

Policy for Special Education Needs and Disability (SEND) Provision

Principles

Many students experience learning difficulties at some stage of education, such as: cognition and learning; physical and sensory; social, mental and emotional health or communication and interaction. Our philosophy is based on the belief that all students are of equal worth and should have an entitlement to equal opportunities.

An underlying principle that informs the schools SEND policy is that of inclusion. All students are valued for what they can bring to the school and are entitled to take part in all that the school offers. We are committed to making this accessible to all our students given the resources available. There is recognition of students' differences, and the provision of appropriate learning opportunities, matching work to the needs of students. This will enable students to make good or better progress towards their targets and achieve their potential. We promote the support of students with SEND within the classroom, ensuring full access to the curriculum. However, at times, students with SEND may require more specialised teaching, which may be provided outside the classroom by a member of the learning support department or a subject teacher.

These needs should be met through a continuum of provision by either specific or more general intervention. The school endorses the principle that all teachers are teachers of students with special educational needs and disabilities.

Aims of Deer Park school

Deer Park school recognises that every teacher is a teacher of every child or young person, including those with SEND.

The SEND policy seeks to support the guiding principles of care, opportunity and quality. In order to ensure that no child is left behind we recognise the need to:

- Create a supportive environment that enables students to make rapid and sustained progress ensuring they have every opportunity to fulfill their potential.
- Create a learning climate in which High Quality Inclusive Teaching meets the needs of all students, including those with Special Educational Needs and those in vulnerable groups. This will be achieved through employing a range of differentiation strategies, teaching styles and resources.
- Ensure early identification of SEND at any point in the student's school career and implement Wave 2 and 3 provision in order for students to catch up with their learning.
- Enable all staff to meet identified student-needs through efficient communication systems and Professional Development.

Objectives of the Learning Support Department

The Learning Support Department offers its resources and expertise to:

1. Identify and provide for students who have special educational needs and additional needs.
2. To work within the guidance provided in the SEND Code of Practice, 2014.
3. To operate a "whole student, whole school" approach to the management and provision of support for special educational needs.
4. Provide support and advice for all staff working with students with special educational needs.

We aim to support all stakeholders to encourage and facilitate inclusion in academic, social and extra-curricular activities.

Practice

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (2014) 3.65
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting students at school with medical conditions (April 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- Supporting Students at School with Medical Conditions (including First Aid)

This policy was created by the School's SENCo with the SEND Trustee in liaison with the SLT, all staff and parents of Students with SEND. This is in line with the reforms recommended in the new COP (Code of Practice) which promotes collaboration and consultation. The policy outlines the implementation of special educational needs provision within the school for the current year 2014/15. In addition to the policies listed above, the SEND policy should be read alongside other school policies dealing with for example, behaviour, assessment and bullying.

SENCo

Mrs C Macdonald: *Qualifications* **TBC**

Telephone: **TBC**

Learning Support Staff

- Teaching Assistant Team

Other appointments will be made as the school grows.

Line Managers for Learning Support Department

- Mr M Jones, Deputy Headteacher
- Karen Wigley, SEND Trustee

Purpose and Rationale of SEND Policy:

To inform and guide all stakeholders about the philosophy, principles and procedures that support students with special educational needs and disability across the curriculum, enabling them to meet individual needs and remove barriers to learning.

This policy aims to:

- Describe and promote the school's philosophy on special educational needs and disabilities.
- Promote an understanding of, and provide guidelines for, the responsibilities of all staff towards students with SEND; to ensure equality, access, inclusion and quality provision where all students enjoy a broad, balanced and relevant education, which meets individual needs.

Identifying Special Educational Needs and Disability

Individual special educational needs are identified, met, monitored and reviewed through the Graduated Approach of assess, plan, do and review.

The following are the four broad categories of need, as outlined in the Code of Practice 2014:

- Cognition and Learning (C&L)
 - Difficulties may include: dyslexia; dyspraxia; dyscalculia; auditory processing; visual processing and dysgraphia
- Social, emotional and mental health difficulties (SEMH)
 - Difficulties may include: Attention Deficit (Hyperactivity) Disorder (AD(H)D); anxiety; Oppositional Defiance Disorder (ODD); Obsessive Compulsive Disorder (OCD) and Attachment Disorder
- Communication and interaction (C&I)
 - Difficulties may include: speech, language and communication needs (SLCN); Autistic Spectrum Disorders (ASD), e.g. Asperger's Syndrome and Pathological Demand Avoidance (PDA)
- Sensory and/or physical needs (S&P)
 - Difficulties may include: visual and/or hearing impairment (VI/HI) and sensory processing

An explanation of the criteria used at Deer Park School to identify SEND can be found in Appendix 1: Identification of SEND.

The following areas are NOT SEND, but may impact on progress and attainment;

- Attendance and Punctuality.
- Health and Welfare.
- EAL - Whilst we will endeavour to support students with English as an Additional Language (EAL) this alone does not constitute a special educational need.
- Being in receipt of Student Premium Grant.
- Being a Looked After Child.
- Being a child of a Serviceman/Servicewoman.

Graduated Approach to SEND Support

The Children and Families Act 2014 Section 20 defines when a child or young person has special educational needs and disability. This is when they have either a learning difficulty or a disability and may need special educational provision (SEP) to be made for them. SEP is defined as any education or training provision that is additional to or different from that generally made for others of the same age in mainstream schools.

A student will be placed on the SEND Register if they have an identified need, whether this can be met with High Quality Inclusive Teaching or whether the student requires specific intervention. Students' main areas of need [see above] and allocated provision will be indicated on the register. Students with an Education Health and Care Plan (EHCP) will be identified as such on the Register.

Students whose needs do not meet the criteria for inclusion on the SEND register will be placed on an information register so that staff are aware of specific needs and how to support them through High Quality Inclusive Teaching.

The Graduated Approach is characterised by:

- High Quality Inclusive Teaching [HQIT or Wave 1] – the vast majority of Special Educational Needs can be met through high quality inclusive teaching. See school policy on Teaching and Learning for further information.
- Wave 2 intervention programmes designed for students to catch up in small groups, such as Paired Reading Scheme, group spelling programme or registration group support for emotional needs.
- Wave 3 intervention programmes individually designed, for example, one to one, Rapid Plus or individual emotional literacy support.

Staff are provided with Student Profile Sheets which detail individual needs and appropriates

strategies to be employed by teaching staff.

For detailed rationale and process for intervention, please refer to the Intervention Guidelines in Appendix 2.

Students' progress will be closely monitored and further advice may be sought from external agencies, for example the Educational Psychology Service, if a student is failing to make adequate progress.

Conversely, where an intervention enables a student to make better than expected progress, they may be removed from the special educational needs register and placed on the information register.

Special Facilities that Increase or Assist Access to the school

The school aims to meet all the needs of students in its catchment area. The Learning Support Department will make reasonable adjustments in order to accommodate specific students' needs. (See Appendix 3).

At the present time, the following provision is available:

- Access to all buildings for wheelchairs via ramps where necessary.
- A lift in the main building and sports hall.
- Timetable changes enable wheelchair users to attend all lessons.
- Students who require regular physiotherapy will be accommodated.
- There are accessible toilets in both blocks.
- The physical educational programme is tailored to meet individual needs.
- Advice will continue to be sought to improve resources through our links with Hampshire Advisory Service.
- The school works closely with external agencies to assess individual needs and to ensure that appropriate support and resources are made available in order to provide the best educational opportunities for all students.

Use of Finance Resources

The funding for special needs is in accordance with County Guidance, see Funding for Special Educational Needs in Mainstream Schools. This funding provides Teaching Assistant (TA) support, interventions and staff training.

Identification and Assessment

Students at Deer Park school will only be identified as having Special Educational Needs and Disability if a student's 'learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to students of the same age.' (Code of Practice 2014, Page 94 Section 6.15).

The school's general arrangements for assessing and reporting will contribute to the identification of SEND students.

Prior to Transition:

- A standardised transition form is used by each linked school to record details of SEND students.
- Meetings between linked primary schools and Deer Park SENCo.
- Student profile for students on SEND register is written in collaboration with SENCo of feeder schools.
- Learning Support staff attend EHCP annual reviews/Inclusion Partnership Agreement (IPA)/ and Special Educational Needs Support Agreement (SENSA) meetings of students in Years 5 and 6.
- Liaison between Learning Support Department and parents.

On entry to Deer Park:

- Students take reading, spelling and cognitive ability tests (CATs).
- An examination of Key Stage 2 data.
- A review of Transition Plans in the Autumn Term.

Whilst on roll at Deer Park:

- Monitoring of student progress by teaching staff and Learning Support Department.
- Reports sent to school by Local Authority external agencies, e.g. Child and Adolescent Mental Health Services (CAMHS), Education Psychology Services and Occupational Therapy.
- Students may be referred for additional tests or assessment, e.g. the Dyslexia Portfolio or the Dyslexia Screening Test (Harcourt Assessment).
- Creation and implementation of Student Profile Sheets.
- Annual Reviews for students with an EHCP.
- See Access Arrangements Policy (Appendix 4).

Support Systems in School

Deer Park school has a range of resources for students with Social, Emotional and Mental Health (SEMH) difficulties. These include:

- Keyworkers/mentors
- Lunchtime and break time support
- Homework club

For further details regarding how we support students' wellbeing, please refer to Deer Park school SEND Information report. (Appendix 5).

Staff Training

Within school, staff training occurs informally, through day-to-day contacts between staff and formally in the following ways:

- Continuous Professional Development Days
- Genius workshops
- Department meetings
- Working lunches
- Induction
- External providers
- Strategies booklets for teaching students with a variety of needs

Supporting Students and Families

Partnership with parents is highly valued at Deer Park school, and their participation in supporting the child with special educational needs is of paramount importance and is actively sought by the Learning Support Team.

The SEND team contribute to the school Home Educational Learning Partnership (HELP) parent information evenings, delivering presentations on SEND and Mental Health and Well-being.

Where necessary, we will provide access to other agencies to support the family and student.

Parents will be kept informed about their child's progress and changes to provision through parents' evenings, Transition Plans or Annual Review in the case of students with an EHCP.

Deer Park school has a statutory duty to provide a SEND Information Report (Appendix 5) which is our contribution to the Local Authority's Local Offer. This can be found at

<https://www.wildern.hants.sch.uk/assets/Uploads/SEN-Information-Report.pdf>

Admission Arrangements for Students with Special Educational Needs and Disability who do not have a Statement or EHCP

The admission of all students, including those with learning or emotional difficulties whose needs are not accommodated by an EHCP, will be subject to the School's Admissions Policy, which has been adopted by the school. This policy in no way discriminates against students with special educational needs. In the case of students with non-EHCP physical difficulties, the same standard criteria will apply. (See Deer Park Admission Policy).

Close liaison with linked primary schools prior to admission is maintained to ensure maximum information is obtained, enabling staff from the Learning Support Department to have specific strategies in place for individual students, if needed.

Appropriate transition programmes are arranged for students who require a longer period to adjust to the demands of Deer Park.

Links with other Schools and Arrangements for transition between schools and further education schools

Information from linked primary schools is valued and forms the basis for initial assessment of need and allocation of resources. Students with EHCPs have an on-going transition plan that addresses their future needs and action to be taken. (See SEND Information Report: Appendix 5).

Supporting Students at School with Medical Conditions

- Deer Park school recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010 making reasonable adjustments where possible.
- Some may also have SEND or an EHCP which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice is followed.

For further information please refer to the school's policy for supporting students with medical conditions.

Accountability Evaluation the Success of the Policy

The School's SEND Trustee assisted by the SENCO will be responsible for collecting data and providing feedback to the planning and curriculum group of the Trust Board. Where possible the school's objectives for SEND will be linked to specific measurable outcomes and indicators. Key indicators will be:

- Evidence from data scrutiny and academic or annual reviews that targets are reached and progress is being made.
- For students with EHCPs, progress recorded on annual review paperwork and transition plans.
- Evidence from school reporting systems, internal and external examinations results.
- Feedback from parents, informal and formal - recording this in students' files, on communication slips and review forms.
- Increased self-confidence and independence of individuals and a settled school atmosphere.
- Evidence that CPD (Continuing Professional Development) has taken place and that recipients have expressed their assessment of value.
- Evidence of access to a broad and balanced curriculum demonstrated by fewer difficulties arising in lessons and in homework - feedback from students, staff and parents, settled classes, fewer class-based behavioural problems.
- Examination results at GCSE, alongside effectiveness of examination support (access arrangements).
- Long-term evidence from external inspections from OFSTED.

- The quality of teaching and curriculum monitored through school's performance management systems and Quality Assurance procedures and through school improvement plan.

Responsibilities of the Trust Board and Executive Headteacher

In accordance with the 2014 Code of Practice, the Trust Board in cooperation with the Executive Headteacher of Wildern Academy Trust, take overall responsibility for the school's SEND policy. The statutory duties and responsibilities of the Trust Board are to ensure:

- The necessary provision is made for any student who has SEND.
- Where the responsible person, the Headteacher or the appropriate Trustee, has been informed by the Local Authority (LA) that a student has SEND, those needs are made known to all who are likely to teach them.
- Teachers in the school are aware of the importance of identifying, and providing for, those students who have SEND.
- Students with SEND make good or better progress in their studies and participate in a broad and balanced mainstream curriculum provision insofar as can reasonably be expected with available resources.
- Students with SEND have relevant access arrangements for public examinations in order to narrow the achievement gap between students with SEND and other students at the school.
- Reporting to parents on the implementation of the school's policy for students with SEND.
- Parents are notified about any additional provision for children with SEND.

Arrangements for Considering Complaints

Parents are always welcome in the Learning Support Department by appointment to discuss provision. Please see the front page of this policy for contact details. Any parent who is dissatisfied with the provision will be made aware of the school complaints system by request. Whenever possible, the Learning Support Department wishes to comply with requests for support.

- Linked Policies;** Admissions Policy
 Behaviour for Learning
 Child Protection
 Equality Policy
 First Aid
 Health and Safety at Work - Community
 Health and Safety at Work
 Pupil Groupings
 Safeguarding – Community (users of the School Site)
 Safeguarding
 Single Equality Statement
 Supporting Students at School with Medical Conditions
 Teaching and Learning

Appendix 1

Policy for the Identification of SEND

Section 6.15 of the Code of Practice 2014 states: '*A student has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to students of the same age.*'

Deer Park school assesses each student's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. Subject teachers, supported by the senior leadership team, make regular assessments of progress for all students. We then seek to identify students making less than expected progress given their age and individual circumstances.

This can be characterised by progress which:

- 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.

Some students may be placed on the SEND Register by their previous school. These students will remain on the Special Needs Register at Deer Park school and their progress is closely monitored. If the student makes sufficient progress, we will remove them from the special needs register and place them on our 'Information' list so that staff remain aware of any difficulties the student may have.

Through our pastoral program we monitor progress in areas other than attainment – for instance where a student needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

Where concerns are raised, the first response to such progress is high quality teaching or mentoring support targeted at their areas of weakness. Where progress continues to be less than expected the subject teacher or Director of Progress and Achievement (DOPA), working with the SENCO, will assess whether the child has SEND.

The broad areas of need for SEND are:

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. Students with particular difficulties with reading and spelling will be placed on the SEND Register if their Standardised Score is below 78 as per Hampshire County Council Guidelines.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Some children and young people with visual impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. This support is provided under the guidance of Specialist Teacher Advisors. Children and young people with an MSI have a combination of vision and hearing difficulties.

APPENDIX 2

Deer Park School Learning Support Department Literacy and Language Intervention Policy

Rationale: The Learning Support Department is committed to ensuring that all students have the necessary literacy skills to access the wider curriculum. The department recognises that, at times, some students without special educational needs may need support in reading and spelling.

The aim of this policy is to clarify strategies and procedures for supporting students. It is organised in the following sections:

- 1) Testing to identify students
- 2) Thresholds for Support
- 3) Interventions
- 4) Monitoring

1) Identification of students.

Students joining Deer Park after the start of term will be assessed on entry.

Testing in Year 7 Reading and Spelling

All students will be baseline tested on entry to Deer Park school using Access Reading Assessment and Helen Arkell Spelling Assessment. Students will be selected for Wave 3 intervention if they meet the qualifying criteria (See section 2).

All students' spelling will be assessed in February to ensure that we have correctly identified students requiring support. Students with a reading score of below 100 on entry will have an additional reading assessment.

The following groups of students will be assessed for reading and spelling in the final week of June to enable early identification for year 8 interventions:

- 1) Students on the SEND or Information register for Cognition and Learning
- 2) Students who had a standard score of 95 and below on previous assessment
- 3) Any other student who has received intervention support for reading through the year.
- 4) Any students whose reading/spelling has been flagged as a concern by the teaching staff.

Speech and Language

Students who, on entry have achieved below 95 in their SATs English Reading Assessment who do not have a prior identified special educational need, will have their data reviewed and if appropriate will be screened for possible speech and language difficulties using the Peabody Receptive and Expressive Language Assessments.

Testing in Years 8 and 9

Students in these years will be selected for intervention in the first instance by the data gathered from the June assessments the previous year. Students are tested in February and June. Assessments will be run according to the following criteria:

- 1) Any student who has been added to the SEN register for cognition and learning.
- 2) Students who had a standard score of 95 and below on previous assessment.
- 3) Any other student who has received intervention support for reading/ spelling through the year.
- 4) Any students whose reading/spelling has been flagged as a concern by the teaching staff.

Testing in Year 10

Students are tested in February according to the above criteria. In June, only students receiving interventions are tested.

Testing in Year 11

In order to avoid unnecessary testing in Year 11, only students receiving interventions will be assessed as part of the intervention monitoring process.

Students joining the school in year are tested on arrival in reading and spelling

Students may be recommended for testing at any time if there are concerns about a student's progress.

Students' eligibility for support will be monitored (see section 4). Some may have made sufficient progress to cease intervention.

2) Thresholds for intervention

Reading

Thresholds for intervention will vary from year to year depending on capacity. The LS department aims to support as many students as capacity allows. It is widely believed that students with a reading age of 10 years 6 months and above, have functional reading ability and may need interventions related to inference and analysis of texts. These interventions will be better provided by the English department, but all departments should focus on these skills when working with text.

Year 7 Reading

Students with a Standardised score of 85-89 will take part in Paired Reading Interventions in the English Department. Learning support will provide Wave 3 interventions for students with SS below 85 or a reading age of below 9 years 6 months as well as for those students with an EHCP where support is specified.

Year 8, 9, 10

Learning support will provide Wave 3 interventions for student with SS below 85 or for those with an EHC Plan where support is specified.

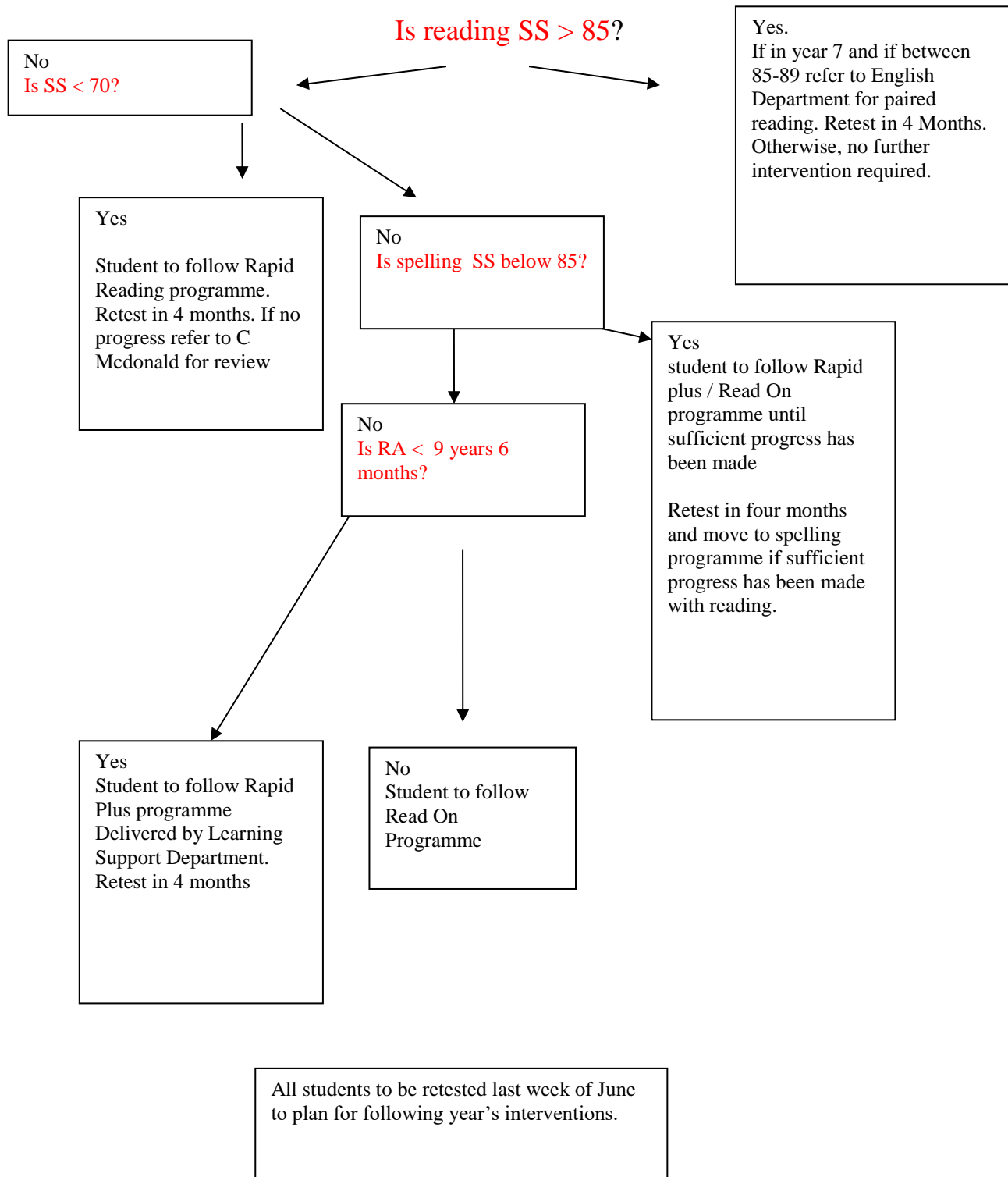
Year 11

Exam access arrangements are in place as normal way of working to support students with reading difficulties. Learning support will provide Wave 3 interventions for students with EHCPs.

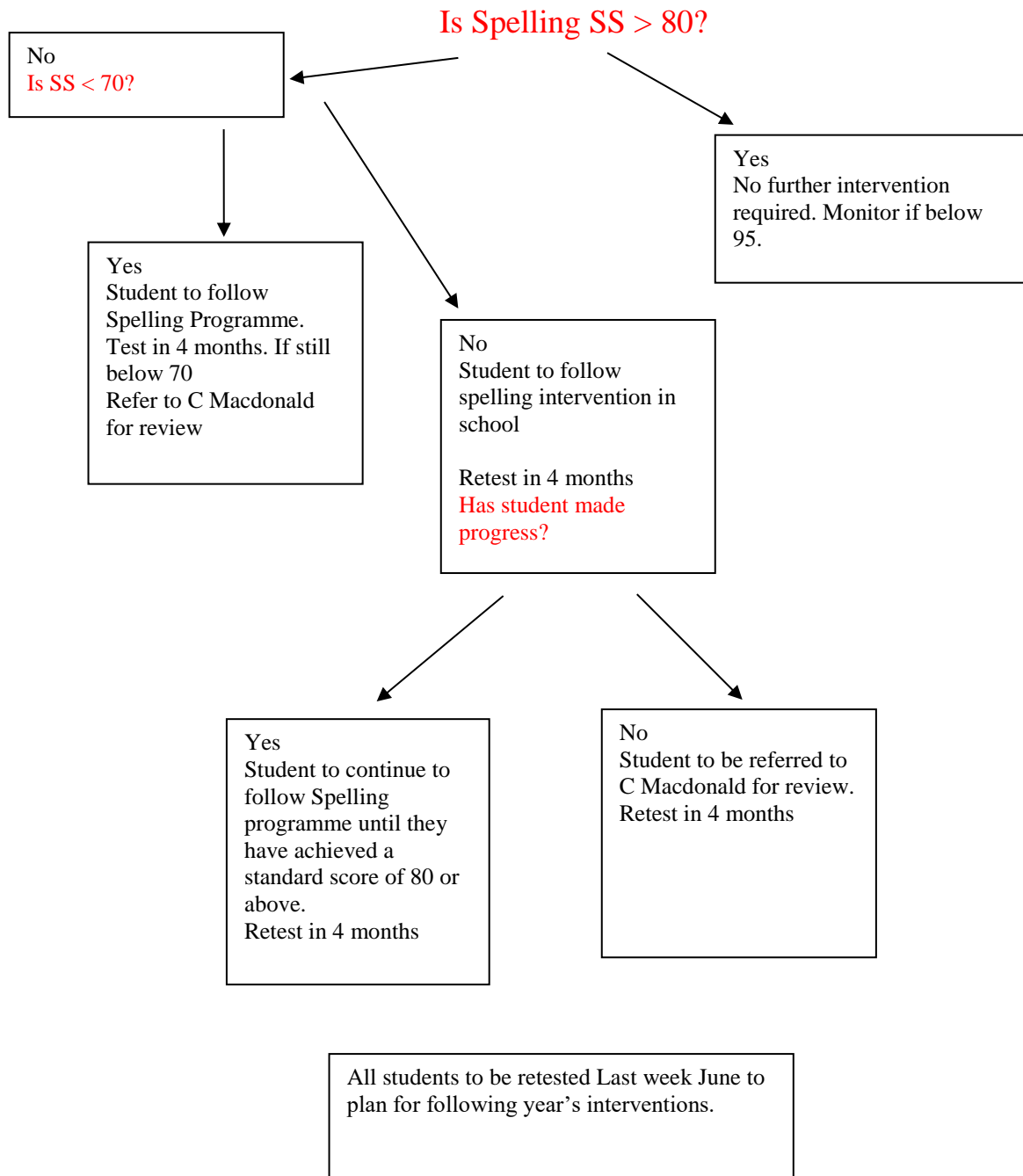
Spelling

The Learning Support Department will endeavour to support all students with a standardised score below 80.

Reading Intervention Flow Diagram



Spelling Intervention Flow Diagram



3) Interventions

Careful consideration will be made when selecting interventions.

Area of need: Reading

Frequency: 5x30 minutes per fortnight

Where reading is the primary area of weakness, students with a reading age of 9 years 6 months and below will be placed on the Rapid Plus program (Wave 3 intervention). Students with a higher reading age than is supported by Rapid Plus will follow the Read On Programme. In Year 7, students with a SS between 85 and 89 will do paired reading with Peer Reading Mentors. Group reading and peer reading mentors will be overseen by the English department.

Area of need: Spelling

5x20-30 mins each fortnight

Where spelling is the primary area of weakness, students will be put on a spelling programme.

Area of need: Reading and Spelling.

Priority is given to reading. Spelling is addressed once reading has improved.

Speech Language and Communication Interventions

Social Communication Intervention

In years 7 and 8 students with identified ASC or Attachment Disorder will attend a social communication group for up to one hour per week. This will take place during lesson times. In years 9-11 these needs will be met through nurture registration groups.

Speech and language intervention

Students with identified weaknesses in speech and language will have sessions focusing on preteaching of vocabulary and active listening skills. Depending on capacity we will endeavor to support students with a standard score of below 85 in either receptive or expressive vocabulary.

Intervention organisation

Year 7 and 8 will have interventions during lesson times, avoiding core subjects where possible.

Year 9, 10 and 11 will have their interventions during registration.

Where clashes between LS and English department exist when selecting students for interventions, priority for registration interventions in Year 11 will be with English Department interventions. In years 9 and 10 priority will go to Learning Support interventions.

Where LS interventions clash with Maths interventions then LS will endeavour to move interventions to a different time.

Appendix 3

ACCESSIBILITY PLAN - September 2021 to September 20??

Deer Park School

ADVICE: This document provides a framework on which schools and academies can base their arrangements for Accessibility Plans that are compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period. You are recommended to undertake an Equality Impact Assessment of the completed Accessibility Plan to ensure you have considered implications for all those with Protected Characteristics that attend or visit your school.

1. The Accessibility Plan has been drawn based upon information supplied by the Local Authority (or site surveyor), and in conjunction with students, parents, staff and Trustees of the school and will advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes.
2. The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the LA will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
3. We are committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 and with due regard to disability and to developing a culture of inclusion, support and awareness within the school.
4. "Disability is a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities" (DDA- Disability Discrimination Act 1995 Part 1 para. 1.1.) This definition was amended and broadened by the Equality Act Oct 2010.
5. People with cancer or surviving cancer are now included, as are people with HIV and Multiple Sclerosis from the point of diagnosis. For a mental impairment the need for it to be clinically well recognised has been removed. The Equality Act recommends that all students with SEN and those with long term medical needs be treated as disabled for the purposes of the Act and for equality. This is in addition to all students with long-term impairments, which have a significant impact on their day-to-day activities. (The term 'Long Term' is generally taken to mean of more than 12 months duration).
6. Deer Park school uses the "Social Model of Disability" as the basis for its work to improve equality for and tackle discrimination against disabled people. This model says that it is the world and society that creates barriers that limit or prevent disabled people from enjoying the same opportunities as people who are not disabled".
7. This school therefore uses the social model of disability throughout our work. We understand that the definition of disability under the Act is different from the eligibility criteria for special educational needs provision. This means that disabled students may or may not have special educational needs. The school recognises that social, educational and behavioural difficulties are part of this definition.
8. The Accessibility Plan shows how access is to be improved for disabled students, staff and visitors to the school in a given timeframe and anticipating the need to make **reasonable**

adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to:

- Increase access to the **curriculum** for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are as, equally, prepared for life as are the able-bodied students; (If a school fails to do this they are in breach of duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits - it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these students in accessing the curriculum within a reasonable timeframe;
- Improve access to the **physical environment** of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of **written information** to students, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

9. The Accessibility Plan relates to the key aspects of the curriculum, the physical environment and written information.
10. Whole school training will recognise the need to continue raising awareness for staff, Trustees and Governors on equality issues with reference to the Equality Act 2010.
11. The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
 - Curriculum Policy
 - Teaching and Learning Policy
 - Equality Policy
 - CPD Policy
 - Health & Safety at Work Policy (including off-site safety)
 - Special Educational Needs and Disability Policy
 - Behaviour for Learning Policy
 - School Development Plan
12. The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which was originally undertaken by the Local Authority and subsequently updated by the school and remains the responsibility of the Trust Board. It may not be feasible to undertake all of the works during the life of the prescribed period of this Accessibility Plan and therefore some items will roll forward into following plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of the next prescribed period of the Accessibility Plan.
13. The terms of reference for all Trust Board committees and working groups includes the due regard for Equality and Diversity issues as required by the Equality Act 2010 and its duties.
14. The School's complaints procedure covers the Accessibility Plan.
15. The Accessibility Plan will be published on the school website.
16. Progress with the Accessibility Plan should be reported upon annually and made available on the school website.
17. The Accessibility Plan will be monitored through the Trust Board.
18. The school will work in partnership with the Local Authority, where appropriate, in developing and implementing this Accessibility Plan.

DRAFT – to be updated when on site

19. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved _____

DATE _____

Review date _____

**DRAFT – to be updated
when on site**

DEER PARK ACCESSIBILITY PLAN - September 2021 to December 20?? : Improving the Curriculum Access

TARGET	STRATEGY	OUTCOME	TIME FRAME	ACHIEVEMENT	Review
To develop a CPD programme (through Genius Sessions and Working lunches) to ensure staff are knowledgeable in terms of the needs of students with disabilities and strategies to support them	Staff training requirements identified. Guest speakers, school nurse, link professionals, INSET. Strategies Booklet distributed to all staff	All teachers fully meet the requirements of disabled children's needs with regards to accessing the curriculum Monitored by: <ul style="list-style-type: none"> • TA feedback forms • Learning walks by SENCo and deputy SENCo 		Access to an appropriate curriculum for all students and these students making progress in line with national expectations.	
All out-of-school activities are planned to ensure the participation of the whole range of students	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment that comply with all current and future legislative requirements Monitored by: <ul style="list-style-type: none"> • Booklet and exemplars of risk assessments available. 		Increase in access to all school activities such as trips out, residential visits, extended schools activities and sporting events for all students	
To ensure classrooms are optimally organised to promote the participation and independence of identified students	Implement a preferred layout of furniture and equipment to support the learning process of identified students	Lessons start on time without the need to make adjustments to accommodate the needs of individual students Monitored by: <ul style="list-style-type: none"> • TA feedback forms • STA reports 		More time available for students to participate in curriculum activities	
To ensure that physically disabled students are always able to access lessons	SEN department to compile a list of students who are unable to access certain areas of the school and share with TBC and TBC	Timetabling ensures that physically disabled students can access their classrooms. PD students considered when there are room changes to ensure that they can access the relevant classroom		Students are able to access all lessons	

EXAMPLE

TARGET	STRATEGY	OUTCOME	TIME FRAME	ACHIEVEMENT	Review
Training for Trustees and Governors in terms of Raising Awareness of Disability Issues	Accessibility Plan presented to Trust Board	Whole school community aware of issues relating to Access and Disability Monitored by: <ul style="list-style-type: none"> Trust minutes 		The school community will benefit from a more inclusive and social environment	
To deploy Teaching Assistants effectively to support students' participation	Review needs of students within each class and staff accordingly Ensure staff skills are matched to student need Whole staff training on how to effectively deploy TAs	Students needs are appropriately met through effective deployment of skilled support staff Monitored by: <ul style="list-style-type: none"> TA feedback forms Lesson observations 		All students are supported to achieve their full potential	

EXAMPLE

DEER PARK ACCESSIBILITY PLAN - September 2021 to December 20?? - Improving the Physical Access

This plan is structured in conjunction with the school's *Asset Management Plan, the school Safeguarding File, the School Travel Plan, Health & Safety Audits, the Capital Build Programme and the Suitability Plan*. The plan considers the essential work necessary to ensure reasonable adjustments have been made to the fabric of the main buildings to accommodate accessibility issues. As far as possible, work has been undertaken on temporary buildings to facilitate accessibility arrangements. In some cases Health & Safety issues necessitate more prompt action.

LOCATION	ITEM TO IMPROVE PHYSICAL ACCESS	ACTIVITY	TIMEFRAME	Cost (est.) £	Review
Outside areas	Hard surfaces	Continual review and maintenance where appropriate of hard surfaces to avoid trip hazards and ensure the safety of all users of the site	Ongoing		
All areas	Improve internal/external lighting for clearer visibility Identify areas of the school, in particular stairwells, where light sensors could be added	All internal and external lighting to be changed to LED lighting Survey of school site to identify key areas. Areas identified and coated	December 2017		
Corridors to Main Block	Remove trip hazards Observe fire exit routes	Identify appropriate storage for equipment and ensure that items are not left indiscriminately Remove obstacles around signed emergency routes	Ongoing		
Block 6 Disabled toilet	Relocating specialist toilet facilities for ease of access	Existing facilities in the Community Hub to be moved to block 6	July 2018		

EXAMPLE

DEER PARK ACCESSIBILITY PLAN - September 2021 to December 20???: Improving the Delivery of Written Information

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT	Review
<p>Availability of written material in alternative formats</p>	<p>The school will identify new parents through the induction process who require alternative means of accessing communication</p> <p>Ensure that all information is sent electronically (especially to identified people)</p> <p>Review all current school publications and promote the availability in different formats for those that require it</p> <p>Get advice from HVSS on alternative formats and use of IT software to produce customized materials.</p> <p>Parents/students with Visual impairments or literacy difficulties invited to use RWG software</p>	<p>The school will be able to provide written information in different formats when required for individual purposes such as use of symbols, communicate in print, large print or through augmentative communication technology, contrasting colours.</p> <p>All school information available for all</p>	<p>December 2017</p>	<p>Delivery of information to disabled students and parents improved</p> <p>Delivery of school information to parents and the local community</p> <p>Delivery of school information to students & parents with visual difficulties improved.</p> <p>RWG facilitates access to written materials</p>	

EXAMPLE

Appendix 4

Access Arrangements Policy

Deer Park school is committed to providing equal opportunities for all students. Where a particular need has been identified, examination Access Arrangements can be made available. These arrangements are provisions/support given to a student (subject to exam board policies and procedures which are governed by the Joint Council for Qualifications) such as a reader, a scribe, word processor, rest breaks etc. These allow identified students to access assessments appropriately.

Access Arrangements can apply to students with: special educational needs, learning difficulties and disabilities thus complying with the duty of the Equality Act 2010 to make reasonable adjustments. Timely identification of such students is essential. Arrangements allow students to demonstrate their skills, knowledge and understanding without providing an unfair advantage or changing the demands of the assessment or its integrity. Temporary Access Arrangements can be granted to a student if an injury is suffered which affects their ability to appropriately complete examinations.

Deer Park school aims to ensure that all students have equal access to examinations and are not disadvantaged by any learning, medical or psychological difficulty. We will do this by applying the rules for Access Arrangements as set out in the most up to date Joint Council for Qualification's (JCQ) guidelines and the procedures of examination boards. We are required to abide by the JCQ regulations, so that there is parity in how access arrangements are awarded throughout a student's secondary schooling and our compliance is monitored by inspection.

Examination Access Arrangements reflect the support that is usually given to the student in the classroom, internal exams and mock examinations. This is commonly referred to as, '*normal way of working*'. For example, the use of a word processor can be granted if this truly represents a student's regular method of working. The provision is put in place to address an underlying difficulty such as: speed of handwriting, medical condition, physical disability, sensory impairment, planning and organisational difficulties or poor legibility. Any arrangement for the use of a word processor within school will be determined by the Specialist Teacher/Specialist Assessor after relevant tests have been completed and they meet the requisite criteria set down by the Learning Support Department. This must become the student's normal way of working before such arrangement can be made for examinations.

Decisions on examination Access Arrangements are made using formal tests acceptable to the examination boards and the Joint Council for Qualifications. The only exceptions to this testing protocol are when students are granted arrangements as part of their Statement of Educational Need or medical professionals make recommendations on their behalf. Even in these cases, permission must still be sought from the JCQ to grant any Access Arrangements. In the majority of cases, therefore, these formal tests will determine what, if any, arrangements are needed for examinations. Permission will only be granted where arrangements:

- **Meet the conditions set out by the most up to date JCQ regulations**
- **Have, or will become, the student's normal way of working**
- **Are backed by evidence which shows that the arrangements make a significant difference to performance levels**
- **Comply with individual examination board criteria**

By the end of Year 9, it is the aim of Deer Park school to have identified those students who require specialist teacher assessment for examination Access Arrangements. This identification might be through staff feedback (which should be accompanied with supporting evidence), the student's history of need or normal way of working. In **extraordinary** circumstances, staff can

provide evidence to the Specialist Teacher/Specialist Assessor in KS4 to support a request for late testing. Any reasonable request will be investigated to ensure fair access for all students.

Private Educational Psychologist Reports

A growing number of parents are having their children assessed by private educational psychologists and submitting the reports to Learning Support as evidence that their child should be awarded extra time or other Access Arrangement(s). As an examination centre, we must be consistent in our decisions and ensure that no student is to be 'either given an unfair advantage or be disadvantaged' by any arrangements put in place. If the private educational psychologist's report is in conflict with the centre tester's (Specialist Teacher/Specialist Assessor) recommendations and standardised scores (the measure used to determine if a student is eligible for any given arrangement), we will look for robust evidence of a history of need and a decision will then be made by the Specialist Teacher/Specialist Assessor. In the event of an appeal, the final decision on access arrangements will lie with the Joint Council for Qualifications and/or the examination boards, not the school and, therefore, the resolution made will be finite.

GUIDANCE FOR USE OF WORD PROCESSORS AS AN ACCESS ARRANGEMENT

For students to be entitled to use a word processor in examinations it has to be their normal way of working within the Centre. Types of candidates who would benefit from the use of a word processor would include those who have: -

- **a learning difficulty which has a substantial and long term adverse effect on their ability to write legibly**
- **a medical condition**
- **a physical disability**
- **a sensory impairment**
- **planning and organisational problems when writing by hand**
- **poor handwriting**

In order to ensure that word processing is the individual student's normal way of working, we provide the following.

- **Year 7**
Students have access to a bank of Chromebooks. Students in the Apollo group have access to computers in their classroom
- **Year 8**
Students have access to a bank of Chromebooks. Selected students are invited to partake in Wildern Academy Trust's Chromebook Leasing Scheme
- **Years 9-11**
Students are encouraged to partake in the Chromebook Leasing Scheme. For those students who are unable to purchase a Chromebook, we are able to provide them with the use of a Chromebook from our bank

Appendix 5

SEN Information Report

This document is produced in accordance with Clause 65 of the 2014 Children's Act and Section 6.79 of the 2015 Code of Practice. It has been produced in consultation with parents and the Trustee for SEN.

The kinds of Special Educational Needs for which provision is made at Deer Park school

Deer Park school is a mainstream school. Our philosophy is based on the belief that all students are of equal worth and should have an entitlement to equal opportunities. We currently have students with the following needs on our register:

Learning Difficulties; Speech and Language Difficulties; Autistic Spectrum Disorders - ASD; Specific Learning Difficulties/Dyslexia/Dyscalculia/ Development Coordination Disorder (Dyspraxia); Physical Difficulties and Medical Needs; Sensory Difficulties; Hearing Impairment; Visual Impairment and Emotional, Social and Mental Health Difficulties.

If you are considering whether your child with special needs should join Deer Park school, you may wish to contact a member of the Learning Support Team on 01489 779457. The Local Authority has produced their Local Offer of services available. This can be found at:

<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

How is my child supported prior to joining Deer Park school?

- If your child has an Education Health and Care Plan or complex needs, contact school to arrange a visit to meet the SENCo, Mrs Macdonald or a member of the Learning Support Team. Tel: **TBC**
- Your child's Primary School should invite the SENCO, Mrs Macdonald to the Year 6 Annual Reviews and to any IPA meeting before transfer to Deer Park school.
- In the summer term of year 6, Mrs Macdonald visits the SENCo at your child's school and SEND information about your child is passed on to her.
- For students on the special needs register, a student profile is created in collaboration with the primary school. This is shared with parents who are invited to contribute to the document. A photo is added after joining Deer Park school. These profiles are shared with the students' teachers.
- Your child will meet the Year 7 Transition Manager at his/her primary school together with other staff.
- Your child will be invited to an Induction Day and may have additional visits if needed.
- If your child is supported by a Specialist Teacher Advisor, the advisor may be involved in supporting the transition process.
- Parents of Year 6 are invited to a new intake parents' evening in the Summer Term at Deer Park school.
- Deer Park school holds an Open Evening during September where prospective parents are able to look at what is offered by the school.
- Students with SEND will have a Student Profile produced in consultation with the primary school. This will be shared with parents by the primary school SENCo. A photo is added when these are available.

How does Deer Park school know if my child needs extra help and what do I do if I think my child has special educational needs?

We place students on the Special Educational Needs Register if they have an identified need, whether this can be met with High Quality Inclusive Teaching or whether the student requires specific intervention.

Students' difficulties will be indicated on the register.

Students who have needs which do not meet the criteria for inclusion on the SEN Register will be placed on an Information Register so that staff are aware of specific needs and how to support them in class.

Prior to Transition:

- Meetings between link primary schools and Deer Park SENCo enable early identification of students who may need support
- Learning Support staff attend statement annual reviews/IPA meetings of students in Years 5 and 6
- We review SATs data to identify students who may need additional support

On entry to Deer Park:

- Students take reading, spelling and Cognitive Ability Tests (CATs)

This data is reviewed by the SENCo and may lead to further assessments where there is a concern. These may be carried out either by the Learning Support Department or by external agencies.

Whilst on roll at Deer Park:

The school's general arrangements for assessing and reporting also contribute to the identification of SEND students.

- Monitoring of student progress by teaching staff and Learning Support Department
- Reports sent to school by Local Authority external agencies, e.g. Child and Adolescent Mental Health Services (CAMHS), Education Psychology Services and Occupational Therapy
- Students may be referred for additional tests or assessment, e.g. the Dyslexia Portfolio or the Dyslexia Screening Test (Harcourt Assessment)
- Creation and implementation of Student Profile Sheets
- Annual Reviews for students with an Education, Health and Care Plan.

What should I do if I think my child may have special educational needs?

If you have any worries about your child, you can raise your concerns by contacting the Learning Support Department. 01489 TBC

The Learning Support Department, in consultation with your child's teachers, can screen your child for some common learning difficulties using a range of tests. There is a waiting list for such testing. Following assessment, we will send you a report. You may wish to contact the Learning Support department to discuss the results in person.

For a formal diagnosis of certain difficulties e.g. Speech and Language or Dyspraxia, you should contact your GP. Further advice can be sought from the SENCo.

How will Deer Park school and I know how my child is doing and how can I support my child's learning?

- Annual Parents' Evenings are an opportunity to discuss your child's progress with individual subject teachers. You may also wish to make an appointment to meet a member of the learning support department.
- Some students may have an IPA which will be written in conjunction with your child's junior school. If this is the case, a review will be arranged during the first term.
- In year 7, the Tutor Evening will give you the opportunity to meet your child's tutor and SENCo.
- Student progress is shared with parents through Deer Park Assessment Data (WAD) which is provided 3 times per year.
- The subject leaders, year leaders and SENCo monitor this data and may provide interventions for students experiencing difficulties.
- We will inform you if your child is selected for intervention support and will let you know how they progress.
- The SEND Trustee is Mrs Karen Wigley. She visits the SENCo on a termly basis and is informed about the progress of students on the SEND register.
- Parents are encouraged to communicate with teachers through the student planner. For some students, we may provide a home/school book.

- Homework is often accessible through the Google Classroom. Letters home are emailed to parents (in the case of letters sent to all students).

How will the school staff support my child? How will the curriculum be matched to my child's needs?

- Whatever the need of students, we work with parents, teachers, support staff and, at times, Outside Agencies to accommodate students' needs so that they can access the curriculum. This includes trips and after school clubs
- All teachers will be informed about students' needs through Student Profile Sheets and the SEND register – this includes students with complex needs.
- Student profiles are written with students for those students who are placed on the SEND register whilst at Deer Park school.
- For students who transfer on the SEND register from primary school, the student profile is written with the SENCO from the feeder school. This is shared with parents prior to starting at Deer Park school so that they can add any information that may be necessary.
- Teaching and support staff receive training in SEND to update or enhance their skills. Training varies every year according to identified training needs of teaching and support staff and may be delivered by the SENCo or external agencies, for example the Educational Psychologist or Specialist Teacher Advisors.
- All teachers adapt their lessons so that your child can access the work.
- The SEND department offers a range of Intervention Programmes to address the varied needs of students. These include Reading and Spelling programmes; One to One work on programmes devised by a qualified teacher for students with general learning needs and Specific Learning Difficulties. Some students may have support for Self-Esteem and Social Skills.
- The Maths and English Department offer interventions for students who have particular difficulties in these areas. These may be delivered by a qualified teacher or by a specialist teaching assistant.
- A SEND Homework Club runs each day from 1.20-1.50 in Learning Support Base. A team of TAs help students to organise and complete their homework.
- In Year 9, students with SEND are tested to see whether they qualify for access arrangements. If eligible, students can have extra support in exams; for example, a reader
- Some students may have access to a netbook issued by the Learning Support department. This will be determined by the Specialist Teacher / assessor after relevant tests are completed and in accordance with our guidelines for issuing netbooks.
- Students with SEND may also access our bank of Chromebooks on a lesson by lesson basis if there is an identified need.

How is the decision made about the type and how much support my child will receive?

We offer a range of Intervention Programmes to address the varied needs of students.

- The *Reading for Pleasure* scheme is designed to support students who have reading levels below their chronological age. It involves the English Department and a group of Reading Ambassadors from Year 10. For students, it involves a 3 x weekly 20 minute commitment during registration time.
- The *Beyond the Book* programme is designed to support students whose teacher has identified them as requiring additional support with their reading. It involves the English department, with students following a 6 week programme focusing on comprehension, inference and analysis skills.
- The *Rapid Reading* intervention is for students who have difficulty reading. The intervention includes 1:1 reading, online activities and worksheets. Students will have up to 3 x 25 minute sessions each week and the books can be accessed on line at home.
- The *Read On* intervention is for students who have a reading age above 9 years and 6 months with reading difficulties.
- We run a *spelling intervention* for students who struggle with spelling. Students will generally have between 2 and 3 sessions a week.

- Some students may have 1:1 reading and spelling interventions if it is felt that the above packages are not suitable.
- Some students may need support with *Speech, Language and Communication*. This may be in the form of a social communication group or direct pre-teaching of vocabulary and communication skills.
- *Maths intervention* is delivered to students who have not reached age-related expectations in their Key Stage 2 Maths assessment, with a specific focus on supporting numeracy skills for those students where this is identified as an area for improvement. In other year groups Maths intervention is delivered when students are identified as needing extra support by their subject teacher. This is delivered by our Maths Core Progress Assistant or one of our Maths intervention teachers.
- *Study Skills* sessions may be delivered to groups of students in year 10 and 11.

We will inform you if your child receives such intervention and will let you know how they progress. Students' progress will be closely monitored each half-term and we may seek further advice or remove the student from the intervention when they have made sufficient progress.

How will my child be included in activities outside the school classroom including school trips?

An underlying principle of the school's ethos is that of inclusion. All students are valued for what they can bring to the school and are entitled to take part in all that the school offers. We are committed to making this accessible to all our students given the resources available. There is recognition of students' differences, and the provision of appropriate learning opportunities, matching work to the needs of students.

We endeavor to include students in all activities, trips and visits subject to risk assessment and the ability to make reasonable adjustments.

What support will there be for my child's overall well-being?

- Anxious students can spend break time and lunch time in the Learning Support Department overseen by the Learning Support team.
- Some vulnerable students may be allocated a 'key worker' who is generally a member of the Learning Support team. This enables students to share concerns relating to friendship issues, difficulties at home or with learning.
- The First Aid Room keeps medicines in locked cupboard, including insulin, epipens and inhalers. Students can come to the First Aid Room when necessary to take medicines in accordance with the school medical policy. When students are too unwell to stay in school, parents are contacted to arrange collection.

What specialist service and expertise are available or can be accessed by Deer Park school?

The school SENCo and holds the National Award for SEN Co-ordination and who is qualified to carry out assessments for Access Arrangements for examinations. There is also a qualified counselor available on site and a qualified Emotional Literacy Support Assistant.

When your child joins Deer Park school the following services may be accessed:

- Specialist Teacher Advisors for Hearing Impaired (HI) / Visual Impaired (VI) / Communication and Language Team (CAL) and students with physical difficulties (PD) will continue working with your child at Deer Park school if the need still exists
- Educational Psychology services will continue if your child still requires their input or can be accessed if other strategies and support have been unsuccessful. Access to the Educational Psychologist is by SENCo referral.
- CAMHS will carry on working with your child at Deer Park school if support is still required. CAMHS referrals can be made by the Learning Support Department, Student Services or by the DOPA (Head of Year)
- Behaviour Support Team will stop in year 6 but will oversee transition at the start of year 7
- Occupational & Speech Therapy will stop in year 6 but will oversee transition at the start of year 7. Students with EHCPs where Communication and Interaction is the primary area of need will be

monitored by the Specialist Teacher Advisor Service for Communication and Language (CAL team)

- Parents may also seek support and advice from Core Assets. They have been commissioned by the Local Authority to offer impartial help for parents
- <https://www.corechildrensservices.co.uk/>

How accessible is the school both indoors and outdoors?

The school site remains open throughout the day. It is maintained in order to make sure it is safe and accessible for students with a Visual Impairment or Physical Disability. Although the school conforms with current disability legislation, the school is equipped for wheelchair access to the ground floor only. The school has disabled parking bays as well as accessible toilets and changing room. The school will make 'reasonable adjustments' to accommodate disabled users including students, staff and visitors. (For further information, please refer to the school's Disability Policy, which can be found on the school website.)

How can I get involved in the school?

- As a parent, you know your child best. If your child is new to Deer Park school, arrange a meeting with the SENCO, Mrs Macdonald, to discuss your child's needs.
- Your child will have a planner for recording homework and for communication between home and school. This will be checked regularly by your child's tutor and should be signed by the parent every week.
- Please help your child with homework by making sure they understand what they have to do and checking that they keep to deadlines.
- Please make sure your child has the correct equipment and uniform before getting to school. This will help them with their organisation.
- Please encourage your child to read for pleasure. Some students may have access to the Rapid Plus intervention programmes which can be accessed from home with a log-in.
- You can help with Maths by using the website *MyMaths* at home. Students will have a log in for this.
- We will seek the views of students and parents when they are involved in working with the Educational Psychologists, writing Student Profile Sheets and in Annual Reviews.
- Parents are also invited to attend Personal Learning Review meetings 3 times a year in years 7-10 and twice in year 11.

How will Deer School support my child to transfer to college?

- If your child has an Education Health and care Plan, then after his or her 14th birthday we will arrange a Transition Plan in addition to the Annual Review report. This is introduced in the Year 9 Annual Review and will be updated annually
- Students, who have an Education Health and Care Plan will have the opportunity to invite their prospective college to their Annual Review in Year 11.
- Students with complex needs, who do not have or Education Health and Care Plan will also have Transition Planning arrangements made.
- Students identified as requiring additional support, will have an opportunity to discuss their future plans with a careers advisor in Year 8, 10 and 11.
- Student with EHCPs may also have additional visits to college to support transition if required.
- In Year 10 all students will have an opportunity to visit two colleges for taster days.
- The Learning Support Department will share Student Profiles with prospective colleges so that they are aware of your child's needs.

What steps should I take if I have a concern about the school's SEND provision?

Please contact Mrs Macdonald (SENCo) if you have an immediate concern. Parents are always welcome in the Learning Support Department by appointment to discuss provision. Any parent who is dissatisfied

with the provision can find the school complaints policy on the school's website and on request. Whenever possible, the Learning Support Department seeks to comply with requests for support.

Parents may also seek support and advice from Core Assets. They have been commissioned by the Local Authority to offer impartial help for parents.

<https://www.corechildrensservices.co.uk/>

Where can I get further information about services for my child?

The Local Authority has produced their Local Offer of services available. This can be found at

<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

This document is provided as part of The Local Offer for Hampshire.
