

PARK HIGH SEND INFORMATION REPORT



Our Special Educational Needs and Disability (SEND) Offer

**All Harrow schools will have a similar approach to meeting
the needs of pupils with
Special Educational Needs and/or Disabilities
to ensure that they make the best possible
progress in school.**



- High Quality
- Locally available
- Achieving Excellence



Our commitment and aspirations

Park High School is a fully inclusive school which ensures that all students achieve their potential personally, socially, emotionally and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs. This document is intended to give you information regarding the ways in which we ensure we support all of our students, including those with SEN and disabilities, in order that they can reach their full potential. It may not list every skill resource and technique we employ in order to achieve this, as these are continuously developed and used to modify our provision to meet the changing requirements for individual students.

Young people are identified as having SEND when their progress has slowed or stopped, and the interventions and resources put in place do not enable improvement, because of the nature of their additional needs. Once this occurs, we have specific needs based plans and referral systems which help support development and accelerate progress of our young people.

We aim to ensure that students with SEND at Park High School make good progress and achieve in line with other schools nationally or their personal targets. We ensure effective communication with parents and carers, in order to work collaboratively and secure the best possible outcomes for all our students. Students' views are also critical in ensuring the right provision to meet their needs. We work hard to ensure that reasonable adjustments are made to overcome barriers to learning. We have good relationships with outside agencies, who assess children and advise parents and schools.

Other useful documents such as our SEND/ Inclusion Policy and Disability Accessibility Plan are available on the school website. If you would like further information about what we offer here at Park High School, then please do not hesitate to contact us directly.

Who are the best people at school to talk to about my child's special educational need?

- **Subject teacher** - responsible for planning the curriculum, differentiation and assessing your child's progress.
- **Form Tutor** - responsible for personal and social development and health education. Also responsible for supporting students in their attendance, punctuality, behaviour and engagement in learning.
- **Heads of Year** – responsible for all Form Tutors in their team and oversee the pastoral support for all tutees in the Year Group.
- **Gaye Kassir, Special Educational Needs and Disabilities Coordinator (SENDCO)** and Assistant Headteacher- responsible for co-ordinating all the support and intervention in the school, including keeping families informed, holding SEND reviews and liaising with all agencies involved with your child. We have a large SEND team at Park High School led by a Head of Department who works closely with the SENDCO on SEND provision.
- **Emlyn Lumley, Headteacher** – to oversee the day to day aspects of the school and all the arrangements for students with SEN. The Head teacher has to report to the Governing Body on all aspects of SEN in the school.
- **Peter Thomas- SEN Governor** responsible for making sure the necessary support is made for every student with SEND, who attends the school.

Leadership of SEND Provision

Our SENDCO co-ordinates supports and oversees interventions across the school, and from outside agencies. The SENDCO will ensure that provision is made in accordance with the SEN and Disability Code of Practice.

The Code of Practice sets out the following expectations:

- High quality teaching, differentiated for individual students, should be available to the whole class.
- Class teachers being responsible for planning the curriculum and assessing your child's progress, even when they have additional needs.
- High quality teaching, which includes effective assessment and target setting, which will identify students making less than expected progress.
- Where progress continues to be less than expected the class or subject teacher, working with the SENDCO, will assess whether the child has a specific need.

- Where a SEND is established, the school, in partnership with families and students, will work through a four step graduated response: **assess, plan, do, review** – with termly reviews leading to revisions in plans and interventions. Those with an Educational Healthcare Plan will also have a statutory annual review of their needs and support.
- Where a student with SEND is reaching a point of transition (from primary to secondary school, or secondary to Further Education or secondary to Higher Education) the school will work with the families and students to ensure a smooth and successful transition.
- Where there is sufficient evidence that a student's needs are still not being met through the graduated response and the school's own resources (including funding), a decision may be reached to request a Local Authority assessment for an Education and Health Care Plan (EHCP).
- EHCPs are integrated support plans for children and young people with Special Educational Needs and Disability (SEND), aged from 0 – 25. An EHCP will specify and coordinate additional funding and provision. The plan is focused on achieving outcomes and helping children make a positive transition to adulthood, including paid employment and independent living.
- The school will annually monitor and evaluate the effectiveness of its provision for students with SEND.

How will I know how well my child is doing at school?

In our school we have:

- An open door policy - parents are welcome to make an appointment at any time with a relevant member of staff.
- A clear Home-School Agreement.
- Partnership between parents and teachers - we will communicate regularly.
- Home school contact book to ensure that comments can be responded to.
- Regular meetings with SENCO for students with an EHCP.
- If your child has an EHCP there will be formal meetings where progress is reported on, and a written report made.

The different types of support that may be available for children at Park High School are set out on the following page:

Our school also works with the teams from our Local Authority:

Our school works in partnership with Harrow's Children's Sensory Team (CST) to meet the needs and access requirements of children and young people with hearing impairment and /or vision impairment. The CST provides training for our school staff and support for pupils with sensory impairment and their families. Pupils are supported according to their level of need and we use the teaching and learning strategies provided by the CST to ensure that we improve outcomes for pupils with sensory impairment.

We also work with Speech and Language Therapists based in Northwick Park Hospital and with the local Educational Psychologist team. At times we work in conjunction with other local authorities when the need arises.

What are the different types of support that may be available for children at Park High School?

Area of needs	Whole school ethos and practice	Possible focussed support for some children's additional needs	Possible support and intervention for a small number of children who may or may not have an EHCP
Social, mental and emotional health needs	<ul style="list-style-type: none"> • Consistent application of the school's behaviour policy • A positive supportive and nurturing environment • PSHE curriculum • Strong and informed pastoral system 	<ul style="list-style-type: none"> • Identification and assessment in school • Additional advice and support from outside agencies • Adaptations to the curriculum to secure engagement • Support to build relationships and engage • Peer Mentors • Pastoral Support plan • Collaborative working with the Early Intervention Service and with Children's Services • Collaborative working with Safer Schools Officer 	<ul style="list-style-type: none"> • Interventions are implemented, reviewed and revised • Work with parents to refer to CAMHS • Targeted intervention to promote social skills and emotional resilience • Adaptations to physical environment eg time out • Monitoring and support in unstructured time eg breaks/ lunch • Behaviour Management Plan/Pastoral Support Plan • Specialist Teacher – Social Skills
Speech, language, communication and interaction	<ul style="list-style-type: none"> • Training for staff to meet the diversity of communication language skills • Strong emphasis on speaking and listening and some phonics teaching • Communication friendly learning environment Literacy lessons in Y7 	<ul style="list-style-type: none"> • Small group phonic support • Personalised support within the class • Small withdrawal groups with similar needs for support with literacy and numeracy • Language monitoring systems upon entry to Y7 and follow up provision • SALT interventions delivered by the school inclusion team 	<ul style="list-style-type: none"> • Access to small teaching and learning groups • Additional in class TA support • Alternative communication systems • Access to personal ICT/ adapted ICT equipment

			<ul style="list-style-type: none"> • Speech & Language Therapy planned and delivered by a qualified therapist or specialist LA • Advice and support via Autism outreach team
Autistic spectrum	<ul style="list-style-type: none"> • Structured day • Positive behaviour management strategies • Learning style understood. • Differentiation within lessons 	<ul style="list-style-type: none"> • Curriculum modified to take account of learning styles • Individual coaching and support from the class teacher and our Inclusion Team • Use of appropriate resources e.g. visual timetables, social stories, adapted working spaces. Access to specialist ASD teacher 	<ul style="list-style-type: none"> • ASD specialist Teacher and LA Small group targeted intervention. • ICT used to reduce barriers • Alternative communication systems • Advice and intervention from Harrow Outreach Autism Service

<p>Cognitive and Learning/Moderate Learning Difficulties</p>	<ul style="list-style-type: none"> • Differentiation of the curriculum and teaching • Teaching resources are accessible and appropriate • Multi-sensory approach to learning • Interactive environment • Fair access to exam arrangements 	<ul style="list-style-type: none"> • Curriculum is adapted to meet the needs of students • Targeted intervention programmes • Specific goals- short steps • Differentiated resources are provided as appropriate • Learning support via in school Inclusion • 1:1 reading alongside intervention programmes can be arranged 	<ul style="list-style-type: none"> • Access to small teaching and learning groups • Additional in class LA support • Additional specialist teaching support • Educational Psychology assessment / support • Access to personal ICT/ adapted ICT equipment
<p>Sensory and physical needs (e.g. hearing, visual impairment, multi-sensory, physical and medical needs)</p>	<ul style="list-style-type: none"> • Referrals to Harrow Hearing Impaired Service or Visual Impaired Service • Provision of specialised equipment • Curriculum is adapted • Seating position within class prioritised • Timetable changes to classrooms to allow physical access • Fully qualified School Nurse 	<ul style="list-style-type: none"> • Differentiated learning environment (smaller, quieter classrooms) • Learning support via our Inclusion team. • Mobility and care plan management • Liaison with a range of medical professionals as needed assistance via School Nurse • Medical care plans 	<ul style="list-style-type: none"> • Individual protocols and plans for children with significant physical and or medical needs. • Additional modifications to the school environment • Additional resources to reduce individual barriers to learning • External Occupational Therapy and Physiotherapy from qualified therapists and therapy assistants if assessment stipulates their involvement • Access to external advice and assessment. • Advice and outreach from Sensory Team

What happens if my child with SEN makes very little progress at school?

- Parents are encouraged to make an appointment with the class teacher if they have concerns about attainment, achievement, progress or happiness in school.
- Where a student with SEND continues to make little progress despite the support provided by the school's SEND provisions including external support and advice, and there is evidence that the student has severe and complex needs that cannot be met within the resources ordinarily available to school, we will ask the Local Authority to undertake a statutory assessment of the child's SEND either as set out in the SEND Code of Practice or through a request for an Education Health and Care Plan.
- Governor involvement: All schools have a designated SEND Governor responsible for making sure the necessary support is available for every student who attends the school.

If you need to complain

Parents have the following rights of redress, should the school, Governors or Local Authority fail in its duty to provide, or if the parent disagrees with a decision or feels that there is discriminatory practice:

- The school complaints procedure
- An appeal to The SEN and Disability Tribunal (LA decision)

- A claim against the responsible body (Chair of Governors or LA) for disability
- To the SEN and Disability Tribunal for discrimination
- A complaint to the LA Ombudsman (Schools and LAs)

