


**Park Community School**  
**SEND INFORMATION REPORT**

<b>Name of Unit/Premises/Centre/School</b>	Park Community School
<b>Date of Policy Issue/Review</b>	<b>Approved by Governors: 14/09/2016</b> <b>Review date: September 2017</b>
<b>Name of Responsible Manager/Headteacher</b>	Laura Hamson (Assistant Headteacher/ SENCO)
<b>Signature of Responsible Manager/Headteacher</b>	

At Park Community School we believe that:

***A child or young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for him or her. (0-25 SEND Code of Practice)***

We are also committed to adhere to the key principles of the Code of Practice:

- ***Taking into account the views of children, young people and their families***
- ***Enabling children, young people and their parents to participate in decision-making***
- ***Collaborating with partners in education, health and social care to provide support***
- ***Identifying the needs of children and young people***
- ***Making high quality provision to meet the needs of children and young people***
- ***Focusing on inclusive practices and removing barriers to learning***
- ***Helping children and young people to prepare for adulthood (0-25 SEND Code of Practice)***

<b>Provision for special educational needs at Park Community School</b>
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Park Community School is an accessible mainstream secondary with very strong values linked to inclusion, inclusive practice and ensuring success for every student of the school. At Park Community School we are committed to providing all students with an inclusive curriculum which promotes high aspirations and excellent outcomes. We believe that, along with parents and students, we have a responsibility to ensure all students are able to access, enjoy and achieve at Park Community School.

Special educational needs are identified under the four key areas: cognition and learning, communication and interaction, social, emotional and mental health and sensory / physical disability or impairment.

In order to meet the needs of all learners we consider inclusion to not just focus on proximity to the main school setting and the ability to access the setting through the inclusion of features such as a lift and disabled access, but also about the inclusion of students to every educational opportunity both as part of the main curriculum and all extra-curricular opportunities.

In order to facilitate this, we offer waves of intervention both inside and outside of the classroom, including a range of 'in school' alternative provisions to ensure the needs of learners are met.

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**Identification and assessment of need**

At Park Community School, we are committed to the early identification of SEND and make use of a wide variety of information to identify, monitor and provide intervention for students requiring additional SEND provision.

A range of data is gathered by the SEN team and interpreted to determine SEND need. Support is allocated as necessary and students are identified on the SEN register using the coding: EHCP (E) / Statement (S); Support (K) and Monitoring (N).

**Data used to identify SEND includes:**

- Reading age data
  - Spelling age data
  - Numeracy assessment
  - KS2 data and transition information
  - CAT scores
  - Ongoing teacher assessment
  - External agency information/ diagnosis
  - Assessment data
  - Specialist advisory services recommendations and assessments
  - Information from parents and teachers
- We are able to screen for Dyslexic tendencies and suggest teaching approaches/ intervention that would suit these as appropriate, but cannot provide a formal diagnosis of dyslexia
- Reading ages are tested twice a year: December and July: this data is used to prioritise SEN support.
- Standardised scores are used to identify the level of need for students.

**Provisions offered**

SEND provision is allocated using a wave system with the aim of providing the most intensive support in Key Stage 3 in order to enable students to independently access the full curriculum by Key Stage 4 (Appendix I).

Interventions are planned, reviewed and evaluated using the: assess; plan; do; review cycle recommended by the Code of Practice. The full cycle is implemented at least once during every 6 week period of provision being provided. At the evaluation point, successful reviews are either continued, decreased in wave or ceased with student monitoring; reviews which identify less than expected progress will result in continuation of the intervention or a move to the next wave of intervention.

Student progress is also monitored via: assessment data, student review days and parent evening, reading ages, IPAs, annual reviews and IEPs.

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**Parent and student involvement**

At Park Community School we believe that optimum success is only possible when the school, student and parents work together and therefore we adopt a 'person centred' approach to the development of all student programmes and provisions.

The student is at the heart of all provisions provided and decisions made regarding their education, so therefore their views and presence at all meetings is essential, as well as the completion of a 'my views' document in preparation for these meetings.

All parents are contacted with assessment data and have the opportunity to attend student review days and parent evenings. Additionally, parents of students accessing SEND support will be contacted: at the start and review of every provision, notified of, and invited to every annual review and IPA review, asked for feedback regarding the interventions used to support students and sent copies of the Individual Education Plans and Pen Portraits for review.

**Expertise and staff training**

For most students it is expected that excellent teaching will address their individual needs and ensure they make good progress.

In order to ensure this, teachers are expected to differentiate by:

- Use data to identify potential barriers to learning and differentiate to support these
- Regularly monitor and assess progress
- Give effective and timely feedback to students and parents
- Be aware of specific needs of individuals within each class
- Differentiate learning to accommodate student needs: including resources, learning activities, support and communication methods
- Direct and plan for support within the classroom

Additionally, for students identified on the SEN register, teachers are expected to:

- Know their specific barriers to learning so these can be supported
- Read and use student IEPs to assist understanding of student needs, support individuals may be receiving and reinforce this in the teaching
- Use Pen Portraits for relevant students to influence the teaching, support and communication with students
- Use task plans for those students who require this intervention

Where there is in-class support teachers should:

- Plan for the additional support in their lessons
- Direct in class support as appropriate and in accordance with students' IEPs to ensure maximum impact on students and progress
- Liaise regarding the progress of students and next steps

Alongside this, there is also guidance information made available to all staff about the different types of need that may be present in the classroom and how best to support students. Time is also allocated in staff meetings and training to ensure key SEND messages are shared and understood amongst the staff.

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The SENCO and SEN team have specialist training in the interventions that they deliver and the particular areas of need that they work alongside. As well as this, members of the SEN team attend all external meetings with a special educational need focus.

**Specialist support**

As well as the specialist support within the school, advice and support is also sought for students requiring this from the following agencies:

- Educational Psychologist
- Speech, language and communication specialist
- Visual and hearing impairment specialist advisors
- CAHMS (Children and Adolescent Mental Health Services)
- Prospect Outreach
- Hampshire Careers Service
- Occupational Health

Students requiring this additional support will either have an Education Health Care Plan or will have been referred by the in-school team as requiring additional, external intervention.

**Supporting transition**

At Park Community School we understand that a smooth transition is essential for optimum student outcomes and therefore this element of SEND support is given significant time and status.

From Primary to Secondary:

- Key members of staff will visit the primary schools during Year 5 and 6 to create familiarity with students
- An intensive transition programme of meetings will happen between the primary and secondary school to share student information and to discuss needs
- An additional transition programme of extra visits to Park Community will be arranged, where required for students
- An additional transition programme of extra visits from Park Community staff will be arranged, where required for students
- Members of staff from Park Community will attend IPA reviews, Annual reviews and other meetings regarding students making the transition to the school

Between schools:

- Details regarding IEPs and data will be shared with school where a change is being made from one to another

From Secondary to College:

- Students with SEND receive additional careers interviews
- Students with SEND can be accompanied on their college interview by a member of the SEN team
- The SEN team arrange additional transition visits for students as required

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**Additional information**

- **School SENCO:** Mrs Laura Hamson – SENCO and Assistant Headteacher
- **School Assistant SENCO:** Ms Jane Shuttle
- **School Governor responsible for SEND:** Mrs Tessa Short
- **School SEND Policy:** Available on the main school website
- **Complaints:** The progress leader, mentor, teacher, PSG and SENCO should be the first point of contact regarding any concerns. The school's complaint procedures are set out on the main school website.

Parents / carers have a right to appeal to the SEND tribunal after every annual review to challenge any issue. Parents of students with SEND whose concerns cannot be resolved by the usual school procedures can request independent disagreement resolution. The school will make further information about the process available on request.

- **Local Authority Information Report:** [https://www.hantslocaloffer.info/en/Main\\_Page](https://www.hantslocaloffer.info/en/Main_Page)