



# PARK HALL

A C A D E M Y

<b>Name of Policy</b>	<b>Special Educational Needs and Disability Policy</b>
Lead	Nick Halligan, Deputy Headteacher
Governor Committee	Teaching & Learning
Governor approved	October 2018
Review Frequency	Annually
Next review	October 2019

In Solihull all schools are encouraged to provide appropriate support for those children with special educational needs and disabilities (SEND) who live in their area. At Park Hall Academy, we support all children to achieve well throughout their school life.

Every pupil with SEN and disability in this inclusive school has an entitlement to fulfil his/her potential. This is achieved by ensuring the health and well-being of all pupils as well as supporting them to make academic progress. We work in partnership with parents and carers, other schools, the local community and external support services and providers.

These outcomes are embraced in every aspect of school life; personalised teaching and learning approaches; access to technology across the curriculum; flexible learning pathways and out of hours learning activities; support for emotional well-being; flexible timetables; assessment systems that engage pupils in having a say about their progress and additional provision.

Our specific aims and aspirations for children with special educational needs are:-

- To achieve the highest qualifications they can upon leaving school, so they can access their desired post-16, or post-18 pathway.
- To be happy and safe at school, as confident individuals, with good mental health.
- To be able to make a successful transition to adulthood, by understanding the society they live in.

This special educational needs policy should read in conjunction with our school's local offer (also called the SEN Information Report) and our accessibility plan. This policy will be reviewed annually and was ratified by the Governing Body in October 2018.

### **Aims of this SEND policy**

The aims of our special educational needs and disability policy and practice in this school are:-

- (1) To ensure that children and young people with SEND engage in the full range of activities offered by the school alongside pupils who do not have SEND.
- (2) To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum and the environment
- (3) To make every effort to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum.
- (4) To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- (5) To work in partnership with the Local Authority and outside agencies included health professionals.
- (6) To work in partnership with parents/carers and children in order to help them to be the best they can be.

### **What are special educational needs (SEN) or a disability?**

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:-

*"SEN: A child or young person has special educational needs if he or she has a learning difficulty or a disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.***

*Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is **'...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day to day activities.'** This definition includes sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy and cancer."*

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

### **How does our school know if children have special educational needs and need extra help?**

We know children need help if:-

- Concerns are raised by parents/carers, teachers or the child's previous school or setting, or from information from the Local Authority or outside support agency regarding a child's level of progress or inclusion.
- A pupil asks for help.
- Observation of the pupil indicates that they have additional needs in one or more of the four broad areas of need as described in the code of practice for SEND:-
  - Communication and interaction
  - Cognition and learning
  - Social, mental and emotional health
  - Sensory/physical
- Whole school tracking of outcomes indicates concern about progress or general well-being.

### **What should a parent do if they think their child may have special educational needs?**

If parents have concerns relating to their child's learning then please discuss these initially with your child's subject teacher, form tutor or Head of Year. This then may result in a referral to the school SENCo whose name is Mr N Halligan, or the Director of Learning Support, Mr J Jones, both who can be contacted on 0121 748 0400. Parents may also contact the SENCo or the Headteacher directly if they feel this is more appropriate.

All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

### **The kinds of special educational needs for which provision is made at the school**

Children and young people with SEN have different needs, but all children with SEND are welcomed at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEND of pupils at this school.

For children with an Education, Health and Care Plan (EHCP) or a statement of special educational need, parents have the right to request a particular school and the Local Authority must comply with that preference and name of the school or college in the Education, Health and Care Plan unless:-

- it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
- the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name our school in a child's EHCP, the Local Authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made.

In addition, the Local Authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget). Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs can be better met in specialist provision.

### **How will the school support a child with SEND?**

All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.

Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.

The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that includes:-

- (1) Classroom observations by the senior leadership team, the Director of Learning Support/ SENCo, external verifiers;
- (2) Ongoing assessment of progress made by pupils with SEND;
- (3) Work sampling and scrutiny of planning to ensure effective matching of work to pupil need;
- (4) Teacher meetings with the Director of Learning Support/ SENCo to provide advice and guidance on meeting the needs of pupils with SEND;
- (5) Pupil and parent feedback on the quality and effectiveness of interventions provided;
- (6) Attendance and behaviour records.

All pupils have individual curriculum targets set in line with national outcomes to ensure ambition. Parents are informed of these via the reporting system and also at events such as Parents' Evenings.

Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in termly progress meetings that are undertaken between the teacher/ Head of Department and a member of the Senior Leadership team and if appropriate, the pupil themselves.

Additional action to increase the rate of progress will then be identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.

If we consider at this stage that special educational provision is required, we will contact parents to discuss this.

#### **Action relating to SEN support will follow an assess, plan, do and review model:**

1. **Assess:** Data on the pupil held by the school will be collated by the subject teacher in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
2. **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil, will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCo/ Director of Learning Support.
3. **Do:** SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may include for young people targets around preparing for adulthood) that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.
4. **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil. This will normally be led by the Director of Learning Support.

As a result of the review process we may decide to involve outside agencies for specialist support. The range of agencies that come into school can be found in the school's local offer (SEN information report).

The school will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of pupils with SEND and in further supporting families.

For a very small percentage of pupils, whose needs are significant and complex and the SEN support required to meet their needs cannot be provided from within the school's own resources, a request will be made to the Local Authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being created.

### **How will the curriculum be matched to each child's needs?**

Teachers plan using pupils' achievement grades, differentiating Bronze, Silver, and Gold tasks to ensure progress for every pupil in the classroom.

When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily. These adaptations may include strategies suggested by the SENCo, Director of Learning Support and/or external specialists. In addition if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help.

### **How will parents know how their child is doing?**

Attainments towards the identified outcomes will be shared with parents termly through feedback regarding SEN support reviews but also through the school reporting system and Parents Evenings. Parents may also find their child's planner a useful tool to use to communicate with school staff on a more regular basis.

Parents are encouraged to arrange an appointment to discuss their child's progress with the relevant subject teacher, the Director of Learning Support/ SENCo, a member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you. The contact number is 0121 748 0400.

### **How will parents be helped to support their child's learning?**

Please look at the school website. It can be found at [www.parkhallschool.org.uk](http://www.parkhallschool.org.uk) and includes links to websites and resources that we have found useful in supporting parents to help their child learn at home. The subject teacher, Director of Learning Support or SENCo may also suggest additional ways of supporting your child's learning. If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact the Director of Learning Support or SENCo who will locate information and guidance for you in this area.

### **What support will there be for children's overall well-being?**

The school offers a wide variety of pastoral support for children. These include:-

- An evaluated Personal, Social, Health and Economic (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum.
- Pupil and Parent voice mechanisms are in place and are monitored for effectiveness by the Governor for responsibility for this area.
- Small group evidence-led interventions to support pupil's well-being are delivered to targeted pupils and groups. These are identified on the provision maps located on our website and aim to support improved interaction skills, emotional resilience and well-being.
- The school participates in the Kirkland Rowell Questionnaire and information from the results of this help us to improve support for children.
- For information about pupils with medical needs please refer to the Medicines in Schools Policy.  
<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

### **What training do the staff supporting children and young people with SEND undertake?**

Every school has a development plan that includes training needs for all staff to improve the teaching and learning of all children including those with Special Educational Needs and/or Disability. This may include whole school training on Special Educational Needs and/or Disability issues or to support children in school with one particular need, such as autism, dyslexia, etc. The purpose of whole staff training is to share knowledge, strategies, and experience, and ensure consistency of our school's approach for children with a Special Educational Needs and/or Disability. Teachers and support staff also attend training courses run by outside

agencies that are relevant to the needs of specific children in their class. The Director of Learning Support/ SENCO also works closely with specialists from external support services that may provide advice or direct support as appropriate.

In the last two years school staff have received a range of training at three levels awareness, enhanced and specialist.

Awareness training has been provided to all staff on:-

- Autism Education Trust Level 1
- The 2014 Children's and Families Act, 2010 Equality Act, 2014 SEN Code of Practice
- Differentiation in the classroom
- Communication and Interaction – difficulties with working memory
- Hearing Impairment

Further training has been provided to all SEN and Pastoral staff on:-

- Autism Education Trust Level 2

Further training has been provided for the Director of Learning Support/ the SENCO on:-

- Autism Education Trust Level 3
- Attendance at the termly SENCO Update

Specialist training has been provided to the SENCO on:-

- The SEN Coordination award
- The school has regular visits from SEN specialist teachers who provide advice to staff to support the success and progress of individual pupils

### **How will my child be included in activities outside the classroom including school trips?**

Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities. Park Hall Academy ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

### **How accessible is the school environment?**

Our Accessibility Plan describes the actions the school has taken to increase access to the environment, the curriculum and to printed information is available via the school website, under "policies".

### **How will the school prepare/support my child when moving classes or joining or transferring to a new school?**

A number of strategies are in place to enable effective pupils' transition. These include:-

#### **On entry:**

- A planned introduction programme is delivered in the Summer term to support transfer for pupils starting school in September.
- Parents/carers are invited to two induction evenings at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENCO/ Director of Learning Support meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

- On the first day of term in September, all of our staff are issued with class lists to inform them of children in their classes with additional needs, and informed where to find additional information about the children's needs.

### **Transition to the next school, preparation for adulthood and independent living**

- The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENCos of both schools will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition.

### **After school:**

- The school adheres to the guidance in **Careers guidance and access for education and training providers Statutory guidance for governing bodies, school leaders and school staff January 2018**  
<https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>  
 This places a duty on schools to secure independent careers guidance for all Y8-Y13 pupils. This guidance includes information on the range of education or training options, including apprenticeships and other vocational pathways. In this school, careers education is organised by Mr Brady, who can be contacted on 0121 748 0400.
- Parents may like to use the website of the National Careers Service that offers information and professional advice about education, training and work to people of all ages.  
<https://nationalcareersservice.direct.gov.uk> or examine options identified in the local offer published by the Local Authority which sets out details of SEND provision – including the full range of post-16 options – and support available to children and young people with SEN and disabilities to help them prepare for adulthood, including getting a job.
- Where a student has an EHCP, all reviews of that plan from Year 9 at the latest and onwards, will include a focus on preparing for adulthood, including employment, independent living and participation in society.

### **How are the school's resources allocated and matched to children's special educational needs?**

The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:-

- (1) A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
- (2) The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
- (3) The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the Local Authority or whose parents are in the Armed Services.
- (4) For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation. This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities. The range of support offered is identified on the provision maps which are available to view on the school website. These target the road areas of need:-
  - Cognition and learning
  - Behavioural, emotional and social
  - Communication and interaction
  - Sensory and/or physical

If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the class/subject teacher, SENCo or a member of the Senior Leadership Team.

### **How is the decision made about how much support each child will receive?**

For pupils with SEN but without an EHCP, the decision regarding the support provided will be taken at joint meetings with the Director of Learning Support/ SENCo, class teacher and parent. For pupils with an EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review.

### **How will I be involved in discussions about and planning for my child's education?**

This will be through:-

- discussions with the class teacher, Director of Learning Support, SENCo or Senior Leadership Team member;
- during parents' evenings;
- meetings with support and external agencies.

In addition, our school has a forum for parents and carers of children and young people. All are invited to attend these termly meetings to raise issues of concern and to ensure the school provision is responsive to pupil and family needs.

### **Who can I contact for further information or if I have any concerns?**

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs, please contact the following:-

- Your child's class teacher;
- Your child's form tutor;
- Your child's Head of Year;
- The Director of Learning Support – Mr J Jones
- The SENCo - Mr N Halligan
- The Associate Headteacher – Dr T Close

For any complaints, please contact the School Governor with responsibility for SEN. Her name is Mrs J Hirons and she can be contacted via the Head's PA, Mrs W Howes, on 0121 748 0400.

### **Support Services for parents of pupils with SEN include:**

We support the use of Solihull SEND (Special Educational Needs and Disability) Information, Advice and Support Service for Parents. Additional service information will be sent home, as and when we become aware of them.

A link to their website: <https://www.family-action.org.uk/solihullsendias/>

You can email them with this address: [solihullsendias@family-action.org.uk](mailto:solihullsendias@family-action.org.uk)

### **Information on where the Local Authority's Local Offer can be found**

Solihull's Local Offer can be found via this link:- <http://socialsolihull.org.uk/localoffer/>

## **Glossary**

**(A glossary of terms is included in the appendices of the SEND Code of Practice)**

DfE:	Department for Education
EHCP:	Education, Health and Care Plan
LA:	Local Authority
SEN:	Special Educational Needs
SEND:	Special Educational Needs and/or Disability
SENCo:	Special Educational Needs Coordinator (also written as SENCO)
PPS:	Parent Partnership Services