

SEND POLICY

Prior Park Gibraltar

Policy Owner SENCo, Head of Learning Support Department	Applies to Prior Park Gibraltar (PPSG)	Superseded documents SEND Policy v1
Associated documents Curriculum Policy Admissions Policy Equality, Diversity and Inclusivity Policy Complaints Policy Behaviour Policy Academic Interventions Policy Safeguarding Policy Accessibility Policy and Access Plan Wellbeing and Mental Health Policy Data Protection Policy Data Retention and Destruction Policy	Review frequency Every two years (unless the legislation/regulations update before this time) Implementation date 24 September 2024	Legal Framework DfE Teaching Standards 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 2024 SEND Code of Practice

This policy is reviewed biennially, or more regularly as required, prior to approval by Trustees (if applicable)

Last reviewed by:	SENCo, Head of Learning Support Department (Mrs J Valverde)
Date last reviewed:	August 2024
Approved by Trustees:	Approved by PPSG SLT
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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

Prior Park Gibraltar is a community built on Catholic and Christian values, with emphasis on mutual respect, cooperation, and the use of talents. The school promotes a policy of positive teaching, seeking to foster and reward constructive Student contribution. We aim to create a positive atmosphere that fosters achievement and the happiness of all community members. We aim to reward endeavour and success, stressing the benefits of positive behaviour, and will counter misbehaviour to safeguard our community and the individual. Prior Park Gibraltar is committed to the equal treatment of all students, including those with special educational needs and disabilities (SEND).

This policy works towards eliminating disadvantages for students with SEND by:

- ensuring specific groups such as SEND make significant progress given their contexts and starting points. The result of this progress being all learners can go on to their preferred destinations post-16.
- using best endeavours to ensure that all students (including those with medical conditions) get the support needed to access our educational provision.
- not treating students with additional needs or specific diagnoses less favourably than their peers.
- making reasonable adjustments so that disabled students are not put at a substantial disadvantage in their education.
- ensuring that students with SEND engage as fully as practicable in activities alongside students who do not have SEND.
- 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, Prior Park Gibraltar has had regard to the following UK guidance and advice (in so far as they apply to Prior Park Gibraltar):

- Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015)
- Equality Act 2010
- Children and Families Act 2014
- Mental Health and Behaviour in schools (Nov 2018)

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

- Supporting Children with Medical Conditions
- Keeping Children Safe in Education 2024
- Working Together to Safeguard Children

This policy should be read in conjunction with our Admissions Policy, Equal Opportunities Policy, Accessibility Policy and Wellbeing and Mental Health policy.

2. Definition of Special Educational Needs

A student has SEND 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 significantly greater difficulty in learning than most children their age.
- have a disability that 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.
- students 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. Our support for those students whose first language is not English is set out in our English as an Additional Language (EAL) Policy.

3. Definition of disability

A student is disabled if they have a physical or mental impairment that 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, and not all disabled students have SEN.

4. Responsibilities

The SENCo is responsible for overseeing all aspects of our SEND provision. The SENCo keeps the Board of Trustees informed of the implementation of the policy in practice through termly reports addressing progress and development. A SENCo's responsibilities include:

- determining the strategic development of the SEN and disability policy and provision, together with the Head, Deputy Head (Academic), Assistant Head (C, T&L) and Assistant Head (Welfare).
- having overall day-to-day responsibility for the operation of the SEN and disability policy.
- coordinating specific provisions for children with SEN and disabilities, including those who have EHC plans.
- ensuring all staff understand their responsibilities to students with SEND and approach to identifying and meeting SEND.

- ensuring that teachers are given any necessary information relating to a student's learning support needs and/or disabilities (if known) so that teaching practices are appropriate.
- ensuring parental insights are considered to support their child's SEN or disability.
- liaising with external professionals and agencies, as appropriate.
- ensuring records of all students with SEND are up to date.

Prior Park Gibraltar's Learning Support Department (LSD) consists of 5 part-time Learning Support Assistants; however, all teaching and pastoral staff are expected to understand this policy so that we can identify, assess, and make provision to meet student needs.

Students: Prior Park Gibraltar has high expectations of all students, and they are encouraged to take on more responsibility for their learning as they mature. Through age-appropriate methods, students are involved in identifying areas for support and agreeing with targets on their Student Support Plans. These are shared with parents/guardians upon request. The LSD monitor student progress in consultation with other staff, by encouraging them to reflect on their progress and support students in progressing on their targets through in-class support or direct intervention. Students work closely with the LSD to monitor their progress, whereby students are encouraged to reflect on their emotional, social, academic and/or behavioural progress.

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/SENCo about any specific needs their child may have upon entering the school.
- allowing information to be shared if any need is investigated during their child's time at the school.
- providing 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 SENCo.
- participating in positive and productive discussion in relation to their child's difficulties, attainment and progress

Prior Park Gibraltar Teaching Staff: 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.

- Oversee the implementation and operation of the School's SEN policy.
- Monitor for updates on Student Support Plans (SSP) and Educational Health Care Plans (EHCP) for students with SEND.
- Coordinate class provision and support students in class who have SEND.
- Differentiate and scaffold work according to the needs of the students.
- Are vigilant for students who might appear to have a learning difficulty or disability and inform the SENCo.
- Attend training offered by the SENCo, focused on the development of best practice towards managing additional needs in the classroom.
- Develop and deliver Support Plans where applicable.
- Liaise with parents of students with SEND.
- Liaise with the School's Examination Officer.
- Liaise with the SENCo.

5. Identifying and supporting students with SEN and disabilities

The curriculum plan and schemes of work take appropriate account of all student needs, including those with SEN and disabilities. We regularly review student progress to help monitor whether students are making expected progress. Slow progress and low attainment do not necessarily mean that a student has SEND (and should not automatically lead to a student being recorded as having SEND). However, if there are early indications to show that a student is not making expected progress and showing a persistent and significant difficulty, we will do all that is reasonable to report and consult with parents and the student (as appropriate) to help determine the action required including whether any additional support is needed. We may request parents to obtain a formal assessment of their child in order to investigate student needs (such as by an educational psychologist), the cost of which will be borne by the parents.

If there are significant emerging concerns or identified SEN or disability, we will take action to put the appropriate special educational provision in place, taking into account any advice from specialists. We will consult with parents and keep them informed of any action taken to help their child, and of the outcome of this action. Student views are also heard and recorded, where due weight will also be given to a student's wishes.

Arrangements for special educational provision and support are made through our graduated approach to SEND support: assess - plan - do - review.

- **Assess:** We will carry out an analysis of the student's needs so that support can be matched to their need. All students are assessed on entry using online testing, currently using the CAT4 assessment form GL Assessment. Results from previous school tests, examinations and Teacher recommendation also inform student context and the initial assessment. If not already done so, we may recommend, in consultation with parents, that external agencies and professionals are engaged to help assess the student's needs and to advise on any support needed. Any specialist advice received will be discussed with the student and parents. If student needs are identified once they have commenced at PPSG, internal assessments can be completed to identify particular weaknesses before suggesting further and more detailed external assessments.
- **Plan:** Where it is decided to provide SEND support, the SENCo will agree in consultation with parents and the student, the adjustments, interventions, support and any teaching strategies or approaches that are to be put in place. These will be recorded on the SSP.
- **Do:** Using the three-wave approach; Wave 1 - Inclusive quality first teaching for all, Wave 2 - Additional interventions to enable students to work at age-related expectations, Wave 3 - Highly personalised interventions. The SENCo will work closely with the teachers to assess and monitor the targeted plan of support and the impact of support and interventions in place for the student.
- **Review:** The effectiveness of any support and its impact on the student's progress will be reviewed as agreed between the school and parents at parent/teacher meetings. In collaboration with the SENCo, teachers will revise the impact and quality of the support and interventions taking account of the student's progress and development and will decide on any changes to the support in consultation with the SENCo, parents and the student (as appropriate).

We recognise that some students with a SEN may also have a disability. We will do all that is reasonable in order to meet the needs of students with disabilities for which, with reasonable adjustments, we can adequately cater. Given the hill-side nature of the school site the school is unable to realistically provide education for those with impaired mobility.

6. Recording progress of students with SEND

We will record the progress and any support for students with significant learning difficulties or disabilities or where they have an Education Health Care Plan. This will be recorded by way of a Student Support plan. These SSPs are drawn up in consultation with students, parents and the Learning Support Department. The SSP contains key information such as:

- Student information, e.g., strengths, weaknesses, diagnosed learning difficulties/disabilities/medical conditions and what these mean to the student and how these affect them
- The additional or different provision of support in place and student targets
- All students complete a Cognitive Abilities Test (CAT4) in years 7, 9 and 12 which allows us to highlight student strengths and weaknesses across four batteries: Verbal, Non-Verbal, Quantitative and Spatial Reasoning.
- Approximately every 6 weeks, data is gathered across all subject areas and reported to parents so that we can gain an up-to-date picture of student progress.

7. SEND provision

At PPSG, teachers deliver quality-first teaching and are provided with opportunities for staff training on relevant subjects relating to SEN (Wave 1). Our team of LSAs are timetabled to support within classes across different year groups and subjects within the curriculum. If students are struggling to understand subject-specific content and are underperforming on their working at grade, they are firstly encouraged to attend subject drop-in clinics which are offered by teachers during lunchtimes and/or after school. Nevertheless, a student may require additional intervention if they are struggling across a number of subjects or with a particular skill (e.g. English literacy, organization, studying, etc.). If this level of need is identified, the SENCo, parents and student will communicate to identify the most appropriate options of more specific interventions (Wave 2). At KS3, the student will have the option of dropping their second modern foreign language (French) in replacement for a Learning Development Programme (LDP). This would provide the student with one lesson a week which would be dedicated to supporting their developmental targets. At KS4, the student can have the option of taking a reduced timetable in order to be able to attend weekly LDP sessions. LDP sessions are mainly taken in small groups, however, more significant needs may require 1:1 intervention.

If a student requires highly personalized interventions (Wave 3), the decision for the student's provision will be agreed upon by the SENCo, parents and the Deputy Head (Academic). This level of support may require alternative provision or a further reduced timetable with increased timetabled interventions led by members of the LSD.

Group sessions of more than one pupil are priced at £14 per session while a 1:1 session cost £28 per session.

8. Further aspects relating to SEND provision

8.1 Admissions: We are not academically selective and welcome all children who can make the most of the opportunities offered and can flourish in our caring environment. Our Admissions Policy aims to eliminate from the admissions process, as far as possible, any substantial disadvantages which may be encountered by applicants with disabilities.

We will treat every application from a student with SEN or disabilities in a fair and open-minded way.

We endeavour to ensure that we are able fully to support the needs of all prospective students. Parents of students with SEN, disabilities or learning difficulties are advised to discuss their child's requirements with us before they sit the 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, we will assess whether we are able to adequately cater for and meet any SEN or 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 we determine, following consultation with parents, that Prior Park, Gibraltar is unable to meet and provide for a student's needs. The school will always consider its obligations under the Equality Act 2010. Our Admissions Policy can be found on the website. It applies equally to all prospective students and details how we support those applicants with SEN and/or a disability.

8.2 Withdrawal: Where, after all reasonable adjustments have been made or considered, we feel that we are unable to accommodate a disabled student or meet their needs, we may require parents, after appropriate consultation, to withdraw their child. Fees in lieu of notice will not be chargeable in these circumstances, and the acceptance deposit returned.

8.3 Bullying and behavioural issues: All students are taught that any form of discrimination, bullying and harassment is prohibited and will not be tolerated. Through PSHE lessons and Faith Formation, students are taught the importance of respecting each other and behaving towards each other with kindness, courtesy, and consideration. Our 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. We recognise that students with a disability or those with SEND may be particularly vulnerable to being bullied. The Anti-bullying strategy makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.

We also recognise 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 student has SEND, but where there are concerns, a referral to our Learning Support Department or Pastoral team, in the first instance the Assistant Head (Welfare), may be undertaken to determine the nature of such behaviours such as learning, family or friendship difficulties or mental health issues.

We recognise that students with SEN and disabilities can face additional safeguarding challenges, and additional barriers can therefore exist when recognising abuse and neglect in this group of students. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the student's disability without further exploration
- the potential for students 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 student.

8.4 Entitlements to additional time and/or support in external assessments: Students who have been diagnosed as having a learning difficulty may be entitled to support, such as additional time

and/or modified provision, to complete external assessments. Parents should speak to the SENCo with regard to any application for additional support as soon as reasonably practicable. If an access arrangement is required, an assessment must be carried out in order to achieve results which can be used as evidence to suggest the fairness of this support during an examination. A qualified specialist at Prior Park Gibraltar, as per the Joint Council for Qualifications (JCQ) regulations, must carry out any formal assessments. The SENCo will process applications for appropriate examination access in conjunction with the Exams Officer and Deputy Head (Academic).

Prior Park Schools have to the use of e-readers instead of human readers for students who are eligible to this type of support during examinations. PPSG have onsite iPads with ClaroRead subscriptions, which can be used with the supervision of a staff member, in order to practice the e-reader functions. Students must establish this as their usual way of working during at least 2 sets of mock examination weeks in order to become accustomed to using this in an external examination setting.

8.5 Staff Training: Teaching staff receive regular training on the learning needs of students with SEND and also on identifying students with possible difficulties. Teachers are trained to differentiate within the curriculum and to consider students' learning difficulties. The SENCo liaises with the teaching staff about the most appropriate means of meeting the needs of students with SEND. The Learning Support Department provides information, accessed through SSPs, which summarise for teachers the difficulties a student faces with their learning and suggests useful strategies. In addition to this, the Learning Support staff offer individual advice to teachers whom they may work with closely during subject lessons in order to recommend further levels of support for specific students.

8.6 Concerns: The School will listen to any concerns expressed by parents about their child's development and any concerns raised by the student themselves. Parents must notify their child's Tutor and SENCo if their child's progress or behaviour gives cause for concern.

8.7 Review: This policy will be reviewed on an annual basis to ensure we at Prior Park School Gibraltar meet the needs of those students with SEN and/or disabilities.

8.9 Storing Information: All data will be stored in line with the Data Retention and Destruction Policy and Data Protection Policy. Please see the Privacy Notice(s) for Students for further information.