



The Park School

Special Educational Needs (SEN) Policy

All students at The Park School have a Statement of Educational Need in accordance with the 1981 Education Act. By 2018 students will have their statements converted to Education Health and Care Plans (EHCP). Whilst the school is described as “a Special school for students with Learning Difficulties” students may have associated emotional, behavioural, or social difficulties and/or medical problems and histories.

In 2003 the specialist language resource on site became inclusive within the school and all staff continue to be trained in delivering a language-enriched curriculum.

We became an “SEN College for Communication and Interaction” in September 2010. A team of Speech and Language Therapists work with students individually, with small groups or in the classroom setting.

Deborah Havler, a middle manager, has specific responsibilities as the Teacher in Charge of the Language Resource. A particular aspect of her role involves preparatory work for prospective language students and support once they have been offered placements.

Personalization is a strength of the school with specialist staff delivering elements of a social development curriculum that include:

- Pet therapy
- Music therapy: drumming, guitar, voice coaching
- Drawing therapy
- Anger management
- Horticulture
- Counseling
- Coaching
- Mentoring
- Tai Chi

Following a County wide review of LD provision the future of the school is secure with The Park remaining at a 100 place secondary school. By 2016 we will be described as a school for Learning and Additional Needs (LAN) students.

Our objective is always to raise attainment and promote inclusion. Students receive a broad and balanced curriculum, which is differentiated to aid progression.

Our intention is always that students:

- Reach their full potential
- Develop self-esteem and confidence
- Develop the necessary key skills for the transition to adulthood
- Learn social, emotional and behavioural competencies needed to sustain positive relationships

Annual Review Process

All students have a statutory annual review of their stated needs to ensure that their progress is evaluated, their needs are redefined, provision matched and targets are set. Parents are expected to attend these meetings. Their knowledge, views and experiences are highly valued. The Key Stage manager chairs these meetings with the Senco recording all contributions. Professionals involved with the student are invited. The school's assigned Educational Psychologist attends transitional reviews (Y9) and those of any of students about whom concerns have been raised. Students attend their annual reviews, as appropriate, and the Pathways Service representative is available to start supporting the students from Year 9. Pathways support their work experience placements, college links and future career plans.

Individual Education Plans

At the annual review meeting targets are set for all students that are additional to and different from the general year group or subject targets. Each student has 3 or 4 targets set within the Key Skills areas of:

- Problem solving
- Working with others
- Improving own learning and performance
- Communication
- Other recommendations from therapy input

These targets are deemed to be the priority areas to work on in the forthcoming year and reached with parental, and, wherever possible, student agreement. There is a termly

opportunity for these to be discussed with parents at either a Parent's evening or an Annual Review meeting.

Targets set at the annual review meeting are then broken down into termly SMART objectives.

- Specific
- Measurable
- Achievable
- Realistic
- Time bonded

At the end of each term an evaluation of targets takes place to inform the planning for the next term.

All Teachers have a responsibility to differentiate the curriculum but any additional concerns or needs of students must be raised with a member of the senior management Team or the Senco.

Inclusion within mainstream, ASD or SLD setting can be arranged for any students who require an extended curriculum to achieve their potential.

The role of the Senco

Sherri Taylor works as the school Senco supported by the Leadership team.

All have clearly defined roles in supporting any student whose needs are additional to the "typical" student.

Other agencies

The school is part of the North West Surrey team led by the Area Education Officer, Mark Scarborough. Currently we have input and involvement from an Educational Psychologist, Occupational Therapist, Physiotherapist, school nurse and doctor, Advisory teachers for visually impaired, hearing impaired and physical disabilities, social care, community nurses, Camhs, Travellers Liaison Service, Education welfare service and English as a second language service. We can access support from the behaviour and student support service and learning and language support if required.

Pathways work particularly with older students and support their transition into post 16 placements.

Parents

Parents work in partnership with the school. Close working relations start with conversations prior to a child's entry to The Park and pre-entry Induction meeting.

Regular meetings and telephone conversations take place throughout a student's time at school as well as annual review meetings.

All parents are invited to numerous events and social occasions throughout the year. We encourage any parent to contact us if they have any concerns about their child and a meeting can always be arranged within 24 hours.

Working together with parents means that we seek information/views as part of our continual striving for improvement.

Environment and resources

We continually strive to improve the learning environment. The LA LD Review resulted in adaptations and improvements being made to our accommodation in 2006. We added Homelodge, a music base and studio, in 2008. In 2011 we created a café as the social hub of the school. An outdoor gym was added in 2012. Over the last few years our vehicles have been updated and we now have a people carrier and 3 new minibuses.

There is wheelchair access throughout the school and there is a disabled toilet and shower facilities.

Staffing and Outreach

We have a strong CPD policy that trains all staff in the necessary:

- language focused curriculum delivery
- behaviour management
- pastoral support for students
- personalisation
- emotional literacy
- coaching and mentoring
- SEN information
- Safeguarding procedures

Teaching Assistant's skills and experience are continually developed and many of them now have specific areas of responsibility.

We recognise the need to improve support for our most vulnerable students and those with the most complex needs. Some staff support individual students and complex medical needs.

All staff are encouraged, and supported, to gain further qualifications.

Different members of staff take the lead on various aspects of our Outreach programme. We offer training and support to local schools. This may take the form of SEN training to staff, taking part in professional discussions about individual students or an individually tailored coaching programme for staff.

We also have strong working links with schools outside of Surrey and a unique working relationship with Japanese universities and their SEN provision.

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