop and focus on students' strengths, interests and abilities, whilst acknowledging the unique challenges presented by their SEN
- To ensure that students take as full a part as possible in all school activities
- To ensure that parents and carers are kept fully informed of their child's progress and attainment and are involved in creating a shared understanding of their child's needs – facilitated by school planning meetings
- To ensure that students are involved, whenever possible, in decisions affecting their future provision
- To support all staff in the delivery of effective teaching and learning of students with SEN

- To ensure that the atmosphere in the school will promote a happy, sensitive and secure environment where students can feel confident that their SEN will be understood and met
- Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to achieve best outcomes by parents and carers, teachers, support staff and students working together
- To ensure that Governors are up to date and knowledgeable about the school's SEN provision

## 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

## 3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

A significantly greater difficulty in learning than the majority of the others of the same age, or

A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## 4. Roles and responsibilities

### 4.1 The SENCO

The SENCO is Kiran Peart

They will:

Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school

Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans

Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching

Advise on the graduated approach to providing SEN support

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 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 SEN up to date

## **4.2 The SEN governor**

The SEN governor will:

Help to raise awareness of SEN issues at governing board meetings

Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this

Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

## **4.3 The headteacher**

The headteacher will:

Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school

Have overall responsibility for the provision and progress of learners with SEN and/or a disability

## **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

Working with the SENCO to review each pupil's progress and development and decide on any changes to provision

Ensuring they follow this SEN 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:

Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties

Cognition and learning, for example, dyslexia, dyspraxia

Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)

Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

Moderate/severe/profound and multiple learning difficulties

### **5.2 Identifying pupils with SEN and assessing their needs**

SEN Code of Practice 2015

6.40 Consideration of whether special educational provision is required should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents. This should then help determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional is required.

Medical conditions

6.11 The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such students. Where children and young people also have SEN, their provision should be planned and delivered in a co-ordinated way with the healthcare plan. Schools are required to have regard to statutory guidance 'Supporting students at school with medical conditions' (see policy)

All pupils attending Park School Teaching Service require additional support and are registered as 'SEN School Support' on the SEN register unless they have an EHCP (Education Health and Care Plan). The process of considering SEN provision starts with the induction process, where students' and parents'/carers' expressed aspirations are facilitated and recorded. The resultant desired outcomes form the basis of planning, assessment and provision. It is important that all assessment and information is seen in the light of students' often complex needs and circumstances at the time of entry to the school and that any subsequent decision with regard to identification of need and provision must be made within this context. Approaches to assessment must be sensitive, neither making undue demands nor exposing the student to undue stress. Early identification of any change in their needs is a priority. It is also important that strengths and skills are recorded and facilitate planning. The school will use appropriate screening and assessment tools, and ascertain student strengths, needs and barriers to progress as part of the induction process.

### **5.3 Consulting and involving pupils and parents**

We will have an early discussion with the pupil and their parents upon entry to Park School. 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' 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.

### **5.4 Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

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 or 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.

Strategies for pupil's progress will be recorded in a PLP (Personal Learning Plan) and Pupil Provision Map (PPM) containing information regarding:

- The nature of the pupil's needs and strengths
- Long-term Outcomes
- Short-term targets/Outcomes
- Sources of assessment
- Impact of difficulties on learning and functioning in the school environment/community
- Strategies
- Monitoring and assessment arrangements
- Provision made
- Outcomes of provision

The plans will record only that which is different from or additional to the normal differentiated curriculum within the school, and will focus on the outcomes identified in the planning process with the pupil's and parents.

## **REVIEWING**

- PLPs/PPM will be monitored on a regular basis (at least twice per year) and will be part of all other school review systems and review of EHCPs. The school will endeavour to hold the reviews in a 'Person Centred' manner and parents' and carers' views on their child's progress will actively be sought. Wherever possible or appropriate, the school will involve students in this process.
- 'Parents (and carers) hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge, and experience to contribute to the shared view of a child's needs and the best way of supporting them.' (SEN Code of practice 2015 2.2)
- From Year 9 at the latest, reviews will focus on preparation for adulthood.

## **REQUEST FOR AN EHCP (EDUCATION, HEALTH AND CARE PLAN)**

- The school will request an EHCP needs assessment from the LA when, despite an individualised programme of sustained and graduated approach to intervention the child or young person has not made expected progress. An EHCP needs assessment might also be requested by a parent, carer or outside agency.
- An EHCP may be applied for by the school if this is deemed necessary as part of the transition process.

An EHC Plan will normally be provided where, after an EHCP needs assessment, the LA considers the child requires provision beyond what the school can offer.

However, the school recognises that a request for an EHCP needs assessment will not automatically lead to an EHCP.

- REVIEWS OF EHCPs (Education, Health and Care Plans)

EHC plans must be reviewed annually. The LA will inform the Headteacher at the beginning of each school term of the students requiring reviews. The SENCO will organise these reviews and invite:

- The student's parent or carer
- The student if appropriate
- Any relevant teacher
- The SENCO
- Representative of the LA and any other person the LA considers appropriate
- Any other person the SENCO considers appropriate
- Any other person the student, parent or carer considers appropriate

The aim of the review will be to:

- Assess the student's progress in relation to the objectives of the EHCP and Learning Plan (LP) targets
- Review the provision made for the student
- Consider the appropriateness of the existing EHC plan in relation to the student's performance during the year, and whether to cease, continue, or amend it
- Set new targets for the coming year

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

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

## **5.6 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.

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

We make the following adaptations to ensure all pupils' needs are met:

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.

## **5.8 Additional support for learning**

Park School Teaching Service firmly believes in developing a strong partnership with parents and that this will enable children and young people to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership. The school seeks to assist parents in developing an understanding of their child's strengths and needs, and in supporting them to help the child/young person to achieve their aspirations.

We have learning mentors who are trained to deliver interventions to support a pupil's individual needs.

Learning mentors will support pupils on a 1:1 or small group basis in the classroom.

We work with the following agencies to provide support for pupils with SEN:

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for, SEN students. When it is considered necessary, colleagues from the appropriate support services will be consulted. These can include:

- Educational psychologists
- Speech and Language therapists
- Physiotherapists
- Hearing impairment services

- Visual impairment services
  - Bolton SEN Advisory & Assessment Team
  - Careers advisors Connexions
- 
- Social Services
  - Ladywood outreach
  - CAMHS

## 5.9 Expertise and training of staff

All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEN student. As a routine part of staff development, INSET requirements in SEN will be assessed. Ongoing support and training is delivered by the SENCO in line with the aims of the school development plan and any individual needs of students. The Governing Body will undertake a similar review of training needs. Support staffs' requirements in supporting students' needs will also be considered. The School's INSET needs will be included in the School Development Plan (SDP).

Training includes:

Anxiety and Autism

Adolescence and trauma

Attachment disorder

Autism, sensory needs and our environment

Autism, Safeguarding, ADHD, Attachment Disorders and other specific learning disorders.

All staff has access to professional development opportunities and can apply for SEN or Inclusion training where a need is identified.

Designated Senior Staff receive regular, statutory training (Level 2) regarding safeguarding, and all school staff receive Safeguarding (Level 1) refresher training every two years. All staff receive training from the Local Authority SEND hub.

## Securing equipment and facilities

The school is aware that a lively, purposeful and structured learning environment is essential in promoting high standards and good working practices. Displays of pupils' work, stimulus materials and appropriate resources are very important in setting standards, raising expectations and also play a key role in effective behaviour management. All class teachers and tutors are expected to manage their display areas effectively and to contribute to displays in public areas of the school.

The structure and organisation of the classroom is also an important factor in developing effective working methods and a positive ethos.

It is expected that classrooms and learning areas are orderly environments where pupils can work effectively, comfortably and most importantly of all safely. It is crucial that adequate resources are provided and are accessible, and that pupils treat classrooms, workshops and any other learning environments with respect.

At Park School we believe that the development of capability in the safe use of ICT is an essential requirement of the pupils' education. ICT at the School is guided by the following principles:

- All pupils have an entitlement to the safe use of ICT throughout all Key Stages. They are expected to develop both understanding and practical expertise. Pupils develop their skills through specific teaching in ICT/Computing lessons, and as a result of the use of ICT in subject areas. All pupils will be taught how to use the internet safely and will be expected to follow the schools safety guidelines.

•All of our classes are provided with resources to ensure the delivery of a personalised curriculum. Where additional resources are required to enable a pupil to fully access the curriculum, advice is provided by appropriate professionals

### **5.11 Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

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

### **5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

All pupils are encouraged to take part in enrichment and wellbeing activities.

No pupil is ever excluded from taking part in school activities because of their SEN or disability.

### **5.13 Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- › Pupils are encouraged to join in with weekly pupil voice.
- › Pupils are encouraged to take part in school sessions aimed to promote social and emotional development such as wellbeing, structured games and team building exercises.

We have a zero tolerance approach to bullying.

### **5.14 Working with other agencies**

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for, SEN students. When it is considered necessary, colleagues from the appropriate support services will be consulted. These can include:

- Educational psychologists
- Speech and Language therapists
- Physiotherapists
- Hearing impairment services
- Visual impairment services
- Bolton SEN Advisory & Assessment Team
- Careers advisors Connexions
  
- Social Services
- Ladywood outreach
- CAMHS

### **5.15 Complaints about SEN provision**

The school's complaints procedure is on the school website. The SEN Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. These will be explained to parents if required.

## **5.16 Contact details of support services for parents of pupils with SEN**

[Bolton Information and Advisory Service \(Previously Bolton Parent Partnership Service\) - Local Directory of services, activities and events in Bolton \(mylifeinbolton.org.uk\)](http://mylifeinbolton.org.uk)

## **5.18 The local authority local offer**

Our contribution to the local offer is: [My Life in Bolton - a directory of services in Bolton - activities, events, things to do and what's on](#)

Our local authority's local offer is published here: [Special educational needs – Local Offer – Bolton Council](#)

## **6. Monitoring arrangements**

This policy and information report will be reviewed by Kiran Peart every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

## **7. Links with other policies and documents**

This policy links to our policies on:

Accessibility plan

Behaviour

Equality information and objectives

Supporting pupils with medical conditions