

# SEND POLICY

## Prior Park Gibraltar

<b>Policy Owner</b> SENDCo, Head of Learning Support Department	<b>Applies to</b> Prior Park Gibraltar (PPSG)	<b>Superseded documents</b> NA
<b>Associated documents</b> Curriculum Policy Admissions Policy Equal Opportunity Policy Complaints Policy Behaviour Policy Academic Interventions Policy Safeguarding Policy Accessibility Policy and Access Plan Wellbeing and Mental Health Policy Data Protection Policy Data Retention and Destruction Policy	<b>Review frequency</b> Every year (unless the legislation/regulations update before this time)  <b>Implementation date</b> 25 May 2022	<b>Legal Framework</b> DfE Teaching Standards Children and Families Act 2014 (and related regulations) Health and Social Care Act 2012 Equality Act 2010 Mental Capacity Act 2005 Children’s Act 1989 KCSIE 2021 SEND Code of Practice

This policy is reviewed annually, or more regularly as required, prior to approval by Trustees (if applicable)

<b>Last reviewed by:</b>	SENDCo, Head of Learning Support Department (Mrs Lin Payne) and Head (Mr Peter Watts)
<b>Date last reviewed:</b>	April 2022
<b>Approved by Trustees:</b>	PPSG Local Board
<b>Date last approved:</b>	25 May 2022
<b>Date for next approval:</b>	May 2023

## 1. Introduction

Prior Park Schools (PPS) comprises three schools. Two of those schools, Prior Park College (PPC) and The Paragon School (TP) are incorporated in England as Prior Park Educational Trust Ltd. The third school, Prior Park School Gibraltar (PPSG), is incorporated in Gibraltar as Prior Park School Ltd. Both are companies limited by guarantee and registered charities.

Prior Park Gibraltar is a community built on Catholic and Christian values, with emphasis on mutual respect, cooperation, and the use of talents. The school promotes a policy of positive teaching, seeking to foster and reward constructive Student contribution. We aim to create a positive atmosphere that fosters achievement and the happiness of all community members. We aim to reward endeavour and success, stressing the benefits of positive behaviour, and will counter misbehaviour to safeguard our community and the individual. Prior Park Gibraltar is committed to the equal treatment of all students, including those with special educational needs and disabilities (SEND). This policy works towards eliminating disadvantages for students with SEND by:

- ensuring specific groups such as SEND make exceptional progress given their contexts and starting points. The result of this progress being all learners can go on to their preferred destinations post-16
- using best endeavours to ensure that all students (including those with medical conditions) get the support needed to access our educational provision
- not treating disabled students less favourably than their peers
- making reasonable adjustments so that disabled students are not put at a substantial disadvantage in matters of admission and education
- ensuring that students with SEND engage as fully as practicable in activities alongside students who do not have SEND
- ensuring parents are informed when special educational provision is made for their child and are kept up to date as to their child's progress and development.

In drawing up this policy, Prior Park Gibraltar has had regard to the following UK guidance and advice (in so far as they apply to Prior Park Gibraltar):

- Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015)
- Equality Act 2010
- Children and Families Act 2014
- Mental Health and Behaviour in schools (Nov 2018)

It will also take into account UK statutory and non-statutory related guidance, including, but not limited to:

- Supporting Children with Medical Conditions
- Keeping Children Safe in Education 2021
- Working Together to Safeguard Children

This policy should be read in conjunction with our Admissions Policy, Equal Opportunities Policy, Accessibility Policy and Wellbeing and Mental Health policy.

## 2. Definition of Special Educational Needs

A student has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for them. In accordance with the Children and Families Act 2014, a child of compulsory school age or a young person has a learning difficulty or disability if they:

- have significantly greater difficulty in learning than most children their age
- have a disability that either prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.
- students will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. Our support for those students whose first language is not English is set out in our English as an Additional Language Policy (EAL)

## 3. Definition of disability

A student is disabled if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010). Not all students who have SEN are disabled, and not all disabled students have SEN.

## 4. Responsibilities

The SENDCo is responsible for overseeing all aspects of our SEND provision and, via Deputy Head (Academic), a member of the Senior Leadership Team, keeping the Board of Trustees informed of the implementation of the policy in practice and works in collaboration with the SENDCo. Their responsibilities include:

- determining the strategic development of the SEN and disability policy and provision, together with the Head, Deputy Head (Academic), Assistant Head (C, T&L) and Assistant Head (Welfare)
- having overall day-to-day responsibility for the operation of the SEN and disability policy
- coordinating specific provisions for children with SEN and disabilities, including those who have EHC plans
- ensuring all staff understand their responsibilities to students with SEND and approach to identifying and meeting SEND
- ensuring that teachers are given any necessary information relating to a student's learning support needs and/or disabilities (if known) so that teaching practices are appropriate
- ensuring parental insights are considered to support their child's SEN or disability
- liaising with external professionals and agencies, as appropriate

- ensuring records of all students with SEND are up to date.

Prior Park Gibraltar's Learning Support Department (LSD) consists of 4 part-time Learning Support Assistants, however, all teaching and pastoral staff are expected to understand this policy so that we can identify, assess, and make provision to meet those needs.

**Students:** Prior Park Gibraltar has high expectations of all students and they are encouraged to take on more responsibility for their learning as they mature. Through age-appropriate methods, students are involved in identifying areas for support and agreeing with targets on their Student Support Plans. These are shared with parents/guardians.

The LSD monitor student progress in consultation with other staff, by encouraging them to reflect on their progress and confidence in response to Learning Support.

**Parents/Guardians:** Parents and guardians play a key role in enabling their children to achieve their potential. Parents and guardians are responsible for:

- informing the school about any specific needs their child may have upon entering the school
- informing the SENDCo and allowing information to be shared if any need is investigated during their child's time at the school
- providing copies of formal assessments or reports written by any specialists or outside agencies
- allowing initial assessment to take place, to establish the possible existence of learning difficulties when advised to do so by the school SENDCo
- participating in sympathetic and positive discussion in relation to their child's difficulties, attainment and progress

**Prior Park Gibraltar Teaching Staff:**

- Oversee the implementation and operation of the School's SEN policy
- Coordinate class provision and monitoring of Student Support Plans (SSP) and Educational Health Care Plans (EHCP) for students with SEND
- Liaise with parents of students with SEND
- Liaise with the School's Examination Officer
- Are vigilant for students who might appear to have a learning difficulty or disability
- Support students in class who have SEND
- Differentiate planning and to scaffold work according to the needs of the students
- Liaise with the SENDCo
- Develop and deliver Support Plans where applicable

All teachers are responsible for helping to meet a student's needs (irrespective of any specialist qualifications or expertise). All staff are expected to understand this policy so that the school can identify, assess and make provision to meet those needs.

## **5. Identifying and supporting students with SEN and disabilities**

The curriculum plan and schemes of work take appropriate account of all student needs, including those with SEN and disabilities. We regularly review student progress to help monitor whether students are making expected progress. Slow progress and low attainment do not necessarily mean that a student has SEND (and should not automatically lead to a student being recorded as having SEND). However, where we reasonably consider that a student may have a learning difficulty, for example, where there are early indications that a student is not making expected progress, we will do all that is reasonable to report and consult with parents and the

student (as appropriate) to help determine the action required including whether any additional support is needed.

We may request parents to obtain a formal assessment of their child (such as by an educational psychologist), the cost of which will be borne by the parents. A qualified specialist at Prior Park Gibraltar, as per the Joint Council for Qualifications (JCQ) regulations, must carry out any formal assessments.

If there are significant emerging concerns or identified SEN or disability, we will take action to put the appropriate special educational provision in place, taking into account any advice from specialists. We will consult with parents and keep them informed of any action taken to help their child, and of the outcome of this action. Due weight will also be given to a student's wishes.

Arrangements for special educational provision and support are made through our graduated approach to SEND support: assess - plan - do - review.

- **Assess:** We will carry out an analysis of the student's needs so that support can be matched to their need. All students are assessed on entry using online testing, currently the CAT4 band D assessment form GL Assessment. Results from previous school tests, examinations and Teacher recommendation also inform student context and the initial assessment. If not already done so, we may recommend, in consultation with parents, that external agencies and professionals are engaged to help assess the student's needs and to advise on any support needed. Any specialist advice received will be discussed with the student and parents.
- **Plan:** Where it is decided to provide SEND support, the SENDCo will agree in consultation with parents and the student, the adjustments, interventions, support and any teaching strategies or approaches that are to be put in place. These will be recorded on the SSP.
- **Do:** Using the three-wave approach; Wave 1 - Inclusive quality first teaching for all, Wave 2 - Additional interventions to enable students to work at age-related expectations, Wave 3 - Highly personalised interventions. The SENDCo will work closely with the teachers to assess and monitor the targeted plan of support and the impact of support and interventions in place for the student.
- **Review:** The effectiveness of any support and its impact on the student's progress will be reviewed as agreed between the school and parents at parent/teacher meetings. In collaboration with the SENDCo, teachers will revise the impact and quality of the support and interventions taking account of the student's progress and development and will decide on any changes to the support in consultation with parents and the student (as appropriate).

We recognise that some students with a SEN may also have a disability. We will do all that is reasonable in order to meet the needs of students with disabilities for which, with reasonable adjustments, we can adequately cater. Given the hill-side nature of the school site the school is unable to realistically provide education for those with impaired mobility.

## **6. Recording progress of students with SEND**

We will record the progress and any support for students with significant learning difficulties or disabilities or where they have an Education Health Care Plan. This will be recorded by way of a Student Support plan. These SSPs are drawn up in consultation with students, parents and the Learning Support Department. The SSP contains key information such as:

- Student information, e.g., strengths, weaknesses, diagnosed learning difficulties, disabilities, or medical conditions and what these mean to the student and how these affect them
- The additional or different provision of support in place and student targets
- Tracking records informs progress and attainment levels. We will measure the overall progress of students with SEND at the end of the various key stages such as GCSE and A level to see how much progress they make compared with that of their peers.

## 7. SEND provision

Our SEND provision currently includes small class/group sizes, in-class differentiation and scaffolding, learning support (in and out of class), support from the SENDCo, additional one-to-one lessons (usually charged to parents). Daily after school homework club sessions staffed by a teacher is also available to all students.

## 8. Further aspects relating to SEND provision

**8.1 Admissions:** We are not academically selective and welcome all children who can make the most of the opportunities offered and can flourish in our caring environment. Our Admissions Policy aims to eliminate from the admissions process, as far as possible, any substantial disadvantages which may be encountered by applicants with disabilities.

We will treat every application from a student with SEN or disabilities in a fair and open-minded way.

We endeavour to ensure that we are able fully to support the needs of all prospective students. Parents of students with SEN, disabilities or learning difficulties are advised to discuss their child's requirements with us before they sit the entrance exam, so that adequate provision can be made for them on the day. Parents are asked to provide a copy of a medical report or educational psychologist's report to support a request, for example, for large print material, extra time, use of laptops or other special arrangements. Before an offer of a place is made, we will assess whether we are able to adequately cater for and meet any SEN or disabilities (if known) through discussion and meetings with parents, consideration of any professional reports and references from previous schools, assessment of the student at a taster day, as appropriate.

An offer of a place may not be made if we determine, following consultation with parents, that Prior Park, Gibraltar is unable to meet and provide for a student's needs. The school will always consider its obligations under the Equality Act 2010. Our Admissions Policy can be found on the website. It applies equally to all prospective students and details how we support those applicants with SEN and/or a disability.

**8.2 Withdrawal:** Where, after all reasonable adjustments have been made or considered, we feel that we are unable to accommodate a disabled student or meet their needs, we may require parents, after appropriate consultation, to withdraw their child. Fees in lieu of notice will not be chargeable in these circumstances, and the acceptance deposit returned.

**8.3 Bullying and behavioural issues:** All students are taught that any form of discrimination, bullying and harassment is prohibited and will not be tolerated. Through PSHE lessons and Faith Formation, students are taught the importance of respecting each other and behaving towards each other with kindness, courtesy, and consideration. Our Behaviour and Anti-bullying policies make clear the seriousness of bullying, victimisation and harassment and that appropriate sanctions will be applied to any student who displays inappropriate behaviour.

We recognise that students with a disability or those with SEND may be particularly vulnerable to being bullied. The Anti-bullying strategy makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.

We also recognise that bullying (or other matters such as bereavement) can lead to learning difficulties or wider mental health difficulties. Persistent disruptive or withdrawn behaviours do not necessarily mean that a student has SEND, but where there are concerns, a referral to our Learning Support Department or Pastoral team, in the first instance the Assistant Head (Welfare), may be undertaken to determine the nature of such behaviours such as learning, family or friendship difficulties or mental health issues.

We recognise that students with SEN and disabilities can face additional safeguarding challenges, and additional barriers can therefore exist when recognising abuse and neglect in this group of students. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the student's disability without further exploration
- the potential for students with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers

The School's Safeguarding Policy will be followed if there are any safeguarding concerns relating to a student.

**8.4 Entitlements to additional time and/or support in external assessments:** Students who have been diagnosed as having a learning difficulty may be entitled to support, such as additional time and/or modified provision, to complete external assessments. Parents should speak to the SENDCo with regard to any application for additional support as soon as reasonably practicable. The SENDCo will process applications for appropriate examination access in conjunction with the Exams Officer and Deputy Head (Academic).

**8.5 Staff Training:** Teaching staff receive regular training on the learning needs of students with SEND and also on identifying students with possible difficulties. Teachers are trained to differentiate within the curriculum and to consider students' learning difficulties. The SENDCo liaises with the teaching staff about the most appropriate means of meeting the needs of students with SEND. The Learning Support Department provides information, accessed through SSPs, which summarise for teachers the difficulties a student faces with their learning and suggests useful strategies. In addition to this, the Learning Support staff offer individual advice to teachers.

**8.6 Concerns:** The School will listen to any concerns expressed by parents about their child's development and any concerns raised by the student themselves. Parents must notify their child's Tutor and SENDCo if their child's progress or behaviour gives cause for concern.

**8.7 Review:** This policy will be reviewed on an annual basis to ensure we at Prior Park School Gibraltar meet the needs of those students with SEN and/or disabilities.

**8.9 Storing Information:** All data will be stored in line with the Data Retention and Destruction Policy and Data Protection Policy. Please see the Privacy Notice(s) for Students for further information.