

## **SEND - additional information**

All schools follow the SEN Code of Practice (2015). You can access the full document [here](#):

The SEN Code of Practice identifies four main areas of need:

- **Cognition & Learning**
  - SpLD - specific learning difficulties such as dyslexia, dyscalculia and dyspraxia as well as difficulties with memory and organisation (known as executive functioning).
  - MLD - moderate learning difficulties where students are well below expected levels in all aspects of the curriculum and also often in speech and language and social skills. Students with MLD often require specialist support on a daily basis.
  - SLD (severe) and PMLD (profound and multiple learning difficulties) are areas of need that require very high levels of specialist support.
- **Communicating and interaction**
  - Where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others. This includes students on the Autism Spectrum.
- **Social, emotional and mental health difficulties (SEMH)**
  - Where children and young people have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their own and other children's learning and/or that have an impact on their health and wellbeing. This includes ADD and ADHD (Attention Deficit Disorder and Attention Deficit & Hyper-activity Disorder)
- **Sensory and/or physical needs**
  - Children and young people with visual and/or hearing impairments, or a physical need that can give rise to difficulties in accessing learning without appropriate support and equipment.

Some children and young people may have SEN that covers more than one of these areas.

**We follow a graduated response approach to SEND support.**

**Universal Provision** - Most needs can be met through our universal provision of high quality teaching; Park House School offers excellent provision as confirmed during our recent Ofsted inspection.

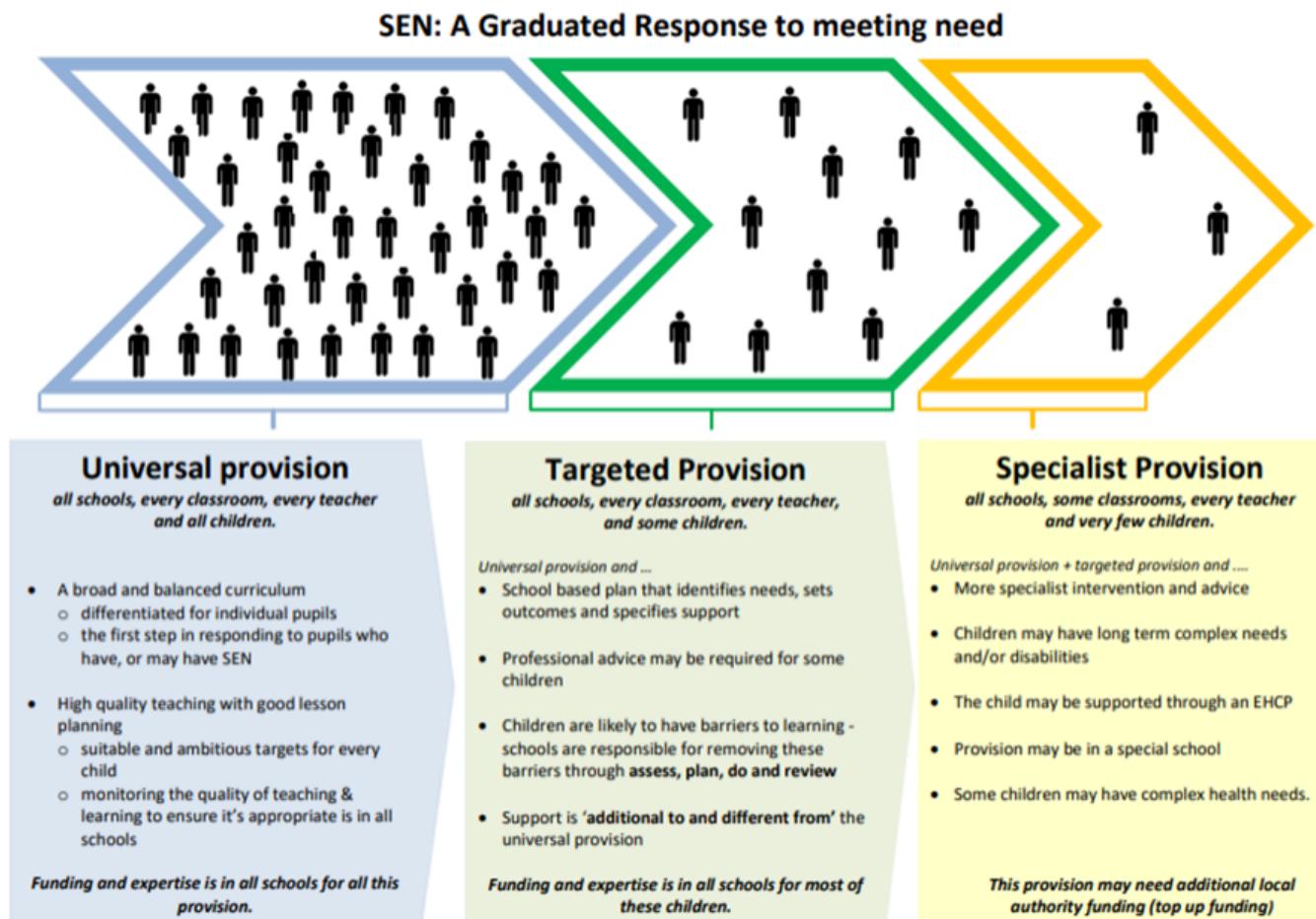
**Targeted Provision** - If a concern is raised by a student, parent or teacher, we will assess possible needs, plan appropriate support/adjustments and review these at regular intervals throughout the year. These are wide-ranging and could include:

- Morning check-in and social time support
- A specific intervention such as Lexia (literacy) or Zones of Regulation (emotional regulation). We offer a range of tracked interventions to meet a variety of needs.
- Support with certain subjects, such as pre-learning vocabulary and key terms.

**Specialist Provision** - For some students, we find that targeted provision is not enough to meet their needs. The support needed is beyond that which is ordinarily available in school and we seek specialist support and advice.

Some young people may need an Education Health and Care Plan (EHCP). This is a legal document overseen by the local authority that outlines the provision needed by a young person in order to meet specific outcomes. The local authority provides funding for this provision and ensures that the needs of the young person are being met.

An EHCP is reviewed every year and moves with the child if they change their education setting. Some students may move to a special school setting if their needs cannot be met within a mainstream setting. Parents can request an assessment for an EHCP (called an Education, Health, Care Needs Assessment - EHCNA), or the school can submit with the parents. The process is explained here: <https://www.westberks.gov.uk/article/42860/Education-Health-and-Care-Plans-EHCP-and-Assessments-including-Annual-Reviews>



If you think your child may have additional needs, please take a look at our A to Z below and contact us: [SEND@parkhouseschool.org](mailto:SEND@parkhouseschool.org)

**Autism** - Autism is known as Autism Spectrum Disorder. More recently there has been a move to call it Autism Spectrum Condition. Aspergers used to be the term for someone with an intense focus on a particular area or topic. Now all diagnoses come under ASD/ASC. For a referral to CAMHS for an Autism assessment, school usually needs to provide 6 months of evidence to show support that has been put in place to support a young person. The process is explained here:

<https://cypf.berkshirehealthcare.nhs.uk/adhd-and-autism-neurodiversity/parents-and-carers-how-to-request-help-for-possible-autism-and-or-adhd/>

In some areas you can also request a Right to Choose referral via your GP. Currently this is only available to families in Hampshire, not West Berks. Unfortunately there is a long wait time for an assessment - currently around 25 months in Berkshire. If your child doesn't yet have a diagnosis, we

can still put support in place at school as appropriate. We have a lot of expertise in our team including staff trained as Autism Champions.

If you think your child may have Autism, please get in touch. The following links may also be useful:

<https://www.autism.org.uk/advice-and-guidance>

<https://www.autismberkshire.org.uk/berkshire-west-autism-adhd-support-service/>

<https://autisticnotweird.com/>

<https://autisticgirlsnetwork.org/>

**ADHD/ADD** - Attention Deficit Hyperactivity Disorder/Attention Deficit Disorder are conditions that are often misunderstood. People with ADHD struggle with inattention and/or hyperactivity-impulsivity that can affect day-to-day functioning and development. ADHD falls under Social Emotional and Mental Health.

For a referral to CAMHS for an ADHD assessment, school usually needs to provide 6 months of evidence to show support that has been put in place to support a young person. The process is explained here:

<https://cypf.berkshirehealthcare.nhs.uk/adhd-and-autism-neurodiversity/parents-and-carers-how-to-request-help-for-possible-autism-and-or-adhd/>

In some areas you can also request a Right to Choose referral via your GP. Currently this is only available to families in Hampshire, not West Berks. Unfortunately there is a long wait time for an assessment - currently around 28 - 36 months in Berkshire. If your child doesn't yet have a diagnosis, we can still put support in place at school as appropriate. We have a lot of expertise in our team and our school environment and teaching style is ideal as there is less distraction.

If you think your child may have ADHD, please get in touch. The following links may also be useful:

<https://adhd.uk.co.uk/>

<https://www.autismberkshire.org.uk/berkshire-west-autism-adhd-support-service/>

<https://www.youngminds.org.uk/parent/parents-a-z-mental-health-guide/adhd/>

<https://parents.actionforchildren.org.uk/development-additional-needs/neurodiversity/does-child-have-adhd/>

**Anxiety** - All of us feel anxious sometimes and this is perfectly normal. It is healthy to talk through your worries, to use journals or other techniques to help manage anxiety. If it becomes a bigger concern, and stops a young person from doing the things they usually enjoy doing - please talk to us at school. We have lots of support we can offer and we can also make referrals to counselling and mentoring services. Your Head of Year is a good first point of contact to flag any concerns.

The following links may also be useful:

<https://www.youngminds.org.uk/young-person/mental-health-conditions/anxiety/>

<https://www.mind.org.uk/for-young-people/>

<https://www.kooth.com/>

<https://www.childrenssociety.org.uk/information/young-people/well-being/resources/anxiety>

**Behaviour** - We work with students to understand their behaviour and to develop strategies to identify potential issues before they become a problem. We know that there is a connection between SEN and managing emotions and that overload can lead to meltdowns - this is on top of all the usual teen angst . All of our students will need to be able to safely navigate the outside world as adults. We work with them and with families to achieve this.

The following links may be useful:

<https://www.scope.org.uk/advice-and-support/managing-challenging-behaviour>

<https://www.autism.org.uk/advice-and-guidance/topics/behaviour/anger-management/parents>

<https://www.adhdcentre.co.uk/adhd-meltdown-what-does-it-look-like/>

**CAMHS - Child and Adolescent Mental Health Service.** CAMHS can be a bit confusing, as their services cover lots of mental health issues. CAMHS carry out assessments for ASD and ADHD, but they also assess for anxiety and depression, provide counselling for high-level mental health concerns and also offer emergency mental health assessments and support. School will need your consent in order to contact CAMHS to discuss a young person.

Information about CAMHS can be found via this link:

<https://cypf.berkshirehealthcare.nhs.uk/our-services/children-and-adolescent-mental-health-services-camhs/about-our-mental-health-services-camhs/>

**Dyslexia, Dyscalculia, DCD -Developmental Coordination Disorder (Dyspraxia)** - all of these conditions are categorised as Specific Learning Difficulties or SpLD. There is not a one-size-fits-all approach to supporting young people with an SpLD. Some will need a specific intervention, others just need access to the right technology and exam access arrangements. Your child doesn't need to have a diagnosis to receive support; we can still put support in place at school as appropriate. If you think your child may have a SpLD, please get in touch. The following links may also be useful:

<https://www.bdadyslexia.org.uk/> (support with dyslexia and dyscalculia)

<http://www.thedyslexia-spldtrust.org.uk/4/resources/284/how-can-i-help-my-child-at-home/>

<https://www.thebraincharity.org.uk/condition/dyspraxia/>

**Educational Psychologist** - We use EPs/Ed Psychs to help us determine the needs of a young person. If we think an EP assessment would be helpful, we will work with the family and parents will meet with the EP as part of the process. An EP report can help us to understand a young person in more detail, as we can triangulate behaviour at home, in school and crucially the views of parents and the young person. We don't use EPs for a diagnosis, but we can assess cognitive function and/or emotional wellbeing and self-esteem. Educational Psychologists also write reports that are a key part of the EHCP process, but in this case they are commissioned by the Local Authority, not the school. See below for more information about EHCPs.

<https://edpsy.org.uk/about/educational-psychology/>

**EHCP - Education, Health and Care Plan.** An EHCP is a legal document that outlines the needs and how they should be met (the provision) for children and young people whose needs cannot be met by SEND provision already available in school. The local authority is responsible for ensuring that a young person with an EHCP receives the support they need. EHCPs are reviewed each year and progress towards targets is reviewed. Usually, a local authority will expect to see significant evidence of what support has already been provided over at least a six month period before an EHCP will be considered. The first step is for a needs assessment to take place - this is called an EHCNA. Parents or the school can request this.

The EHCP process is a legal process and can unfortunately be quite complex and lengthy, but there is lots of support out there for parents to help you through the process. Please contact us at school, but also see below for more information (The special needs jungle flow charts are especially helpful!):

<https://www.gov.uk/children-with-special-educational-needs/extra-SEN-help>

<https://www.ipsea.org.uk/pages/category/education-health-and-care-plans>

<https://westberkssendiass.info/>

<https://www.specialneedsjungle.com/flow-chart/#whole>

**Emotional Health** - Students are supported in school through our PSHE curriculum and our mental health support. We offer a graduated response from morning check-ins to art therapy, from Time 2 Talk counselling to Mental Health Support Team referrals. Please contact your Head of Year, or the

SEND team if you have concerns, or speak to your GP. The following links may also be useful and include details of how to refer your child for support:

<https://www.westberks.gov.uk/article/42428/Parents-carers-and-professionals-multi-agency-Emotional-Health-Triage-referral-form>  
<https://www.annafreud.org/resources/family-wellbeing/>  
<https://www.youngminds.org.uk/>

**Exams** - Any arrangements for assessments and exams must be assessed and approved by the SENDCo. This includes supervised rest breaks, extra time or access to a laptop. Every school is bound by the regulations of the JCQ. These regulations are updated every year. Ideally, we trial access arrangements throughout Years 7-9 and then decide on final exam access arrangements at the end of Year 9. We can then ensure they are in place during Year 10 and 11 and beyond into sixth form. The guides below help to explain the process:

[Disability Rights UK - guide to EAA](#)

[https://sendiss.co.uk/downloads/access/handouts/14\\_frequently%20asked%20questions.pdf](https://sendiss.co.uk/downloads/access/handouts/14_frequently%20asked%20questions.pdf)

**Fight, Flight or Freeze** - Sometimes young people are so overwhelmed, they can go into a fight/flight/freeze response. This is more common with people who are neurodiverse or suffer from social anxiety. This response can lead to panic attacks and unsafe behaviour in school. We want to work with young people to identify triggers and to develop techniques to manage these overwhelming feelings. Breathing techniques are very effective, especially if practised at home. The following links may help:

<https://socialanxietyalliance.org.uk/fight-or-flight-response/>  
<https://www.verywellmind.com/abdominal-breathing-2584115>

**Graduated Approach** - Schools are required to adopt a graduated approach to meeting needs. This ties in with the Assess, Plan, Do, Review cycle which gradually introduces higher levels of support as and when needed. Most students with SEND can have their needs met with small adjustments alongside high quality teaching strategies.

**Hearing impairment** - We work with the West Berks sensory consortium to support any of our students with a hearing impairment. They also provide training for our teachers and support staff as necessary.

**Homework** - Our homework is built upon retrieval skills. We don't set meaningless homework that might put some children at a disadvantage (such as building a model at home!) Our homework is always set on the same day and is due on the same day and there is a clear system for detentions. For students who struggle with homework, the following support is available:

- Homework club - every night after school from 3-4 pm, with support from our knowledgeable teaching assistants
- Adapted homework plans for those genuinely struggling to complete homework.

If your child is struggling, and you think this is due to SEN, please contact us.

**IEP - Individual Education Plan** - An IEP may be put in place for a student requiring significant support in school. It will track provision and set targets. These are sometimes called a SAP (support and achievement plan).

**JCQ** - The JCQ set all of the regulations relating to Exam Access Arrangements (EAA). All schools must abide by them. You can find the latest regulations here:

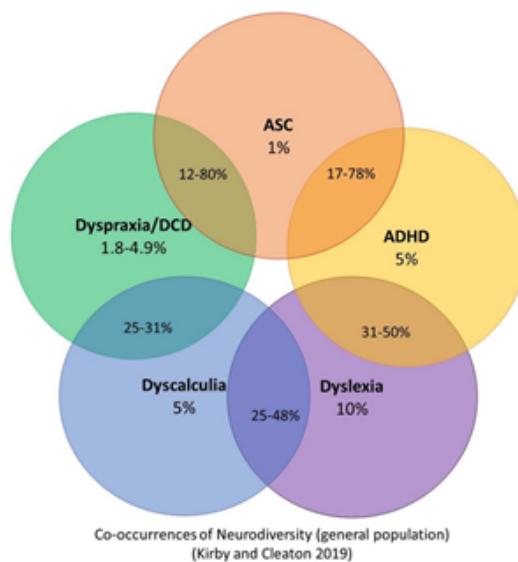
<https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/>

**K - Code** - Every school has to keep an up to date SEN register. Students who are receiving support in the form of targeted provision are coded as 'K'. Students with an EHCP are coded 'E'. We also have our own in-school code for students who we are monitoring.

**Literacy** - Literacy skills are crucial if young people are to be able to access the curriculum and make good progress. We have embedded best practice in literacy into our daily routines, for example through our Tutor Time Reading programme (TTRP). We regularly assess reading ages and offer literacy support to students who need it. This can include interventions that are phonics based, or those that boost reading comprehension.

**MLD - moderate learning difficulties** - often misused as a term. MLD actually describes quite complex SEND. Students with MLD are likely to be significantly behind in meeting key milestones and are likely to have much greater difficulty than their peers with basic literacy and numeracy skills.

**Neuro-diversity versus Neuro-divergent** - Neurodiversity simply describes how all of our brains are slightly different. Neurodivergence describes when someone's brain works in a way that is not typical. There are lots of strengths in neurodiversity, with many people now recognising and describing their neurodivergence as a 'super power'. Lots of neurodiverse conditions co-occur, which means people are likely to have more than one as illustrated here:



Further information can be found in the links below:

<https://www.mentallyhealthyschools.org.uk/factors-that-impact-mental-health/vulnerable-children/neurodiversity/>

<https://www.bdadyslexia.org.uk/dyslexia/neurodiversity-and-co-occurring-differences>

**Personalised Passport** - If teachers need to be aware of a student's needs or adjustments required in class, this is outlined on a Personalised Passport (previously called a Pupil Passport). All students on the SEN register will have a passport, some other students who are not on the SEN register may also have one if we need to share key information. Passports are regularly reviewed with feedback from the student, parents and teachers taken into consideration.

**Physical Disability** - some students may have a physical disability which prevents or hinders them from making use of the educational facilities generally provided. As a school we will work with families and young people to ensure the necessary adaptations are put in place to ensure they are fully included and able to access all aspects of school life.

**Quality-First (also known as High-Quality) Teaching** - This is our core offer here at Park House. Every element of our teaching in the classroom (our pedagogy) is based on evidence of what works best for students with SEN - we know that what works best for students with additional needs, works for all learners. If you wish to find out more, please look at the Education Endowment Foundation Five A Day resource.

[https://d2tic4wvo1usb.cloudfront.net/production/eef-guidance-reports/send/Five-a-day-poster\\_1.1.pdf?v=1643188181](https://d2tic4wvo1usb.cloudfront.net/production/eef-guidance-reports/send/Five-a-day-poster_1.1.pdf?v=1643188181)

**RFL - Ready for Learning** - At Park House, we have our Ready for Learning space (RFL). Students are referred to RFL if they are disrupting the learning of others, or for other behaviour concerns. The Learning Support team works closely with colleagues in the RFL team and we ensure that students with SEN are supported and have appropriate adjustments.

**Screen time** - Concerns around screen time affect every young person, but can be even more of a concern for students with SEND, who may become hyper-focused on a topic, or may be more vulnerable to social media and online interactions. Lots of advice is available to support with healthy routines at home.

<https://www.parentkind.org.uk/about-us/news-and-blogs/blog/unlocking-screen-time-the-essential-guide-for-parents>

**SENDIASS** - Is a free and impartial support service for parents and families of children with SEND. They can help you to get the right support, can attend meetings with you and can help with applying for an EHCNA. <https://westberkssendiass.info/>

**Speech and Language**- Some young people need support from a speech and language therapist. This service is often referred to as SaLT. They can support with speech issues, such as lisps and stammers, but also support with language processing and social communication. Further information and advice for parents can be found here:

<https://cypf.berkshirehealthcare.nhs.uk/our-services/children-and-young-peoples-integrated-therapies/speech-and-language-therapy/>

**Study Support** - Lots of students struggle with knowing how to study effectively. We offer 1:1 and small group intervention to help students work out how they can study and what techniques work for them. We also run parent workshops in advance of assessments and exams to share advice on how students can study effectively.

**Transition** - At Park House we focus on a smooth transition for our new Year 7 students. From the Spring term onwards we work closely with primary schools and with families to identify students who are likely to need extra support. We run additional transition days in the summer term and support summer school.

**Uniform** - We are proud of our high standards and smart uniform. We expect all students to wear their uniform correctly and with pride. We can support students with SEND to be comfortable at school and can suggest a number of ways to adapt clothing for students with sensory issues.

**Visual Impairment** - We work with the West Berks Visual Impairment team to train our teachers and support individual students with their needs.

**Zones of Regulation** - This is one technique that we use to support students with identifying their feelings, emotions and learning how to regulate and manage responses. You may want to try some of the techniques at home using this guide for parents.

<https://cambridge.lbhf.sch.uk/wp-content/uploads/2023/07/Zones-of-Regulation-Parents-Guide.pdf>

Please follow the links below for a range of extra information, support and advice:

[West Berkshire Directory](#)

<https://www.ipsea.org.uk/>

[West Berkshire SENDIASS](#)

[The Mix at Waterside \[SEND Youth Club\] - Newbury | eola](#)

[Support Groups | Swings & Smiles](#)

[Mencap](#)

<https://www.bbc.co.uk/bitesize/study-support>

<https://www.autism.org.uk/>

<https://autisticgirlsnetwork.org/>

<https://adhd.uk.co.uk/>

<https://www.youngminds.org.uk/>

<https://www.bdadyslexia.org.uk/>

If you have any further queries please contact the SEND team via [send@parkhouseschool.org](mailto:send@parkhouseschool.org)