



*This policy is linked to and derived from the overarching curriculum policy. This policy has been reviewed by the SMT to ensure it does not undermine British Values of Democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs*

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# PARK SCHOOL

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## **SPECIAL EDUCATIONAL NEEDS (SEN) POLICY**

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ACADEMIC YEAR 2021- 2022

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# PARK SCHOOL

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### **1. Introduction**

This policy was last revised in Nov 2021 and will be reviewed annually and/or in accordance to changes in relevant legislation and guidance.

#### **Definitions:**

The 2014 Code of Practice states that a child or young person has SEND if “they have a learning difficulty or disability which calls for special educational provision to be made for him or her. 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.”

“A child or young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.”

A disability is defined by the Equality Act 2010 is ‘...a physical or mental impairment which has a long term (a year or more) and substantial (more than minor or trivial) adverse effect on their ability to carry out normal day-to-day activities’.

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## **2. General Philosophy**

- 2.1 Park School is a small independent school catering for students with Social, Emotional and Mental Health Difficulties (SEMH) and other SEN difficulties.
- 2.2 Most students have an ECHP (Education, Care and Health Plan) due to their SEMH. However, some students have additional difficulties, which could create barriers to learning.
- 2.3 The school delivers a broad, balanced curriculum at each Key Stage.
- 2.4 When planning, teachers set suitable learning challenges and respond to students' diverse learning needs.
- 2.5 Students may have additional difficulties either throughout, or at any time during, their school career.
- 2.6 This policy ensures that curriculum planning and assessment for all students within the school takes account of the type and extent of the difficulty experienced by the student

## **3. Aims and Objectives**

- 3.1 The objectives of this policy are:
  - To ensure a whole school approach to SEMH/SEN where the Head Teacher ensures an appropriate provision for all students
  - To acknowledge that all teachers are teachers of students with SEMH/SEN
  - To create an environment that meets the special educational needs of each student
  - To enable all students to make the maximum progress
  - To ensure that the additional educational needs of students are identified, assessed and provided for
  - To ensure carers/parents are able to play a vital role in their child's education
  - To make clear the expectations of all partners in the process, to seek and take into account the views of students
  - To identify the roles and responsibilities of staff in providing for students with special educational needs

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- To enable all students to have full access to the educational opportunities provided through the school.

#### **4. Roles and Responsibilities**

- 4.1 The Head Teacher determines the school's general policy and approach to provision for all students, establishes the appropriate staffing and funding arrangements and maintains a general oversight of the school's work.
- 4.2 The Head Teacher is responsible for the day-to-day management of all aspects of the school's work and will keep senior managers informed.
- 4.3 All teaching and non-teaching staff are involved in the school's policy and are aware of the school's procedures for making SEN provision, and monitoring and reviewing that provision in line with the guidance in the SEN Code of Practice. In addition, staff are responsible for working with carers/parents and other agencies as appropriate.
- 4.4 The SENCO team (Amy Venner) in conjunction with subject teachers have responsibility for the baseline assessment of all students and identification, assessment and provision for students with additional difficulties. The SEN oversee the records of the students, advise and support other staff and contribute to the in-service training of staff.

#### **5. Admission and Inclusion**

- 5.1 Educational inclusion is achieved through appropriate curricular provision.
- 5.2 We respect the fact that students:
- Have different educational and behavioural needs and aspirations
  - Require different strategies for learning
  - Acquire, assimilate and communicate information at different rates
  - Need a range of different teaching approaches and experiences

The Code of Practice 2014 outlines the four broad areas of need as:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

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### 5.3 Teachers respond to student's needs by:

- Planning to develop student's understanding through the use of senses and experiences
- Planning for student's full participation in learning, and in physical and practical activities
- Helping students to manage their behaviour and to take part in learning effectively and safely
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

## 6. Identification, Assessment and Provision

6.1 The initial identification of the students' Special Educational Needs is usually made by the Educational Psychology Service and through the EHCP review process.

6.2 When students enter the school a baseline assessment is carried out in Core subjects to enable teachers to provide teaching and learning experiences at an appropriate level.

6.3 Baseline assessment is regularly reviewed and the results are again made known to staff.

6.4 Where students are found to have learning difficulties further assessment is carried out. In consultation with staff and students additional learning support is offered and intervention programmes provided.

6.5 Intervention programmes are established for individuals-such as 1:1 reading programmes delivered during Quiet Reading Sessions. Programmes are monitored and overseen by the SENCO to measure impact

6.6 The special educational provision in place should follow the four-part cycle:  
1. **Assess.** This could involve a range of methods including, but not limited to, teachers' assessment of student progress, attainment and behaviour, results of standardised tests screening and profiling tests, questionnaires of parents and young people and observations.  
2. **Plan.** This is likely to involve the SENCO, working with teachers to plan appropriate provision, which is clearly communicated with all concerned. This

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may be in class support or more targeted provision. Any planning will have a clear focus on expected outcomes for the child or young person.

3. **Do.** The SEND Code of Practice places the teacher at the centre of the day-to-day responsibility for working with all students, it is imperative that teachers work closely with any teaching assistants or specialist staff involved to plan and assess the impact of targeted interventions.

4. **Review.** The progress of students who are receiving SEND Support should be reviewed termly and RBA should meet with parents three times a year. This may form part of the individual academies regular tracking processes.

## 7 Access to Curriculum

7.1 All students' have entitlement to a broad and balanced curriculum, which is differentiated to enable students to:

- Understand the relevance and purpose of learning activities
- Experience levels of understanding and rates of progress that bring feelings of success and achievement

7.2 Teachers use a range of strategies to meet student's special educational needs.

7.3 Lessons have clear learning objectives; work is differentiated appropriately, and assessment used to inform the next stage of learning.

7.4 Students are supported in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy.

7.5 Wherever possible support is given in the classroom. There are times though when students work in smaller groups or on a one-to-one basis with a support teacher or TA.

7.6 This individual support is considered an essential part of boosting low self-esteem following years of failure in learning.

## 8. Monitoring Student's Progress

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- 8.1 Individual targets are set for students as part of their PEPs or ECHP reviews
- 8.2 These targets are assessed as part of the teaching process.
- 8.3 Reports are written for Looked After Reviews including targets for future progress.
- 8.4 All students are assessed termly as part of ongoing assessment using Classroom monitor and inputted into the whole school assessment tracker. This is then used by senior management to identify progress and further interventions that may be required.

## **9 Student Partnership**

- 9.1 Student participation at Park School is developing as students take a more active role in target setting and self-evaluation.
- 9.2 Opportunities are provided for students to discuss their problems and how this affects their behaviour in school. They are encouraged to take responsibility for their behaviour and the consequences of that behaviour.

## **10. Complaints Procedure**

- 10.1 Complaints are dealt with in accordance with the School's Complaints policy.

## **11. Monitoring and Evaluation**

- 11.1 This policy will be reviewed annually and considers any amendments in light of the annual review findings.
- 11.2 The school endeavours to maintain links with other schools and outside agencies so as to support the students at all stages of their schooling.

This policy will be reviewed annually

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