



# **Special Education Needs and Disability Policy**

Park House School

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## **Introduction**

**In producing this policy Park House School has had regard to the following legislation and guidance and our responsibilities arising from them:**

- Part 3 of the Children and Families Act 2014
- Special Educational Needs and Disability Regulations 2014
- Equality Act 2010 and associated legislation
- SEND Code of practice 0 to 25 years: Statutory guidance for organisations which work with and support children and young people with special educational needs and disabilities (DfE and Department for Health).
- Peterborough Local Offer which can be found at:  
<https://www.peterborough.gov.uk/healthcare/special-education-needs-and-disabilities-local-offer>

## **Definitions**

Special educational needs (SEN) definition taken from the SEND Code of Practice:  
A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

## **Scope**

This policy applies to

- The whole school along with all activities provided by the school.
- All staff (teaching and non-teaching) and volunteers working in the school.
- The school recognises that provision for pupils with SEND is the responsibility of the whole school and that all teachers are teachers of pupils with SEND.
- The implementation of the SEND policy is the responsibility of the whole school. The SEND co-ordinator has responsibility for the day-to-day operation of the policy.

## **Related documents**

This policy should be read in conjunction with:

- Curriculum Policy
- Equality Policy
- Accessibility Plan
- Behaviour Policy
- Anti-Bullying Policy

## **Availability**

This policy is made available to parents, staff and pupils on the school website, and on request a copy may be obtained from the school office.

## **Monitoring and Review**

- This policy will be subject to continuous monitoring and refinement by the principal.
- This policy will be reviewed annually or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.

## **Key Objectives**

- **To reduce and where possible eliminate barriers to accessing the curriculum and the school environment.**  
This will be co-ordinated by the Head of Education and Curriculum; actions will be implemented by all staff and the students will be continuously monitored.
- **To facilitate full access to a broad, balanced and relevant education, including an appropriate curriculum.**  
This will be co-ordinated by the SLT.
- **Identify the needs of children with SEND as early as possible.**  
This is commenced prior to admission and at the point of admission by accessing the EHCP, information from parents/carers, social workers, previous schools and health care services. Continuous monitoring will identify other needs arising as early as possible.
- **To enable pupils with SEND to have their needs met.**  
All staff will implement strategies and aids to meet the needs outlined to us at the point of admission and at any future reviews.
- **Monitor the progress of all students to identify SEND needs and other barriers to learning thus ensuring that students keep achieving.**  
Continuous monitoring of students by their teacher, liaising with the SENDCo, will identify additional needs at an early stage and identify where progress is not being made.
- **To promote an inclusive ethos throughout the school and an environment where all students feel safe to voice their needs.**  
Strong relationships are the foundation of our provision; time and space are provided to develop relationships and attune to the adults thus enabling learners to feel valued and listened to.

## **Roles and responsibilities**

### *Staff will:*

- Ensure children are safe, acknowledging that children with SEND are likely to have an increased level of vulnerability (following guidelines from 'Keeping Children Safe in Education' 2022).
- Recognise the needs of the individual and consider their views.
- Adapt teaching and mentoring methods to suit individual needs.
- Adapt the curriculum content so that it is attainable by all or follow and deliver the bespoke curriculum content designed and provided to them.
- Take into consideration the SEND Code of Practice.
- Acquire appropriate specialist support whenever possible, liaising with our SENDCo to engage external support when appropriate.
- Provide a stimulating and positive environment with suitable and adequate resources (adapted wherever needed).
- Develop working partnerships with parents and carers.
- Pass information and expertise through SEND procedures and meetings.

- Assist and support the teachers in the delivery of a broad and balanced curriculum and targeted support.
- Where working 1-1 with a child promote the pupils' independence as well as develop their learning.
- Promote inclusion in the classroom and give each child every opportunity to succeed.
- Ensure advice from external agencies is used appropriately to support children with SEND.

*Teachers will also:*

- Plan, organise and deliver sessions using a variety of strategies to enable all students to access the curriculum.
- Adapt within the classroom to provide appropriate resources, approaches and opportunities for each child.
- Keep records of planning and differentiated provision for assessment when required.
- Monitor and record progress of each student.
- Support the SLT in updating our SEND records where required.
- Identify students who are experiencing difficulties not already identified or where the current approach is not enabling the student to progress.
- Facilitate reviews with the parents/carers and external agencies to share pupil progress and targets.

*The Senior Leadership Team will*

- Oversee the day-to-day operation of the school's SEND policy.
- Co-ordinate the provision and resources for pupils with SEND.
- Monitor children's progress and the standard of their achievements, setting targets for improvement where necessary and analysing the impact of provision.
- Liaise with parents/carers and keep them informed about their pupil's progress.
- Promote an inclusive environment and inclusive practice within school.
- Liaise with external agencies including other schools, educational psychologists, health and social care professionals and be a key point of contact for these agencies.
- Liaise with any next providers of education to assist with a smooth transition.
- Working together with the principal to ensure the school's responsibilities under the Equality Act with regards to reasonable adjustments and accessibility are met.
- Ensure all records for students with SEND are kept up to date.

## **Identification of Pupils with SEND**

The SEN Code of Practice identifies 4 broad categories of need:

- Communication and Interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Our school predominantly admits autistic children as their primary area of need, however, pupils may be in more than one area of need. All pupils in our school will have an Education, Health and Care Plan in place. On admission, the SLT decides upon the support to be provided and actions the school needs to take based on information

gathered from the parents/carers, previous education provider, health and care agencies and the EHCP. The whole needs of the pupil, including needs that are not classed as SEND issues will be considered at this stage. All needs that may hinder progress will be continually monitored.

Assessment of need is a continuous and ongoing process. Additional SEND needs may be identified or develop during the child's time in school. Careful monitoring of students by staff will identify new needs, it is the duty of all members of staff to inform the principal of any concerns regarding a student's access to the curriculum and progress. Parents/carers who have concerns relating to SEND should contact the school principal for discussion and guidance.

As and when potential new needs are identified they will be raised with the SLT, discussed with parents/carers and any appropriate external agencies. If a need for additional support is identified, then professional external agencies may be engaged to act in an advisory capacity or make a specialist assessment. Any additional needs will be raised and discussed at the annual EHCP review (or earlier reviews) to consider whether any amendments need to be made to the description of the student's needs or provision.

All EHCPs will be reviewed at least annually and the school will work closely with parents, carers, the Local Authority and professionals involved.

## **Evaluation**

We measure success and our effectiveness in meeting our key objectives which will be demonstrated and recorded in many ways, including but not limited to:

- Staff show awareness through strategies to teach and support as well as through lesson planning.
- Annual Reviews of pupils with Education, Health and Care Plans.
- Feedback from pupils and parents/carers during discussions and meetings. Pupils feel valued in school.
- Factors affecting students with SEND are seen as important as other factors during discussions.
- Staff training.
- Termly analysis of progress through data capture, monitoring and progress meetings.
- Accessibility plans are drawn up for students who need them, when and where necessary.
- Accurate record keeping.
- Modifications are made to the building, classrooms, other physical environment or the way a lesson or activity is carried out to enable access by a student with SEND (see accessibility plan).
- Information is provided in a format that enables a student with SEND to receive or comprehend that information. (See accessibility plan).
- Physical aids are provided where this enables the SEND student to overcome a barrier to learning (e.g. special pens, specialist chairs or special ICT equipment). (See accessibility plan).

## **Monitoring**

The progress of pupils identified as having SEND is monitored in the following ways:

- Keyworkers and Teachers monitor the progress of pupils in relation to their predicted learning outcomes.

- Keyworkers and Teachers monitor the progress of pupils in the classroom.
- Students have regular reviews.
- The size of the school, the staff to student ratio and the nature of our school means students are closely monitored and any issues with progress are identified early.

## **Partnership with Parents/Carers**

The school recognizes that parents play an active and valued role in their children's education and that they have unique strengths, knowledge and experience to contribute to the shared view of their child's needs.

We meet with parents/carers and hold discussions with parents/carers both formally and informally on a frequent basis. Parents/carers are encouraged to contact the principal directly about any issues they need to discuss.

Parental involvement in planning and review (as highlighted in the SEND Code of Practice):

We provide an annual report to parents/carers on each student's progress. Face to face, online and telephone meetings will be held with parents/carers at frequent intervals throughout the school year, dependant on need. Meetings will be led by a teacher or member of staff with a good knowledge and understanding of the student and awareness of their needs and attainment.

During these meetings we will strive to:

1. Set clear outcomes together and evaluate progress toward them.
2. Discuss activities and support that will help the student achieve the proposed outcomes.
3. Identify the responsibilities of the parent/carer, student and the school.
4. Increase parental engagement and provide important information about the impact of SEND support and provision outside school.
5. Explore parents'/carers' views.
6. Include the views of the student either by gathering their views in preparation for the meeting or involving them in the meeting.
7. Record the outcomes of the meeting accurately and share this with the parents/carers and the relevant staff.

## **External Agencies**

Park House School will involve a number of other professional bodies to ensure we meet the needs of young people's SEND and their families. These may include but are not limited to: Child and Adolescent Mental Health Service (CAMHS), hearing and visually impaired services, social workers. These external agencies may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the pupil directly. In order for the external agency to be effective we will share information with them about existing and previous strategies, targets and progress achieved. Services should adopt a flexible child-centred approach to service delivery to ensure that the changing needs and priorities of the child and their parents can be met at any given time.

## **Training and CPD**

SEND matters are discussed at regular staff meetings; when staff development opportunities are identified additional training is provided as and when necessary. All staff receive training from the SLT and other professionals.