



## **SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY**

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## 1. Compliance

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

- SEND Code of Practice 0 – 25 (July 2014)
- The Special Educational Needs and Disability Regulations (2014)
- The Children and Families Act 2014 (Transitional and Saving Provisions) (No. 2) Order 2014
- School SEN Information Report regulations (2014)
- Equality Act 2010: advice for schools DfE Feb 2013
- Statutory Guidance on Supporting students at school with medical conditions April 2014
- The National Curriculum in England Framework for Key Stages 1 to 4 (2014)
- Teachers Standards 2012
- Parkfield School Safeguarding Policy
- Parkfield School Accessibility Policy
- Parkfield School Accessibility Plan
- Parkfield School Behaviour Policy
- Parkfield School Equality, Diversity and Community Cohesion Policy
- Parkfield School Preventing Bullying Policy
- Parkfield School Safeguarding and Child Protection Policy
- Parkfield School Supporting Students with Medical Conditions Policy

The process of developing this policy was initially carried out by the SENCo and the Principal. It was then finalised by the SENCo in consultation with SEN Link Governor and ratified by the Governors Student Support Committee.

Here, and throughout this policy, the term 'parent' includes all those with parental responsibility, including carers for the child.

*NAME OF SENCO*      **Mrs C Pugh**

*CONTACT DETAILS*      **Parkfield School: 01202 208370 or [office@parkfield.bournemouth.sch.uk](mailto:office@parkfield.bournemouth.sch.uk)**

Qualifications:

SENCo since 2010 at two schools prior to joining Parkfield in September 2015.

Qualified Teacher Status, B.Ed (Birmingham University (1984 – 1988)

National Award for SENCo (Exeter University, 2010 – 2011)

The advocate for SEN on the SLT and line manager of the SENCo is Mrs S Hanson, Pastoral and Operations Manager.

## 2. Introduction and definition

In order to meet the legal provision for students with SEND, the Governors of Parkfield School agree on this written policy statement on special needs.

This policy document is linked to and supported by many other School policies, as listed above. It is also supported by the Special Educational Needs and Disability Information Report which is available on the school website and the Local Offer, which is available on the Bournemouth Borough Council website.

*'A pupil has special needs where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.'* Special Educational Needs and Disability Code of Practice, 2014.

Children are not regarded as having a learning difficulty solely because the language used in their home is different from the language in which they will be taught. However, support will be available and should a student have difficulties not related to their second language skills, these will be identified and met under the Special Educational Needs and Disability policy (SEND).

Special educational provision means provision which is additional to, or otherwise different from the educational provision made generally for students of their age in academies and schools (other than special schools) in the area.

## 3. Aims

**At Parkfield School we aim to promote the successful inclusion of students with SEND.**

We recognise the value and potential of all our children and young people by nurturing them as individuals with their own needs and preferred learning styles. We welcome students identified as having special educational needs or disabilities.

As an inclusive school we are committed to an integrated approach to learning and believe that we have a shared responsibility to ensure that each student is appreciated and nurtured. We consider every teacher to be a teacher of every student, including those with special educational needs and disabilities. We demonstrate this through our attitudes and practice and by being a welcoming and empathetic school community. We recognise the importance of establishing effective links between home and school and our wider community. We want all students to do well and we will ensure that a student with special educational needs has access to a range of specialist support services which meet their individual needs. This includes links to health and social care, educational support services and external support groups.

We seek to provide maximal opportunities for all our students ensuring that we raise aspirations and expectations across the whole range of abilities including students with SEND. Our firm belief is that all students should be valued equally, irrespective of their differences, but at the same time we appreciate the need for treating them all as individuals.

It is our intention to promote and develop a whole-school policy at Parkfield School through which we can promote inclusion and provide the appropriate support to ensure that all students achieve their full potential and prepare for adult life through effective learning.

We aim to achieve a community where parents, those working in school and specialists have a mutual trust and confidence in each other, created through clear, consistent approaches to communication and collaborative working, to ensure the best outcomes for students with SEND.

We aim to provide all children, including those with special educational needs and disabilities, with a broad, balanced academic and social curriculum, which is accessible and ensures they are included in all aspects of school life, feel equally valued and part of the school community and to become confident, independent individuals living fulfilling lives and who make successful transitions to their next phase of education or employment.

#### **4. Objectives**

To ensure that Parkfield School uses its best endeavours to ensure:

- that we establish a fully inclusive school, eliminate prejudice and discrimination and create an environment where all students can be happy, flourish and feel safe.
- students with SEND are the shared responsibility of all staff in line with the SEND Code of Practice (2014) and the Standards for Teachers (2014).
- that all students have a broad and balanced curriculum which is differentiated to enable maximum progress.
- that we identify a student's SEN at the earliest point and make effective provision.
- that there is a flexible, graduated structure of provision, according to the SEND Code of Practice 2014, and appropriate resourcing for meeting SEND.
- students with SEND receive inclusive education where their needs are met within the least restrictive environment with particular regard to the Special Educational Needs Code of Practice, 2014, and the Equality Act, 2010.
- parents are involved as partners in the education of their children and are encouraged to participate as fully as possible in decisions and are provided with the information and support necessary to enable this.
- that we support students to participate in discussions, express their views and be fully involved in decisions which affect them, encouraging them to become increasingly effective self-advocates.
- that children and young people with SEND are able to engage fully in activities alongside students who do not have SEND.
- that we work in close partnership with a range of specialists and professionals to enable us to provide effective targeted support.
- that teachers fully understand that they are responsible and accountable for the progress and development of all children in their class, including where they access support from teaching assistants or specialist staff.
- that all students receive appropriate educational provision through a broad, balanced curriculum that is relevant and differentiated and that demonstrates coherence and progression in learning through high quality teaching.
- that we provide targeted support, advice and training for all staff working with students with SEND, enabling them to adapt teaching to respond to the strengths and needs of all students.
- that all governors and staff have maximum awareness of SEND and appropriate training to enhance their professional skills.

## 5. Identification, assessment and provision for students with SEND

### 5.1 Identification

A student has SEN where their learning difficulty or disability calls for special educational provision to be made for them. The SEND 0 – 25 Code of Practice states that a child has a learning difficulty or disability if he or she:

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

This provision is different from or additional to that normally available to students of the same age. For some students, SEN can be identified at an early age, however, for other children and young people, difficulties become evident only as they develop.

The identification of SEND is built into the overall approach to monitoring the progress and development of **all** students. Class teachers will assess each student's skills and levels of attainment on entry, building on information from previous settings. Class teachers make regular assessments of progress for all students identifying in particular where students are making less than expected progress given their age and individual circumstances. Where a student's progress is causing concern, this may be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the student's previous rate of progress
- fails to close the attainment gap between the student and their peers
- widens the attainment gap

It can include progress in areas other than attainment – for instance where a student needs to make additional progress with wider development or social needs.

#### **Broad areas of need as outlined in the SEND Code of Practice (2014)**

These four broad areas give an overview of the range of needs that the school plans for and not to fit a student into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time.

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and/or Physical needs

We work closely with the partner primary schools through visits, gathering information about the current provision for students with SEND and their needs. There is a programme of induction, initial testing and ongoing assessment as required. Students with programmes of work are regularly assessed for review purposes and parents/carers involved. The Vice Principals for Primary and Secondary as well as the Pastoral and Operations Manager work with the SENCo to ensure that transition is planned, mapped and reviewed.

## 5.2 Provision

The School follows the graduated approach to SEND support. This takes the form of a four-part cycle of 'assess – plan – do – review'. Decisions and actions are revisited, refined and revised as it becomes clear what supports the student in making good progress and securing good outcomes. The School draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of students.

## 5.3 A Graduated Approach to SEND Support

Parkfield School uses a graduated approach to the assessment of and intervention for SEND.

Wave 1 High quality teaching

Wave 2 Intervention, class level, small group or occasionally individual level

Wave 3 Highly personalised intervention for students on the SEND register receiving SEND Support and with Individual Education Plans (IEPs) or SEN Support Plans (SSPs).

All teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from Learning Support Assistants or other specialist staff.

However, additional intervention and support cannot compensate for a lack of high quality teaching.

High quality teaching which must be differentiated for individuals (Wave 1) is targeted at the student's area of weakness.

Parkfield School regularly and carefully reviews the quality of teaching for all students, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEND most frequently encountered.

If progress continues to be less than expected, the SENCo will liaise with the teacher and assess whether the student has SEND. This includes the SENCo considering all of the information gathered from within the school about the student's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials, consultation with parents and the student. For higher levels of need, the school draws on more specialised assessments from external agencies and professionals as appropriate.

Concerns raised by parents and the student will be listened to and addressed using the school's graduated approach to the identification of SEND.

## 5.4 Learning Support Referral

A student's difficulties are recorded on the Code of Practice register in line with the Student Level Annual School's Census (PLASC) system of categorisation. Students are also placed on the Parkfield School SEND Register as either SEN Support or as Statemented/Education, Health and Care Plan. These students will receive Wave 3 (highly personalised) level of support.

Those students who are not listed on the SEN Register but are receiving intervention, will be listed on a separate Wave 2 (additional intervention) register

## **6. Managing Students' needs on the SEN register**

### **6.1 Reviewing SEN Support**

The effectiveness of the support and interventions and their impact on the student's progress will be reviewed each term. The review process, led by the SENCo in conjunction with class teachers and learning support assistants, will include an evaluation of the impact and quality of the support and intervention and the views of the child and their parents. This review will then feed back into the analysis of the student's needs. The class teacher, with support from the SENCo where needed, will revise the support in light of the student's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and student.

The school can request specialist involvement, regardless of whether a student is on the SEN register, for advice regarding early identification and effective support. The school will consider involving specialists, where, for example, a student continues to make less than expected progress, despite additional provision targeted at their area of need. Parents will always be involved in any decision to involve specialists along with the student's teacher and in appropriate cases, the student them self. It is the SENCo's role to contact any specialists and ensure that what was discussed or agreed is recorded, shared and understood by parents and staff who teach and support the student.

#### **Examples of specialists that can be accessed by the school**

- Educational Psychologists (EP)
- School Nurse
- LA SEN Inclusion Team
- Speech and Language therapists
- Occupational therapists and physiotherapists
- Referral by EP or School Nurse to the Child and Adolescent Mental Health Services (CAMHS)

In some cases, there is a charge for accessing specialist agency support; funding for which comes from the school's notional SEND budget and will be monitored by the SENCo and Principal. Where students are made subject to an EHC plan or Statement of SEN, the school will work in close partnership with any specialist named.

### **6.2 The Local Authority SEN Support Plan and Education Health and Care Plan process**

Where the special educational provision required to meet the student's needs cannot reasonably be provided from within the resources normally available in the school, the SENCo, in consultation with parents, will consider requesting a LA SEN Support Plan or EHC plan integrated assessment from the Local Authority. Very few students at SEN Support will require an LA SEN Support Plan. To inform this decision, the SENCo will have close regard to the Local Authority's criteria for funding through an LA SEN Support Plan or for an EHC Plan. This can be found on the Bournemouth Local Offer website (see link on School website) along with information on the EHC plan integrated assessment process. This will be shared in full with parents to ensure they are confident and clear about the process and how they will be involved in it.

## 7. Criteria for removing students from the SEN Register

In consultation with parents, the student will be considered for removal from the SEND record where he / she has made sustained, good progress such that:

- the student betters the previous rate of progress and has sufficiently closed the attainment gap between them and their peers of the same age
- a child's wider development and /or social needs have improved and progress in the targeted area is considered to be sustained
- additional SEN provision is considered to be no longer required to ensure this progress is sustained.

## 8. Supporting students and families

Parkfield School is fully committed to a meaningful partnership with parents of children with special educational needs where they can be as fully involved as possible in decisions and are provided with the information and support necessary to enable participation in those decisions.

The school will do this in the following ways by:

- always making parents feel welcome and actively listening to their concerns, wishes and aspirations for their child, instilling confidence and building effective partnerships.
- providing information for parents in an accessible way.
- publishing how the school implements the SEND Policy on the school website through the SEND information Report (Regulation 3) (2014) and as part of the school's contribution to the Local Offer. <http://www.parkfieldschool.org/about-parkfield/special-educational-needs.html>
- teachers' information meetings with parents, in addition to parent evening appointments, to discuss concerns regarding a student's progress raised either by the class teacher or the parents themselves.
- the SENCo inviting parents of children with SEND termly to set and review IEPs / SSPs, the outcomes of support, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the student and the school. This termly review meeting will provide an opportunity for the parents and students to share their views. This meeting will be in addition to parents' evening meetings but is usually supported by the class teacher.
- a record of the outcomes of the termly review meetings, action and support agreed being kept and shared with all the appropriate school staff and a copy being given to parents.
- the SENCo being available for a meeting by appointment through *e.g. the school office or by email*.
- supporting and guiding parents in ways that they can help with their student's learning and development at home.
- supporting with admissions and transition arrangements for students with SEND. Students with SEND will have equal access in the school's admissions policy.
- the SENCo ensuring that students are assessed and receive the appropriate access arrangements for examinations and assessments.

## **8.1 Admissions arrangements**

No student will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

The School applies SENDA (2001), which puts institutional responsibilities on schools and Local Education Authorities. These key duties are reinforced in the Equalities Act (2010) and the Children and Families Act (2014). They are:

- to prevent discrimination and to promote disability, equality and equality of opportunity.
- to make reasonable adjustments, including the provision of auxiliary aids and services for disabled students, to prevent them being put at a substantial disadvantage.

The school provides facilities to give access and full inclusion to physically disabled students.

The SEND department aims to cater for a wide range of SEND, with appropriate support from the Local Authority.

## **8.2 Partnership with students**

All students, including those with SEND, are fully involved in all aspects of their life at Parkfield School. Wherever possible, students with SEND are actively involved, at an appropriate level, in discussions about their SSPs or IEPs.

## **8.3 Partnership with parents/carers**

Parents/Carers are invited to be involved in the progress of their child through meetings, emails, letters and phone calls.

## **8.4 Partnership with the Local Authority**

Whilst Parkfield School is an academy and therefore independent of Local Authority control, there is an obligation to work in partnership with the Local Authority in matters concerning students with SEND. The School has to inform the Local Authority of any major changes that are needed to a student's Statement of SEND or Educational Health and Care Plan.

## **8.5 Partnerships with primary schools**

Communication and sharing of ideas is vital for a smooth transition of students moving from primary to secondary education. The SENCo liaises with the primary SENCos in order to receive vital information on special needs and provision in order to ensure support is targeted at an early stage.

## **8.6 Links with other agencies**

Throughout the year, the students' progress is reviewed with parents. When appropriate, other agencies visit the School to assess the students.

## **9. Supporting students with medical conditions**

Parkfield 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.

Some students may also have special educational needs and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision, and the SEND Code of Practice (2014) will be followed.

Full details of how the school supports students with medical conditions can be found in the school [policy for supporting students with medical conditions](#)

## **10. Monitoring and evaluation of SEND**

The school regularly and carefully monitors and evaluates the quality and effectiveness of provision for all students including those with SEND. This is done through regular scrutiny and analysis of data related to the achievement of students with SEND, discussion with class teachers and Learning Support Assistants, evaluation of the effectiveness of interventions, learning walks, work scrutiny, observation and sampling of parent and student questionnaires. The SEND Governor also has a role in scrutinising the school's self-evaluation of the achievement of students with SEND as part of the Governing Body's duty to monitor the effectiveness of the school's SEND Policy in practice.

## **11. Training and resources**

### **11.1 Training**

The SENCo initiates and plans whole-school training on specific special needs and this is carried out in conjunction with the Principal. The SENCo also offers support and guidance with differentiation and strategies to improve outcomes for students with SEND to individual teachers and departments on a formal and informal basis, as required.

In addition, the SENCo works closely with the learning support assistants and offers individual support and guidance as required.

Throughout the academic year, all staff have access to the SEN registers, students in receipt of Pupil Premium, students who are "Looked After", students with English as an Additional Language (EAL) and young carers.

Training needs of staff are identified through the school's self-evaluation and performance management processes.

All teachers and support staff on taking up a post are made aware of the school's SEND policy and are updated regularly on the changes to the SEN register. New staff will meet with the SENCo who will explain the school's practice and procedures regarding SEND and will discuss the needs of individual students.

The SENCo regularly attends the LAs SENCo network meetings in order to keep up to date with local and national updates in SEND.

The SENCo also has Nasen membership and along with other staff attends the annual SEND conference.

## **11.2 Funding for SEND and allocation of resources**

Parkfield School is funded directly from central government through the Education Funding Agency (EFA). The school's General Annual Grant is used to make general provision for all students in the school including students with SEND. In addition, every school receives an additional amount of money to help make special educational provision to meet children's SEND. This is called the 'notional SEND budget'.

The amount in this budget is based on a formula which is agreed between schools and the Local Authority. If the school can show that to meet the needs of a student with SEND costs more than £6,000, eg if a student has a statement, we can apply to the Local Authority for top-up funding to meet the cost of that provision. Where the LA agrees that the school's request for top-up funding meets the agreed criteria, the additional costs are provided from funding held by the Local Authority. Schools will be expected to use this funding to make provision for that individual student.

The school may use Pupil Premium funding where a student is registered as SEND and is also in receipt of the Pupil Premium grant to address the needs of these students and enhance learning and achievement.

## **12. Roles and responsibilities**

### **12.1 SENCo**

The SENCo has an important role to play with the Principal and Governing body in determining the strategic development of the SEND policy and provision in the School. In addition, the SENCo has day-to-day responsibility for the operation of the SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have Education and Healthcare Plans or Statements. The SENCo provides professional guidance to colleagues and will work closely with staff, parents or carers and other agencies. The SENCo is aware of the provision in the Local Offer and works with professionals, some of whom work within the School, providing a support role to families to ensure that students with SEND receive appropriate support and high quality teaching.

The key responsibilities of the SENCo are taken from the SEND 0- 25 Code of Practice (2014) and include:

- overseeing the day-to-day operation of the school's SEND policy and procedures
- coordinating provision for students with SEND
- analysing relevant data for SEND students and ensuring that provision is linked to effective progress
- liaison with and supporting and advising class teachers
- delivering school INSET
- managing the team of Learning Support Assistants
- advising on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- liaising with parents of students with SEND and setting up termly review meetings
- setting up Annual Reviews of Statements and EHCPs
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the Local Authority and its support services

- liaising with potential next providers of education to ensure a students and their parents are informed about options and a smooth transition is planned
- working with the Principal and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- liaising with the relevant Designated Teacher where a looked after student has SEND advising a on the graduated approach to providing SEN support
- ensuring that the school keeps the records of all students with SEND up to date

## **12.2 The Governing Body**

The Governing body's responsibilities are to:

- determine the school's general policy and approach to provision for students with SEND.
- establish appropriate staffing and funding arrangements.
- appoint a link governor with special responsibility for SEND to monitor closely provision in the school and to ensure that the full Governing Body is kept informed of how the school is meeting the statutory requirements.
- oversee the SEND budget in consultation with the appointed SEND Link Governor, the Principal, senior leadership team (SLT) and the SENCo.
- ensure that there is a strategic approach to meeting SEND requirements in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium.
- publish information on the school's website about the implementation of the school's policy for students with SEND.
- review and update annually the SEND policy and ensure that any changes to the information occurring during the year will be updated as soon as possible.

## **12.3 The Principal**

The Principal is the SLT advocate for SEND. He will:

- manage all aspects of the School's work, including provision for those students with SEND.
- manage the SEND budget in consultation with Governors, SLT and the SENCo.
- ensure that the SENCo has sufficient time and resources to carry out her functions. This will include providing the SENCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.

The name of the person responsible for meeting the needs of students with medical conditions is Mrs Sam Hanson (Pastoral and Operations Manager).

## **12.4 Teaching Staff**

'Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff.' (SEND Code of Practice, 2014)

SSPs are available to all secondary staff and IEPs are available to all primary staff for students receiving SEND Support, so that they are aware of a student's learning programme and of the individual targets that have been set.

## 12.5 Learning Support Assistants

The key responsibilities of the Learning Support Assistant is:

- to support the provision of SEND within the school.
- to follow support programmes and intervention programmes set by the class teacher/SENCo/outside agencies.
- to keep records and monitor students' progress using the procedures employed by the school.
- to help and assist students with SEND, either individually or as part of a group.
- to hold regular informal discussions with staff on a day-to-day basis.
- to support planning for differentiation in class and for intervention programmes.
- to prepare resources to support the learning of students with SEND.
- to ensure that students with SEND can access learning activities.
- to support the SENCo/class teacher with the writing of IEPs/SSPs.

## 13. Storing and managing information

All records containing sensitive information relating to the special educational needs or disabilities of students in school will be treated as highly confidential and be securely placed in a locked cabinet when not in use. When the child moves to the next phase in education the SENCo from both schools will meet in order for transition to be smooth and needs to be continuous.

## 14. Reviewing the policy

The Governing body will review this policy annually after consultation with the Principal, SLT, the SENCo and the Governor responsible for SEND.

## 15. Accessibility

The school publishes an [accessibility plan](#) which sets out how we will increase access for disabled pupils to the curriculum, the physical environment and information.

The school's accessibility plan sets out how the Governing Body will promote and improve access to education for disabled students through:

- increasing the extent to which disabled students can participate in the **school curriculum** i.e. teaching and learning, participation in after-school clubs and school visits.
- improving the **environment** of the school to increase the extent to which disabled students can take advantage of education and associated services i.e. improvements to the physical environment of the school and physical aids to access education.
- improving the delivery to disabled students **of information** which is provided in writing for students who are not disabled e.g. handouts, timetables, textbooks and information about school events.

## **16. Dealing with concerns and complaints**

Parkfield School is committed to working in close partnership with all members of the school community. The school places great value on the role which parents and carers can play in supporting their child's learning. Staff and governors actively encourage a positive relationship between the school and families.

It is recognised that parents of children with SEND may, from time to time, have particular concerns regarding their child's individual needs. The School acknowledges the difference between a concern and a complaint; however, within the [complaints policy](#), the first course of action is to resolve the concern/complaint informally. Concerns will be dealt with by school as quickly, sympathetically and effectively as possible.

The school will provide information about the Parent Partnership Service to all students with special needs.

Bournemouth LA has made arrangements for the appointment of independent persons with a view to resolving or avoiding disagreements between authorities and parents of students with special educational needs.

Details of how to access this disagreement resolution service can be obtained from the LA and support given in accessing the information.

## **17. Bullying**

We are an inclusive school and work every day to create a safe, secure and happy environment for all of our students, where everyone is accepted for who they are and where the differences between us are valued and celebrated.

At Parkfield School, bullying is not tolerated. We are aware, however, that some students with SEND may be particularly vulnerable to bullying. In order to mitigate this, we are especially vigilant and plan in opportunities through, for example, assemblies and within lessons, to promote a greater understanding of issues related to SEND. We also find opportunities to promote positive disability through posters, visitors to the school, books and within the curriculum itself.

As part of planning the support and provision for student's SEND, we will always look to promoting student's independence and resilience and closely monitor student's well-being outside as well as within the classroom. Through the school's safeguarding arrangements, we will reinforce the safe use and understanding of social media and, where necessary, provide specific tuition in this area for students and parents.

More information is available in our [Preventing Bullying Policy](#)

### **Parkfield School SEND Policy:**

First Published:                      September 2013

Ratified by the Governing Body: 26 February 2015

\_\_\_\_\_Principal

\_\_\_\_\_On behalf of the Governing Body

Policy Review date: Spring 2016.