



PARK HIGH SCHOOL

SEN policy and information report

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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 students with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for students with SEN

At Park High school we believe that each student has individual and unique needs. However, some students require more support than others. If these students are to achieve their full potential, we must recognise this and plan accordingly. We acknowledge that a significant proportion of students will have special educational needs at some time in their school career including those that continue on to our Sixth Form (2014 SEND COP). Many of these students may require help throughout their time in school, while others may need a little extra support for a short period to help overcome more temporary needs. Park High school aims to provide all students and teachers with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum. In particular, we aim to:

- enable every student to experience success
- promote individual confidence and a positive attitude
- ensure that all students, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- plan and deliver the curriculum to include all students
- give students with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- identify, assess, record and regularly review students' progress and needs
- work collaboratively with parents, other professionals and support services
- ensure that the responsibility held by all staff and governors for SEND is implemented and maintained.

A student has special educational needs if they have a learning difficulty that calls for special educational provision to be made for them. This may mean that a student has significantly greater difficulty in learning than the majority of students of the same age, or a disability that makes it hard for them to access facilities or curriculum within the school. Special educational provision means support that is additional to or otherwise different from that which is made generally for students of the same age.

The SEND Code of Practice outlines a graduated response to students' needs, recognising that there is a continuum of need, matched by a continuum of support. This response is seen as action that is additional to or different from the provision made as part of the school's usual differentiated curriculum strategies.

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 students 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

3. Definitions

A student 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 *Gaye Kassir* (g.kassir@parkhighstanmore.org.uk)

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 students with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students 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 students' 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 students and their parents are informed about options and a smooth transition is planned
- Work with the headteacher 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 students 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 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 student in their class
- Working closely with any learning 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 student'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, dyscalculia
- 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 learning difficulties

5.2 Identifying students with SEN and assessing their needs

We will assess each student'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 students 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 student 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 student 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 students and parents

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

- Everyone develops a good understanding of the student'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 student's record and parents will be informed.

We will formally notify parents when it is decided that a student will receive SEN support.

5.4 Assessing and reviewing students' 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 student's needs. This will draw on:

- The teacher's assessment and experience of the student
- 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 student's own views
- Advice from external support services, if relevant
- Some screening assessments or initial expert assessments to guide the school as to what approach is best as a next step

The assessment will be reviewed regularly.

All teachers and support staff who work with the student 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 student's progress.

5.5 Supporting students moving between phases and preparing for adulthood

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

Y6-7

Feeder primary schools are visited / contacted throughout the year prior to transfer. Any student identified as having a learning difficulty and who is on SEN Support or has an EHC plan are referred to the SENCO. Contact is then made with the primary school.

The LA notifies our school about students who are transferring with EHC plans in the spring of their year 6. Where practicable, the SENCO attends their Annual Review to ensure a smooth transition is made. At this meeting, the SENCO becomes the Lead Professional for the child with an EHC plan. The transition coordinator frequently attends year 5 and Year 6, when notified. Relevant information is disseminated to teaching staff before transfer. All students have a specialised induction programme into Y7

Y11-12

Students who will need extra support have interviews with our Careers and Employment advisor and are then set up with a bespoke transition programme that includes visits to 6th Form colleges and support from our specialist teachers. Most students have access to visits and induction programmes at their colleges of choice.

5.6 Our approach to teaching students with SEN

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

High quality teaching is our first step in responding to students who have SEN. This will be differentiated for individual students.

We will consider providing the following interventions:

- Learning Support Assistants in class
- 1:1 withdrawal sessions
- A comprehensive mentoring programme
- Mental Health team
- Play therapist
- Speech and Language therapist
- Animal Assisted Therapy
- Differentiated timetables
- Respite at alternative provision providers
- Exam Access Arrangements

5.7 Adaptations to the curriculum and learning environment

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

- Differentiating our curriculum to ensure all students 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

We have 26 teaching assistants who are trained to deliver interventions such as

- 1:1 sessions for:
 - Anxiety
 - Anger management
 - Lego therapy
 - Stress management
 - Social Skills
 - Handwriting
 - Organisation
 - Risky behaviours
 - Drawing and talking

Learning assistants will support students when they are in the lesson and when withdrawn and working in small groups

Learning assistants will support students in small groups for revision, pre and post teaching and catch up sessions

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

- The Educational Psychologist
- The Child and Mental Health Service (CAMHS)
- (Connexions) Service for Young People
- The School Nurse
- The Educational Welfare Officer
- Speech and Language Service
- Occupational Therapy
- Hearing Impaired Team
- Visual Impaired Team
- Autistic Spectrum Specialist Teacher

5.9 Expertise and training of staff

Our SENCO has 10 years experience in this role and is part of the senior leadership team

They are allocated 2 days a week to manage SEN provision.

We have a team of 26 teaching assistants, including 4 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision one specialist SEND teacher and one unqualified teacher.

In the last academic year, staff have been trained in:

Autism, ADHD, Speech and Language, Social Emotional and Mental Health, Specific Learning Difficulties, Hearing Impaired, Visually Impaired, Downs Syndrome

We use specialist staff for all the interventions cited in 5.8

5.10 Securing equipment and facilities

The SENCO is in constant discussion with the senior leadership team as regards the physical needs of the students and is able to negotiate space and equipment as needed. For example an adapted room to offer interventions; time from the standard timetable so that students can access

interventions outside of the school; specialist equipment where needed and access to reading pens and laptops whenever the need arises

5.11 Evaluating the effectiveness of SEN provision

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

- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using student questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for students with statements of SEN or EHC plans
- Asking outside agencies to come and audit the offer (see Appendix I)

5.12 Enabling students 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 students, including our before-and after-school clubs.

All students are encouraged to go on our residential trips during activity week (eg jungle sleepover)

All students are encouraged to take part in sports day/school plays/special workshops, etc

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

Please see the Accessibility Plan

5.13 Support for improving emotional and social development

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

- Students with SEN are encouraged to be part of the school council
- Students with SEN are also encouraged to be part of clubs to promote teamwork/building friendships
- Students with SEN are encouraged to deliver their speeches to the whole year group if they so desire during our Oracy day.
- Students are encouraged to participate in all offers the school makes to them
- We have a zero tolerance approach to bullying.

5.14 Working with other agencies

The school aims to work in partnership with other agencies in order to provide an integrated support based on the needs of the students. The main external support agencies used by Park High School have been mentioned in 5.8. The SENCO also attends the local authority SEN panel in order to develop a regular and useful working relationship with the SENARS team.

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 students 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 students with SEN

- parents are directed to the local offer
- parents are given advice of where specifically to go from all staff
- parents are invited to discuss issues with the pastoral team and the SENCO if they are not sure what to do next

5.17 Contact details for raising concerns

g.kassir@parkhighstanmore.org.uk

5.18 The local authority local offer

<https://www.harrow.gov.uk/adult-social-care/local-offer?documentId=12666&categoryId=210263>

6. Monitoring arrangements

This policy and information report will be reviewed by Whole School and Community **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 students with medical conditions