

## Special Educational Needs

Park House puts in place the following definition of SEN in accordance with the 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 significantly greater difficulty in learning than the majority of others of the same age, or
- 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.

Park House makes provision for a wide variety of special educational needs including: learning difficulties including speech and language difficulties, physical disabilities, social and communication difficulties and emotional, social and mental health difficulties.

Students are identified as having a special educational need in a number of ways. Firstly, Park House works closely with our feeder primary schools to share information about any existing special educational needs. A number of transition visits are organised for Year 6 students. Secondly, all Year 7 students are screened on entry using CATs (Cognitive Ability Tests), a reading assessment and a spelling assessment. Any students entering Years 8 to 11 will also be screened on entry.

Furthermore, all students in the school undertake three formal assessments in each subject area every year; these assessments are used to track, monitor and evaluate progress. If students make less than expected progress given their age and starting points, the school's first response will be quality first teaching targeted at the student's individual areas of weakness. If students continue to make slow progress in relation to their peers, then further investigation will occur.

The school will also consider difficulties in making progress in areas other than attainment; for instance, a student needing to make additional progress with wider development of social needs in order to make a successful transition to adult life. Persistent disruptive or withdrawn behaviours do not necessarily mean that a student has SEN. Where persistent disruptive behaviour is evidenced, an assessment will be undertaken to identify the causal factors such as undiagnosed learning difficulties and/ or difficulties with communication or mental health issues.

Park House's overall approach to the identification of SEN is built into the regular monitoring of student progress which includes liaison with parents the student concerned with their views being taken into account. If a special educational need is identified, the results of any assessments would be shared and next steps put into place as appropriate.

Park House has high expectations of students with Special Educational Needs.