Harbour Schools Partnership

A guiding light for education

Special Educational Needs and Disabilities Policy

Date Adopted: December 2025

Reviewed on: Annually

Author/owner: Board of Trustees

Anticipated Review: December 2026

NB. 'Trustees' means the Directors referred to in the Trust's Articles of Association.

Introduction

History of most recent policy changes

Version	Date	Page	Change	Origin of Change e.g. TU request, Change in legislation

Links to other Trust Policies

List any other policies or guidance that is referenced within this policy document

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1.0 CONTEXT

Use Heading 1 for main headings This policy was developed in consultation with parents/carers, staff and pupils of the school community and pays due regard to:

This is based on the statutory guidance Special Educational Needs and Disability (SEND) Code of Practice, Keeping Children Safe in Education and working together to improve school attendance.

This policy is also based on the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The governance guide for maintained schools/academy trusts which sets out governors'/trustees' responsibilities for pupils with SEND
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

This policy also complies with our funding agreement and articles of association.

Governor responsible for SEND:		Mrs Sue Gibson
Headteacher:		Ms Vicky Owen

Special Educational Needs Coordinator (SENDCo):		Mrs Aimee Mills
SENDCo Qualifications:		NASENDCo, NPQH, NPQSL, NPQLL plus a member of the Senior Leadership Team
Contact details:		Aimee.Mills@thsp.org.uk
Name of LAC teacher:		Ms Sarah Langford
Contact details:		Sarah.Langford@thsp.org.uk
Linked Policies		Safeguarding and Child Protection Behaviour and Anti-Bullying Supporting pupils with medical conditions Data Protection Policy Accessibility Plan/Strategy Pupil Premium Plan School Admissions Schools Complaints procedures Health and Safety Relationships and Sex Education Teacher's Standards 2012 Equality Policy and objectives

1.1 Special Educational Needs and Disability Policy

This Policy seeks to promote the successful inclusion of pupils with special educational needs and disabilities at The Park Community School.

Rationale

At The Park Community School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. All children are of equal value and deserve access to resources and opportunities to develop their full potential. At The Park Community School, we work in collaboration with families and external agencies to ensure all pupils are given full opportunity to reach their potential and achieve success.

Special Educational Needs and Disability (SEND):

- *A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.*
- *A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*
    - *has a significantly greater difficulty in learning than the majority of others of the same age, or*
    - *has 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'*

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

- The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.
    -

At The Park Community School, a pupil will be placed on the Special Educational Needs and Disabilities (SEND) register if they meet the criteria outlined in the SEND Code of Practice (2015) and relevant legislation, including the Children and Families Act 2014.

This includes:

- **Learning difficulties** (e.g. dyslexia, dyspraxia, dyscalculia)
- **Disabilities** (e.g. visual or hearing impairments, cerebral palsy)
- **Social, emotional and mental health needs** (e.g. ADHD, anxiety)
- **Communication and interaction needs** (e.g. speech and language difficulties, autism)

Eligibility Criteria:

Has a difficulty or disability which:

- Significantly impacts their ability to learn compared to peers of the same age.
- Has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.
- affects access to education, learning, or participation in school life.
- Require support in one or more of the following areas:
    - Communication and Interaction
    - Cognition and Learning
    - Social, Emotional and Mental Health
    - Sensory and/or Physical Needs

Additional Considerations

- Pupils with a recognised disability should be included even if they do not currently require additional educational support, where the condition has the potential to impact learning or access to education.
- Inclusion on the register must be based on evidence of need, not solely on diagnosis.
- Parental/carer engagement is essential; schools must inform and involve families in decisions regarding SEND identification and support.
- The SEND register is dynamic and should be reviewed regularly to reflect changes in pupil needs and provision.

Special Education Needs and Disability Code of Practice: 0-25 years January 2015
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

1.2 School Admissions

No pupil will be refused admission to The Park Community School on the basis of their special educational need. In line with the Equality Act 2010 we will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will use our best endeavours to provide effective educational provision.

Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school directly so that consultations can take place.
The school's Accessibility Plan/Strategy is available on request or from the school website.

https://www.gov.uk/guidance/equality-act-2010-guidance

1.3 SEND Information Report

Schools have a duty to publish SEND information annually so that parents/carers can see what support a school provides for its pupils. This will be accessible on the school's website.
Further details on the SEND Information Report can be found in Appendix 1.

2. Aims and Objectives of SEND Policy

2.1 Aims

We aim to ensure that pupils' individual special educational needs and disabilities are identified and that the provision made at The Park Community School will enable these pupils to make good progress and achieve their potential and are fully included in all aspects of the school's community.

The Park Community School will have regard to the SEND Code of Practice 2015 when carrying out its duties towards all pupils with SEND and ensure that parents/carers are informed by the school that SEND provision is being made for their child.

2.2 Specific objectives

- To identify pupils with special educational needs and disabilities as early as possible and ensure that their needs are met by gathering information from parents/carers, education, health and care services (if appropriate, and early years' settings prior to the child's entry into the school).
- To ensure the arrangements identified in individual healthcare plans support pupils with medical conditions to gain access to all school activities. This will be achieved through consultation with health and social care professionals.
- To regularly monitor the progress and development of all pupils to aid the early identification and assessment of pupils with SEND.
- To make appropriate provision to overcome all barriers to learning and to ensure pupils with SEND have full access to the National Curriculum. This will be co-ordinated by the SENDCo and Headteacher. The provision will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and identified needs are catered for.
- To ensure that well-targeted professional development including training facilitates staff to achieve a high level of SEND expertise to meet a wide range of needs across the school.
- To promote effective partnership and communication with parents/carers, pupils, children's service and all other agencies ensuring that:
    - learners express their views and are fully involved in decisions which affect their education.
    - parents/carers are informed of their child's special needs, and work with them to gain a better understanding of their child and involve them in all stages of their child's education, including supporting them in terms of understanding SEND procedures/practices and providing regular feedback on their child's progress.
    - there is co-operation and productive partnerships with the Local Authority and other external agencies, and there is a multi-professional approach to meeting the needs of all vulnerable learners.
    - the environment created meets the special educational needs of each pupil in order that they can achieve their learning potential and can be included in activities alongside their peers/pupils who do not have SEND.
- To have regard to guidance detailed by Devon County Council.
- To recognise the importance of 'preparation for adulthood' right from the start.

There may be times in a pupil's school career when they are identified as having a Special Educational Need. These pupils will be provided with intervention and/or support that is 'additional to or different from' the normal adapted curriculum. This may be on an ongoing basis or for a limited time. Many pupils with sensory and/or physical disabilities may require adaptations, termed reasonable adjustments, under the Equality Act 2010.

3. Areas of Special Educational Need

Under the SEND Code of Practice 2015 pupils identified as having a special educational need (SEN) will be considered within one or more of the following categories of need:

3.1 Cognition and Learning

Children with learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs.

Children with a specific learning difficulty (SpLD) will have difficulties related to one or more of dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing).

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Cognition and Learning needs include:

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD), and
- Profound and multiple learning difficulties (PMLD)

3.2 Social, Emotional and Mental Health Difficulties

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder, conduct disorder or attachment disorder.

Social, Emotional and Mental Health Difficulties include:

- ADD
- ADHD
- Attachment Disorder

At The Park Community School, we always seek to address the underlying cause of the presenting behaviour. This means a collaboration where appropriate of family and health colleagues which supports the child's needs.

3.3 Communication and Interaction needs

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication.

The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children with Neurodiversity; including Autism spectrum condition may experience difficulties with social interaction. They may also experience difficulties with language,
communication and imagination, which can impact on how they relate to others.

Communication and Interaction needs include:

- Speech, language and communication needs (SLCN)
- Neurodiversity (Autism/ADHD/ Tics & Tourette's etc)

3.4 Sensory and/or Physical needs

Some children require special educational provision because they have a disability, and this prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Sensory and/or physical needs include:

- Visual impairment (VI)
- Hearing impairment (HI – including Deaf and hearing impairment)
- Multi-sensory impairment (MSI - sometimes referred to as DeafBlind)
- Physical disability (PD).

4. A Graduated Response to Special Educational Needs and/or Disabilities

4.1 Early Concerns

The progress made by all pupils is regularly monitored and reviewed by the school. Initially, any concerns raised by teachers, parents/carers or other agencies are addressed by appropriate adaptation within the classroom and a record is kept of any strategies or interventions that are used to support the pupil. This can then be reviewed in any further discussions if the concerns persist. If concerns persist, the class teacher will work with the school's Special Educational Needs Coordinator (SENDCo) to assess if the pupil has a special educational need and agree

the appropriate support. Details of assessment tools and materials used in The Park Community School can be found in **Appendix 2**.

In some cases, it may be necessary to seek assessment by or advice from an external professional such as a specialist teacher or educational psychologist. This will always be discussed and agreed in advance with the pupil's parents/carers.

When the school is considering whether a pupil has a special educational need one or more of the concerns below may be observed:

- *Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness.*
- *Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.*
- *Persistent emotional or behavioural difficulties which are not resolved by appropriate behaviour management strategies.*
- *Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment.*
- *Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of an appropriately adapted curriculum.*
- *Has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class groups, despite having an individualised behaviour support programme.*
- *Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service.*
- *Has a communication and/or an interaction difficulty that impedes the development of social relationships and cause a substantial barrier to learning.*

Where it is determined that a pupil does have Special Educational Needs and/or a Disability (SEND) the parents/carers will be formally advised. The school will take appropriate action to support learning and put effective special educational provision in place. This is termed **SEND support**.

4.2 SEND Support

The aim of formally identifying a pupil with SEND is to ensure that any action the school takes is an effective provision which seeks to meet the child's needs and remove the identified barriers to learning. The school will ensure any actions taken support the pupil to make good progress in their learning and achieve positive outcomes.

This is known as **the Graduated Approach (See Appendix 3)**:

- **Assess**
- **Plan**
- **Do**
- **Review**

This is an ongoing cycle to enable the provision to be refined, revised and adjusted to enable greater understanding of the needs of the pupil as they develop. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

4.2.1 Assess

Assessment involves analysing the pupil's requirements in their area of need. Evidence from the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents and carers are explored. The pupil's views and, where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require a regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. If they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

4.2.2 Plan

Planning will involve consultation between the subject teacher(s) [in secondary schools this must include the pupil's English teacher], SENDCo and parents/carers to agree any adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to the progress at home. All those working with the pupil, including support staff, will be informed of the pupil's individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the expected outcomes.

The agreed plan will be drawn up between the SENDCo and teachers and will then be shared with relevant staff and parents/carers. Clear targets and information will be stored on the plan.

At The Park Community School, individual support information is recorded using **Pupil Profiles**. For students with an **Education, Health and Care Plan (EHCP)**, an **EHCP Pupil Profile** is produced, which summarises and interprets the key elements of the EHCP for practical use within the classroom.

Some students may also have a **Teacher Information Guidance (TiG) Sheet**, which outlines an identified or ongoing need that does not meet the threshold for inclusion on the SEND Register but is considered relevant to support their learning. This may include, for example, needs such as minor colour-blindness.

Reasonable adjustments are made for pupils through the delivery of High-Quality Teaching (HQT) and high-quality universal provision.

4.2.3

Class teachers remain responsible for working with the child on a day-to-day basis; they will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class. They will work closely with Teaching Assistants, to plan and assess the impact of support and interventions and links with classroom teaching. The SENDCo will monitor the progress of pupils with SEND, and where required, provide further support and assessment of the pupil's strengths and needs. The SENDCo will advise and support the class teacher to implement further additional support and guidance, where required.

4.2.4 Review

The review of a child's progress will be made regularly throughout the school year. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents/carers. The class teacher(s), in conjunction with the SENDCo, will revise the support and outcomes based on the pupil's progress and development and make any necessary adjustments to move the pupil forward. This will be carried out in consultation with parents/ carers and the pupil.

Further details of Devon's Graduated Approach can be found in Appendix 2.

5. Statutory Assessment of Education, Health and Care (EHC) needs

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the pupil, the child has not achieved the expected progress, the school or parents/carers should consider requesting an Education, Health and Care (EHC) needs assessment. The application for an Education, Health and Care Plan will combine information from a variety of sources including Parents and Carers, Teachers, SENDCo, educational professionals, Children's Social Care and Health professionals. Much of this information will be evidence already collected by the school and will relate to the current provision provided, the actions the school has taken, and the preliminary outcomes of targets set. A decision will be made by the SEND Statutory Team about whether or not the child is eligible for an EHC needs assessment.

Parents have the right to appeal against a decision not to initiate a statutory assessment. Information to support parents with this is via the Devon County Council website link:

Education, health and care plans (EHCPs) - SEND Local Offer

Where a pupil has an Education Health and Care Plan (EHCP), the Local Authority must review the EHCP every twelve months as a minimum. Schools have a duty to co-operate therefore The

Park Community School will hold annual review meetings on the behalf of Devon Local Authority (LA) and complete the appropriate paperwork for this process via the EHC Hub.

For further SEND information parents/carers are also encouraged to visit the Devon County Council Local Offer website www.devon.gov.uk/send.

As required in the SEND Code of Practice (2015) Devon has an independent support body for parents and their website address is: https://www.devonias.org.uk/

6. SEND Funding

Schools receive a basic entitlement funding, sometimes referred to as Element 1, the AWPU (Average Weighted Pupil Unit). Schools are expected to meet the needs of **all** learners from this allocation.

Additional funding which comes into school for pupils with SEND is allocated according to various data contexts and other demographic factors. Pupils who are identified as having a Special Educational Need are supported using this additional funding – usually referred to as Element 2.

The high needs block funding for pupils who require a personalised arrangement (which is an Education, Health & Care Plan - EHCP) is allocated per pupil upon application by the school with evidence of rationale for need. The Local Authority makes decisions about how much this top-up funding will be per pupil. This is referred to as Element 3. Within this Element, there are descriptors which define the levels of funding allocated.

A full explanation of Devon SEND funding to schools can be found at:https://www.devon.gov.uk/support-schools-settings/administration-and-finance/finance/additional-educational-needs/

At The Park Community School. We review our SEND budget throughout the year and allocate our SEND funds carefully in order to support our SEND cohort. This is monitored by The Trust SEND lead alongside' THSP Executive Leadership Team.

6.1 Personal Budgets

Personal Budgets are only available to pupils with an Education, Health and Social Care Plan (EHCP) or pupils who are currently under-going a needs assessment for an EHCP. Funding can be made available to parents/carers as a personal budget for them to commission their own provision for their child under certain conditions.

7. Responsible Persons

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to THSP Executive Leadership Team the Head Teacher, SENDCo and all members of staff have important roles and responsibilities to support pupils with SEND.

7.1 The Harbour Schools Partnership Leadership Team

Trust Leaders will endeavour to follow the guidelines as laid down in the SEND Code of Practice (2015) to:

- use their best endeavours to make sure that a child with SEND gets the support they need – this means doing everything they can to meet children and young people's Special Educational Needs
- ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND
- will designate a SENDCO to be responsible for co-ordinating SEND. This person must be a qualified teacher and must have obtained the National Award in SEN Co-ordination by the beginning of their third year in post (if appointed after 2008).
- ensure Headteachers inform parents/carers when they are making special educational provision for a child
- prepare and publish an annual SEND information report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time

7.2 The Headteacher

The Headteacher is responsible for the day-to-day management of all aspects of the school's work, including provision for educational needs.

- Keeping Trust Leaders informed of all developments with regard to SEND.
- Informing parents of the fact that SEND provision has been made for their child.

7.3 The SENDCo

The SENDCo role involves:

- Overseeing provision for children with SEND. (Special Educational Needs and/or Disabilities).
- Co-ordinating and evaluating provision, including interventions, for children with SEND.
- Liaising with, supporting advising and training class teacher(s) [in secondary schools this must include the pupil's English teacher] whenever necessary and in particular where children with SEND are making poor progress.
- Interpreting legal requirements for staff, parents and governors.
- Overseeing the records of all children with SEND and ensuring these are kept up to date.
- Monitoring/tracking the impact of interventions and reporting to the Headteacher.

- Monitoring/tracking the progress of children with SEND and reporting to the Headteacher.
- Liaising with parents/carers of children with SEND.
- Organising and delivering in-service training in order to meet the needs of staff.
- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies.
- Overseeing the Assess, Plan, Do Review (APDR) process for all SEND pupils.

Parents/carers of a child with SEND support will have the opportunity to meet with the Class teacher(s) to discuss learning within the classroom at least once a year formally through parent evening. The SENDCo will also be available to schedule meetings at this time. In addition, the SENDCo is happy to meet with parents/carers, with prior arrangement, whenever possible.

7.4 All Teaching and Non-Teaching Staff

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs.
- Class teachers are fully involved in providing high quality teaching, adapted for individual pupils. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils. Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process should include working with the SENDCo to carry out a clear analysis of the pupil's needs, utilising the teacher's assessment and experience of the pupil as well as previous progress and attainment.
- Teaching assistants will liaise with the class teacher and SENDCo on planning for learning, on the pupil's response, and on the progress being made so support staff can contribute effectively to the graduated response, (assess, plan, do, review).

8. Pupil Voice

The Code of Practice 2015 has a theme throughout which highlights the importance of the views of SEND pupils. At The Park Community School, we will always endeavour to ascertain pupil's views for reviews and planning. Wherever possible, these views will be recorded and embedded into planning and review documents.

Teaching staff will seek the pupil's views of their strengths and difficulties regarding their progress prior to review meetings. Pupils will be given opportunities to reflect upon their progress and identify areas that they still require support for.

9. Children with Medical Needs

The Park Community School recognises that students with medical conditions should be supported so that they have full access to education, including school trips and physical education. Some students with medical conditions may be disabled and where this is the case the school/academy will comply with its duties under the Equality Act 2010.

Arrangements that are in place to support pupils with medical conditions can be found by accessing the school's ***First Aid and Supporting Pupils with medical Conditions Policy for further details.***

9.1 Accessibility

The Disability Discrimination Act 1995 (DDA) as amended by the SEN and Disability Act 2001 and the Equality Act 2010, places a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled pupils. For further information on the school's current Accessibility Plan and Equality Policy please contact the SENDCo or see The Park Community School's ***Accessibility Policy and Plan*** on the school website.

9.2 Children in Care

When a child is in care, the carers are accorded the same rights and responsibilities as parents. The school has both an appointed member of staff and a governor for Looked after Children. The SENDCO will liaise closely with the designated member of staff where the pupil also has a SEN to ensure provision is appropriate.

10. Working in partnership with Parents and Carers

The Park Community School will actively seek the involvement of parents/carers in the education of their children. It is recognised that it is particularly important with pupils who have special educational needs and/or disabilities where the support and encouragement of parents is often the crucial factor in achieving success.

Parents will always be kept up to date about the Special Educational Needs of their children in accordance with the recommendations outlined in the Code of Practice. Communications between Home and the School will be consistently maintained, this could be via email, phone calls, Home-School book.

Parents/carers will be fully consulted before the involvement of external support agencies with their children and will be invited to attend any formal review meetings at all stages.

Parents/carers are encouraged to seek help and advice from Independent Information Advice and Support services, including Devon Information and Advice Service (DIAS). These are able to provide impartial and independent advice, support and information on special educational needs and disabilities.
https://www.devonias.org.uk/

11. External Support Services

External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs and/or disabilities.

Liaison with external agencies supplements the support and assessment of the needs of individual pupils. Regular liaison is maintained with the following external agencies:

Educational Psychology Services (privately procured)

Devon SEN Advisory Teams:

- Educational Psychology Services
- Devon County Inclusion Officer
- Sensory Impairment Team (Hi/Vi/MSI)
- Physical Disability and IT Team
- Children's Social Care
- Speech & Language Therapy
- CAMHS
- Occupational Health
- Physiotherapy
- School Nurse
- Virtual School for Looked after Children

12. Transition

A change of school, college, class and staff can be an exciting, yet anxious time for all pupils. We recognise that this can be very challenging for some pupils with SEND. We endeavour to make sure these periods of change are carefully managed in a sensitive way to provide continuity of high-quality provision and reassurance to pupils and families.

13. Responding to Complaints

The procedures for making a complaint against the school are outlined in the School's Complaints Policy. The policy can be accessed via the school's website or via the school office.

All concerns or enquires about a pupil with special education needs and/or disabilities or the SEND provision should be dealt with by the class teacher, the SENDCo or the Headteacher. If a parent/carer does not feel an issue has been resolved effectively, please refer to the School's complaints policy here: Complaints Policy and Procedures

14.Training and Resources

The Park Community School understands the need for and value of staff development. Training needs of colleagues are identified through appraisal processes, staff questionnaires, feedback from staff training and from discussions during a range of staff/department meetings. SEND training is embedded in the overall planning for school development. Resources and time are allocated to colleagues which ensures they are up to date with SEND procedures, strategies and knowledge.

The SENDCO regularly attends Local Authority SENDCO network meetings and SEND Network meetings for The Harbour Schools Partnership, in order to keep up to date with local and national updates in SEND.

15. General Data Protection Regulation (GDPR) 2016 & Data Protection Law 2018

The Park Community School collects, uses and stores information about pupils and may receive information about them from their previous schools, as well as from other agencies who work/have worked with them.
This information helps us:

- Support teaching and learning
- Follow and report on pupils' progress
- Provide the right care and support
- Understand how well the school is doing as a whole

The information we keep (although not limited to) includes contact details; assessment marks and results, attendance records; other information such as ethnic group or religion; special educational needs; safeguarding information and any relevant medical or screening information.

We are required (through GDPR)) to take care of all information and we take this responsibility seriously.
We will not give information about pupils to anyone outside the school without your consent unless the law and/or our rules permit it. We are required by law to pass some of your information to the Local Authority (LA) and the Department for Education (DfE).

If you require more information about how the Local Authority store this data, you can visit the following website:

https://new.devon.gov.uk/keepingdevonsdata/education-and-learning/

Please also refer to The Park Community School's Privacy Notices on our school website.

APPENDIX 1: SCHOOL SEND INFORMATION REPORT

Available on school website

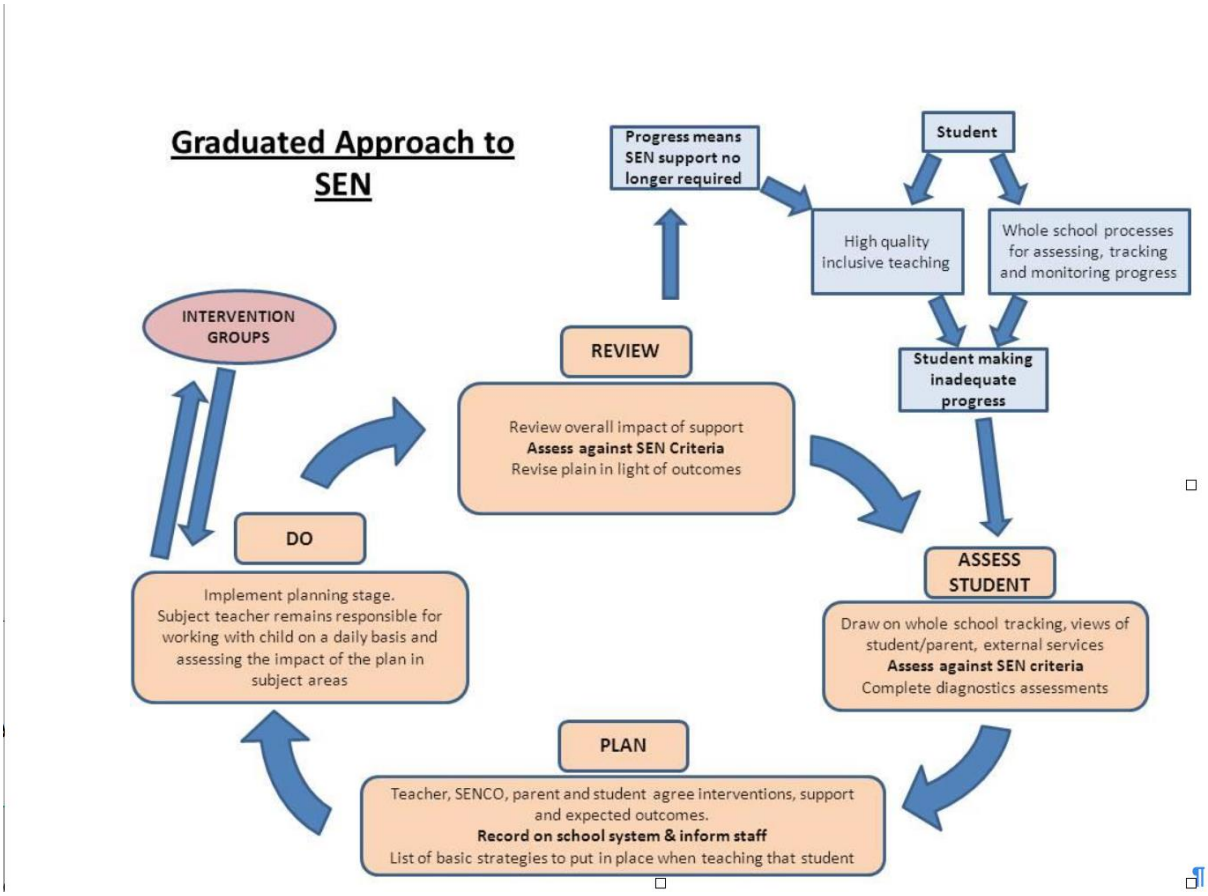
https://theparkschool.org.uk/

APPENDIX 2: DETAILS OF ASSESSMENT TOOLS AND MATERIALS

Details of assessment tools and materials used in The Park Community School. These may include the following:

	Cognition & Learning	Communication & Interaction	Social, Emotional & Mental Health	Physical and/ or Sensory
Screening and tracking tools.	• NGRT • Lucid Lass • Lucid EXACT A and B • CTOPPS &/or WAITT • BPVS	• Language for Behaviour and Emotions • Language Link	• Boxall • B Squared • Early Help Assessment • RTR	• Accessibility Audit • Sight Tests • Hearing tests
Wave 2 suitable for all	• Pupil profiles • Soft Start - preparation for the day. • Sheltered accommodation at break and Lunch • Key Worker or Trusted Adult • Refocus system and identified 'safe places' • School nurse		• The Retreat - Forest School • Alternative Curriculum options • Apple Tree farm • LSA Support in class. • Understanding ourselves and my diagnosis - HLTA led 1:3 • Kahoot	
Wave 2 Over and above OAIP but before AP	• Modified resources e.g. large print, different coloured text & paper where required. • Availability and access to resources such as left handed scissors, pencil grips, etc • Alternative ways of recording; scribe, Dictaphone, pictorial, Touch-typing, ICT etc. • Read, Write Inc - Synthetic systematic phonics. 1:4 • Good readers. • Toe by Toe • Year 7 Readers Group • Maths intervention group • LSA Support in class • Alternative Curriculum options • EAL support • Homework Support • Exam Access Arrangements • Typing support • Handwriting	• Talk about Me • Talk about Friends • Behaviour for language and emotions • Emotional literacy • Communication books • Understanding ourselves and my diagnosis - HLTA led 1:3 • Movement breaks built into lessons. • Afternoon check in • Sheltered accommodation at break and Lunch • Proprioceptive Activities built into the day. • Speech and language intervention. • Maximising Potential MG	• Brain gym/Sensory breaks where needed – legitimise movement by providing Fidget toys/ objects • Worry boxes • Thrive based activities 1:3 • Crafting Intervention 1:3 • Movement breaks built into lessons. • ELSA sessions • Afternoon check in • Sheltered accommodation at break and Lunch • Proprioceptive Activities built into the day. • Zones of regulation. • Post adoption support. • Bereavement Support. • Attachment based mentoring • Drawing and talking therapy • Managing worries and anxiety group work • Healthy relationships • Maximising Potential MG	• Refocus system and identified 'safe places' • LSA Support in practical subjects • Apple Tree Farm • Sheltered accommodation at break and Lunch • Supervised Eating - MTA lunch Group • Access arrangements such as modified papers and assisted technology.
Wave 3 AP	• 1:1 Literacy Sessions • 1:1 Numeracy • Next Steps Tuition - External AP	• Alternative Learning Provision (ALP) KS3 • Alternative Learning Provision (ALP) KS4	• Alternative Learning Provision (ALP) KS3 • Alternative Learning Provision (ALP) KS4	
		• The Bridge Group (KS3) HLTA • The Bridge Group (KS4) HLTA • Next Steps Mentoring - External • Forreal • Inspire South West Mentoring • JIES • Success Centre Plus • Reduced timetable - Annex R	• The Bridge Group (KS3) HTLA • The Bridge Group (KS4) HTLA • Next Steps Mentoring - External • Forreal • Inspire South West Mentoring • JIES • Futures Farm • Success Centre Plus • Reduced timetable - Annex R	
Specialist External agencies	• EP Support DCC and Trust based	• SaLT • SLCN assessment • DCC C&I team support	• Counselling • Young Devon • CAMHs • DCC Key Worker for EBSA • MHST team • Space • Virtual School • Wave/Torland	• Visual Impairment team • OT

APPENDIX 3: GRADUATED APPROACH TO SEN



The Graduated Approach

Assess	• In identifying a pupil as needing **SEN support** the class teacher, working with the SENDCo, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information gathered from other areas of the school. • The pupil's development in comparison to their peers and national data should also be considered along with the parent's views and experience, the pupil's views and, if relevant, advice from external support services. These will be recorded on a My Plan (or individual school equivalent). The school and parents/carers will meet, where appropriate, with other agencies including those from Health and Social Care to create and up-date the My Plan. • This assessment will be reviewed regularly to ensure support and intervention are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is developed. With some areas of SEN, the most reliable method of developing a more accurate picture of need will be the way in which the pupil responds to an intervention.

Plan	• Parents/carers, with their child, will meet with the class teacher and the SENDCo to decide on the interventions and support to be put in place as well as the expected impact on progress and development. This will be recorded on a My Plan with a date to review the plan. The date for review will depend on the level of need present. • The My Plan will clearly identify the areas of needs, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required and when the My Plan will be reviewed. A copy of this will also be attached to the pupil's profile on SIMS. • The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge. • The My Plan will usually involve a contribution by parents/carers to reinforce learning at home. • Where appropriate, the My Plan will detail the support from other agencies and how this will support the pupil in achieving the desired outcomes. • Parents/carers will then be formally notified by letter when it is decided to provide a pupil with SEN support (although parents/carers should have already been involved in the assessment of need). • **So, if it is agreed that a pupil requires SEN support, all parties meet and develop a My Plan detailing the support which will bring about the next part of the cycle –**
Do	• The class teacher remains responsible for working with the pupil on a daily basis and will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. • The SENDCo will support the class teacher in the further assessment of the pupil's needs, in problem solving and advising on the effective implementation of support. • **The class teacher is responsible for the daily implementation of the plan and will contribute to –**

Review	• There will be a review of the My Plan on the date previously agreed. This review will evaluate the impact and quality of the support and interventions and include the views of the pupil and their parents/carers. • Parents/carers will be given information about the impact of the support and interventions provided enabling them to be involved with planning the next steps. Where appropriate other agencies will be asked to contribute to this review. • Where a pupil has complex needs involving more than one agency it will depend on the pupils needs and the frequency of the educational reviews as to whether external agencies attend each educational review, this will be agreed at the initial TAF meeting. • This review will feedback into the analysis of the pupil's needs, then the class teacher, working with the SENDCo, will revise the support in light of the pupil's progress and development, with decisions on any changes made in consultation with the parent and the pupil. • Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from a specialist or external agency. The school will consult with parents/carers before involving a specialist or external agency.

APPENDIX 4:

For the purposes of this policy, we have used the following definitions:

1. **Disability**, as defined by the UK Equality Act 2010, is:

   "A physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities."

Examples of this may include (but not be limited to):

Physical Disabilities

- Mobility impairments (e.g. using a wheelchair, limb loss)
- Muscular dystrophy
- Cerebral palsy
- Spina bifida
- Arthritis (if it affects daily functioning)
- Chronic back pain (if long-term and substantial)

Neurodevelopmental and Learning Disabilities

- Autism
- Attention Deficit Hyperactivity Disorder (ADHD)
- Dyslexia
- Dyspraxia
- Dyscalculia
- Global developmental delay
- Intellectual disability (learning disability)

Chronic Medical Conditions (when they impact daily life)

- Diabetes
- Epilepsy
- Asthma (if severe)
- Cancer (automatically covered from diagnosis)
- HIV (automatically covered from diagnosis)
- Multiple sclerosis (automatically covered from diagnosis)
- Crohn's disease or ulcerative colitis
- Chronic fatigue syndrome (ME)
- Fibromyalgia

Mental Health Conditions

- Depression
- Anxiety disorders
- Bipolar disorder
- Obsessive Compulsive Disorder (OCD)
- Post-Traumatic Stress Disorder (PTSD)
- Eating disorders (e.g. anorexia, bulimia)

Sensory Impairments

- Visual impairment (including blindness)
- Hearing impairment (including deafness)
- Sensory processing disorder (often linked to autism)

2) **Medical condition,** which refers to any disease, illness, or health issue diagnosed by a healthcare professional.

Common examples of this may include (but not be limited to):

- Asthma
- Allergies (including anaphylaxis)
- Eczema
- Gastrointestinal Disorders (e.g., Crohn's disease, coeliac disease)
- Heart Conditions (e.g., congenital heart defects)

APPENDIX 5:

POLICY HISTORY

Version	Summary of Change (VENTRUS)	Review Date	Lead Author
1.0	Annual review	Sept 2020	FB
2.0	6.3 - clarified arrangements for parents to discuss provision for children with SEND	Nov 2021	FB
2.0	Page 4, list of policies: correction to name of policy 'Supporting pupils with medical conditions' Item 7.1 – 3rd bullet, clarification of current practice of award held in SEN Co-ordination	Dec 2021	FB
3.0	4.2.2 - Inclusion of the term 'school based plan' alongside IEP + Addition of reasonable adjustments and QFT	Oct 2022	FB
3.0	**4.2.3** Removal of the involvement of Secondary 'English teachers' in the writing of all SBPs (may not always be relevant)	Oct 2022	FB
3.0	9.1 - correction of Policy name 'Equality Policy' (not disability Policy)	Oct 2022	FB
4.0	'differentiated' changed to 'adapted' throughout	Oct 2023	FB
4.0	Minor spelling/grammar changes	Oct 2023	FB
4.0	Sendco/Teacher responsible for writing IEPs (4.2.2)	Oct 2023	FB
5.0	'Autism' replaced by 'Neurodiversity' (aligning with DCFH)	Sept 2024	FB
6.0	Removal of 'Ventrus' - replaced with THSP	Sept 2025	FB
6.0	Definition of 'SEND' broadened to include eligibility criteria		