



Park House School

SEN Information Report 2023-24

1st September 2023

This report describes Park House School's policy and provision for pupils with SEND. This report has been produced in accordance with and pursuant to the Equalities Policy of the Greenshaw Learning Trust, the [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and relevant legislation, and the Funding Agreement and Articles of Association of the Greenshaw Learning Trust.

Approval and review:

This report is the responsibility of: SENDCo

This report was approved by the Local Governing Body on: **Date**

Part One: SEN Policy

Part Two: SEN Information Report

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Part Two: SEN Information Report 2023-24

At Park House, we do whatever it takes to ensure your child fulfils their potential. This includes children with Special Educational Needs or Disabilities (SEN/D).

A child or young person is defined as having SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them; if they have significantly greater difficulty in learning than the majority of others of the same age; or, if they have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools (SEN Code of Practice 2015).

1. There are broadly four types of SEN, all of which are catered for at Park House. These are:

- Communication and Interaction (C & I): for example, Autistic Spectrum Condition (ASC/ ASD), speech, language and communication difficulties (SLCN);
- Cognition and Learning (C & L): for example, Specific Learning Difficulties (SpLD) such as Dyslexia, Dyspraxia, Dyscalculia, Moderate Learning Difficulties (MLD), Working Memory Difficulties;
- Social, Emotional and Mental Health Difficulties (SEMHD): for example, Attention Deficit Hyperactivity Disorder (ADHD), Depression, Anxiety, Eating Disorders;
- Sensory and/or Physical Needs (PD): for example, Visual Impairments (VI), Hearing Impairments (HI), Sensory Processing Disorder (SPD), Multi-Sensory Impairments (MSI), Physical Disability (PD).

2. Identifying pupils with SEN and assessing their needs

Prior to pupils joining us in Year 7, the relevant member of SLT and the SENDCo will work with all feeder primary schools to identify and pass on information concerning any student with SEND.

Additionally, we will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and key stage data where appropriate. The identification of pupils with SEND is built into Park House's overall approach to monitoring the progress and development of all our pupils. The SENDCo and class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better the child's previous rate of progress; ·
- fails to close the attainment gap between the child and their peers;
- widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Class teachers must raise any concerns about potential special educational needs to the SENDCo. The school will follow the Assess-Plan-Do-Review graduated approach and the SENDCo will liaise with parent/ carer(s) to discuss any concerns raised by class teachers.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.



Assessments which may be used to determine students' needs include:

WRAT 5	CTOPP	TOWRE-2	TOMAL	
DASH	SDQs	RCADs	New Group Reading Test	SPaRCS Test
CATs	Vernon Group Spelling Test	PhAB	teacher/ class assessments	

3. Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- everyone develops a good understanding of the pupil's areas of strength and difficulty;
- we take into account the parents' concerns;
- everyone understands the agreed outcomes sought for the child;
- everyone is clear on what the next steps are;
- notes of these early discussions will be added to the pupil's record and given to their parents;
- we will formally notify parents when it is decided that a pupil will receive SEN support.

Parents who have concerns about their child's progress, and believe they may have a SEN need, should contact the SENDCo using the email address: jesmith@parkhouseschool.org. A member of the SEND team will then contact you to discuss this further.

Parents/ carers will be invited into school for meetings with the SENDCo at least three times a year to review pupils' provision for all pupils on the SEND Register.

For parents/ carers of children with an EHCP, there will be at least one annual review meeting with the SENDCo each year to discuss progress made and to plan for the year ahead.

In addition, regular phone calls and meetings will take place in keeping with each pupil's needs.

4. Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs.

This will draw on:

- The teacher's assessment and experience of the pupil;
- Their previous progress and attainment and behaviour;
- Other teachers' assessments, where relevant;
- The individual's development in comparison to their peers and national data;
- The views and experience of parents;
- The pupil's own views;
- Advice from external support services, if relevant.

The assessment will be reviewed regularly.



All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5. Supporting pupils moving between phases and preparing for adulthood

At Park House, we ensure that pupils have numerous experiences to prepare them for adult life; this includes building their readiness for university or further study, as well as helping pupils to become independent and responsible young people.

Pupils also receive comprehensive careers guidance throughout their education.

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Incoming Year 6 students will have at least one day of transition prior to starting at Park House School. The SEND Team run an additional day prior to the main transition programme.

6. Our approach to teaching pupils with SEN

At Park House, we pride ourselves on inclusive practice. We support all staff in consistently delivering high quality teaching. We know that best practice for young people with SEND is best practice for all. Park House ensures that SEND students are appropriately challenged and follow a broad and aspirational curriculum. All teachers are accountable for the progress and attainment of students with SEND needs and think carefully about scaffolding lessons to ensure they are accessible. Staff receive frequent training and meet regularly to discuss how best to meet the needs of SEND pupils.

We will also provide the following interventions:

- Direct Instruction;
- SALT;
- Personalised literacy interventions;
- Social skills groups;
- Numeracy intervention;
- Emotional wellbeing support;
- Nurture group;
- School Counsellor.

We adopt a graduated response for students identified with SEND. Provision is identified and monitored by the SENDCo but planning and implementation of this provision will be largely delivered by school staff.

Wave 1 support:	High quality teaching and targeted scaffolding is our first step to responding to students who have SEND.
Wave 2 support:	Initiated for pupils who continue to make inadequate progress following Wave 1 support. Wave 2 support may include interventions such as: additional classroom support, small group work and 1:1 intervention.



Wave 3 support: Initiated where pupils continue to make inadequate progress despite additional provision at Wave 2. We may seek advice from outside agencies such as: Educational Psychology Service, Speech and Language Therapy, etc.

EHCNA: Education, Health and Care Needs Assessment – where pupils fail to make appropriate levels of progress, the school and/ or the parent/ carer may decide to request that the Local Authority carries out a statutory assessment. West Berkshire's assessment criteria can be found here:

https://search3.openobjects.com/mediamanager/westberks/enterprise/files/12_ehc_assessment_criteria.pdf

Hampshire's assessment criteria can be found here:

<https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds/sen-pathway>

Where pupils are identified as having specific needs, they will be added to the SEND Register and this will be communicated to parents and carers. Every pupil on the SEND Register has a pupil passport which outlines the pupil's specific needs and the strategies to effectively support the child. These are shared with all staff who support the child, to ensure strategies are implemented and reviewed regularly, within an 'assess-plan-do-review' model. The SENDCo and SLT will support staff to ensure that they implement the strategies appropriately, providing guidance where necessary. The SENDCo will keep the SEND Register up-to-date for pupils, and provide feedback to parents on support and provision in school as appropriate.

7. Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Scaffolding our curriculum to ensure all pupils are able to access it and that it is appropriately challenging for SEND students.
- Sequencing of knowledge and regular feedback and assessment to support progress
- Frequent recall and retrieval practice mapped across the curriculum
- 'I do', 'We do', 'You do' model within lessons
- Adapting our resources and staffing;
- Using recommended aids, such as: laptops, visual timetables, larger font, etc.;

8. Additional support for learning

We have a team of teaching assistants who are trained to deliver interventions such as: numeracy support, spelling, literacy and social skills.

Teaching assistants may be assigned to support a class teacher where appropriate but always promoting independence.

Teaching assistants will support pupils in small groups when students are identified by the SENDCo or teachers as requiring support over and above what high quality teaching can provide in the classroom.

We work with the following agencies to provide support for pupils with SEN:

- West Berkshire and Hampshire CAMHS;



- West Berkshire Physiotherapy;
- West Berkshire Occupational Therapy;
- West Berkshire and Hampshire social services;
- West Berkshire Educational Psychology Service;
- West Berkshire Autism Advisory Service;
- Time 2 Talk;
- Mental Health Support Team (MHST).

9. Expertise and training of staff

Our SENDCo has a number of post-graduate qualifications including the NASENCo qualification..

The SENCo is allocated time each week to manage SEN provision.

We have a team of teaching assistants who are trained to deliver SEN provision.

In the last academic year, staff have been trained in: literacy, autism, sensory impairment and supporting students as readers, scribes and invigilators.

The SENDCo and Senior Leadership Team discuss staff training needs each term and plan appropriate training sessions, either based on general need or specifically designed around one pupil.

10. Securing equipment and facilities

Park House is dedicated to meeting the needs of students and ensuring equipment and facilities are available as appropriate.

11. Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term using robust assessment data;
- Reviewing the impact of interventions at 6 weekly intervals;
- Reviewing pupil passports 3 times a year and ensuring strategies are embedded;
- Monitoring by the SENDCo;
- Analysis of student tracking data and test results for individual students and for cohorts;
- Holding annual reviews for students with EHC plans;
- Using Provision Maps to measure progress;
- The school improvement plan which is used for planning and monitoring provision in the school;
- Feedback from parents and staff, both formal and informal, following meetings to produce targets and outcomes, revise provision and celebrate success.



12. Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our residential trip(s).

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

13. Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council;
- Pupils with SEN are also encouraged to be part of extra-curricular clubs to promote teamwork/building friendships etc.;
- We work collaboratively with our school counsellor and external agencies where additional support is required.
- We have a zero-tolerance approach to bullying.

14. Working with other agencies

Primarily, Park House works with West Berkshire SEND Team and Hampshire County Council in terms of managing the needs of those students with EHC Plans. Park House also works with West Berks CAMHs and Hampshire CAMHs. The school also works with West Berkshire and Hampshire children's services.

15. Complaints about SEN provision

Should students or parents/ carers be unhappy with any aspect of provision they should be encouraged to discuss the problem with the class teacher in the first instance. Anyone who feel unable to talk to the teacher, or is not satisfied with the teacher's response, should ask to speak to the SENDCo or the Head of Year.

In the event of a formal complaint, parents are advised to contact the headteacher following the complaints procedure protocol. The LA Parent Partnership Service is available to offer advice.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions and fixed-terms suspensions;
- Provision of education and associated services;
- Making reasonable adjustments, including the provision of auxiliary aids and services.



16. The local authority local offer

Our contribution to the local offer is found here:

<https://directory.westberks.gov.uk/kb5/westberkshire/directory/localoffer.page?localofferchannel=4> For

further information about the local offer, see Part One section 4.

17. Monitoring arrangements

This information report will be reviewed by the SENDCo **every year**. It will also be updated if any changes to the information are made during the year.

18. Links with other policies and documents

This policy links to our policies on:

- Accessibility;
- Behaviour;
- Equality information and objectives;
- Supporting students with medical conditions.