



# Park School for Girls

## Special Educational Needs Policy

**This policy applies to all pupils in the school, including those in the EYFS**

“All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential.”

(SEND Code of Practice January 2015)

We at Park believe that each pupil has individual and unique needs. However, some students require more support than others. We appreciate and understand that that a significant proportion of students will have a special educational need at some time in their school life. Due to the uniquely inclusive environment that has been created at Park, we are able to tailor and individualise timetables so that students with SEN are able to achieve and become independent learners and thinkers.

Through consultations with students, parents and teachers, we aim to provide strategies for dealing with their needs in a supportive manner, while ensuring that they have access to the curriculum.

The school selects students by ability and aptitude, but we recognise that this does not preclude the existence of special educational needs, either physical or intellectual.

We aim to:

- Enable every student to experience success
- Promote individual confidence and a positive attitude in all students
- Ensure that all students, whatever their special educational need, receives appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- Give students with special educational needs equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- Ensure that children with SEN have opportunities to receive and make known information, to express an opinion, and have that opinion taken into account in any matters affecting them
- Promote high expectations of, and positive attitudes towards disabled people
- Identify, assess record and regularly review students' progress and needs

- Involve parents and carers in planning and supporting at all stages of their children's development
- Work collaboratively with parents, other professionals and support services
- Ensure that the responsibility held by all staff and governors for SEN is implemented and maintained

This policy should be read in conjunction with the policies on the school curriculum, and guidance on assessment and recording.

### **How we identify students with potential special educational needs**

We welcome any concerns that parents may have regarding their child's understanding and learning. We also think it is important that students disclose any concerns that they have when accessing the curriculum. All teachers have a responsibility to identify any potential difficulties that their students may be experiencing. Once a student has been identified, the parents will be notified and a screening test will be taken by the student in school. This test indicates potential problems with dyslexia, dyscalculia or dyspraxia. Should the results of this screening test indicate an underlying issue, parents will be informed and advised that their daughter has a full Educational Assessment which will be able to fully identify the specific special educational need and strategies of how best to support at home and in school.

Being diagnosed with a special educational need can be a challenging time for a student and so we encourage many discussions to set targets so that the student can begin to feel in control of the situation and their learning.

It is also incredibly important that there is a continued dialogue between the school and parents so that as a parent, you feel included in decision making and because you are in the position to advise and feedback on what strategies work best for your daughter.

Once a personalised plan of action has been put in place, staff will continue to revisit these strategies to ensure that they are effective. Once again, it is important that the student, parents and staff are involved to tailor the support in order for the student to become a lifelong learner.

### **Roles and responsibilities of the head teacher, other staff and governors**

Provision for special educational needs is a matter for the school as a whole. It is each teacher's responsibility to provide for students with SEN in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet and individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

The governing body, in co-operation with the head teacher, has a legal responsibility for determining the policy and provision for pupils with SEN. It maintains a general overview.

The **head teacher** has responsibility for:

- The management of all aspects of the school's work, including provision for pupils with SEN
- Keeping the governing body informed about SEN issues
- Working closely with all personnel involved with SEN in the school
- Ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to the governors

The **Governors**, will, in co-operation with the head teacher, ensure that:

- SEN provision is an integral part of the school development plan
- The necessary provision is made for any pupil with SEN
- All staff are aware of the need to identify and provide for pupils with SEN
- Students with SEN join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- They have regard to the requirements of the SEN Code of Practice (January 2015)
- Parents are notified if the school decides to make special educational provision for their child
- They are fully informed about SEN issues
- The quality of SEN provision is regularly monitored

**Class teachers** will:

- Include students with SEN in the classroom, and provide an appropriately differentiated curriculum
- Be aware of this policy and procedures for identification, monitoring and supporting pupils with SEN
- Give feedback to parents of pupils with SEN

**Arrangements for complaints**

- Should pupils or parents/ carers be unhappy with any aspect of provision they should discuss the problem with a class/subject teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the head teacher. An appointment should be made for these discussions, to allow any problem to be explored fully.
- In the event of a formal complaint, parents/carers are advised to contact the head teacher or a governor if they prefer.

**Arrangements for monitoring and evaluation**

- The success of the school's SEN policy and provision is evaluated through the school reporting and evaluation activities such as:
- Monitoring of classroom practice by subject co-ordinators
- Analysis of test results for individuals and for cohorts
- Value added data for pupils deemed to have special educational needs
- The school development plan, which evaluates the success of the policy and sets targets for development

- Feedback from parents and staff, both formal and informal, following meetings to produce targets, revise provision and celebrate success

**Revised by Mrs Nicholas                      September 2018**

**Approved by Chair of Governors      September 2018**

**Next Review                                      September 2019**

