



The Telford Park School
Ensuring Excellence

Combined SEND Policy and SEND Information Report

Approved: September 2023

Date for review: September 2024

Combined SEND Policy and SEND Information Report

Policy Name:	Combined SEND Policy and SEND Information Report
Headteacher:	Mrs H Rigby
School Standards Committee:	Mr S Mirza
Date:	September 2023
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Combined SEND Policy and SEND Information Report

1. Roles and Responsibilities

<p>The School Standards Committee with the support of the Headteacher will:</p>	<ul style="list-style-type: none"> • Ensure that the school fulfills its legal responsibilities in respect of SEND legislation • Ensure that there is a named Governor(s) with responsibility for SEND • With the assistance of the Headteacher, ensure that this policy and its related procedures and strategies are implemented • With the assistance of the Headteacher, ensure that the SEND Code of Practice and its related procedures and strategies are implemented • Maintain an overview of implementation of the SEND policy, which should be a regular agenda item at Governor meetings • All teaching staff, encourage, support and enable all students to reach their full potential
<p>The Headteacher, with the support of the SENCO will:</p>	<ul style="list-style-type: none"> • With the School Standards Committee, ensure that the policy and its related procedures and strategies are implemented • Ensure that all staff are aware of their responsibilities under the policy and that they are given appropriate training and support on the Code of Practice to enable them to fulfill these responsibilities • Ensure that all staff who are likely to teach a student with statement of SEND or Educational Health Care Plan are made aware of its content • Retain overview of SEND issues, ensuring co-ordination of resources, with appropriate delegation of roles and responsibilities • Liaise with the School Standards Committee, parents, LA, and appropriate outside agencies to ensure development of policy and practice in accordance with current legislation and government guidance • Will ensure that training on the full range of SEND issues is made available to staff and governors, who are encouraged to attend
<p>The SENCO will:</p>	<ul style="list-style-type: none"> • Ensure that the policy and its related procedures and strategies are implemented • Ensure that all staff are aware of their responsibilities under the Code of practice and the SEND policy and that they are given appropriate training and support to enable them to fulfill these responsibilities • Ensure that all staff who are likely to teach a student with SEND are made aware of those needs • Ensure that all students are treated positively, encouraged to achieve their best and are actively included in any plans to address their SEND • Ensure that parents/carers are actively included in any plans to address their child’s SEND.
<p>Staff will:</p>	<ul style="list-style-type: none"> • Ensure that they know and understand the principles of this policy • Ensure that all students are treated positively and are encouraged to achieve their best at all times • Ensure that all students are included in all activities and have full access to the curriculum without discrimination • Ensure that they are aware of their responsibilities under the SEND Code of Practice and the SEND policy and that they are given appropriate training and support to enable them to fulfill these responsibilities • Ensure that all schemes of learning will provide a range of differentiated learning opportunities to meet the needs of all students • Ensure that all schemes of learning are shared with student’s key workers to ensure prior knowledge of lesson content and relevant support given • Identify and refer any students who may have SEND to the SENCO using the correct lines of referral but also ensure that appropriate support and guidance is offered within their subject, in accordance with the Code of Practice
<p>Pupils will:</p>	<ul style="list-style-type: none"> • Work to the best of their ability at all times, co-operating with staff and sharing any concerns they have about their knowledge, understanding and/or progress

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| | <ul style="list-style-type: none"> • Treat all other pupils in the academy equally, acknowledging and respecting any differences in ability/talent or disability • Challenge/report any incidents of discrimination related to special educational needs and disabilities, including verbal and /or physical abuse, in accordance with the Equality Policy |
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2. Introduction

This document should be read in conjunction with the following related policies and guidelines:

- Special Educational Needs Code of Practice: June 2014
- Special Educational Needs and Disability Act 2001
- LA Policy and Guidelines
- Equality Act 2010
- Every Child Matters (2004)
- Park School Equality Policy
- SEN Toolkit
- School Improvement Plan
- School Complaints Policy
- Accessibility Plan
- Behaviour Policy
- Pupil Premium Policy and Strategy Document (2021-24)
- Exam Access Arrangements Policy

The principles of this policy and guidelines involve:

- A focus on raising attainment
- A commitment to raising the level of expectations/attainment for all students with SEND
- The importance of equality of opportunity
- Early identification and intervention
- Working in partnership with parents/carers
- Working as part of a team around the family
- Supporting inclusive practice
- Endorsing the ‘support and aspiration’ model of the SEN Code of Practice

3. Aims

In accordance with The Telford Park School Aim: ‘that every child has the right to succeed and the school aims to provide an environment in which every child can thrive, with the support and opportunities to enable them to achieve their success’, this policy intends to:

- Promote a positive ethos in which all students have access to a broad, balanced and relevant curriculum and which contributes to students’ spiritual, moral, cultural, mental and physical development and in preparing students for the opportunities, responsibilities and experiences of adult life
- Ensure that where a student has a Special Educational Need and Disability, these needs are identified and addressed appropriately, enabling the student to work towards achieving his/her full potential:
 - Provision should match the student’s need
 - Provision should take account of wishes and feelings of the student
 - Provision should be in partnership with the student’s parent/carer
- Provide an inclusive environment where all students with special educational needs and disabilities feel secure and confident, with positive self-esteem and are respected by others
- Provide a curriculum which meets the needs of all students, taking account of individual special educational needs and disabilities

- Ensure that all curriculum leaders will continually review their schemes of learning in light of this policy with respect to content, methodology, aims and resources
- Recognise that ALL teachers are teachers of SEND students and have a responsibility to meet those needs with advice and support from the SENCO.

4. Definition of Special Educational Needs and the Four Areas of Need

“A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.” SEN Code of Practice 2014

Children’s needs and requirements may fall into at least one of four areas, though many children will have inter-related needs. All areas of need will have a varying degree of impact upon the student’s ability to function, learn and succeed.

The four areas of need are:

Communication and Interaction Difficulties

Children may have speech and language delay, impairments or disorders, specific learning difficulties e.g. dyslexia, dyspraxia, hearing impairments or autistic spectrum disorder.

Cognition and Learning Difficulties

Children may demonstrate features of moderate, severe or profound learning difficulties; specific learning difficulties e.g. dyslexia, dyspraxia and require specific programmes to aid progression in cognition and learning. Such requirements may also apply to some extent to children with physical and sensory impairments and autistic spectrum disorder.

Social, Mental and Emotional Health Difficulties

Children may be withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration, present with immature social skills and/or present challenging behaviours.

Sensory and/or Physical Difficulties

Children may have profound and permanent deafness or visual impairment or lesser, or temporary levels of loss. They may have physical impairments arising from physical, neurological or metabolic causes requiring access to specific facilities or equipment. Their difficulties may cause them emotional stress or physical fatigue.

Children experiencing difficulties in any one or a combination of these areas may be entered on either the school’s Medical Register or SEN Register or both.

Children whose difficulties are solely due to the home language differing from the language in which s/he is taught are not identified as having SEN.

5. Roles

SENCO: Mr T.Ward

Contact details: Tom.Ward2@taw.org.uk

Assistant SENCO: Mrs S.Evans

Contact details: Sarah.Evans@taw.org.uk

The role of the SENCO is part of a team responsible for monitoring the progress of our students with additional needs and ensuring appropriate provision is in place where students are falling behind in their learning. Liaising with school staff, parents and students and coordinating provision is an important component of our SENCO’s role.

As part of the identification process the SENCo collates the following information which helps build up the profile of the student:

- Health details, e.g. general health, vision, hearing, emotional factors
- Attendance
- Home language
- Assessment information
- A record of consultations with students, parents/carers and support services (where applicable)
- Adjustments made to improve performance
- Observation in the classroom to help identify strengths and areas of difficulty
- Student's independent work, teaching and learning style
- Reading/writing/spelling skills – persistence and severity of problems
- Phonological awareness – phoneme-grapheme correspondence, sound blending
- Monitoring progress using NC assessment and standardised tests
- Assessment for learning
- Access to Personal Support Plans and One Page Profiles
- Information relating to interventions and strategies that have been used with outcomes and evidence of progress
- Involvement of the student in monitoring their own progress
- Initial checklists i.e. IDP, highlighted, dated and reviewed to show the pattern of difficulties over time
- Student views on what's working/not working

Following the gathering of this information a profile can then be built of the student, which will support the class teacher in incorporating appropriate strategies and inform future planning and provision. In addition the Inclusion team members will:

- Oversee the day-to-day operation of the school's SEN policy
- Ensure an appropriate budget allocation to meet SEN
- Interpret legal requirements for staff, parents/carers and governors
- Co-ordinate and evaluates provision, including interventions, for children with SEN
- Liaise with and advises teachers whenever necessary
- Monitor and evaluates the quality of provision
- Oversee the records of all children with SEN
- Maintain the Personal Support Plans and One Page Profiles
- Liaise with parents of children with SEN
- Organise and delivers training in order to meet the needs of staff
- Liaise with external agencies including Access to Education, Social Services, and voluntary bodies

SEND Governor: Johanna Saunders

The SEND governor will:

- Help to raise awareness of SEN issues at School Standards Committee meetings
- Communicate with the SENCO on the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

Teachers

Clearly identify the role of teaching and support assistants. They will:

- Be aware of the school's procedures for the identification and assessment of, and subsequent provision for, students with SEN
- Work with the SENCo to decide the action required to assist the student to make progress
- Work with the SENCo to collect all available information on the student
- Develop and review Access to Learning Plans and One Page Profiles
- Work with SEN students on a daily basis to deliver the individual programme set out in the Access to Learning Plans
- Develop effective relationships with parents
- Encourage students to participate in decision-making
- Be involved in the development and review of the school's SEN policy
- Continuously assess student progress and identify the next steps to learning
- Keep parents informed of student progress
- Work with the SENCo to identify their own training needs around SEN

Teaching Assistants

- Provide relevant support to identified students
- Develop positive working relationships with parents and professionals
- Assist with the recording, monitoring and evaluation of students' progress
- Assist with the identification and effective provision of appropriate resources
- Attend liaison, team and service meetings and undertake appropriate training
- Work alongside the SENCo and teaching staff in the preparation of Access to Learning plans and One Page Profiles

Pupil Participation

The school actively encourages the involvement of children in their education. With reference to students who are identified as requiring additional SEN support we utilise person centred approaches to:

- Involve the student in decision making regarding the methods by which their individual needs will be met
- Invite the student to attend all or part of review meetings
- Discuss the purpose of assessment arrangements and the implications of the Access to Learning Plans and One Page Profiles.
- Encourage the student to comment on his or her SEN provision
- Involve the student in the implementation of the Access to Learning Plan
- Develop the student's self-confidence and self-esteem

Parent/Carer Participation

The school actively encourages and recognises the rights of parents/carers in terms of their involvement in the provision for their child's special educational needs. With reference to students identified as requiring SEN support we:

- Involve the parent/carers in decision making regarding the methods by which their child's individual needs will be met
- Invite the parent/carers to attend all review meetings
- Discuss the purpose of assessment arrangements and the implications of the Access to Learning Plans and One Page Profiles.
- Encourage the parent/carers to be actively involved in working with their child to achieve the targets set in their Access to Learning Plans
- Encourage the parent/carers to comment in writing on their child's SEN provision
- Ensure the parent/carers is aware of their rights to appeal regarding aspects of their child's SEN provision

- Aim to further develop the parent/carers' confidence in the provision made for their child's special educational needs

The Telford Park School operates an 'open door' policy which means parents/carers can approach the school whenever they have a concern and time will be made for them; the school schedules meetings for parents/carers to meet and discuss their child's progress; opportunities for parents/carers to come and work with or observe their child in the school; organises social opportunities like coffee mornings etc where parents/carers can meet together, discuss their situation and generally gain support from each other. The school holds details of local and national support groups and can pass these on to parents/carers. Parents/carers' views and contributions are valued and they are listened to. Parents/carers know their child best and have a great deal to contribute.

6. Identification of Need

The SENCo is responsible for establishing systems to identify need; these include:

- Attainment on entry: KS2 results; Education Health Care Plans; Primary school liaison;
- Monitoring of group and individual progress using Progress check data
- Termly and Annual testing of KS3 Year groups
- Monitoring of progress of SEND students working on bespoke programmes of intervention

Referrals from:

- Parents
- Pupils: self-referral
- Class Teachers; Subject Leaders; Pastoral Leaders; SLT; Teaching Assistants
- Health Professionals e.g. GP, School Nurse, Sensory Impairment Team
- Other agencies e.g. EWO, Social Workers, Early Help professionals

7. School Support

To ensure that all school staff have a clear understanding of the levels of support required by all students on the SEND register the school is presently using the previous method of two separate categories alongside that of the nationally identified area of "School Support" these are clearly identified on the academy SEND register.

The two levels of need are:

1) School Support (K Code)

The student needs 'additional and different' provision/intervention over a period of time. Funding is from the academy delegated budget and it is triggered by:

- Limited progress being made
- Difficulty in one core area, such as literacy and this affects other areas of learning
- Students may have issues other than learning and records for them may be kept with the Pastoral staff and/or with the Inclusion staff
- The school is seeking advice from relevant external agencies

2) Education Health Care Plan (E Code) and Inclusive Schools Forum funding (ISF).

Such an assessment is only appropriate for students with long-term needs arising from a significant impairment in the following:

- Cognition and learning
- Communication and interaction
- Emotional, social and mental development

- Sensory and/or physical needs

Parents, a relevant specialist or the academy can initiate the statutory assessment/Education and Health Care Plan assessment process.

8. Adaptations to the curriculum and learning environment

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

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson
- Adapting our resources and staffing
 - Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, timers, colour coding, alternative methods of recording
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, using immersive reader and dictate functions
- Making the physical environment and building improvements as inclusive as possible, for example, height adjustable tables in each classroom, VI friendly lighting and accessible toilets/changing facilities.

9. Additional support for learning and working with other agencies

We have a number teaching assistants who are trained to deliver a range of interventions. Teaching assistants will usually support students on a full time 1:1 basis when there are severe and complex and/or medical needs or for targeted intervention. Only in exceptional circumstances will a young person be allocated full time 1:1 support (usually medical). Teaching assistants will usually support students within the classroom setting or in small groups.

We work with the following agencies to provide support for students with SEND and training or support for staff and/or parents:

- Educational Psychology Services
- Bee-U
- Early Help/Strengthening families
- Sensory Inclusion Service
- Children's Disability Team
- School engagement programme (AFC Telford and House 1)
- Crowsmill Education Centre
- Linden Centre
- Virtual School for children with an assigned social worker
- Woodlands Outreach
- Life Shed
- Smash Life
- Brightstar Boxing
- Crossbar Coaching
- Landau Supported Employment and Education

10. Procedures

The Graduated Approach

The SEN Code of Practice sets out a graduated response to meeting children's special educational needs. This involves a cycle of "Assess, Plan, Do and Review." This process is evidenced through updated one page profiles where short term targets are reviewed.

Early Identification/Monitoring Progress/Adjusting Teaching

The school strives to create a positive literacy environment with interactive teaching where all children can participate and achieve. When a student's progress is first identified as a cause for concern then it is the responsibility of the teacher to adjust their teaching and consider the following:-

- 'Wave 1' high quality teaching
- Adapting teaching in the classroom to address needs/vary teaching styles/use of access strategies
- to keep up to date re: knowledge and understanding of dyslexia, communication and language difficulties, autism and social, emotional and behavioural difficulties
- Involving parents/carers
- Hearing and vision check (to discount any unidentified problems)
- Gathering student views
- Liaising with colleagues

11. SEN Support

If progress is still not satisfactory and after discussion with parents and the young person then the child may be formally identified as requiring SEN Support. At this point more detailed assessment of the child's skills is often necessary in order to inform future planning/target setting and targeted interventions. Greater involvement of the SENCO is required to manage the increased level of provision. A one-page profile with individual targets are set which will then be monitored and reviewed termly. Parents will be invited to attend review meetings and their views regarding future provision are sought through the use of person centred approaches.

If the student is meeting the targets and making good progress, the support may be adjusted, if not, then the school will look at additional forms of provision to support the identified need. When a class teacher or SENCO identifies a student as requiring SEN support the class teacher will provide interventions that are additional to or different from those provided as part of the settings usual curriculum offer and strategies.

The triggers for additional intervention could be the teacher's or others concern, underpinned by evidence, about a student who despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a student's identified area of weakness
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum

Assess, Plan, Do and Review

When a child has been identified as requiring SEN support there is an ongoing cycle of assess, plan, do and review. Where progress is slow and the children are not responding to the provision made by the school then the school may increase the level or change the type of provision being offered. At a review meeting after discussion with the parent and child, then outside agencies may be consulted for additional advice.

Involvement of External Support Services

External support services will usually see a student in school if that is appropriate and practicable. They can advise teachers on new Access to Learning Plans with fresh targets and accompanying strategies, provide more specialist assessments that can inform planning and the measurement of a student's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

Writing Student Information Sheets

One Page Profiles are written and reviewed regularly. They include:

- ✓ A pen portrait
- ✓ Current data
- ✓ Additional needs
- ✓ Identification of things that aid learning
- ✓ Interventions and additional provisions
- ✓ Desired outcomes
- ✓ Success criteria/measurements
- ✓ Short term targets

Conducting SEN Review Meetings

At the review meeting the student's progress towards meeting the targets set are discussed and new targets identified. The meeting should consider the following questions:

- ✓ What are the student's current levels of attainment relating to Access to Learning Plan?
- ✓ What progress has the student made towards meeting the overall objectives set out in the Access to Learning Plan?
- ✓ What are the parents'/carers' views of the student's progress?
- ✓ What are the student's views of their progress?
- ✓ Is the current provision appropriate to the student's needs?
- ✓ What targets should be set?
- ✓ Have there been any significant changes to the student's circumstances?
- ✓ Have there been any significant changes in the student's special educational needs and therefore do they need to move within the graduated stage?
- ✓ How will the student's progress be assessed?
- ✓ Are there any particular strategies that have led to improvement?
- ✓ Are there any particular requirements to promote inclusion?
- ✓ What are the student's current levels of attainment in literacy and numeracy?
- ✓ What progress has the child made towards meeting the overall objectives set out in the statement?
- ✓ What progress has the child made over the past year, especially in relation to each SEN?
- ✓ What are the parents'/carers' views of the past year's progress?
- ✓ What are the student's views of the past year's progress?
- ✓ How successful has the student been in meeting the targets in the Access to Learning Plan?
- ✓ Is the current provision appropriate to the student's needs?
- ✓ What targets should be set for the coming term/year?
- ✓ Have there been any significant changes in the student's SEN?
- ✓ Are any amendments to the statement necessary?
- ✓ Should the LA recommend ceasing or maintaining the statement?
- ✓ If a parent/carer is unable to attend the review, how and when will the outcome of the meeting be conveyed to them?

Close attention is paid to the SEN Code of Practice.

12. Additional Information

In Service Training

The Special Educational Needs and Disabilities Policy is subject to regular whole school review and evaluation. One meeting each term, to which designated governors are invited, is set aside to discuss and review SEN issues. The SENCo (Head of School or representative) attends relevant courses and ensures all staff are familiar with developments in SEN. All staff must notify the SENCo if they need further training in school procedures or support for children. Training, for both teaching and non-teaching staff is provided as necessary and the SENCo ensures all staff are aware of training available. Priorities for training with regard to SEND will be specified within the School Improvement Plan. The SENCo gives feedback to the Governing Body on SEND provision at termly governor's meetings. Governors have access to SEN training.

Complaints Procedure

The school's complaints procedure is outlined in the Complaints Policy document. The SEN Code of Practice outlines additional measures the Local Authority must set up for preventing and resolving disagreements. Parents/carers will be given the necessary information upon request.

Concerns and complaints about SEND provision should be addressed to the SENCO or the Headteacher who will respond by meeting with parents/carers to discuss the situation. If this does not resolve the situation then the complaint should pass to the first level of the general complaints procedure.

Monitoring, Evaluation and Review of SEND and Disabilities Policy

This document is subject to annual review as part of the cycle of whole school self-evaluation. All staff are involved in the review, development and evaluation of this policy including the school's procedures for identifying, assessing and providing for children with SEN. Its effectiveness is considered in light of the following performance indicators:

- Levels of differentiation by task and by outcome reflected in weekly planning and evident in lesson observations
- Measurable progress made by individual children
- Monitoring reports on classroom observations
- Termly evaluations of the quality of Access to Learning Plans and Student Passports
- Collation of children's and parent's/carer's comments following review meetings

Support Unit Provision

A primary element of support for SEND students is the expertise of the SENCo, Assistant SENCo and Teaching Assistants in advising/guiding teaching staff across the curriculum in methodology, resources, learning styles etc; this input maximises the impact and effectiveness of SEND provision in the academy, benefiting the greatest number of students.

- The SENCO will establish a regular programme of attendance at department meetings, advising on teaching and learning styles for SEND students
- The SENCO should act as a resource, offering guidance for teachers on request

In addition to this, the team of staff - Assistant SENCo and Teaching Assistants - works under the SENCO to provide a range of strategies to address individual needs. These include:

- In-class support from TA
- Extraction/small group work
- Personalised learning programmes
- SENCo/Assistant SENCo liaison with curriculum leader/teacher
- SENCo/Assistant SENCo liaison with pastoral leaders
- SENCo/Assistant SENCo referral/engagement of outside agency professionals as necessary
- Extraction intervention sessions
- Additional support provided by the LINK.

The SENCO is responsible for efficient deployment of resources, prioritising needs of students with SEND statements/Education Health Care Plans and School Support.

Student Support Workers/Inclusion Staff

Inclusion staff provide support for pupils with BESD, focusing on improving attendance and reducing incidents of exclusion. Again, a primary element of support for SEMH students is the expertise of the Inclusion staff in advising/guiding teaching staff across the curriculum in methodology, resources, learning styles etc.

- The Inclusion staff will regularly meet with the SENCO, Pastoral leaders, Student Support Workers and the Deputy Head (Pastoral Lead) to discuss individuals and groups of students
- The Inclusion staff will act as a resource, offering guidance and strategies for teachers on request and support in liaising with parents

A range of strategies is used to support individual students working under the inclusion team:

- In-class support from TA
- Extraction / small group work
- Personalised learning programmes
- Inclusion staff liaison with subject leader / teacher
- Inclusion staff liaison with the SENCO.
- Engagement of outside agency professionals as necessary and or engagement with the SENCO for a Statutory assessment/ EHCP

Admission of Students with SEND

The school works in accordance with the Telford and Wrekin admissions procedures. The admission arrangements for students at School Support but without an EHCP are the same as for all other students. Students who have an Education Health Care Plan (EHCP) are supported in their placement by the Local Education Authority.

Joining the school or transferring to a new school/post 16 education:

We have a positive relationships with our feeder primary schools. We have a designated transition coordinator who, alongside the SENCO, meet with primary colleagues to discuss each individual child. Staff visit the majority of pupils in their settings and all settings pass on a transition sheet with developmental information about each child. Prospective parents are all given information about the school and have the opportunity to attend an induction evening. This helps pupils settle in more effectively and help staff get to know the pupils.

When a child with SEND leaves our school, we make contact with the receiving school and set up meetings or telephone calls to discuss needs. We will also transfer folders of information in a timely manner.

We facilitate a rigorous transition program with post 16 providers and ensure Year 11 pupils are targeted for additional visits. We work closely with 'Future Focus' to maximise post 16 placements and help to reduce the risk of NEET. Future Focus attend all EHCP annual reviews from year 9 onwards. From Year 9 onwards reviews will focus on the additional element of "Preparing for Adulthood" with discussions and targets incorporating careers and life skills. Many elements of this are covered in the school's PSHE curriculum.

Pupils with SEND or children in care are encouraged to attend the Year 6-7 summer school which is run during the Summer holidays by the SEND department.

How Resources are allocated to and amongst Students with Special Educational Needs

The Code states that, 'LAs and schools should work together to establish sound arrangements for monitoring and accountability to ensure that resources are used to raise the achievement of students with SEN.' (SEN Code of Practice 8:7)

Allocation of resources:

- ‘To students with SEN’ – this to include allocations directly to students – e.g. the allocation of additional teaching or support hours to year groups or individual classes to provide small group or individual teaching and support
- Amongst students with SEN’ – this to include general allocations which benefit all students with SEN – e.g. the purchase of mentoring or counselling support to the school or the purchase of specific learning materials suitable for students with SEN’

Support for improving emotional and social development:

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

- Students with SEND are encouraged to take part in all aspects of school life including student voice/ council and supporting transition
- Students with SEND are also encouraged, where appropriate, to be part of clubs to promote teamwork/building friendships eg Lunch Club
- Students with SEND are encouraged to be part of transition support, training for staff and peers and help lead initiatives eg mental health week or Autism Awareness
- Where students with SEND struggle with skills linked to healthy social and emotional development a range of interventions are offered. We have a zero tolerance approach to bullying and reports of bullying are referred to Heads of year and/or student support officers who promptly address these.

How accessible is the school environment?

- The school was opened in September 2015 and its accessibility for both visitors, employees and students meet requirements
- Disabled parking bays are marked and located near to the school reception
- Toilets are available to ensure accessibility for visitors and students with a disability. Individual toilets have an integral wash and dry facility
- A medical room has been provided in order to enable a safe place for insulin testing/injections
- A variety of support bases has been developed to improve inclusion in the mainstream classrooms for vulnerable children, examples of this include the schools learning support bases; ‘Focus’ and ‘Thrive’ which are accessible for students with SEND following parent/carers liaison.
- The school’s accessibility plan can be found here:

[Telford Park School - Accessibility Plan](#)

The local authority local offer

The Telford and Wrekin local offer is available at: <https://www.telfordsend.org.uk/site/index.php>

13. Glossary

EHCP	Education Health Care Plan
EWO	Education Welfare Officer
GP	General Practitioner
IDP	Inclusive Developmental Program
KS2	Key Stage 2
KS3	Key Stage 3
LA	Local Authority
SEMH	Social Emotional Mental Health
SENCO	Special Educational Needs Co-ordinator
SEND	Special Educational Needs / Disability
SLT	Senior Leadership Team