



The Parkland Federation

SEND Policy Summary

A child or young person has a special educational need (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

Our Inclusion Team includes:

Miss Alex Jewell - SENCo/Assistant Head of Schools
Mrs Rachel Moran - Deputy SENCo
Mrs Alison Das - Assistant Head of Schools/Pastoral Lead
Mrs Dawn Wingett - Family Support Worker
Miss Joanne Hollobone - Behaviour & Learning Mentor
Mrs Lisa Taylor - Behaviour & Learning

Four Broad Areas of Need

Communication and Interaction
Cognition and Learning
Social, Emotional and Mental Health
Sensory and Physical

We work closely with staff, parents, outside agencies and professionals. We involve children to ensure they have a voice in their support, provision and targets.

Identifying and Assessing SEND

- The first response to less than expected progress will always be high quality teaching targeted at the pupil's area of weakness/development.
- If child is identified as needing SEND support, the class teacher and the SENCO will carry out a clear analysis of the pupil's needs.
- We recognise that parents know their children best and listen and understand when parents express concerns about their child's development. We also listen and address any concerns raised by children themselves.
- Where it is decided to provide a pupil with SEND support the decision will be recorded in school records and we will formally notify parents.
- SEND support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes.

SEND Support

APDR - Assess, Plan, Do, Review
ANP - Additional Needs Plan
EHCP - Education, Health and Care Plan

Graduated Approach

SEND support takes the form of a four part cycle: assess, plan, do and review. Decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. Watch a video [here](#).

Teaching and Learning

All pupils have access to a broad and balanced curriculum. We set high expectations for all pupils whatever their prior attainment and we use assessment to set targets which are deliberately ambitious. Lessons, the curriculum and the environment is adapted or made accessible for pupils with SEND. Some children need educational provision that is additional to or different from this and we use our best endeavours to ensure that such provision is made for those who need it. We do what is necessary to enable children to develop, learn, participate and achieve the best possible outcomes.