



SEND policy and information report

Approved by: Parkfield Transition Board

Date: March 2019

Last reviewed on: March 2019

Next review due by: March 2020

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

At Parkfield School we aim to promote the successful inclusion of students with special educational needs and disabilities.

We recognise the value and potential of all our children and young people by nurturing them as individuals with their own needs and preferred learning styles. We welcome students identified as having special educational needs or disabilities.

As an inclusive school we are committed to an integrated approach to learning and believe that we have a shared responsibility to ensure that each student is appreciated and nurtured. We consider every teacher to be a teacher of every student, including those with special educational needs and disabilities. We demonstrate this through our attitudes and practice and by being a welcoming and empathetic school community. We recognise the importance of establishing effective links between home and school and our wider community. We want all students to do well and we will ensure that a student with special educational needs has access to a range of specialist support services which meet their individual needs. This includes links to health and social care, educational support services and external support groups.

We seek to provide maximal opportunities for all our students ensuring that we raise aspirations and expectations across the whole range of abilities including students with SEND. Our firm belief is that all students should be valued equally, irrespective of their differences, but at the same time we appreciate the need for treating them all as individuals.

It is our intention to promote and develop a whole-school policy at Parkfield School through which we can promote inclusion and provide the appropriate support to ensure that all students achieve their full potential and prepare for adult life through effective learning.

We aim to achieve a community where parents, those working in school and specialists have a mutual trust and confidence in each other, created through clear, consistent approaches to communication and collaborative working, to ensure the best outcomes for students with SEND.

We aim to provide all children, including those with special educational needs and disabilities, with a broad, balanced academic and social curriculum, which is accessible and ensures they are included in all aspects of school life, feel equally valued and part of the school community and to become confident, independent individuals living fulfilling lives and who make successful transitions to their next phase of education or employment.

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 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 Mrs Thyrsa Pickering

They will:

- Work with the Principal 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 pupils and their parents are informed about options and a smooth transition is planned
- Work with the Principal 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 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 Principal and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Principal

The Principal will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in 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

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

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 SEN.

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.

5.3 Consulting and involving pupils and parents

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' 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 when it is decided that a pupil will receive SEN support.

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 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.

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.

We will also provide the following interventions:

- Direct support from the teacher in the classroom
- Where possible we will deploy additional support from an LSA
- Intervention activities during lessons, usually undertaken by an LSA
- Intervention sessions run before school, usually undertaken by an LSA
- Social support sessions

Parkfield School uses a graduated approach to the assessment of and intervention for SEND.

Wave 1 High quality teaching

Wave 2 Intervention, class level, small group or occasionally individual level

Wave 3 Highly personalised intervention for students on the SEND register receiving SEND Support and with Individual Education Plans (IEPs) or SEN Support Plans (SSPs).

All teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from Learning Support Assistants or other specialist staff.

However, additional intervention and support cannot compensate for a lack of high-quality teaching.

High quality teaching which must be differentiated for individuals (Wave 1) is targeted at the student's area of weakness.

Parkfield School regularly and carefully reviews the quality of teaching for all students, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEND most frequently encountered.

If progress continues to be less than expected, the SENCo will liaise with the teacher and assess whether the student has SEND. This includes the SENCo considering all of the information gathered from within the school about the student's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials, consultation with parents and the student. For higher levels of need, the school draws on more specialised assessments from external agencies and professionals as appropriate.

Concerns raised by parents and the student will be listened to and addressed using the school's graduated approach to the identification of SEND.

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 can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing as appropriate.
- 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.
- Adapting the learning environment to support the needs of individual students.
- Providing additional spaces for student with specific needs.

5.8 Additional support for learning

We have nine teaching assistants who are trained to deliver interventions such as 1:1 support, small group work in class, small group extraction work, social support group work. The school also provides a school counsellor and SEN students access this support as appropriate.

Teaching assistants will support pupils on a 1:1 basis when this is specified by an education health and care plan (EHCP).

Teaching assistants will support pupils in small groups when a need is identified but no EHCP is in place. Provision of this type of support is always based on affordability.

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

- Educational Psychologists (EP)
- School Nurse
- LA SEN Inclusion Team
- Speech and Language therapists
- Occupational therapists and physiotherapists
- Referral by EP or School Nurse to the Child and Adolescent Mental Health Services (CAMHS)
- Exam access assessors

In some cases, there is a charge for accessing specialist agency support; funding for which comes from the school's notional SEND budget and will be monitored by the SENCo and Principal. Where students are made subject to an EHC plan, the school will work in close partnership with any specialist named.

5.9 Expertise and training of staff

Our SENCO has in her role as Assistant Vice Principal managed the SENCO for a number of years. Our SENCO is currently completing the statutory training for this role at Winchester University.

The SENCO initiates and plans whole-school training on specific special needs and this is carried out in conjunction with the Principal. The SENCO also offers support and guidance with differentiation and strategies to improve outcomes for students with SEND to individual teachers and departments on a formal and informal basis, as required.

In addition, the SENCO works closely with the learning support assistants and offers individual support and guidance as required.

Throughout the academic year, all staff have access to the SEN registers, students in receipt of Pupil Premium, students who are "Looked After", students with English as an Additional Language (EAL) and young carers.

Training needs of staff are identified through the school's self-evaluation and performance management processes.

All teachers and support staff on taking up a post are made aware of the school's SEND policy and are updated regularly on the changes to the SEN register. New staff will meet with the SENCO who will explain the school's practice and procedures regarding SEND and will discuss the needs of individual students.

The SENCO regularly attends the LAs SENCO network meetings in order to keep up to date with local and national updates in SEND.

The SENCO also has Nasen membership and along with other staff attends the annual SEND conference.

5.10 Securing equipment and facilities

Parkfield School is funded directly from central government through the Education Funding Agency (EFA). The school's General Annual Grant is used to make general provision for all students in the school including students with SEND. In addition, every school receives an additional amount of money to help make special educational provision to meet children's SEND. This is called the 'notional SEND budget'.

The amount in this budget is based on a formula which is agreed between schools and the Local Authority. If the school can show that to meet the needs of a student with SEND costs more than £6,000, eg if a student has a statement, we can apply to the Local Authority for top-up funding to meet the cost of that provision. Where the LA agrees that the school's request for top-up funding meets the agreed criteria, the additional costs are provided from funding held by the Local Authority. Schools will be expected to use this funding to make provision for that individual student.

The school may use Pupil Premium funding where a student is registered as SEND and is also in receipt of the Pupil Premium grant to address the needs of these students and enhance learning and achievement.

5.11 Evaluating the effectiveness of SEN provision

The school regularly and carefully monitors and evaluates the quality and effectiveness of provision for all students including those with SEND. This is done through regular scrutiny and analysis of data related to the achievement of students with SEND, discussion with class teachers and Learning Support Assistants, evaluation of the effectiveness of interventions, learning walks, work scrutiny, observation and sampling of parent and student questionnaires. The SEND Governor also has a role in scrutinising the school's self-evaluation of the achievement of students with SEND as part of the Governing Body's duty to monitor the effectiveness of the school's SEND Policy in practice.

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 regularly
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

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

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. All pupils are encouraged to go on any of our residential trips. All pupils are encouraged to take part in sports day/school plays/special workshops, etc. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

No student will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

The School applies Special Education and Disabilities Act (2001), which puts institutional responsibilities on schools and Local Education Authorities. These key duties are reinforced in the Equalities Act (2010) and the Children and Families Act (2014). They are:

- to prevent discrimination and to promote disability, equality and equality of opportunity.
- to make reasonable adjustments, including the provision of auxiliary aids and services for disabled students, to prevent them being put at a substantial disadvantage.

The school provides facilities to give access and full inclusion to physically disabled students.

The SEND department aims to cater for a wide range of SEND, with appropriate support from the Local Authority

Admissions arrangements for the school are published in the admissions section of our website. The oversubscription criteria states:

"...that in the first instance places will be offered to students with statements of special educational needs or an Educational Health and Care Plan, where Parkfield School is named on the statement"

The outcomes of SEN pupils are regularly reviewed to ensure good progress. The Raising Standards Leader – Miss Taylor regularly reviews the progress of SEN pupils with teachers and leaders in our challenge meetings. The Principal provides progress, attendance and exclusions data for governors.

The school is fully accessible to wheelchair users or those who struggle with mobility. First floor classrooms are accessed by lifts.

Our school accessibility plan can be found on our website, a printed copy can be provided if requested.

5.13 Support for improving emotional and social development

We are an inclusive school and work every day to create a safe, secure and happy environment for all of our students, where everyone is accepted for who they are and where the differences between us are valued and celebrated.

At Parkfield School, bullying is not tolerated. We are aware, however, that some students with SEND may be particularly vulnerable to bullying. In order to mitigate this, we are especially vigilant and plan in opportunities through, for example, assemblies and within lessons, to promote a greater understanding of issues related to SEND. We also find opportunities to promote positively disability through posters, visitors to the school, books and within the curriculum itself.

As part of planning the support and provision for student's SEND, we will always look to promoting student's independence and resilience and closely monitor student's well-being outside as well as within the classroom. Through the school's safeguarding arrangements, we will reinforce the safe use and understanding of social media and, where necessary, provide specific tuition in this area for students and parents.

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

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of all clubs to promote teamwork/building friendships etc.
- Pupils with SEN are fully integrated into all aspects of the curriculum, including activities such as sports day

5.14 Working with other agencies

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

- Educational Psychologists (EP)
- School Nurse
- LA SEN Inclusion Team
- Speech and Language therapists
- Occupational therapists and physiotherapists
- Referral by EP or School Nurse to the Child and Adolescent Mental Health Services (CAMHS)
- Exam access assessors
- Vision Impairment
- MaPS – Motivational and Personal Success
- BOOST - Bournemouth Outreach Offer SEND Together

The list is by no means exhaustive and Parkfield are keen to work with many agencies to ensure the best support for parents and pupils.

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

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

Parents and carers can gain support for pupils with SEN from the SENDiass information advice and support service.

Information, advice and support for children and Young people with SEN and/or disability and their parents and carers can be found at:

Telephone 01202 451970
 Email: sendiass@bournemouth.gov.uk

5.17 Contact details for raising concerns

Parents with concerns can contact the following people:

SENDCo, Thyrsa Pickering, t.pickering@parkfield.bournemouth.sch.uk

Principal, Ian Golding, i.golding@parkfield.bournemouth.sch.uk

Clerke to the Governors, Kim Doran, k.doran@parkfield.bournemouth.sch.uk

5.18 The local authority local offer

Bournemouth's Local offer can be accessed and viewed on the following link:

<https://www.bournemouth.gov.uk/ChildrenEducation/LocalOffer/LocalOffer.aspx>

6. Monitoring arrangements

This policy and information report will be reviewed by Thyrsa Pickering 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