

# SEND POLICY

## Prior Park College

<b>Policy Owner</b> SENDCO and Head of LDP	<b>Applies to</b> Prior Park College (PPC)	<b>Superseded documents</b> SEND Policy v2
<b>Associated documents</b> Admissions Policy Curriculum Policy Equal Opportunity Policy Complaints Policy Behaviour Policy Interventions Policy Accessibility Policy and Access Plan	<b>Review frequency</b> Every year (unless the legislation/regulations update before this time)  <b>Implementation date</b> 20 October 2022	<b>Legal Framework</b> Children and Families Act 2014 (and related regulations) Health and Social Care Act 2012 Equality Act 2010 Mental Capacity Act 2005 Children’s Act 1989 KCSIE 2022 SEND Code of Practice

This policy is reviewed annually, or more regularly as required, prior to approval by Trustees

<b>Last reviewed by:</b>	SENDCO and Head of LDP (Mrs Jill Bendry) and Assistant Head Intervention (Mrs Izzy Burton)
<b>Date last reviewed:</b>	October 2022
<b>Approved by Trustees:</b>	Approved Education Committee- no additional updates in this version
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## 1. Introduction

Prior Park Schools (PPS) is a family of Christian schools based in Bath and Gibraltar. Prior Park College (PPC) and The Paragon School (TP) are incorporated in England as Prior Park Educational Trust Ltd. Prior Park School Gibraltar (PPSG), is incorporated in Gibraltar as Prior Park School Ltd. Both are companies limited by guarantee and registered charities.

The Prior Park Schools mission, underpinned by shared values, is to steward a thriving family of communities with love for the young people they serve at their heart. These vibrant communities cultivate creativity, foster integrity, and transform lives.

Prior Park Schools Values:  
Curiosity - Generosity - Courage

## 2. Aims

Prior Park College ('the School') is committed to the equal treatment of all students including those with special educational needs ('SEN') and disabilities. This policy works towards eliminating disadvantages for students with SEN and disabilities by:

- using best endeavours to ensure that all students (including those with medical conditions) get the support needed in order to access the school's educational provision
- not treating disabled students less favourably than their peers
- making reasonable adjustments so that disabled students are not put at a substantial disadvantage in matters of admission and education
- ensuring that students with SEN and disabilities engage as fully as practicable in the activities of school alongside students who do not have SEN and disabilities
- ensuring parents are informed when special educational provision is made for their child and are kept up to date as to their child's progress and development.

In drawing up this policy, the school has had regard to the following guidance and advice (in so far as they apply to the school):

- Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015)
- Equality Act 2010
- Children and Families Act 2014

It will also take into account statutory and non-statutory related guidance, including, but not limited to:

- Supporting Children with Medical Conditions

- Keeping Children Safe in Education 2021
- Working Together to Safeguard Children

This policy should be read in conjunction with the School's Admissions Policy, Equal Opportunity Policy and Accessibility Policy and Access Plan.

### **3. Definition of special educational needs**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. In accordance with the Children and Families Act 2014, a child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of children their age;
- have a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools

Children will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. The school's support for those children whose first language is not English is set out in the School's EAL Policy.

### **4. Definition of disability**

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

Not all students who have SEN are disabled. Not all disabled students have SEN.

### **5. Responsibilities**

The Board of Trustees is responsible for determining school policy and provision for students with SEN and disabilities.

The Head and Deputy Head, Academic is responsible for overseeing all aspects of the School's SEN provision and keeping the Board of Trustees fully informed of the implementation of the school's policy in practice.

The Assistant Head, Pupil Intervention, who is a member of the Senior Leadership Team, works in conjunction with the Head of Learning Development Programme and SENCo.

Their responsibilities include:

- determining the strategic development of the SEN and disability policy and provision in the school, together with the Head, Deputy Heads and Board of Trustees
- having overall day-to-day responsibility for the operation of the SEN and disability policy
- coordinating specific provision for children with SEN and disabilities, including those who have EHC plans
- ensuring all staff understand their responsibilities to children with SEN and the School's approach to identifying and meeting SEN
- ensuring that teachers are given any necessary information relating to a child's learning support needs and/or disabilities (if known) so that teaching practices are appropriate
- ensuring parental insights are considered by the school to support their child's SEN and disability

- liaising with the school's nursing team, external professionals and agencies, as appropriate
- ensuring that the school keeps records of all students with SEN up to date.

The School's Learning Development Programme (LDP) Department consists of three specialist teaching staff.

**Students:** Prior Park College have high expectations of all students and encourage students to take more responsibility for their learning as they mature. Through age-appropriate methods, students are involved in identifying areas for support and in agreeing their targets.

The LDP Department monitor the progress of the students, in consultation with other staff, by encouraging them to reflect on their progress and confidence in response to Learning Support.

**Parents/Guardians:**

- Parents and guardians play a key role in enabling their children to achieve their potential. Parents and guardians are responsible for:
  - Informing the School about any specific needs their child may have upon entering the school.
  - Informing the SENDCo and allowing information to be shared if any need is investigated during their child's time at the school.
  - Provide copies of formal assessments or reports written by any specialists or outside agencies.
  - Allowing initial assessment to take place, to establish the possible existence of learning difficulties when advised to do so by the school SENDCo
  - Participating in sympathetic and positive discussion in relation to their child's difficulties, attainment and progress

**Prior Park College Staff:**

- To oversee the operation of the School's SEND policy
- Co-ordinate provision and monitoring SSPs and EHCP's for students with SEND
- Contribute to the in-service training of staff in relation to SEND
- Liaise with parents of students with SEND
- Liaise with the School's Examination Officer and outside agencies
- Maintain a central record of all students with SEND
- To be vigilant for students who might appear to have a learning difficulty or disability
- Support students in class who have SEND
- To differentiate planning according to the needs of the students
- Liaise with the SENDCo
- Develop and deliver SPs/SSPs where applicable

All teachers are responsible for helping to meet a student's needs (irrespective of any specialist qualifications or expertise). All staff are expected to understand this policy so that the School can identify, assess and make provision to meet those needs.

## **6. Identifying and supporting students with SEN and disabilities**

Whilst some students join the school with a diagnosis of SEN or disability already in place, the school has a number of procedures, which can act as trigger points at which a student may be identified as having a possible SEND and referred for formal assessment if needed.

- All students undergo computerised assessments from CEM centre/GL Assessment.
- Following analysis, disparities between scores and underachievement in tests can trigger individual diagnostic testing by a member of the LDP Department on an individual basis.

- The SENDCo regularly meets relevant members of staff to discuss students who are underachieving and may need additional support to help them reach their potential.
- Members of staff make referrals when there are concerns about a student's work, in line with the Three Wave Approach.

Assessments are co-ordinated with relevant and appropriate professionals, including Occupational Therapy, Speech and Language Therapy and Educational Psychologists.

A member of the LDP Department will contact the parents of all students who are referred to them and will keep parents informed of the results of any assessments that have been conducted and advises them of any additional support that has been put in place or will be required.

The SENDCo may recommend that parents arrange for a formal assessment by an Educational Psychologist, medical practitioner or other specialist, if it is felt that there are indications of a specific learning difficulty or SEND. It is the responsibility of the parents to arrange such assessments, however the SENDCo will offer advice regarding the need for this and how parents can proceed in arranging for an assessment.

Following any formal assessment, the parents should provide a copy of the report to the LDP Department. A member of the LDP Department will then invite parents for a meeting to discuss the findings of the report and the next steps available to support their child acting on any recommendations, ensuring the SSP's are current and reflect the assessment.

#### **a. Co-ordinating Support**

We aim to provide a graduated response to match each student's level of need. At each stage, students are encouraged, age appropriately, to take an active role in managing their learning and to set themselves high personal standards relative to their skills. Parents are involved in decision-making and are kept fully informed of the recommendations, actions and interventions at all stages, by email, telephone consultations and meetings. A copy of the support plan made available to staff and parents.

Our approach to Learning Support, once identified, is graduated broadly as follows:

- Wave 1: Reasonable classroom adjustments/ relevant staff training/differentiation for students with recognised SEND.
- Wave 2: Small group interventions (booster groups/drop-in clinics) to target key skill areas in specific aspects.
- Wave 3: Support lessons for specific learning needs (privately funded) to suit the needs of the students, based on information gained through assessment data and class performance.

Parents have the overall responsibility to communicate all details of their children's learning support including all reports and correspondence from relevant professionals. Students will be assigned to the most appropriate, available member of staff to support their specific needs.

#### **b. Records of SEND**

All students with identified SEND are listed on the SEND Register. The Register details any student who has received support within the Learning Support Department during the current or the previous academic year. The SEND Register is updated regularly and is electronically available to all members of the teaching staff in iSAMS.

Summaries of students' SEND, recommendations for their support and any access arrangements, as well as brief records of support are recorded on the school's MIS (iSAMS) in the students SEN area.

In addition, the LDP Department maintains records in secure online facilities or secure filing cabinets, containing detailed records of assessments, support, meetings with parents and consultations for each student on the SEND register, as well as for all students who have received Learning Support. At age 18, upon exit, hard copies of any specialist reports and access arrangement documentation are formally returned to the student.

Electronic files and those stored in the student file are kept in line with our data Retention and Destruction Policy Handbook.

### **c. Examinations and Access Arrangements**

When undertaking external examinations some students with SEND may require some form of Access Arrangement, which is established by prior arrangement through JCQs Access Arrangements Online or directly with the examination boards. The SENCo has responsibility for the process and is supported by the Access Arrangements Coordinator and Examinations Officer.

- Students with SEND do not automatically qualify for Access Arrangements.
- The provision of Access Arrangements must not give a student an unfair advantage.
- Students who qualify for Access Arrangements are granted these in line with JCQ regulations.

Further information can be found in our Access Arrangements Policy, Access Consent and Data Protection Notice and suite of Exam Policies.

### **d. Evaluating the Success of Provision**

PPC make their best endeavours to evaluate the success of provision, including:

- Consultation with subject teachers regarding the outcomes and recommendations of Learning Support
- Consultation with, and involvement of, parents and students

In evaluating the success of provision, the LDP Department are able to refer to the following:

- Progress made on Learning Support targets agreed with the student
- Progress made with support compared to GL Assessment data /MIDYIS/ALIS scores and classroom assessments
- Comparison of exam results before and after Learning Support interventions
- Reviewing target grades and highlighting value added for GCSE and A-Level results
- The effectiveness of the Three Wave Approach and how this supports teachers and students

Given that teaching is a matter for the whole School, it is not always possible to measure students' progress in Learning Support in quantifiable terms. However, the above provides a non-exhaustive list of the ways in which the Department is able to evaluate its success.

### **e. Training**

Prior Park College is committed to providing individual and group training as required to all staff and to keep staff informed of any changes in legislation or procedures to facilitate good practice.

Members of the Learning Support Department provide training for teachers throughout the year.

- Advising teachers on the specific difficulties of students, their profiles of strengths and weaknesses and teaching strategies to support them in the classroom
- Providing individual training as needed.

In addition, members of the Learning Support Department attend specialist courses as appropriate to ensure their practice remains up to date and is informed by the most recent developments in the field of SEND.

#### **f. Transitional Arrangements**

Our aim is for students leaving Prior Park College is to move on to any Further/Higher Educational establishment of their choice.

Any additional provision that has been put in place to support a student will be shared with the next setting and reports shared with the permission of the student and/or parents/guardians.

#### **g. Other Agencies**

The SENCo at PPC can offer advice to parents seeking assessment or specialist support outside school as needed. As independent schools, we do not have access to the services in the 'local offer' although staff will support parents/guardians if additional support is required.

Parents/Guardians are required to share any reports obtained (for example from an Educational Psychologist, Occupational Therapist, Speech and Language Therapist or other medical professional) with the SENCo. This is in order for the school to meet the needs of the child. The SENCo will share the results and recommendations of such reports with other members of staff as appropriate.

### **7. Complaints Procedures**

If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENCo/Assistant Head, Pupil Intervention, who will try to resolve the situation. If the issue cannot be resolved within ten working days, the parent can submit a formal complaint using the School's Complaint Procedure.

Any issues that remain unresolved at this stage will be managed according to the School's Complaints Policy. This is available on the school website.

### **8. Further aspects relating to SEND provision**

#### **Admissions**

The school is academically selective and welcomes all children who can make the most of the opportunities offered and can flourish in its caring environment. The School's Admissions Policy aims to eliminate from the admissions process, as far as possible, any substantial disadvantages which may be encountered by applicants with disabilities.

The school will treat every application from an SEN and disabled student in a fair, open-minded way. However, the School will assess all students for admission on the basis of its standard selection criteria from time to time.

The school endeavours to ensure that it is able to fully support the needs of all prospective students. Parents of children with disabilities, SEN or learning difficulties are advised to discuss their child's requirements with the school before the school considers the application for a place and before they sit the School's entrance exam so that adequate provision can be made for them on the day. Parents are asked to provide a copy of a medical report or educational psychologist's report to support a request, for example, for large print material, extra time, use of laptops or other special arrangements. Before an offer of a place is made, the school will assess whether it is able to adequately cater for and meet any SEN and disabilities (if known) through discussion



and meetings with parents, consideration of any professional reports and references from previous schools, assessment of the student at a taster day, as appropriate.

An offer of a place may not be made if the school determines, following consultation with parents, that they are unable to meet and provide for a child's needs. The school will always consider its obligations under the Equality Act 2010.

The School's Admissions Policy can be found on our website. It applies equally to all prospective students and details how the school supports those applicants with SEN and/or a disability.

### **Withdrawal**

Where, after all reasonable adjustments have been made or considered, the school feels that it is unable to accommodate a disabled student or meet their needs, the school may require parents, after appropriate consultation, to withdraw their child.

### **Students with an Education Health Care Plan ('EHC Plan')**

The needs of the majority of students with SEN will be met effectively through the School's SEN support. However, where the child or young person has not made expected progress despite the SEN support in place, parents and the school have the right to ask the Local Authority to make an assessment with a view to drawing up an EHC Plan for their child. Parents are asked to consult with the school before exercising this right. The school will always consult with parents before exercising this right.

If the Local Authority refuses to make an assessment, parents have a right of appeal to the First-tier Tribunal (Health, Education and Social Care Chamber). The school does not have this right of appeal.

Where a prospective student has an EHC Plan, the School will consult with the parents and the Local Authority (where appropriate) to ensure that the provision specified in the EHC Plan can be delivered by the school. Any additional services that are needed to meet the requirements of the EHC Plan may need to be charged, either directly to the parent or to the Local Authority if the Local Authority is responsible for the fees and the school is named in the EHC Plan. In all other circumstances charges may be made directly to parents, subject to the school's obligations under the Equality Act 2010. The school co-operates with the Local Authority to ensure that relevant annual reviews of EHC plans are carried out as required.

### **Bullying and behavioural issues**

All students are taught that any form of discrimination, bullying and harassment is prohibited and will not be tolerated. Students are taught through the curriculum, PSHCE and through our pastoral system of tutor periods, assemblies, external speakers etc. the importance of respecting each other and behaving towards each other with kindness, courtesy and consideration. The school's behaviour and anti-bullying policies make clear the seriousness of bullying, victimisation and harassment and that appropriate sanctions will be applied to any student who displays inappropriate behaviour.

The school recognises that disabled students or those with SEN may be particularly vulnerable to being bullied. The School's Anti-Bullying Policy makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.

The school also recognises that bullying (or other matters such as bereavement) can lead to learning difficulties or wider mental health difficulties. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN but where there are concerns, an assessment may be undertaken to determine whether there are any causal factors



such as undiagnosed learning difficulties, difficulties with communication or mental health issues.

The school recognises that children with SEN and disabilities can face additional safeguarding challenges and additional barriers can therefore exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

The School's Safeguarding Policy will be followed if there are any safeguarding concerns relating to a child.

### **Three-year accessibility plan**

A copy of the School's Accessibility Policy and Access Plan can be provided upon request. This sets out the school's plan to increase the extent to which disabled/SEN students can participate in the school's curriculum; improve the physical environment of the School for the purpose of increasing the extent to which disabled students are able to take advantage of education and benefits, facilities or services provided or offered by the School; and improve the delivery to disabled students of information which is readily accessible to students who are not disabled.

**APPENDIX A**
**Practical Implementation of SEND Policy**

<b>Topic</b>	<b>At Prior Park College</b>
<b>Types of Special Educational Needs that are provided for</b>	<p>As a selective independent school, we provide for children of mixed ability who are able to achieve their potential in the mainstream classroom. Children with mild to moderate Specific Learning Difficulties and ASD are supported through the Learning Programme.</p> <p>As a Grade 1 listed site there are limitations to the alterations which can be made to the buildings. The site is on many levels, making accessibility difficult in many areas, especially for wheelchair users.</p>
<b>Principles for identifying children with SEND and assessing their needs</b>	<p>Children are identified as having SEND through internal and external assessment, observations and meetings with the parents and class teacher. Any other information from feeder schools or other schools may also be used to provide evidence of a need. Parents are always welcome to make an appointment with their child's tutor in the first instance to raise concerns. They may also decide to speak to the LDP Department.</p> <p>If subject teachers think that more support is needed, they will discuss their concerns with the child's parents and also consult with the LDP Department.</p> <p>The LDP Department works in collaboration with parents and class teachers to identify the specific needs of a child. They may recommend that further assessments may be needed and other specialists such as Educational Psychologists, Occupational Therapists, Speech and Language Therapists or CAMHS may become involved.</p>
<b>Arrangements for consulting parents of children with SEND and involving them in their child's education</b>	<p>Parents are welcome to meet with the LDP Department whenever the need arises. Regular contact is made through emails and telephone calls when required. Parents are invited to attend Parent Consultation evenings to discuss their child's progress and to contribute to the student's Support Plan.</p> <p>Parents are encouraged to contact the LDP Department if concerns are raised regarding their child's general well-being.</p>
<b>Arrangements for consulting children with SEND and involving them in their education</b>	<p>Students in the LDP Department have Plans which indicate strengths and weaknesses and preferred approaches to teaching in the classroom. Students contribute to these plans which are available for subject staff on the school's intranet. The Support Plans are working documents and will change when and if the need arises. These plans are discussed at Parent consultation evenings.</p>
<b>Arrangements for assessing and reviewing children's progress towards outcomes, including the opportunities available to work with parents and children as part of this assessment and review</b>	<p>Student assessments occur prior to entry to establish a baseline of their specific needs. Internal testing takes place at the end of Years 7 and 8 to monitor progress and inform teaching and target setting. These targets are discussed and agreed with the students.</p> <p>In Year 9 external assessments with an educational psychologist determine whether or not access arrangements are required for GCSE and GCE examinations. These arrangements may also apply to students studying external music or drama awards.</p>

	<p>Students are supported throughout all their phases of education at the College. During the transition from the junior house to the senior house at the start of year 9, preparing for suitable GCSE choices and then in the transition to either 6<sup>th</sup> Form or some further form of study elsewhere.</p> <p>The independent careers advisor also contributes to the students' transition through their key stages. Parents are involved in this process through all key stages of their education.</p>
<b>Arrangements for supporting children in the moving between phases of education and preparing for adulthood</b>	<p>Before arriving at the College, the LDP Department liaises with the students' feeder schools to ensure a smooth transition. Similar arrangements can be made at Year 9 entry.</p> <p>All SEND students have Support Plans which accompany them throughout their education at Prior Park.</p> <p>Moving from Key stage 3 to 4, the students' House staff will also be involved in guiding and advising.</p> <p>Guidance is given with both choices at post 16+ and then again for Further or Higher education.</p> <p>The independent careers advisor will also be involved at these key stages, as will parents or guardians.</p>
<b>Approach to teaching children with SEND</b>	<p>We endeavour to ensure that every child reaches their potential given their specific learning need. Curriculum teachers aim to differentiate their lessons and activities to suit the individual children in their class. Departments' schemes of work identify resources, activities and teaching strategies to help students with specific learning needs to access the curriculum.</p> <p>Within the LDP Department the students receive specialist teaching to support their core needs as well as strategies to access their curriculum.</p> <p>The College has a dedicated teaching area for students with SEND creating a supportive and nurturing environment.</p>
<b>How adaptations are made to the curriculum and the learning environment of children and young people with SEND</b>	<p>SEND students have an adapted timetable which may involve reduced subjects. The majority of this additional time will be spent in the LDP Department or within another supervised location such as the library.</p> <p>In Years 7 and 8 there is a Booster group for students who do not currently meet the criteria for SEND.</p>
<b>The expertise and training of staff to support children with SEND, including how specialist expertise will be secured</b>	<p>Subject teachers provide quality first teaching which is differentiated to suit the needs of the children in their lessons and guidance is provided by the specialist teachers in the LDP Department. New staff entering the College receive an induction from the Head of Learning Support. Currently the Learning Support Department consists of two full time and one part time specialist teachers who regularly update their expertise through attending training provided by professional organisations.</p>
<b>Evaluating the effectiveness of the provision made for children with SEND</b>	<p>Within the LDP Department, students' progress is monitored, evaluated and recorded dependent on their individual learning programme.</p> <p>As an ongoing process, the Department supports SEND students throughout their education at the College. Results at the end of Key stages 4 and 5 reflect the effectiveness of the department in light of pre-entry data. Informal measures of qualitative</p>

	information received from parents, students and staff contribute towards evaluating the effective provision of SEND.
<b>How children with SEND are enabled to engage in activities with children in the school who do not have SEND</b>	Students are expected, with suitable adjustments where necessary to participate in all activities within the college. Advice may be given to departments and the boarding community if a student has a specific difficulty which may require some form of adaptation in the activity they are undertaking. There is an inclusive ‘can-do’ ethos which encourages all students to participate in activities irrespective of their SEND.
<b>Support for improving social and emotional development, including extra pastoral support arrangements for listening to the views of children with SEND and measures to prevent bullying</b>	<p>The tutorial team liaises with the LDP Department to support the social and emotional needs of children with SEND. Strategies are discussed and agreed and implemented with the involvement of the child.</p> <p>The College has a pastoral support programme for all year groups. Student Support Plans will indicate if a student is especially vulnerable due to their Specific Learning Difficulty. The SEND Provision Map also outlines students’ specific difficulties and some guidance on how to support them.</p> <p>If and when necessary, a student may be referred to the school counsellor or Chaplain.</p> <p>The College has an active Counter-Bullying policy. The designated person in charge of Child Protection will also be notified of any concerns.</p> <p>For further information, see the school’s Counter-Bullying Policy.</p>
<b>How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations in meeting children’s SEND and supporting their families</b>	<p>As an independent school, a limited number of these organisations are available to us free of charge. In every case, parents are consulted, and permission is sort before proceeding with a referral.</p> <p>The LDP Department can advise parents as to which service may be helpful and will assist in setting up an initial meeting on their behalf.</p>
<b>Arrangements for handling complaints from parents of children with SEND about the provision made at school</b>	<p>If a parent is ever dissatisfied, they are encouraged to speak to the LDP Department, in the first instance.</p> <p>If parents are still not satisfied, they should then take their complaint to the Assistant Head, Pupil Intervention or Deputy Head Academic and lastly the Head. The school has a comprehensive complaints procedure.</p>