Alfreton Park School

Happiness and Wellbeing at Our Roots

Special Educational Needs and Disabilities Policy

Date	Review Date	Headteacher's Signature
September 2026	September 2027	J O'Donnell
Governors minute number:	26/14	

Chair of Governors:

Headteacher: Josie O'Donnell

Deputy Headteacher: Emma Durham

Contents

1. Aims and objectives 3

2. Roles and responsibilities 4

3. Vision and values 6

4. Legislation and guidance 7

5. Inclusion and equal opportunities 7

6. Definitions 7

7. SEND information report 9

8. Our approach to SEND support 9

9. Expertise and training of staff 10

10. Links with external professional agencies 10

11. Admission arrangements 10

12. Complaints 11

13. Monitoring and evaluating arrangements 11

14. Links with other policies and documents 11

Aims and objectives

At Alfreton Park School, we ensure that we implement and adhere to national legislation and guidance regarding pupils with SEND, including the SEND Code of Practice and the Children and Families Act 2014. We are committed to offering a range of inclusive curriculums that ensures the best possible progress for all of our pupils whatever their needs or abilities. Alfreton Park is a day school for children and young people between the ages of 2 and 19 years, who have severe, profound and/or complex learning difficulties. Some pupils may present with specific areas and/or particular areas of need, such as autism, sensory impairments, physical disabilities, speech and language needs or emotional and behavioural difficulties.

Our SEND Policy contributes to a clear and shared vision of our purpose in learning. This enables the school to effectively meet the needs of all pupils in the fulfilment of our aim to welcome and develop partnerships with parents, carers and a range of professionals with whom we can share advice and develop best practice, so that we may;

• prepare pupils for their future lives

• enable pupils to be happy, successful and keen to learn

• provide our pupils with a variety of quality educational experiences in all aspects of life

• enable pupils to develop effective communication skills, in order to express thoughts, feelings and choices

• provide a safe and happy environment in which pupils can work towards achieving their best

• enable pupils to build in confidence, develop self-esteem and reliance, and make informed choices

• offer a curriculum that is well researched, broad, progressive and based on statutory requirements, whilst being appropriately adapted to meet the needs of all pupils

• encourage the development of good social skills, so that pupils are able to develop friendships and become sensitive to the feelings and needs of others

• develop the moral, cultural and spiritual awareness of all pupils including preparing them for life in modern Britain through helping them to maintain fundamental British Values.

Our special educational needs and disabilities (SEND) policy aims to ensure that;

- we work with all our pupils in partnership with other agencies, to ensure that needs are met and learning is maximised
- students at Alfreton Park School join in with all the activities of the school, to the greatest degree possible (with reference to an individual's particular need)
- all learners make the best possible progress
- we work closely with parents as partners, to ensure that there is effective communication and a sharing of information between parents and school
- pupils make a successful transition into adulthood.

Roles and Responsibilities

The SENDCo at Alfreton Park School is the headteacher, Josie O'Donnell (01773 483330, headteacher@alfretonpark.derbyshire.sch.uk).

The senior family support practitioner is Sharon Walker (01773 483330, swalker@alfretonpark.derbyshire.sch.uk).

The senior family support practitioner works closely with pupils and their families to ensure they receive the support they need both in school and at home.

The curriculum lead is the assistant head, Leanne Squires (01773 483330, headteacher@alfretonpark.derbyshire.sch.uk).

The careers lead is Peter Csizmadia (01773 483330, info@alfretonpark.derbyshire.sch.uk).

The Governing Board

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND
- Make sure that all pupils from year 8 until year 13 are provided with independent careers advice

The SEND link governor

The SEND link governor is TBC

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

The Headteacher

The headteacher will:

- Work with the SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's budget and any additional funding allocated by the LA to support individual pupils
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when an when an EHC plan needs an early review
- Monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- Regularly co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the teaching staff, identify any patterns in the school's identification of SEN and use these to reflect on and reinforce the quality of teaching.

Class Teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SLT to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents at least annually to:
    - Set clear outcomes and review progress towards them

- Discuss the activities and support that will help achieve the set outcomes
- Identify the responsibilities of the parent, the pupil and the school
- Listen to the parents' concerns and agree their aspirations for the pupil

Parents and Carers

Parents and carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to at least annual meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided, as far as practicably possible for them. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

Vision and values

At Alfreton Park, we will provide all pupils with access to a broad and balanced curriculum. We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential. We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of individual pupils, no matter how varied.

Alfreton Park School's vision is that pupils, staff, families and the local community collectively learn and progress together in a stimulating, safe and supportive environment, reaching their maximum potential in all aspects of their life. We aim to promote independence at every given opportunity in a safe and nurturing environment and see this as a method, rather than just a goal.

Through consultation and direct work with our stakeholders: families, pupils, staff, governors and members of the local community, we encapsulated common views and themes into our three school values;

- We are **caring**
- We are **brave**
- We **aim high**.

Our tag line is 'Happiness and Wellbeing at our Roots' and we firmly believe that pupils who are happy and whose mental health and wellbeing is cared for, will flourish.

Legislation and guidance

Alfreton Park School is bound to the Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The Governance Handbook, which sets out governors' responsibilities for pupils with SEND
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs.

Inclusion and equal opportunities

We strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced, progressive and appropriately challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that all of our pupils are included in all aspects of school life.

Definitions

Special Educational Needs and Disabilities

By definition, a pupil has SEND if they have a learning difficulty or disability that requires special educational provision to be made for them.

A person has a **learning difficulty or disability** if they have:

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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school makes adjustments for pupils with disabilities so that they are not at a substantial disadvantage compared with their peers.

The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.

AREA OF NEED	
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

Levels of support

Education, health and care (EHC) plan

The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the LA (from the high-level needs funding block of the dedicated schools grant).

Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Tracking pupils' progress in a holistic manner, including by using provision maps
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents

Expertise and training of staff

Training will regularly be provided to teaching and support staff. The headteacher will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

Links with external professional agencies

The school will work with external support services such as:

- Speech and language therapists
- Specialist support services
- Educational psychologists
- Occupational therapists
- Physiotherapists
- General practitioners or pediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

Admission arrangements

The headteacher works within the Local Authority admissions criteria for admissions into Special Schools. We do not discriminate against pupils with special education needs or disabilities and our admissions policy has due regard for the Equality Act 2010 and the guidance in the Code of Practice that accompanies the Children and Families Act 2014. Admissions to Alfreton Park School can only occur through close liaison with the SEN Team and Locality Teams at Derbyshire County Council.

Complaints about SEND provision

Where parents have concerns about our school's provision, they should first raise their concerns informally with the class teacher or headteacher. We will try to resolve the complaint informally in the first instance. If this does not resolve the concern, parents are welcome to submit their complaint formally. Please find our complaints procedures on the school website.

Formal complaints about SEND provision in our school should be made to the headteacher in the first instance. They will be handled in line with the school's complaints policy.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

Monitoring and evaluation arrangements

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

Monitoring the policy

This policy will be reviewed by the headteacher annually. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

Links with other policies and documents

This policy links to the following documents:

- SEN information report
- The Local Offer
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy