

THE PARK SCHOOL

SPECIAL EDUCATIONAL NEEDS (SEN) POLICY

The term ‘Special Educational Needs’ to any pupil who has a “learning difficulty which calls for special educational provision to be made” (Code of Practice Para 2:1)

The Special Educational Needs and Disability Act (SENDA) refers to disabled pupils in a wide sense, including those with special educational needs. It also includes prospective pupils. The Park School will;

- Not treat disabled pupils less favourably
- Take reasonable steps to avoid putting disabled pupils at a substantial disadvantage in matters of admission and education

However, the school may select pupils by ability and aptitude, as long as this is not done as a way of excluding pupils with a disability.

A “learning difficulty” means that the child has greater difficulty in learning than the majority of children of the same age, or a disability which hinders him/her from making full use of the educational facilities usually provided.

Children of higher ability in any subject area will be referred to the Gifted and Talented Coordinator.

We believe that children with Special Educational needs require the greatest possible access to a broad and balanced education, including the National Curriculum (Code of Practice Para 1:2)

All staff are committed to providing the most effective support for our children with Special Educational Needs to enable them to have such access.

OBJECTIVES OF SEN POLICY

- To seek to identify the specific learning needs of individual children as early as possible and to teach them the way they learn best
- To try to recognise any specific care needs individual children may have and meet those needs within the whole school community.
- To provide extra support where needed
- To plan, monitor and record the progress of individual children with SEN
- To seek the professional advice of outside agencies when necessary.
- To keep provision of all resources under review.
- To work in full partnership with parents.

- To involve the **pupil** in decisions about his/her support, this should be age appropriate.
- To provide the best education we can for all children with Special Educational Needs so that they might achieve their full potential.

SPECIAL EDUCATIONAL NEEDS CO-ORDINATORS

Mrs Vivien Wiles (Senior)
Mrs Marion Partington (Junior)
Mrs Belinda Stephens (Support teacher)

MONITORING AND REVIEW

In the Junior Department all pupils on the staged procedures are regularly reviewed by the class teacher and all staff who support the child. In the Senior school reviews are carried out by the SENCO with the help of the form tutor and subject staff.

Each pupil in the Junior Department with an individual education plan is set realistic and attainable targets, which link to core curriculum targets in Key Stages 1 and 2. Progress is assessed against those targets and records are kept. Parents are informed about their child's progress.

In the Senior school areas for development are identified and it is the responsibility of all staff to incorporate these into their teaching. The SENCO is available at Parents Evenings and by appointment to discuss progress throughout the year.

ACCESS TO THE CURRICULUM

All teachers aim to design the learning activities in ways that enable the full range of pupils to access them. A range of groupings is used in the classroom based on pupils' abilities, and there are opportunities for pupils to work at their own pace.

Assessment activities enable pupils to record their understanding in various ways, and multi-sensory approaches are used to enable all pupils to learn. Collaborative learning styles are encouraged, as well as different methods of recording for some pupils.

PUBLIC EXAMINATION PROVISION

The SENCO in partnership with the Examination Officer and the Bursar will manage the provision of extra time, readers, scribes and any other additional resource agreed by the examination boards for public examinations. This will be dependent on the completion of the application by a Board approved Specialist teacher or Educational Psychologist. All costs involved in this process will be passed on to the Parents.

EVALUATING POLICY

The following will be evaluated annually:

- Regular assessments of pupils in the SEN register.
- The views of staff working with SEN children.
- Resources for working with SEN children.
- The number of pupils in each class identified.
- Value added against baseline assessments where appropriate.

COMPLAINTS PROCEDURE

If parents are concerned about the provision for their child, they should discuss it with the class teacher (form tutor) or Head teacher, who may inform the SENCO. The procedure set out in The Park School Complaints Policy (and procedure) document will be put in place if necessary, please refer to separate policy, and the parents will be kept informed at all times.

PARTNERSHIP WITH PARENTS

We recognise that the contribution of parents to the child's progress is invaluable. Parents are encouraged to take as full a part as possible in helping meet their child's special needs. Parents receive a twice-yearly invitation to visit the school and discuss their child's progress. Informal visits are also encouraged and parents may make additional appointments. A written report is issued to parents twice a year showing detailed progress in each subject. A set of half term grades are issued four times a year.

The Park School will make its best efforts to work with Special needs children. The overall responsibility for the suitability of the provision remains with the parents.

Approved by the Governing Body - 25.05.10