

SECTION A

1. General Statement

Parkside House School believes that every pupil has an entitlement to develop their full potential and that any pupil may have difficulties in their school career at some stage.

This policy aims to meet the requirements of legislation including the 2001 Education Act and to have regard to the associated Code of Practice and is in line with the 1981 Education Act requiring schools to meet the special educational needs of those who have needs over and above the needs of the majority. Experiences are provided which develop pupil's achievements and recognizes their individuality. The school aims to provide each child with a broad, balanced, relevant and challenging curriculum, which is appropriate to their individual abilities, talents and personal qualities.

2. Aims

The school aims to:

- Promote a happy, sensitive and secure environment to enable pupils with special needs to develop a growing confidence in their abilities.
- Help pupils develop their personalities, skills and abilities.
- Provide appropriate teaching that makes learning challenging and
- Enjoyable leading to success.

3. Objectives

- Ensure implementation of government and LA SEN recommendations.
- Ensure all staff implements the school's SEN policy consistently.
- Ensure any prejudice or discrimination is eradicated.
- Identify barriers to learning and apply appropriate measures to meet
- Those needs.
- Ensure all pupils have access to an appropriately differentiated curriculum
- Recognise value and celebrate pupils' achievements, however small.
- Work in particular with parents/carers in supporting their child's education.
- Guide and support all school staff, governors and parents in SEN issues.
- To provide appropriate resources, both human and material, and to ensure their maximum and proper use.
- To involve the child in the process of identification, assessment and provision and to ensure that the child is aware that his or her wishes he will be taken into account as part of the process and of the shared responsibility in meeting his or her educational needs.
- To involve parents at an early stage, to develop a home school partnership working together for the benefit of the child.

4. Definition of SEN

A child at Parkside House School has special educational needs if he or she has a learning, behavioural, emotional, or social disability, which calls for special educational provision to be made for him or her.

A child has a learning difficulty if he or she:

- Has significantly greater difficulty in learning than the majority of children of the same age or
- Has a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within a local education authority.

In addition we identify special educational needs within the context of the usual differentiated curriculum within the school.

Children are identified as having SEN if they are not making progress within A curriculum that:

- Groups suitable learning challenges
- Responds to pupils' diverse learning needs
- Overcomes potential barriers to learning

5. The school

The school consists of the Head Teacher, the Deputy Head and five SEN teaching staff. The Assistant Head Teacher is also the named SENCO.

6. Co-ordinating and Managing SEN Provision

The Assistant Head teacher is responsible for:

- The day-to-day operation of the school's SEN policy;
- Liaising with and advising class teachers
- Co-ordinating with Senior Management for the provision of pupils with SEN;
- Updating and overseeing the records of all pupils with SEN;
- Working with parents of children with SEN;
- Contributing to INSET training for all staff;
- Attending review meetings of SEN pupils and statemented pupils where appropriate.

7. The Responsibilities of the Governing Body

The governing body should have regard for the Code of Practice when carrying out duties towards all children with SEN.

They should ensure that the necessary provision is made for pupils with SEN.

In co-operation with the Head teacher and SENCO, they should determine the school's general policy and approach to provision for children with SEN.

They should ensure that the teachers are aware of the importance of identifying and providing for those children with SEN.

They should report annually to parents on the success of the school's policy for pupils with SEN to include information about identification, assessment, provision, monitoring and record keeping and use of outside agencies and services.

They should ensure that pupils with special educational needs are included as far as possible into the activities of the school and with other children.

They should consult with LA's when appropriate, in the interests of co-ordinated SEN provision within the school.

Consult with LEA's when it seems to be necessary or desirable in the interests of the educational provision provided by the school.

Appoint an SEN Governor.

8. Admission Arrangements

Careful attention is paid to identifying the individual needs of children on entry to the school.

Pupils often join the school after September. In such cases the school carries out an assessment. This helps with the early identification of individual SEN.

The school aims to form close links with feeder schools and parents.

9. Specialist Provision

The school staff specialise in working pupils who are identified as having social, emotional, behavioural and educational difficulties.

SECTION B

Identification, Assessment and Provision

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the governing body, the school's head teacher and all other staff have important responsibilities.

Teaching such pupils is a whole-school responsibility, requiring a whole school response. Central to the work of every class and every subject is a continuous cycle of planning, teaching assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of pupils. The majority of pupils will learn and progress within these arrangements. However, for pupils with particular special educational needs, there may be a need to provide an enhanced level of provision that supports and enhances their learning abilities.

3. Assessment Procedures

All children deserve to have their achievements and progression recognised and the school's curriculum reflects the different levels of attainment likely to be achieved.

The school uses national assessment systems, which includes the P scales for pupils with learning difficulties who cannot achieve National Curriculum Levels, the National Curriculum levels of attainment and the recognised examination assessments at KS4 & 5. Additionally Unit Awards and Functional Skills are available as part of the assessment system.

All teachers monitor and review pupil progress using these assessment procedures. In order to ensure accurate assessments are made, teachers regularly moderate and standardise samples of pupils' work and achievements across the curriculum.

Underachievement is identified as early as possible through teacher referral and additional assessment. Pupils are set individual challenging targets, which address the area of underachievement. Pupil progress is monitored and reviewed termly.

The school's reward system of credits leads to certificates of achievements for outstanding work and performance, effort, and improved behaviour, contribute to raising pupil self-esteem and motivation. In addition students have a reward card which can be traded in to a particular value to enhance personal interests.

4. Provision for SEN

This can be a list of support interventions such as:

- Individual support for students during the school day and access to after-school clubs
- Students at KS4 and 5 may sometimes be dis-applied from one curriculum area to devote more time to improving basic literacy, numeracy, planning skills or enhance achievement in another curriculum area.
- Access arrangements for SATs, GCSE, Entry level and Functional Skills and sixth form examinations are applied for and arranged by the school's Examinations Officer.
- Individual Education Plans and Individual Behavioural Plans are reviewed twice annually and parents receive feedback if requested and timescales for reviews are altered to meet the needs of the student.
- The school access's educational welfare officers, speech and language therapists, Children's Services, educational psychologist's and 'Connections' to provide advice and guidance on issues related to curriculum provision as well as assisting with the identification and assessment of pupils' individual needs.
-

The provision is flexible and relevant to the needs of the child and promotes self-esteem. Withdrawing pupils from a lesson must not jeopardise the child's right to a broad and balanced curriculum.

5. Evaluating the SEN Policy

The SEN policy is reviewed annually at the end of the academic year.

Policy evaluation focuses on: establishing how far the aims and objectives of the policy have been met; how effective the SEN provision has been in relation to the resources allocated; the attainment of pupils in judging 'value added' factors, and the comments from the annual parent questionnaire. In the light of the findings, the policy is revised and amended accordingly.

SECTION C

Partnership Within and Beyond the School

Staff Development and Appraisal

- All professional development needs are identified through the schools performance management system and the school improvement plan.

- The Head and Deputy Head Teacher oversee the professional development of all teaching staff and support assistants. She/he is supported by
- Informing staff about local, national and regional training courses, seminars and networks that relate to SEN, inclusive educational practice and curriculum matters. Staffs attending any courses are expected to disseminate and share their knowledge with other staff within the school. Staff are also encouraged to observe good inclusive practice within school, and also in other schools.
- There are formal (PDP) and informal interviews with all staff throughout the year and information from these is used to plan future training needs for individual staff. All staff are given the opportunity to attend training if appropriate.
- Full staff Meetings are held regularly and morning briefings are held three times a week.
- Specialist staff are invited to some meetings to lead INSET sessions.

2. The Voice of the Child

It is the intention to listen to and act upon the views of the child when considering support and provision. This practice is embedded within teaching as well as at reviews of IEP's, IBPs or statements. The school actively encourages the use of augmented communication systems when necessary. School relies heavily on the good relationship staff have with students to identify students concerns.

3. Parent Partnership

The knowledge, views and first-hand experience parents have regarding their children are valued for the contribution it makes to their child's education. Parents are seen as partners in the educational process. All parents are welcome to contact year Tutors' if they have any concerns about special educational provision. Parents are also strongly encouraged to keep in regular contact with the school regarding their child's progress. Year tutors' are also encouraged to keep regular contact with parents. The home-school agreement outlines how parents can support their child's learning at home.

4. Links with other Agencies, Organisations and Support Services

Welfare Service, Children's Services, Connexions, Health provision, Speech and Language Service, Educational psychologist, Barnardos and LAC Provision.

5. Links with other Schools and Transfer Arrangements

- Parents of are encouraged to visit the school and meet the staff
- Evening meetings are held twice annually (in addition to an annual review) so that targets and progress can be discussed.
- Year tutors contact previous school to ascertain NC working levels, SAT results and other relevant material to build up a profile of each student.

6. Staffing

- Mrs B Young Head Teacher & SEN Teacher
- Mr Barnes Deputy Head and SEN Teacher
- Ms C Kaminski Art and SEN Teacher
- Ms M Maxwell English and SEN Teacher
- Mr G Cowens ICT & SEN Teacher
- MR R Mills Humanities and SEN Teacher

SECTION D

Curriculum Matters

1. Assessment

The purposes of assessment in Parkside House are four fold -

- To provide staff with information to aid in their planning to meet individual needs
- To provide school and parents with information about the pupils achievements at a particular time.
- Where appropriate to meet the needs of the National Curriculum.
- To provide evidence that the curriculum on offer is of high quality and has breadth and balance.

Pupils at Parkside House will have access to the National Curriculum Programmes of Study which are assessed by teachers. For some pupils end of key stage tests will also be carried out if this is appropriate.

Other means of assessment are used depending on individual needs.

1. Individual school based recording and assessment closely linked to the pupils' curriculum.
2. Commercial schemes of assessment used as and when appropriate.
3. Pupils in the Leavers group have an individual action plan and leave school with a record of achievement.
4. Pupil's achievement will be recorded and reported in detail to parents at the Annual Review.
5. Each pupil will have an Individual Education Plan composed of detailed individual targets agreed at review and reported to parents termly.
6. Older pupils also have access to accredited assessments through GCSE, ELC, ASDAN, and AQA units and other appropriate and challenging accreditation...
7. Pupils achievements are also recorded annually in a progress file and through a school designed pro forma. The school is also part of the P scale pilot project and is using the Pivots system to record and target pupils' progress.

Curriculum

The curriculum at Parkside House School is resources, organisation and endeavours. The curriculum is the means by which the school empowers all its students to enable them to take their optimum place in the world after school.

It is important that the curriculum meets the individual needs of all students whilst protecting their entitlement to a full range of educational experiences. Parkside House actively seeks therefore to deliver the curriculum to each pupil in a way which meets their individual learning needs and which constantly examines teaching styles together with the context and climate in which teaching and learning can take place.

Access

Access is created for all our young people by the teachers devising imaginative and innovative learning programmes so that no student whatever their level of difficulty is denied access to the curriculum. Where appropriate technology is used to ensure the curricular access of pupils who would otherwise have difficulty accessing particular areas of work.

It is an important principle at Parkside House that pupils have the right to equal access to the curriculum whatever their gender, race or disability. The Equal Opportunities Policy details ways in which this equality of opportunity is ensured and monitored. Teachers ensure that they have equal access to special occasions in school, visits and residential experiences

Features of the Curriculum.

Parkside House curriculum has five main elements

1. The National Curriculum and Religious Education.
2. The Enhanced Curriculum
3. The Ethos or Hidden Curriculum.
4. Specialist curriculum emphasis for Business and Enterprise.
5. The specific curricular for pupils Post 16 and the Foundation Stage.

1. The National Curriculum and Religious Education

All pupils at Parkside House have access to National Curriculum Programmes of study at a level appropriate to their ability. Curriculum content from all Key Stages is assessed for its appropriateness to the pupils. This work will be delivered through schemes working towards appropriate levels of the National Curriculum and through specialist curriculum content. No subject or area of the National Curriculum is ignored however the depth to which each subject or area is studied varies due to the pupil's needs, ability, aspirations, interests and aptitudes.

Emphasis is given to particular skills to reflect the individual priorities set out in the pupil's statement of Special Educational Needs.

Religious Education is taught according to the school's agreed policy as part of the topic although with specific time set aside for it. These are adapted to ensure they meet the needs of the pupils.

2. The Enhanced Curriculum

This element of the curriculum is vital to ensure that individual needs are met and that pupils can in future function with the greatest degree of independence possible. This element obviously links to the National Curriculum and includes

- Specific individual programmes where appropriate.
- Personal, social and health education.
- Life skills.
- Pre-vocational and vocational studies.
- Careers guidance and education

The emphasis given to each of these areas is different for each Key Stage and is decided annually by staff and governors. This emphasis changes as the student's progress through school.

3. The Ethos or Hidden Curriculum

This is the most difficult part of the curriculum to define but in a sense helps to decide and define the other areas. It is this part of the curriculum which helps us to meet all our aims but not in a specific way. It seeks to develop the students socially so that they know right from wrong and can take responsibility for themselves. It is this part of the curriculum which can only succeed if staff, parents and governors work together towards agreed aims. Indeed this "ethos" was an important feature in the decision about the school aims. The Hidden Curriculum is demonstrated by every reaction or statement of every member of staff, parent or governor to any situation and its impact on students should never be underestimated. This part of the curriculum is underpinned by direct teaching in all areas of the curriculum but especially in Personal, Social and Health Education, Religious Education, Self-Advocacy and Social Skills work.

The departmental system in school also develops this hidden curriculum by endeavouring to prepare pupils for change and for life after school. It does this by creating categorically different experiences for pupils at different times in their school life.

Key Features of the Curriculum.

All elements of the curriculum are planned to show breadth, balance, relevance and differentiation. It also shows progression in all subjects and aspects of the curriculum and coherence and continuity between subjects, year groups and Key Stages.

1. Breadth and coverage of the curriculum offered is seen at Parkside House as a valuable result of the National Curriculum as behavioural difficulties is not a reason for a narrowness of curriculum experience.
2. Balance in the curriculum is ensured by the careful attention to individual needs and the careful discussions which take place every year for every Key Stage. Decisions about balance at each Key Stage are taken by governors in consultation with staff. Parkside House devises a curriculum that is balanced in terms of curricular elements but which also

responds to the student's needs as outlined in their statement. These individualised aims are specifically reported on at each student's annual review.

3. Relevance in the curriculum is ensured at Parkside House by offering age appropriate curricular which are suited to each pupil's needs ability, interests and aptitudes. The departmental system in Parkside House ensures that these pupils as they progress through the school are taught through methods and approaches suitable to age and ability.

4. Differentiation is the key to the Parkside House curriculum and young persons need for such detailed differentiation is a prime reason for their attending Parkside House School. The school fosters the ability to respond to each individual young person, observe, assess and identify learning needs and hence to plan individual learning programmes accordingly

The school has detailed information related to each student, where he or she is at, and what his/her learning goals are. It is this information that ensures that, within a broad outline, each pupil has an individualised timetable designed to meet their own needs. Each pupil also has an Individual Education Plan which details Aims of Provision, Yearly and Termly targets. Progress towards these is recorded and the information shared with parents.

5. Progression and continuity is ensured by careful planning in all areas of the curriculum. Work is currently on-going to ensure that schemes of work will be in place to embed this principle firmly in our planning and practice. However, flexibility is also seen as important to respond to our students' needs in terms of pace depth and final career path. The school works closely with the Careers Service and Barnardos to match the skills of our pupils to their future after school.

6. Inclusion is very important to Parkside House School and we are always actively seeking extra places for our pupils in appropriate mainstream environments. The aims of this Inclusion are to provide our pupils with age appropriate role models, to allow them to learn to work within larger groups than is normally possible and enable them to develop their social and communication skills in an integrated setting. For some older pupils such placements also allow them to have access to specialist teaching and facilities not available in Beacon Hill.

Evaluation

- Evaluation by the governing body is undertaken in several ways.
- Governors agree a range of targets for the work of the school including pupil's progress in IEP's and in a specific range of subjects. They also include statutory targets at the end of Key Stages and for attendance.

- Each Governor is linked to a specific target on the School Improvement Plan and they visit the school to see its work in that area.
- Targets in the School Development Plan are evaluated every six months.
- Governors receive reports on a wide variety of topics at their regular committee and full governor meetings.
- All policies have a built in review and evaluation cycle which involves governors
- Governors visit the school to be involved in its work.
- The School Improvement Policy has established a system of termly evaluation of three areas involving the Head teacher, members of the Senior Management Team and the school advisor.
- The schools developing systems of data collection and analysis based on the Progression Guidance allow individual targets to be set for pupils in Core subjects.
- Pupil's progress against these targets is analysed in terms of pupils in vulnerable groups and with specific disabilities to help ensure that all pupils have appropriate challenge and make very good progress.

Other evaluations take place on a regular basis, usually annually and details are reported to Governors. Currently these include an evaluation of the curriculum topic, of the Home to School agreement, of the number and reason for accidents reported in school, the annual review process and the destination of ex -students.

Parental Involvement

The co-operation and involvement of parents is vital to a young person's educational progress. A senior teacher in school has responsibility for developing and enhancing this involvement that is maintained in many ways

- Many pupils have a Home School book that enables parents to be kept up to date with their child's progress and to become aware of school events.
- A more formal evening Parents event is held where parents are given a time to talk to the teacher on the mainstream model.
- Parents are welcome into school at any time to work in class or to see the staff.
- More formal appointments are made for Annual Reviews
- The newsletter aims to include information for parents about interesting and useful events or resources and also information from parents themselves that they feel others will find helpful.
- The school runs a system of communication with parents through email and texts •