



SEND Information Report

Sept 2023

The checklist is based on the requirements set out in [schedule 1 of the Special Educational Needs and Disabilities \(SEND\) Regulations 2014](#) and [paragraphs 6.79-6.81 of the SEND Code of Practice](#)

Surrey Local Offer <https://www.surreylocaloffer.org.uk/>

REQUIRED INFORMATION	
1.	The kinds of SEN that are provided for <ul style="list-style-type: none"> The Park School is a Surrey County special school Academy for students with Moderate Learning Difficulties and Additional Needs offering provision for 110 secondary age students. We are an inclusive school and fully comply with the requirements outlined in the Special Educational Needs Code of Practice (2015). Staff have been trained to work with and support learners who may have difficulties with: <ul style="list-style-type: none"> - Cognition and Learning - Communication and Interaction - Social, Emotional and Mental Health - Sensory and/or Physical <p>We make reasonable adjustments to our practices so as to comply with the Equality Act (2010).</p> <p>Through high quality teaching and a curriculum offer that caters for a range of needs, our staff make reasonable adjustments to help include all students regardless of their SENDs.</p>
2.	Policies for identifying students with SEN and addressing their needs <ul style="list-style-type: none"> Students have an Education Health and Care Plan (EHCP) which identifies the school as the most appropriate provision for the student. Students all have learning difficulties and most students have additional medical, communication, emotional or social needs. Funding is on the basis of 1 teacher and 1 teaching assistant to 10 students. The EHCP outlines the particular needs of your child and recommends the resources, teaching programmes and multi-agency involvement related to meeting these needs, subject to funding from the Local Authority. The Special Education Needs Coordinator (SENCo) and team deliver the plan alongside the tutor team and oversee the implementation of the EHCP. The student's EHCP identifies a band level at which the Local Authority will fund the school. This reflects your child's current needs. In exceptional circumstances the Local Authority may fund additional support for a fixed period of time or look to changing the banding level e.g. for 1:1 support for a specific difficulty. The form tutor and subject teachers will set targets for your child and these will be discussed with parents in the Annual Review meeting. Targets will be shared with all staff working with your child and with you as the parent/carer as well as with your child where

	<p>appropriate. Your input and support as parent/carer is always welcome. Targets are regularly monitored, reviewed and updated at least on a twice yearly basis.</p> <ul style="list-style-type: none"> • The form tutor has regular contact with your child and will act as your first point of contact through meetings, telephone/email contact and home/school diaries. • Year group pastoral teams meet fortnightly to discuss the progress, engagement and conduct of students within the school. • Staff and parents may notice signs of additional needs not captured on the current EHCP. In these cases, the SENCO will discuss with the relevant professionals and make a referral where needed. • A copy of the school's SEN policy can be found on the school website https://thepark.surrey.sch.uk/
3.	Arrangements for consulting parents of children with SEN and involving them in their child's education
	<ul style="list-style-type: none"> • We offer an open-door policy and if at any point you wish to discuss your child's progress, an appointment can be made with the appropriate member of staff, e.g. form tutor, subject teacher, SENCo, Year Leader. Staff in school are always happy to work together with parents to support their child's learning. • The school has a regular reporting cycle where parents/carers are informed of progress. This is linked to the Annual Review cycle and parents/carers will receive a curriculum report, covering all subjects, at your child's Annual Review meeting. A final report for all students is sent in the summer term. • Parents/carers are invited to discuss progress during Parents' Evenings and Annual Review meetings in school. • We will start to discuss Post 16 provision at Year 9 transition reviews to help us all to come to the right decision about your child's next placement. • Additional meetings can be called throughout the year, where appropriate, to discuss students' needs. External professionals may be invited if required. These can assist parents on how they can positively engage with their child's learning and all-round development. • We believe that a student's education is a partnership between parent/carers and staff at our school. Therefore, we encourage regular communication through the home/school diary and emails (in the first instance) directed to the appropriate member of staff. • There is a 'Friends of The Park School' parent association as well as parent members of the Governing Body who take an active role in the overall running of the school including financial management, curriculum development and whole school improvement. • We welcome parent volunteers who wish to be involved in the school in a wide variety of ways, for instance, fund raising and organising events. Parents/carers who wish to support activities during the school day may need to undergo an enhanced DBS check. • Parents/carers are invited to a variety of events during the school year, for example, the Christmas and Harvest productions, Prize Giving assemblies, Sports Day.
4.	Arrangements for consulting students with SEN and involving them in their own education
	<ul style="list-style-type: none"> • Students are consulted, at a developmentally appropriate level, regarding progress and concerns. This gives staff an overview of the whole child including the views of the learners so that students feel involved in their own learning. • Student voice is encouraged in all areas of the school through regular school council meetings with the Headteacher and surveys. • Students are encouraged to take an active role in the review of their EHCP targets.

	<ul style="list-style-type: none"> Students participate in their Annual Review meeting both by submitting a visual/written contribution and attending and/or contributing to all or part of the meeting.
5.	Arrangements for assessing and reviewing pupils' progress towards outcomes, including the opportunities available to work with parents and students as part of this assessment and review
	<ul style="list-style-type: none"> When your child starts school, they will complete baseline assessments, in particular in English and Maths. Standardised testing takes place for all students at least twice a year. Students are set targets at the Annual Review which takes place once per year and these targets are reviewed termly and linked to EHCP outcomes. All students have individual academic and personal development targets which will include SaLT targets where relevant. The progress of all students is monitored regularly by form tutors/subject teachers and our assessment lead so that when a student is not making expected progress in a particular area of learning, the school can identify the need for additional support. This will then be discussed with parents/carers as well as, if appropriate, the student concerned. If you have concerns about the progress or well-being of your child, you should, in the first instance, speak to their form tutor.
6.	Arrangements for supporting students moving between phases of education and preparing for adulthood
	<ul style="list-style-type: none"> We work closely with the Local Authority to ensure that children are offered a school place that meets their needs. Parents are invited to visit the school prior to applying for a place and at any mutually convenient time throughout the application process. Children are invited to a 1 day induction programme in the summer term prior to joining year 7 and then an Orientation Day at the start of the autumn prior to the rest of the school returning. Additional visits can be arranged upon request. The Deputy Headteacher, SENCo, SEN Administrator and/or Middle Leader responsible for admissions attends Annual Review meetings of all children in Year 6 due to attend The Park School. Additional visits to primary schools are arranged where appropriate. We invite any external professionals, e.g. nurses, OT, physio, working with transitioning students to meet with staff in advance of the student starting to ensure the appropriate provision is in place. Students transferring to The Park School other than at the start of Year 7 (in year admissions) will be offered an individual programme of assessment and induction. Transition planning is a vital part of the annual review process from Year 9 onwards. Parents and students have the opportunity to discuss the next stage of their child's development. Guidance and signposting for advice is given during these meetings so that each stakeholder can take an active part in preparing for the next stage of education or employment. All students will be offered the opportunity throughout Year 11 to visit their chosen college or Post-16 specialist provision for taster sessions. There are opportunities in KS4 to participate in some link provision college courses at local colleges. Students follow a curriculum that offers opportunities to develop independence and work skills. Year 11 students will be offered work experience. In KS4, students are offered ASDAN. Where students move on to another school, their records will be offered in order to make the transition as smooth as possible. For Post-16 provision most students move on to supported learning courses at local mainstream colleges e.g. Brooklands College, Guildford College or NESCOL, whereas some students move to specialist sixth form provision.

7.	The approach to teaching students with SEN
	<ul style="list-style-type: none"> • Our main strategy at The Park School is high quality teaching in inclusive classrooms. We take a holistic approach to supporting students and can offer additional group or individual intervention where needed. • Your child will follow a curriculum which is scaffolded to their needs. Their learning will carefully scaffolded to help them achieve the learning objectives. • In KS3, Year 7 students spend the majority of their time taught in their tutor group and are set for English and Maths. In KS3 Year 8/9 and KS4 Year 10/11 students are grouped according to their needs and abilities for some subjects. • In KS4, students follow a curriculum which is based around life and work skills which is appropriate for their ability and may lead to nationally recognised qualifications such as GCSEs, Functional Skills, Entry Levels, Duke of Edinburgh and ASDAN. Students taking external qualifications will be assessed for Access Arrangements where needed if not covered by their EHCP.
8.	How adaptations are made to the curriculum and the learning environment of students with SEND
	<ul style="list-style-type: none"> • Students will have appropriate strategies put in place to support. For example, students with Autism Spectrum Disorder (ASD) may have ear defenders or use social stories etc. • Students have a variety of equipment they can use to support in regulating themselves so that they are ready for learning. • The school has an Accessibility Plan which outlines how adaptations are made not only to the built environment but to the curriculum and how information is accessed by learners and their parents. • The single storey building and grounds are fully wheelchair accessible with wide corridors, automatic doors and ramps. There is a full range of toilet and changing facilities. • The school has a range of vehicles for offsite trips and visits including a wheelchair accessible vehicle.
9.	The expertise and training of staff to support pupils with SEN, including how specialist expertise will be secured
	<ul style="list-style-type: none"> • All our staff receive regular training to support them to fulfil their roles, for example, through staff meetings, Inset/twilight training days and external courses. • New staff complete a comprehensive induction programme. • All staff have a yearly appraisal meeting to support their CPD (Continuing Professional Development) and to develop their skills which can typically include emotional literacy, ASD (Autistic Spectrum Disorder) training, safeguarding, emergency first aid and fire safety. • Many of our staff have additional qualifications e.g. Diploma in Special Education, NASENCo, MA in SEND, Pg Dip in Speech, MSc Psychology, Communication and Language, Counselling and others. • Specialist training is regularly completed e.g. ELSA (Emotional Literacy Support Assistants) and MAPA (Management of Actual and Potential Aggression). • Staff are trained to provide personal care where necessary, e.g. intimate care plans. • The school SENCo Team liaises with multi-professionals to enable joined up working. In the school we currently have dedicated time from the following staff: <ul style="list-style-type: none"> ○ Speech & Language Therapist and Therapy Assistant – SCC Education ○ Access to Physiotherapist – provided by SCC Education ○ Access to Occupational Therapist – provided by SCC Education ○ Allocated time from Surrey Educational Psychologists

	<ul style="list-style-type: none"> Students can also be referred by the SENCo Team, CAMHS and the Children with Learning Difficulties Specialist Nurse team.
10.	Evaluating the effectiveness of the provision made for students with SEN
	<ul style="list-style-type: none"> The Governors and Leadership Team ensure that the majority of the school budget is spent on staffing to ensure that students are well supported in small teaching groups. Some of our students are entitled to receive Pupil Premium and these monies support reading, provide access to specific resources, subsidise events and trips, etc. This also includes funding for specialist Literacy and Numeracy support and ELSA support. For further details, refer to the Pupil Premium section of the school website. All our classes are provided with the necessary resources to ensure the delivery of a personalised curriculum e.g. Chromebooks, networked computers, stationery, tools etc. We review the needs of learners within the school and endeavour to put in place provisions in order to be able to cater for these needs. Some of the funding the school receives may go towards funding training so that in-house provision is more targeted at needs. Curriculum Leaders and the Leadership Team carry out learning walks, book checks and student voice work which include reviewing how provision is delivered and helps in maintaining standards through rigorous quality assurance. Each year we review the needs of the whole cohort to see if there is a change in the overall make-up of the school. Decisions are then made as to whether any changes to the delivery of the curriculum need to be put in place.
11.	How students are enabled to engage in activities available
	<ul style="list-style-type: none"> Our off-site visits are inclusive and support the curriculum offering life skills opportunities for all our students. They provide a wider range of experiences than could be provided on the school site alone, as well as promoting the independence of your children as learners. We make reasonable adjustments so that learners can join in with activities regardless of their needs. There are also 'one off' visits to a wide variety of places/events for example: museums, places of worship, theatre/ pantomime etc. to support the curriculum. Students have the opportunity to take part in a wide range of onsite enrichment activities for example, cultural studies, music, drama and sport opportunities. All visits and activities are risk assessed to ensure they are appropriate for individual students.
12.	Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of students with SEN and measures to prevent bullying
	<ul style="list-style-type: none"> The whole school adopts the principles of Restorative Approaches to support your child's pastoral needs. Staff know individual students very well and any student identified as requiring additional support will be offered it, as appropriate, from a staff member. Year group teams meet regularly to discuss students social and emotional needs. Staff meet before school, in a twice weekly briefing to discuss/flag the immediate needs of the students. We work with professionals from other agencies to support individual student's needs as identified in their EHCP. Zones of Regulation is used to develop self-awareness and manage students' emotional states. All staff are having training on trauma-informed and attachment aware approaches to support relevant students.

	<ul style="list-style-type: none"> • The school have 2 trained ELSA who receive regular supervision and offer well-being intervention where needed. • We have a Behaviour Policy which encourages good behaviour at all times. Consequences are put in place where this is not followed. For example: missing part of a morning break or lunchtimes, completing work at home. • We have a zero-tolerance approach to bullying in the school which addresses the causes of bullying as well as dealing with negative behaviours. Our PSHE programme also looks to develop emotional and social development. If students have concerns or worries e.g. about bullying they are encouraged to talk to their form tutor or teaching assistant. • Students are able to share any concerns or worries initially to their pastoral team. Student views are shared via School Council. • There are displays in KS3 and KS4 areas to signpost students to external support for emotional well-being and mental health. • We have three speech and language therapists on site who offer 1:1/group/in class support, clubs and staff training to assist with social development where needed.
13.	How the school involves other bodies, including health and social care bodies, local authority (LA) support services and voluntary sector organisations, in meeting pupils' SEN and supporting their families
	<ul style="list-style-type: none"> • The school staff work closely with other agencies to meet the wider range of students' needs, for example: <ul style="list-style-type: none"> ❖ Social workers ❖ Mindworks (previously CAMHS) ❖ Physical and Sensory Support Service (PSSS) ❖ Therapists (e.g. OT, Physiotherapist) ❖ Educational Psychology Service ❖ School Nurses (including diabetes) • Where it is deemed that external support is necessary we discuss any referral with parents in the first instance and gain full consent before proceeding with a referral. • We have a particular duty in ensuring that Children who are Looked After are given appropriate support and care to help support their progress and engagement within the learning environment. Our Designated Teacher meets with Children's Services and/or social workers to ensure the child's wider needs are being met. A Personal Education Plan (PEP) is produced termly to help support the child to develop holistically.
14.	Arrangements for handling complaints from parents of children with SEN about the provision made at the school
	<ul style="list-style-type: none"> • The Park School has adopted the Weydon Multi-Academy Trust policy for responding to concerns. A copy of the complaints procedure can be found on the school website or obtained from the school office, which outlines the formal steps the school will take in handling a complaint http://www.veydonmat.co.uk/235/key-information/category/21/policies • In the first instance if a parent has a concern they are encouraged to speak to the form tutor. If the matter cannot be resolved at this stage then the SENCo or appropriate Senior Leader may become involved and a meeting convened so as to discuss the nature of the complaint and look for a resolution to the issue. • Where a resolution between the parent and school cannot be reached then parents are advised to seek external support through the Parent Working Partnership.