

Park Lodge School Reference:	PLS11
Category:	School Policies
Policy Title:	SEND Policy
Version Number:	
Reviewed on:	New policy not yet reviewed
Next Review Date:	
Lead Officer:	Darryl Holdcroft
Ratified by:	Sharon Donaldson

Version Control Table		
Date Ratified:	Version Number:	Status:

Date:	Key Revision:

SEND Policy

Aims & Statement of Park Lodge Schools SEND

At Park Lodge School, we provide an inclusive education for all students, ensuring that everyone is welcomed and valued, regardless of their age, gender, ethnicity, learning challenges, mental health condition, disability, academic performance, cultural background, or life experiences. Our primary goal is to create a safe, nurturing environment where all students can learn, make progress, and reach their full potential.

We fully embrace and actively contribute to the holistic model established by the institution to address both the health and educational needs of young people. Our school's guiding principles revolve around personalisation, and as a result, our curriculum, while comprehensive and well-rounded, is also tailored and highly customised to cater to the unique needs of each student referred to our services. This approach allows them the opportunity to demonstrate growth and development.

We firmly believe in the potential for every individual to succeed, and therefore, we actively work to help students overcome their current learning barriers, achieve their aspirations, and unlock their full potential. We closely collaborate with all stakeholders involved in a student's care and treatment plan within a safe yet stimulating environment, valuing this coordinated effort in our provision. We prioritize the input of students, parents, and caregivers in decision-making regarding their support and goals.

We acknowledge that inclusion is an evolving process that requires ongoing assessment, following the Assess, Plan, Do, Review cycle. Our staff shares the responsibility of providing a curriculum where every student can thrive, and they are experts not only in their respective subjects but also in tailoring lessons to meet the needs of all students, regardless of their abilities or requirements. Our approach is dedicated to addressing potential challenges and removing obstacles to academic achievement."

Definition

A pupil has SEND if they have a learning difficulty or disability which calls for special education above ordinarily available provision to be made for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- 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 school's Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools. (SEND Code of Practice, 2014).

Roles and responsibilities

Everyone in the school community has a positive and active part to play in ensuring that pupils with SEND achieve their full potential.

The specific roles and responsibilities of everyone are outlined in **Appendix A**. All school staff are required to familiarise themselves with this policy and their roles and responsibilities, and to sign and return to Angharad Crane the SEND Statement (**Appendix B**).

Angharad Crane is the Deputy Headteacher for the Park Lodge school, she has a master's in special education and is an experienced SENCO.

So in the first instance matters relating to SEN will be deferred to the Deputy. Due to the unique setting of Park Lodge it is not typical to have students with a high level of SEN need on roll. However, if a student is admitted who has a level of need beyond the Deputy Headteacher's capacity within school, then

we will seek advice from the LA of the YP and discuss with the SEND Team. We will also discuss with other Arcadia Care schools.

SEND information report

Areas of SEND

The Special Educational Needs and Disability Code of Practice: 0-25 Years (2014) identifies four broad areas of need:

- Communication and Interaction – e.g. Autistic Spectrum Disorder (ASD), Speech and Language difficulties Cognition and Learning - e.g.
- Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) Specific Learning Difficulties (SpLD) (e.g. dyslexia, dyspraxia) and Profound and Multiple Learning Difficulties (PMLD)
- Social, Emotional and Mental Health Difficulties - e.g. Attention Deficit Disorder (ADD),
- Attention Deficit Hyperactive Disorder (ADHD), attachment disorder and behaviours that reflect underlying mental health difficulties Sensory and Physical Impairment - for example, Vision Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI) and Physical Difficulty (PD)

Identifying pupils with SEND and assessing their needs

At Park Lodge School, pupils who are behind the expected levels of Maths and English are not automatically identified as having special educational needs but are provided with the teaching they need to make the progress required. Pupils with special educational needs are identified in a number of ways, including:

- Collation of prior or home school data and information
- Baseline testing where necessary on entry to the school
- Regular cycle of teacher assessments
- More detailed testing of individual pupils as appropriate

- Staff refer pupils to LSLT, highlighting specific concerns
- Multi-disciplinary team meetings, highlighting social, emotional and mental health concerns

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 and adjustments that are needed.

Pupils with SEND are identified on the SEND Support List which is available to all staff. The Deputy Headteacher is responsible for maintaining the SEND Support List accurately. The speed at which a home school responds to our request for information is variable and this can delay the updating of information.

Pupils with SEND may be identified as either requiring SEND support (SS) or an Education, Health and Care (EHC) Plan (EHCP).

- SS- a pupil with SEND requiring intervention that is additional to, or different from, those provided through the school's usual differentiated curriculum offer and strategies. This may include advice or support from outside specialists, so that alternative interventions, additional or different strategies can be put in place.

- EHC– a pupil with an EHC Plan. This identifies a pupil with a lifelong and significant difficulty, requiring a Statutory Assessment by a pupil's home LEA. An assessment can be requested by the school or parent. If an EHC Plan is issued, it will state a pupil's strengths and areas of need. It will also specify desired outcomes for the pupil, along with the steps and resources required to ensure that those outcomes are achieved within the given time frame.

The Headteacher endeavours to work closely with any pupil's LEA / school to ensure that all the entitlements of an EHC Plan are still provided. The Headteacher will maintain Annual Reviews of EHC Plans and a member of the LEA invited to attend. If the school considers an EHC Plan to be necessary, the Headteacher will contact the LEA of the pupil and begin the referral and assessment process.

Where Headteacher is mentioned, this role also falls under the Deputy Headteacher.

The school will make every effort to adhere to the timescales provided in the Code of Practice. However, the responsibility to oversee this process continues to lie with the young person's LEA.

Consulting and involving pupils and parents.

Pupils

It is essential for all pupils to be fully involved in their education; feeling listened to and in control of their learning experiences. It is the responsibility of all members of staff to interact individually with SEND pupils in their classes, engaging in conversation about their learning and how best to support them to achieve agreed targets and meet their needs.

Pupils are encouraged to:

- have an understanding of the difficulties they experience in and outside the classroom
- celebrate their strengths and achievements
- become independent learners
- fully participate in the decision making processes by contributing to assessments and reviews
- develop ways of helping themselves by suggesting their own personal targets
- share ideas with staff and other pupils. Pupils participate, where appropriate, in the creation of Personal Learning Plans, which detail their needs, strategies of support and SMART targets.

Parents and Carers

It is essential for parents/carers to be fully involved in their child's learning and to participate in decisions made about their child's education.

We listen to parent's views and actively encourage discussions about educational needs and provisions. Wherever possible views and wishes will be adhered to, so they can contribute to the provision network around them and continue to thrive as individuals and reach their full potential.

Assessing and reviewing pupils' progress towards outcomes

We follow the graduated approach and the four-part cycle of assess, plan, do, review. Teachers will work with the Headteacher Darryl Holdcroft or the SENDCo Angharad Crane to carry out a clear analysis of the pupil's needs. This will draw on:

- Teachers' assessment and experience of the pupil
- Their previous, progress and attainment and behaviour
- 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

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 the impact on the pupil's progress.

Our inclusive approach to teaching pupils with SEND

It is incumbent upon all staff members to be mindful of the obstacles that pupils with special educational needs (SEN) may encounter while maintaining high expectations for their academic progress and potential achievement. We have provided training to all staff members on effectively tailoring lesson delivery and offering comprehensive support to SEN students in the classroom. Ensuring our students with SEN receive the necessary support is a collective responsibility within our school. We anticipate that all teachers will serve as educators for every student, adjusting their teaching methods as needed to facilitate the progress of all pupils. This might involve modifying teaching approaches and adapting learning materials as appropriate.

We employ a creative approach to curriculum design, aiming to meet the needs of all students across various age groups.

With a growing emphasis on enhancing the skills and abilities of students who face challenges in accessing knowledge and understanding, we aim to equip them with the necessary skills to support their growth as learners.

Simultaneously, we strive to challenge, develop, and broaden the skills of all our learners, ensuring that each individual reaches their maximum potential.

We regularly conduct lesson observations and assess students' work to continually evaluate and enhance the learning experiences for all students.

High quality provision and adaptations for pupils with SEND

There are several systems in place to ensure that our pupils with SEND are supported to achieve. All staff have been trained on effectively differentiating work and supporting SEND pupils fully in the classroom.

Teachers are provided with detailed pupil information to inform their classroom planning. They can readily access this information and strategies provided by external agencies.

The Deputy Headteacher and Keyworkers for pupils regularly inform staff of any changes in a pupil's needs.

The Deputy Headteacher liaises closely with staff to ensure that pupils with SEND have good access to learning in lessons. On-going training ensures that all staff are kept up-to-date and have the knowledge to support pupils fully in lessons.

Lesson observation and book scrutiny allows teaching to be monitored and support/strategies provided as necessary. Pupils are mainly taught in small groups and therefore have personalised support.

Some pupils will be assessed as needing additional support to maintain progress. This may be a short or longer term intervention. All small group and

1:1 intervention follow an Assess, Plan, Do, Review cycle. This structure ensures that intervention is appropriate and focused on developing the needs of individual pupils.

All provisions within the school will be monitored to assess impact in a number of ways, including:

- Regularly reviewing pupil information and sharing targets and achievements with the pupils and their families
- Key workers reviewing and gaining the opinions of our pupils
- Regularly tracking and monitoring academic progress
- Classroom observation by the Headteacher, Deputy Headteacher

Pupils who require Access Arrangements are tested and provided with arrangements that reflect their normal way of working. This ensures they are not put at a disadvantage and are provided with the correct support. We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson
- Adapting resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font
- Differentiating teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud

Supporting pupils with transition and preparing for adulthood

Pupils are supported at each point of transition, whether this be between key stages whilst they are educated at Park Lodge or with their home school. We liaise closely with home schools to ensure a smooth transition between settings. Baseline data and information is requested to ensure teaching is appropriately planned and reflective of a pupil's needs. Where applicable further support may be required by the Park Lodge clinical team, including occupational therapy. Where appropriate, a pupil will be taught life skill lessons to support them in their preparation for adulthood. As SEND pupils

move from school to other education establishments or employment the SEND department will provide information and reports to ensure a successful transition.

Evaluating the effectiveness of SEND provision

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

- Reviewing pupils' individual progress each half-term
- Using pupil questionnaires
- Monitoring by the Deputy Headteacher and Headteacher
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEND or EHC plans

Collaboration between education, health and social care services

We work closely with all stakeholders to ensure that the needs of a student are fully met. When necessary, advice will be sought from external advisors and professionals concerning appropriate next steps. Not exclusive to but including the appropriate professionals supporting the students at Park Lodge.

Complaints about SEND provision
Complaints about SEND provision in our school should be made to the Headteacher in the first instance. They will then be referred to the school's complaints policy.

Appendix A:

Roles and Responsibilities

The Headteacher will:

- Work with the Deputy Headteacher to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

The Deputy Headteacher will:

- Work with the Headteacher to determine the strategic development of the SEND policy and provision in the school.
- Ensure that the school carries out its statutory responsibilities regarding all pupils with SEND including the Code of Practice for Special Educational Needs 2014 and the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Put provision in place to ensure progress of all pupils with SEND.
- Support all staff in understanding the needs of pupils with SEND and work with staff, parents, and other agencies to develop effective ways of bridging barriers to learning through assessment of needs, monitoring of teaching and pupil achievement and target setting through Personal Learning Plans.
- Advise and support staff on the graduated approach to providing SEND support and setting appropriate SMART targets.
- Regularly monitor progress towards targets for pupils with SEND.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially local authorities and their support services.
- Liaise with home-schools and potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Ensure the school keeps the records of all pupils with SEND up to date.
- Advise on and contribute to the professional development of staff, including whole school INSET provision.
- Provide regular information to the head teacher and governing body on the evaluation of SEN provision.
- Co-ordinate Annual Reviews and reviews of Personal Learning Plans.
- Liaise with SENCo from other Elysium sites for advise if the SEN need is beyond the capacity of the school.

Class teachers are responsible for:

- The progress and development of every pupil in their class.
- Working with the Deputy Headteacher to review each pupil's progress and development and decide on any changes to provision.

- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Ensuring this SEND Policy is followed.

Appendix B

SEND Statement:

“At Park Lodge School, we provide an inclusive education for all students, ensuring that everyone is welcomed and valued, regardless of their age, gender, ethnicity, learning challenges, mental health condition, disability, academic performance, cultural background, or life experiences. Our primary goal is to create a safe, nurturing environment where all students can learn, make progress, and reach their full potential.

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We acknowledge that inclusion is an evolving process that requires ongoing assessment, following the Assess, Plan, Do, Review cycle. Our staff shares the responsibility of providing a curriculum where every student can thrive, and they are experts not only in their respective subjects but also in tailoring lessons

to meet the needs of all students, regardless of their abilities or requirements. Our approach is dedicated to addressing potential challenges and removing obstacles to academic achievement."

I can confirm that I have read the SEND Policy.

- I have been made aware of my duties to ensure an inclusive education for all pupils.
- I have been made aware of who I can contact with any queries or for SEND support.

Name:

Signature:

Date: / /