

SEN Policy and Information Report

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1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for students with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for students with SEND
- Create a shared ethos that Deer Park does not have a specific SEND team; every member of staff is part of the Additional Support team. SEND is therefore a whole school responsibility requiring a whole school response

Philosophy:

All members of staff, in conjunction with Trustees and LA have a responsibility to promote that all students are of equal worth and should have an entitlement to equal opportunities. An underlying principle that informs Deer Park is that of inclusion. Quality First Teaching is that which is adapted to meet the needs of the majority of students. Every student has the right to a broad, balanced curriculum. The school welcomes diversity and seeks to help each student reach their full potential and make progress so they:

- Achieve their best
- Become confident individuals living fulfilling lives, and
- Make a successful transition into adulthood whether into employment, further or higher education or training.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A student has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools

Students who have trouble in accessing the curriculum may also have a particular talent or aptitude in another area, this will be supported through our More Able Children (MAC) provision

Special Educational Provision may be triggered when a student fails to achieve adequate progress, despite having had access to adapted resources and teacher intervention over 2 terms.

Parents/carers and staff will be informed that the young person has special educational needs and appropriate provision identified to meet the students individual need (s) will be made:

Lack of adequate progress may be indicated by:

- Little or no progress despite the use of targeted teaching approaches and adapted curriculum materials that are matched to students needs within the mainstream national curriculum.
- Working at levels significantly below age expectations, particularly in Literacy or Numeracy
- Presenting persistent and considerable emotional and / or mental health difficulties, which have not been managed by appropriate strategies
- Poor communication or interaction, requiring focused interactions and modifications to access the learning
- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment

4. Roles and responsibilities

Provision for students with SEND is a matter for the school as a whole. In addition to the Trustees, Head Teacher, SENCo and all members of staff have important responsibilities.

Deer Park does not have a specific SEND team; every member of staff is part of the Additional Support team

4.1 The Trustees

The trustees are committed to and follow the guidelines as laid in the SEND Code of Practice (2014) to:

- Appoint a trustee with responsibility for SEND
- SEND trustee will help to raise awareness of SEND issues within the Wildern Academy Trust Board Meetings
- Trustees will use their best endeavours to make sure that a student with SEND gets the support they need – this means doing all they can to meet student's special educational needs within the resources available

- Monitor the quality and effectiveness of SEN and disability provision within the school and update the Trustee Board on this
- Work with the Headteacher and SENCo to determine the strategic development of the SEND policy and provision in the school
- Ensuring, through the appraisal process, that the Headteacher sets objectives and priorities in the school development plan, which includes provision for SEND
- Monitoring the policy through the school's self-review procedures
- Expect all teachers in the school to be accountable for the progress and development of the students in their classes, including where students access support from Learning Mentors and specialist staff
- All Trustees are informed of the school's provision, including funding, equipment, and staffing

4.2 The Headteacher

The Headteacher will:

- Work with the SENCO and the Trustee with responsibility for SEND to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability
- Set objectives and priorities in the school development plan, which includes SEND
- Line-manage day to day provision for students with SEND, including setting a budget to support SEND students within the school's overall financial resources
- Report to the Board of Trustees

4.3 The SENCO

The SENCO is Cheron Macdonald.

They will:

- Work with the headteacher and the trustee with responsibility for SEND to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual students with SEND, including those who have an EHCP.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high-quality inclusive teaching
- Manage and develop the roles of Learning Mentors and SEND Administrator, through training and performance management
- Liaise with parents/carers of students with SEND and ensuring effective co-production
- Liaise with the relevant Director of Progress and Achievement (DOPA) to monitor the progress of students with SEND and to help identify students who might need additional support
- Liaise with relevant Directors of Learning to monitor the progress of students with SEND and ensure they follow the Schools Graduated Approach to Student Inclusion
- Advise on the graduated approach to providing SEND support

- Liaising with schools including feeder primaries and next providers of education to ensure students and their parents are informed about options and a smooth transition is planned
- Liaising with other SENCOs both locally and nationally
- Monitor the identification of students with SEND
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Ensure the school keeps the records of all pupils with SEND up to date
- Working with the Headteacher and the college Trustees in order that the college meets its responsibilities under the Equality Act (2010) regarding reasonable adjustments and access arrangements

4.4 Directors of Learning

Directors of Learning will:

- Ensure appropriate curriculum provision and delivery are clearly stated in their schemes of work, ensuring appropriate teaching resources and self-study tasks are matched to student's needs
- Support the referral process where Special Educational Provision may be initiated by the subject teacher to the Curriculum Leader, where a student fails to achieve adequate progress, despite having had access to an adapted programme and effective teaching strategies over 2 terms. This will be evidenced on the uploaded referral form and shared with the SENCO.
- Ensure appropriate teaching resources for students with SEND are purchased from school capitation
- Attend, or identify key staff for training, as required
- Monitor the progress of all students, including students with SEND, in their subject area
- Follow the School's Graduate Approach to Student Inclusion

4.5 Directors of Progress and Achievement (DOPA)

Directors of Progress and Achievement will:

- Be accountable for the progress and well-being of all students in their year group
- Follow the school's Graduated Approach to Student Inclusion
- Ensure appropriate curriculum provision and delivery during tutor time periods
- Attend, or identify key staff for training from the pastoral team, as required
- Monitor the progress, attendance, and behaviour of all students, including students with SEND, within their year group
- Ensure appropriate support is in place for all students with SEND in their year group
- Liaise closely with the SENCO, including raising individual concerns through the referral process
- Communicate with parents regarding the progress of students with SEND in their year group

- Ensure that where possible the tutor can attend the Annual Review meetings for students with EHCP's in their tutor group.

4.6 Class teachers

Each class teacher is responsible for:

- The progress and development of every student in their class
- All teachers are teachers of special educational needs.
- Setting suitable challenges, encouraging a positive self-image, and facilitating effective special educational provisions, identifying appropriate adapted methods in response to the students' needs in order to access the curriculum.
- Recognising that central to the work of every teacher is the cycle of planning, teaching, assessing, and evaluating that takes account of the wide range of abilities, aptitudes, and interests of the students in their classes. All staff can raise individual concerns to the SENCo through the referral process, drawing on the teacher's assessment and experience of the student as well as previous progress and attainment, with evidence of using the graduated approach and effective teaching strategies.
- Working closely with any learning mentors or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the SENCO to review each student's progress and development and decide on any changes to provision
- Ensuring that the Individual Profiles of students are considered in lessons
- Contribute to reviews for Individual Profiles and EHCP reviews
- Communicate with parents/carers regarding the progress of students with SEND in their classes
- All staff will be included in reviewing and, where necessary, seeking advice to improve their understanding of strategies to identify and support vulnerable students and strengthen their knowledge of SEND
- Ensuring they follow this SEND policy
- Further guidance for all staff can be found on the staff shared area under: Individual Needs Register

4.7 Learning Mentors and SEND Administrator

The Above will:

- Support students with SEND and the wider school population
- Plan and deliver individualised programs where appropriate
- Monitor progress against targets using Individual Profiles for students and through whole school and Additional Support Data
- Write and update Individual Profiles for students
- Contribute to the review process, with a written report
- Work with individuals and small groups, under the direction of the class teacher
- Support teacher's adaptations to their planning, where appropriate
- Attend relevant training, as appropriate and / or directed by the SENDCo

5. SEND Information Report

5.1 The kinds of SEND that are provided for

Deer Park is an inclusive mainstream school. The school does not have a SEND specialism.

The school, including the Trustees, recognise that all children are individuals who each have different learning needs. Our focus is always on the best possible outcomes and high expectations of all students from whatever starting point at which the child joins us. The school works hard to ensure that all students move forward in their learning creating a blend of the right support and an appropriate level of challenge.

Deer Park does not have a specific SEND team; every member of staff is part of the Additional Support team.

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum condition, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties

5.2 Supporting Transition to Deer Park

Deer Park seeks to make transition a positive experience

- If your child has an Education Health Care Plan (EHCP) please contact the Additional Support Department at Deer Park
- We welcome invitations to Year 5 and Year 6 EHCP Annual Review meetings held at feeder primary schools for children who are looking to transfer to Deer Park in Year 7
- Deer Park School holds an Open Evening during September where prospective parents and students can look at what is offered by the school
- Parents of Year 6 are invited to a new intake parents' evening in the summer term at Deer Park School
- All students in Year 6 are invited to an Induction Day in the second half of the summer term.
- SEND students can have an extra transition visit if required. The SENCo, Mrs. Macdonald and Senior Lead Learning Mentor and SEN Administrator Mrs. Smith, and Year 7 DOPA, visits your child's school during the summer term to liaise with staff and gather information
- Primary schools will inform Deer Park whether a child has SEND needs by the end of Year 6. If the child's needs are still present at the beginning of year 7, your child will be on the SEND register
- The SEND register is then reviewed three times per year. When a child's needs are above the criteria set by Hampshire Authority, the student will be removed from the register and will be monitored
- If a student had previously accessed support from Outside Agencies, these will be reviewed and may continue depending on their ongoing needs
- An Individual Profile will be drawn up and made available to all teachers of the student as a result of the information provided to us by primary schools, parents and Outside Agencies

5.3 Identifying students with SEND and assessing their needs

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate.

All students will sit Cognitive Assessment Tests (CATs) within the first few weeks at Deer Park to help us understand more about their learning profiles, including their strengths and difficulties. Students will also undertake base line assessments in reading, spelling and maths including all other curriculum subjects.

Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

In addition to this, the school can offer additional screening to help indicate further areas of need. This can be requested by a student or parent, or a referral may be made by a member of staff or outside agency.

Additional Exam Support will be assessed in line with the Joint Council for Qualification (JCQ) Regulations. Assessments for exam access arrangements (e.g., a reader /scribe /rest breaks /additional time) may be made where:

- There is significant evidence of a substantial barrier to a student's ability to access examinations
- The support requested for the examinations reflects the student's normal way of working, which is documented in the school setting and evidence has been provided by the class teachers in that subject to substantiate this prior to any assessments being carried out.

5.4 Consulting and involving students and parents

At Deer Park we believe that relationships are key therefore the views and experiences of both students and parents are vitally important to understand and meet the needs of any student at Deer Park.

We will do this the following ways:

- All parents are invited to attend parents' evening
- Parent and student surveys
- Progress Meetings
- Sharing of Individual Profiles with parents and students (as appropriate), to ask for input
- Student views are sought following interventions
- Parent and student views are gathered prior to EHCP applications or annual reviews

- Parents are encouraged to contact individual subject teachers to discuss any subject based concerns or questions
- Parents can request a meeting with the young person's Tutor / DOPA/ SENCo if they would like to discuss their child's needs beyond one subject
- Notifying parents and students of changes to their provision or support e.g. When a young person will receive SEND support or an invitation to an intervention group

5.5 Assessing and reviewing students' progress towards outcomes

Parents are encouraged to discuss any concerns regarding progress or wellbeing with their child's Form Tutor in the first instance. For further support or information, the DOPA for your child's year can be consulted.

Deer Park follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The subject teacher will work with the Director of Progress for their subject and SENCO to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the student's progress.

If a child has a more complex SEND need, they will have an Education, Health Care Plan (EHCP), in place, which means a formal meeting will be held at least annually to discuss progress towards outcomes and a written report will be produced

5.6 Supporting students moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this.

Transition to Post-16 provision:

- All students will have access to the school's Careers Advisory Team
- The DOPA, SENCo and Additional Support Team will support students and parents with discussions about post-16 courses and provisions
- If your young person has an EHCP, an annual review will be held before the end of October in Year 11 to discuss transition. Post-16 course providers
- To ensure that the student's next phase of education into adulthood is successful we take appropriate steps to prepare our students; this may include the SENCo and Learning Mentors supporting on key transition visits.

5.7 Our approach to teaching pupils with SEND

All teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality inclusive teaching is our first step in responding to students who have SEND. This will be differentiated for individual students as appropriate.

Deer Park follows a Graduated Approach to Student Inclusion. All students are considered as part of this approach and can access appropriate levels of support, regardless of whether they have been identified as SEND.

Additional interventions may be referred to for students with SEND or identified other needs. These interventions included below is not exhaustive:

- Pastoral support and mentoring
- Support within subjects: e.g., revision classes after or before school
- Literacy and numeracy catch up sessions
- Targeted reading support
- Resilience Group to support anxiety
- Self-study support after school

5.8 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all students' needs are met:

- We use high quality inclusive teaching practice to enable a wider range of students and learning needs can access the curriculum.
- Staff adapt resources and lesson plans to meet the needs of their classes
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adaptations to our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, chunking information, giving instructions step by step, using scaffolds to support writing tasks, reading instructions aloud, etc.

5.9 Accessibility of the School Site

- The school site is accessible and maintained to make sure it is safe for our students, parents, and staff with physical disabilities
- There are disabled parking bays in the main school car park, marked with disabled signs
- Deer Park is completely accessible for students, parents and staff with physical disabilities and is accessible for wheelchair users who come to visit. We have an accessible hygiene room, toilets, changing rooms and a lift to access the first and second floors. All classrooms including subject areas are accessible for physical needs. As there is no fire safe lift we are not able to accommodate students who permanently need access to a wheelchair as the Technology, Science, Food Tech, Art Room etc. are not able to be relocated downstairs, nor is the lift accessible during emergency fire evacuation.
- Students and members of staff with physical disabilities, which may impair their ability to reach the fire muster point within the designated target time, will have a personal Emergency Evacuation Plan (PEEP) written. This PEEP is reviewed annually
- In every classroom there is an adjustable table. Deer Park enables disabled students to take better advantage of the education, benefits and facilities provided at the school, with

emphasis on supporting independence and access to the provision on offer. Equipment, such as support chairs and frames are provided through Hampshire County Council's Children's Services Department and Physical Disability team. We have regular contact with the Specialist Teacher Advisors within this department and can make further referrals where necessary

- Full information about Accessibility can be found in the School's Accessibility Plan

5.10 Additional support for learning

High quality inclusive teaching is our first step in responding to the needs of all students and ensuring students become independent learners.

Teachers are at the forefront of identifying needs and next steps for students

Additional members of staff may also be involved with supporting a student/s depending on their needs.

For example:

- We have Learning Mentors who work alongside the teachers to provide advice about how to support a student/s within their lessons
- Learning Mentors may be timetabled into a classroom if a student/s have an EHCP that names particular high levels of support. Advice from external agencies will be utilised in planning support and identifying outcomes for these students if required.
- The class teacher will share learning objectives and outcomes with the Learning Mentor and direct them to work in a way which ensures all students become independent learners. Teachers will not use Learning Mentors as an informal teaching resource for low-attaining students.
- Learning Mentors may deliver interventions such as rapid readers and social skills
- Tutors, DOPA's, Deer Park's well-being team may provide emotional wellbeing support

We work with the following agencies to provide support for students with SEND:

- Please see 'Working with other agencies' section below 5.15

5.11 Training of staff

Deer Park staff have regular training sessions by the SENCo and Lead Learning Mentor Mrs Smith on supporting students with SEND. The training reflects the needs of the staff and the students we work with.

It is also the responsibility of all staff to keep their knowledge and expertise of SEND updated, this is supported by a subscription to Creative Education which has a range of webinars and training programmes to support areas of development and interests.

5.12 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for students with SEND by:

- Reviewing students' individual progress towards their targets each term
- Reviewing the impact of interventions after 6-8 weeks
- Using student questionnaires after interventions
- Monitoring by the DOPA and SENCO including student attendance, effort, rewards and behaviour points
- Holding annuals review for students with EHCP

- Inviting EHCP and SEND support parents into Deer Park for termly meetings to discuss effectiveness of provision and act on feedback and ideas shared

5.13 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

Opportunities for learning outside of the classroom are highly valued

Our extra-curricular activities and school visits are available to all our students, including our before-during the school day and after-school clubs

All students are encouraged to take part in sports days / school productions / trips etc.

Deer Park believes all children should be able to participate in these experiences wherever possible. No student is ever excluded from taking part in these activities because of their SEN or disability, so long as reasonable adjustments can be made to ensure the safety and well-being of the student, other students and staff facilitating the activities

Prior to trips and visits, staff complete risk assessments which consider the needs of children with SEND, making changes and modifications where necessary. If additional support or arrangements are required, we will meet with parents to discuss further

- Information about accessibility can be found in the school's Accessibility Plan

5.14 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Students with SEND are encouraged to be part of the school's student leadership council
- Students with SEND are supported within the classroom with minimal removal from their peers to support social development
- The pastoral support system in school, including the Tutor, DOPA and Assistant Head for Pastoral, take an active role in supporting the emotional well-being of all students in their care. Liaison with outside agencies, health and social care professionals can be sought where appropriate
- Education for Life provides the opportunity for children to discuss issues such as self-esteem, relationships, friendships, team-work and negative experiences such as bullying

We have a zero-tolerance approach to bullying.

5.15 Working with other agencies

Following transition:

- For students with an EHCP, County Advisory Teams may continue to support and visit students on school site depending on their needs
- If a student has previously accessed the Behaviour Support Team, this will stop in Year 6 but they will oversee transition at the start of Year 7
- Support from a variety of Outside Agencies may be recruited by the SENCo, working with the relevant DOPA, if deemed appropriate to support a student
- The school works closely with Child and Adolescent Mental Health Services (CAMHs) and the Hampshire Educational Psychologists

5.16 Complaints about SEND provision

The SENCo should be the first point of contact if a parent wishes to discuss something about their child's special educational need and the setting's general approach to resolving concerns. We find it encouraging when we receive feedback regarding what we are doing well. Equally, we welcome your suggestions on how to improve the services we offer.

However, if a parent or carer is not satisfied with the response given, the complaints procedure outlined in the school's website may be followed.

5.17 Contact details of support services for parents of pupils with SEND

As parents, you can contact support services to provide impartial advice on SEND matters. Hampshire Special Education Needs and Disability Information, Advice and Support Services (SENDIASS) can be contacted by

Email: [Hampshire SENDIASS | Impartial SEND Advice & Support](#)

Phone: 0808 164 5504

5.18 Contact details for raising concerns

SENCo: Mrs. C Macdonald send@deerparksecondary.org or phone:01489 351100

Headteacher: Mr. M Jones deerpark@deerparksecondary.org or phone:01489 351100

5.19 The local authority local offer

The Hampshire Local Authority's Offer can be found on their website:

[Hampshire's Local Offer for Special Educational Needs and / or Disabilities | Family Information and Services Hub \(hants.gov.uk\)](#)

6. Monitoring arrangements

This policy and information report will be reviewed by the SENCo **every year**. It will also be updated during the year if any changes to the information are made.

It will be approved by Deer Park Board of Trustees.

The degree of success of the policy and its implementation will be evaluated using the following indicators:

- Feedback from student, parent/carers questionnaires, along with recorded views from meetings
- Recorded views by teachers on student's competence, confidence, and progress towards outcomes
- Numbers of complaints received

7. Links with other policies and documents

This policy links to the following documents

Accessibility plan

Admissions

Behaviour policy

Well-being Policy

Supporting Students with Medical Conditions Policy