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**Park Road Support Centre Special Educational Needs Policy (updated)**

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| Drafted by: | Jane Smalley  |
| Reviewed by: |  |
| Approved on:  |  |
| Last review date: |  |
| Next Review: |  |

**What types of SEN do we provide for?**

Park Road Support Centre is an off-site education base for pupils aged between 11-16 years. Our pupil’s identified needs are in the areas of communication and interaction - autistic spectrum condition and language difficulties- alongside social, emotional and mental health difficulties. In addition, pupils may have sensory sensitivities or sensory processing difficulties which are a barrier to them attending a mainstream school site. All our pupils will have average or above average cognition and learning abilities.

All pupils who attend the centre will have an Education Health and Care Plan (EHCP).

The admission arrangements for our pupils can be found on our website within the admission policy.

**What is our approach to teaching pupils with SEN?**

We aim to create a learning environment that is flexible enough to meet the needs of all learners, while structured to enable predictability for the students. We continually track and assess the progress of each individual to ensure learning can be adapted and targeted where necessary.

We engage with students to understand their curricular and social needs. All learning activities within class are planned at an appropriate level, so that all learners are able to access the curriculum according to their specific needs.

Our provision is based on a strong vision that our holistic, aspirational approach to education enables our students to make a positive contribution to school and to the community. We believe that learning should:

• Engage and excite

• Ensure individuals develop a full range of academic, functional and independence skills

• Allow for skills and knowledge to be acquired and consolidated in a range of contexts and environments.

• Cater for a range of learning styles- Visual, Auditory, Kinaesthetic, & Tactile

• Fully prepare pupils for future success

 **How do we adapt the curriculum and learning environment?**

Our aim is for the environment at the centre to be an enabling one. Rooms in the centre are clearly defined and labelled by subject area and we provide information appropriate to each pupil in the form of lesson plans, visual timetables etc. Pupils are provided with resources to promote their success such as individual workstations, ICT equipment etc, as required. We carefully consider the sensory environment at the base and carry out regular sensory audits of the building and of our pupil’s needs.

We ensure National Curriculum coverage and adapt and differentiate it to meet the needs of our learners. At Key stage 3 we teach a full broad and balanced curriculum to all learners. At key stage 4 we teach a range of core subjects (English, Maths, Science and PHSE) and optional subjects (including film studies, art, photography and humanities) as well as ensuring that learning is embedded throughout students’ timetables.

Our curriculum is also enriched with opportunities to learn in a variety of settings such as:

* Community Farm
* Riding Stables
* Sensory room
* Forest School
* Allotment

Our curriculum is responsive to individual students, engaging them through their special interests wherever possible. Our aim is to provide opportunities based on the individual young person, for example, early access to qualifications when the pace of progress allows.

Further information can be found on our website in the following policies:

• Curriculum

• Teaching and Learning Policy

**How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?**

As a centre, we aspire to take part in local community-based projects including working with other schools within the Frome Learning Partnership (FLP). Through the FLP we are able to access various events such as those led by ‘Jackdaws’, a locally based music charity.

Our students also interact with other young people through our work experience program and our commitment to volunteering for Fair Frome.

 **How do we consult parents of pupils with SEN and involve them in their child’s education?**

At Park Road Support Centre parents are fully included in the process of working with their children/young adults. This includes:

• Initial visits to school

• Introductory meetings

• Home visits

• Weekly report to parents

• Weekly keyworker contact for information exchanges and key messages

• Half termly parental coffee mornings

*•* Parent/Carer and teacher meetings including update from professionals

• Annual Review meeting and report

• Parental representation on Management Board

• Parent involvement in changes in school through informal and formal consultation. This has included co-authoring of this SEN policy, plus other policy documents.

 **How do we consult pupils with SEN and involve them in their education?**

 All children and young people who attend Park Road Support Centre are treated with dignity and respect. There is full personalisation for the curriculum for each student in order that they can access and experience success throughout their time at here.

Students have daily keywork sessions with staff where there is the opportunity to discuss any issues that may have arisen.

At Park Road Support Centre there is a weekly student council meeting where matters such as the choices of school trips, ideas for charity events and clubs are suggested and discussed by the students with support from the staff. Our students are also playing an active and enthusiastic role in the redesign and refurbishment of the building.

The assessment and annual review process of EHC Plans includes the choices and views of pupils/student. Our review meetings are person-centred and are held with the aim of maximising student and parent participation.

At KS3 pupils experience a fully broad and balanced curriculum to enable them to make informed choices about their GCSE subjects.

 **How do we assess and review pupils’ progress towards their outcomes?**

We have a cycle of assessment activities which assess our pupils to ensure that they make rapid and sustained progress depending on their individual starting points. We audit a pupil’s strengths and needs each year in relation to progress they made during the previous year

We use a range of assessment tools to monitor and track our pupils progress (social and academic) including:

* Autism Education Trust Progression tool
* York Assessment of Reading Comprehension
* British Picture Vocabulary Scale
* Boxall Profile

Further information can be found on our website in the Assessment Policy

**How do we support pupils moving between different phases of education?**

When a student is placed at Park Road Support Centre they have the opportunity to visit the centre prior to attending to meet centre staff and see the site. Where the transition to Park Road is planned there are meetings between centre staff and the current educational placement to share knowledge of the young person and plan transition. Where a young person has been out of education their transition into Park Road is planned by centre staff in cooperation with the young person and their parents/carers.

Students are supported in planning for their transition from Park Road Support Centre to the next stage in their lives. Students have planned transition to enable them to move forward successfully. Park Road students have successfully moved on to mainstream school post 16, specialist provision post 16, FE colleges, apprenticeships and into full time work. Preparation is evident across both our curriculum and within PHSE and PD sessions.

Time is made for key staff to be available during transition to different establishments to ensure that the new stage has time to benefit from the knowledge and experience of PRSC staff and a comprehensive handover can take place.

**How do we support pupils preparing for adulthood?**

At Park Road Support Centre we strongly believe that all of our pupils should aspire to be valuable contributing members of the local and wider community.

Students are supported in planning for their transition from Park Road to the next stage in their lives. Students have planned preparation to enable them to move forward successfully into adult life. Preparation is evident across both our curriculum and within PSHE and Personal Development sessions. We support pupils to develop a wide range of life skills including cooking, budgeting, shopping and work experience/observation.

At Park Road Support Centre we place a high importance on preparing our students for:

• Moving into employment

• Future learning

• Managing and living their lives

• Self-development and personal skills

• Citizenship and Community contribution

PRSC runs a work experience program for Y11 students, giving them insight into a wide range of job roles. This also gives them a supported opportunity to engage with employers and ask questions to gain further awareness of how the world of employment works.

**How do we support pupils to improve their emotional and social development?**

We are an inclusive school that holds a child’s emotional and spiritual development as a priority. The Head of Centre has overall responsibility for the social, moral, spiritual and cultural care of every child in the centre

Park Road Support Centre also has access to Boxall profile assessments for students. The Boxall Profile is an assessment of children and young people's social, emotional and behavioural development.

The two-part checklist, completed by staff who know the young person, identifies the levels of skills the young person possesses to access learning.

The school Anti-Bullying Policy can be found on the school website. Parents can also contact the school office for a paper copy.

**What expertise and training do our staff have to support pupils with SEN?**

Park Road Support Centre is highly committed to ongoing training of staff. We track all staff training ensuring it is up to date and statutory duties are met. All staff have clear job descriptions which detail the required qualifications for each post in school. Training is specifically related to the needs of learners in our school and also as required by statutory guidance.

 Our annual Continued Professional Development (CPD) program is made up of compulsory and optional CPD as outlined in our CPD timetable.

At Park Road Support Centre we believe that:

• Good-quality CPD develops individuals and makes a measurable and significant contribution to school improvement.

• CPD should provide our staff with the freedom to innovate and try out different interventions to meet the needs of our pupils

• Professional learning is most effective when teachers collaborate and share practice. Weekly staff meetings are used for cascading training, sharing good practice and cooperating to give students best outcomes.

Our staff continue to gain a range of certificates to mark their commitment to courses such as Autism Education Trust qualifications, Forest School leader, Emotional Literacy Support , Paediatric First Aid First Aid, Teaching the Traumatised Child, LGBTQ+, Bereavement support, Mental Health first aid and External Visit Leader.

We continue to commit to having qualified trainers in school for courses such as Team Teach and PREVENT training.

**How will we secure specialist expertise?**

Park Road Support Centre supports its staff to access a wide range of information on appropriate interventions for pupils with different types of need, and to access associated training to ensure they have the necessary knowledge and expertise.

All Park Road staff have been trained in and have experience of the EHA process and how best young people can access specialist expertise.

We also secure specialist expertise through ensuring:

• Support from external agencies up-skilling staff.

• Bespoke training appropriate to meet the needs of our learners

• Support from other agencies such as Speech and Language, Occupational therapy, Physiotherapy and Advisory Teachers

• Specialist teachers and tutors leading specific areas of training to up-skill other staff e.g. Team Teach

Professional partners such as Integrated Therapy Service (ITS) are involved in working with students, training staff, designing and monitoring specialist programmes and reporting to families.

**How will we modify the environment to support pupils with SEN?**

Park Road Support Centre is fully accessible for wheelchair users being on one level.

We consider the effects of both the physical and sensory environment on pupils’ wellbeing. Where possible students are enabled to work more effectively by removing potential sensory distractions. Visual cues such as objects, symbols, pictures or written words to support students understanding of an activity can be used where they are of assistance.

All students will have access to a safe place while at Park Road Support Centre.

All parents and families are welcome to visit the centre prior to their child or young person attending the centre. We welcome the opportunity to show others our calm and purposeful centre.

**How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?**

As a school we work closely with any external agencies that we feel are relevant to supporting individual children’s needs within our centre including:

* GPs
* CAMHS (Child and Adolescent Mental Health Service)
* clinical psychologist
* paediatricians
* speech and language therapists
* occupational and physiotherapists
* social workers
* educational psychologists
* specialist advisory teachers.

The staff at Park Road Support Centre generally co-ordinate other professional meetings when the above can be involved. These include Annual Reviews and Parents evenings and Team Around the Child or Family meetings.

**How do we evaluate the effectiveness of our SEN provision?**

Staff and our Management Committee regularly undertake the evaluation of the centre and its effectiveness culminating in a summary self-evaluation. This is shared and scrutinised by the Management Committee who analyse and challenge where appropriate.

The Management Committee and whole staff are involved in the review and revision of the Centre Development Plan (CDP) on an annual basis, during which judgements are made of the achievements of the Centre, the impact on the pupils and this provides information for future targets.

On a termly basis, data is collected and analysed. This analysis helps to shape the pupil progress meetings, which in turn inform planning, to ensure that the needs of all pupils are met.

 Strengths and Needs analyses are carried out on entry to the school with parents/carers and other placement views are also taken into consideration, when carrying out these baseline assessments.

There are formal opportunities for parents to discuss their child’s progress, but they will always have the opportunity to come into the centre to talk over any concerns, issues or find out more about the provision for their child.

**How do we handle complaints from parents of children with SEN about provision made at the centre?**

The complaints procedure is available on the website and in paper form by request

 If you would like to contact the Management Board please telephone the centre on 01373 472417 or email:- JLNicholls@somerset.gov.uk

 **Who can young people and parents contact if they have concerns?**

As a staff team, we work hard to be in effective communication with students and their families and to listen and respond positively to any concerns brought to our attention. We are committed to taking all concerns seriously and endeavour to be open and accessible so that concerns can be raised and dealt with easily.

 If the situation arises where families have a concern about the provision being made for their child or the impact of that provision we suggest that in the first instance young people and parents talk to keyworkers at Park Road Support Centre. If Sufficient reassurance is not given, in the next instance they should talk to the Head of Centre. If they are still not satisfied they should consult the centres’ Complaints Procedure.

**What support services are available to parents/carers?**

Parents/carers can access support for themselves and their children by contacting;

* SENDIAS (support for carers of pupils with additional needs)
* <http://www.somersetsend.org.uk/welcome/>
* The National Autistic Society
* <https://www.autism.org.uk/>
* FAST (Frome Autism Support Team, our local carers support group)
* <https://somersetparentcarerforum.org.uk/f-a-s-t-group-frome/>
* CAOT ( The Children's Autism Outreach Team - part of Children’s Social Care)
* Parental coffee mornings at PRSC

**Where can the LA’s local offer be found? How have we contributed to it?**

Somerset’s local offer details all Somerset can offer pupils and parents of children with special educational needs.

Somerset’s local offer can be found at

<http://www.somersetchoices.org.uk/family/informationand-advice/somersets-local-offer/>