



## SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

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<b>Person responsible for policy:</b>	Andrée Barnard
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<b>Review date:</b>	June 2024

### **Contextual information about the school's Special Educational Needs and Disabilities**

#### **Provision**

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her." (Code of Practice 2014)

Park Lane is a Special School that currently caters for up to 116 pupils whose ages range between 2-19 years. All our pupils have learning difficulties with the majority having severe learning difficulties. Some pupils have profound and multiple difficulties, with some having additional difficulties including hearing impairment, visual impairment, social and emotional difficulties and some pupils have significant medical conditions. A growing number of pupils are diagnosed as having an Autistic Spectrum condition. Many pupils require augmentative approaches to communication.

The school site is based within the Macclesfield Learning Zone. The lower school pupils are based within the original school buildings and mobile classrooms. The upper school pupils are based in a newly refurbished and extended building located next to the main school building. The curriculum for all pupils is planned to meet the pupils' learning needs but with an increasing emphasis on independence and maturity as the pupils move towards the transition from Park Lane School. Preparing for Adulthood aspects are embedded throughout the curriculum and daily life of all pupils, from the EYFS classes through to the 6<sup>th</sup> Form.

#### **Mission Statement**

Partnership, Learning and Success for All.

#### **Ethos and values**

Park Lane School is committed to providing a safe, secure, enjoyable and stimulating learning environment, which will enable pupils to realise their potential as individuals in society. We do this by providing equal access to a broad and balanced curriculum which:

- meets statutory requirements;

- reflects the cultural diversity of society;
- supports the pupils' social, moral, spiritual and cultural development and prepares them for life in modern Britain
- meets the needs of all pupils
- develops skills for communication & making choices, independence, understanding their strengths and needs and awareness of options for their future, preparing them for adulthood

### **Aims**

- To ensure practice reflects our school mission statement;
- To ensure pupils receive the provision set out in their Education Health and Care Plan
- To identify the changing needs of pupils;
- To respond to these changing needs so that pupils can further develop their potential as individuals.
- To reflect and promote the Authority's Local Offer which is available on the Cheshire East website under Cheshire East Local Offer
- To prepare all pupils for transitioning into adulthood

### **Special Educational Needs Co-ordinator**

The School's Special Educational Needs Co-ordinator is the Headteacher, Ms Lorraine Warmer. She can be contacted at the school:

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Email: [head@parklane.cheshire.sch.uk](mailto:head@parklane.cheshire.sch.uk)

### **Admission Arrangements**

Admission to Park Lane School is arranged by the Local Education Authority in consultation with parents and the Headteacher.

All pupils currently on the school roll have Education, Health and Care Plan.

On receiving each pupil's papers and on first contact with the pupil and their family, we provide opportunity to visit school and meet with the Head Teacher.

We also organise a pre-admission meeting with parents of new children to become familiar with, and to share important information on the new pupil.

Placements may be requested at the School for older pupils e.g. from a family moving into the area or a pupil who is struggling to progress in their current school. A similar admissions procedure is followed.

It is also important to note that pupils can move from Park Lane School to other schools if their academic, social and emotional progress is such that school staff, parents and the Educational Psychologist agree in their judgement that this would benefit the pupil. Reports and views are collected to present to the Area Placement Panel. Park Lane School and the prospective receiving school liaise closely to co-ordinate the transition of the pupils to the receiving school.

On occasions, some pupils may be dual registered between Park Lane School and their local primary school. The children would be registered on both school rolls and these would be named in their EHC Plan. The percentage of time spent in each school would be agreed between

schools, parents and the local authority with the school who receives the pupil for the majority of the time would take responsibility for the pupil, their education and the review of their EHC Plan. Both schools would liaise closely and share targets and progress.

### **Children With Medical Needs.**

The school fully supports pupils who have medical conditions in addition to their SEND, ensuring they have full access to the curriculum. There is a full-time school nurse and nursing assistant onsite throughout the hours the pupils are in school, and they manage pupil's medical needs and gastrostomy feeds. In order for pupils with medical needs to participate fully in educational visits and lessons that use community facilities a number of Teachers and Teaching Assistants have undertaken additional training in order to be able to administer medication and gastrostomy feeds outside of school. For pupils with more complex health needs, such as dependency on oxygen, staff from the Complex Care Team support the pupils within the school setting, working alongside the school education staff, school nurse and health care staff. All medical training is organised or delivered and monitored by the school nurse who oversees the administration of medication in school.

The school has a health suite with an examination room and the nurse has a consulting room next door in which parents and staff can discuss a pupil's health concerns in confidence.

### **Professional Support Staff**

When we have our full complement of staff, there are 2 part time Speech and Language Therapists, 2 part time Physiotherapists, 1 part time Physio Assistant, 1 part time Occupational Therapist contracted by school and access to 1 other through health care. We also have a full-time Nurse and health care assistant.

### **Special Facilities**

The School has a designated room for speech therapy and a medical room. Fixed tracking hoists are available to support staff in the safe and efficient manual handling of our older, bigger pupils when transferring them from one position to another in the upper school hygiene suites, the PMLD classroom, the hydrotherapy pool and the sensory room.

There are two well-equipped sensory rooms with a range of interactive switch-controlled light and sound equipment.

The school has an indoor soft play area.

The School has its own hydrotherapy pool.

The School has safe surface playgrounds for the younger pupils, making it safer and more interactive to the pupils. There is also a wheelchair accessible roundabout and swing within the school grounds.

Pupils in the EYFS and KS1 also have access to a safe, interactive play areas

The school has a designated ICT suite for both lower and upper school, both containing an Eye Gaze room.

The School has two minibuses for use by pupils for a variety of out of school curriculum and community activities. Both minibuses have tail lifts and are fully wheelchair accessible

### **Identification, Assessment and Provision**

Pupils will enter the school with an EHC Plan. The Area Placement Panel meets to agree the appropriate school placement. The parents will already have had an opportunity to look round School and to talk with the Head Teacher and any other professionals they feel will help them gain an informed opinion about appropriate school provision for their son/daughter.

In agreeing with the Area Placement Panel's opinion about Park Lane School as the school for their child, the parents are again invited in to discuss arrangements for their son/daughter coming into School. This takes the form of a Pre-Admission meeting. Initial placement for the youngest pupils can be on a part-time basis gradually working up to full-time attendance.

Following a period of assessment within school, usually half a term, a personalised learning plan is written. Using the EHC Plan and their assessments, the class teacher will identify the priority areas of development for the pupil.

The progress of pupils in the Early Years Foundation Stage is assessed using the EYF5 Profile, a statutory assessment which is reported on at the end of the Foundation Stage.

The progress of pupils at Key Stages 1-4 is assessed half termly using the Engagement Steps (for pupils working between P Levels 1 – 4) and the pre-Key Stage standards which are designed to use with pupils who are engaged with subject specific learning but who are working below age related expectations. To make these assessment meaningful for all our pupils, teachers have devised a progression of assessment criteria for each subject, bridging the gap between the Engagement Steps and age related expectations. These are called Lanes.

At KS4 personalised learning goals are derived from a number of externally and internally accredited awards including ASDAN Transition Challenge, Towards Independence and the Park Lane Science Award.

At Post 16 personalised learning goals are derived from the ASDAN Personal Progress qualification and, for some pupils the ASDAN Personal and Social Development qualification.

Progress is reported to Governors through the Head Teacher's report to Governors which is written termly and to the Quality of Education Committee on a termly basis.

### **Inclusion and Transition Pathways.**

"Children with EHC plans can attend more than one school under a dual placement. Dual placements enable children to have support from a mainstream and a special school. This can help to prepare children for mainstream education and enable mainstream and special schools to share and develop their expertise in supporting children with different types of SEN" (Code of Practice 2014). Park Lane is supportive of any pupils who are dual registered providing resources and training to staff from mainstream schools as well as liaising on assessment and planning for pupils across both settings.

The school will organise inclusion placements for pupils if it is felt a pupil would benefit from opportunities to learn alongside mainstream peers, particularly to develop play and socialisation skills. In these instances, the school will provide staff support for the pupil. The

senior leader in charge of the primary department has responsibility for overseeing pupils attending mainstream schools.

The school begins to plan for a pupil leaving Park Lane School in year 9 and begin to discuss post 19 options with parents and carers. Experienced staff work with parents to explore all available options for post 19 provision and school is involved in ensuring all Leavers have their education, health and social care needs recognised and planned for in readiness for leaving school. Due to current funding considerations from the Local Authority and their stringent criteria for pupils gaining funding for Independent, Specialist College provision, pupils leaving Park Lane School over the last few years have mainly moved onto social care packages or accessed funding for mainstream college placements. From year 12 there is sometimes a Post 16 SEND Key-Worker attending Annual Review meetings and sometimes a representative from the social care Transition Team. They attend the pupils' annual reviews to support parents in recognising what future provision may be available for their child.

Park Lane School does all it can to prepare young people for adulthood so when they leave school, they are able to become confident young people who can make choices about their lives, understand and access their local community and wherever appropriate, access further education. This includes introducing travel training and supported work experience placements within the community wherever appropriate as well as supporting all students to achieve at least a qualification in Personal Progress, with the majority of students achieving a diploma in Personal Progress by the time they leave school.

### **Reviewing Progress**

The use of assessment materials enables teachers to plan personalised learning goals (PLG) which are appropriate to the pupil's individual needs. Each pupil has a number of goals which form their personalised learning plan (PLP). For most pupils these will focus on the core subjects of English, Mathematics and Personal, Social, Health Education.

For pupils with an Autism Spectrum condition, their goals may reflect an emphasis on the teaching of communication skills, while for those pupils with Profound and Multiple Learning Difficulties there may be a greater emphasis on the development of physical skills. Pupils at KS4 and Post 16 have PLGs that reflect the accredited awards/qualifications they are working towards. These goals will be clearly identified on the PLG Summary Sheet and discussed with parents at the Review meeting and Parents' Evening. Work towards these goals will be reviewed every half term.

### **Annual Reviews**

Pupil's EHC Plans must be reviewed annually by the Local Authority. Reviews for pupils on role at Park Lane School are organised by, and take place in the school. The class teacher, parents/carers and other professionals discuss progress, identify resources which may be required and set targets for the forthcoming twelve months. Pupils in year 9 will have a Transition Review which will involve a range of professionals providing information to effectively plan for the pupil's transition to adult life. Pupils at Key Stage 3 and above, where appropriate are also involved in their Annual Reviews, sharing their pupil voice documents.

Parents are encouraged to give their views formally in writing prior to the Annual Review Meeting. These comments will then form an important part of the Review meeting by giving

their views on their child's progress and the areas of development they feel are a priority for their child over the next year.

The continuing suitability of Park Lane School in meeting the pupil's educational needs is also discussed.

## **The Curriculum**

The School Curriculum is designed to fulfil the aims of the school. The pupil access to the curriculum is via the class team who devise personalised learning plans to cater for the specific needs of each pupil in consultation with other professionals and parents.

For pupils with an Autism Spectrum condition it may be necessary to develop an individual timetable which could include the use of a personal workstation as well as opportunities to engage in sensory diet targets. Staff work closely with the OT in creating and following sensory diets, which allow pupils to reduce their anxiety, gain the sensory input they seek in an appropriate way and be ready to learn.

The teachers develop Schemes of Work which identify what pupils should be learning, differentiated outcomes of that learning and suggested activities through which the pupils can engage with and learn about the subjects taught. The Schemes of Work objectives are taken from the National Curriculum Programmes of Study, with the outcomes taken from the Engagement model, non-subject specific framework or subject lanes, appropriate to the pupils concerned. In order to make the curriculum more meaningful and accessible for all pupils, the foundation subjects are planned and taught in values streams. Each value stream includes three or four subjects and the subject leads collaborate to produce termly value schemes of work on a thematic model.

The KS4 pupils have a curriculum based around their accredited awards. This approach supports the transition into a life skills curriculum.

The Post 16 pupils follow a separate, life skills based curriculum leading to a certificate/diploma in Personal Progress and in some cases, a certificate in ASDAN Personal and Social Development.

The pupils in the Foundation Stage class follow a curriculum based on Early Years Foundation Stage curriculum.

There is an acknowledgement of all pupils' fundamental right of access to all National Curriculum areas. However, this must be balanced against the individual needs of pupils, i.e. the understanding, knowledge and skills each pupil needs to acquire in order to achieve as much independence as possible, to enjoy a quality of life which is both stimulating and rewarding and to be prepared for adulthood. The aim is for a broad, balanced and relevant curriculum, adapted to meet the needs of all pupils.

Each pupil receives a balance of individual and group activity, working towards age related expectations. All teaching is carefully planned and recorded in detail and parents are positively encouraged to be active participants in all aspects of their child's education.

Each pupil has a record of their work and achievements, which contains a mixture of pictorial evidence and examples of work. For pupils in EYFS and KS1 – 3 this is a digital Record of Achievement and at KS4 & 5 it is presented as portfolios for external accreditation. Parents have access to part or all of these records of achievement through parents' evenings and in Annual Reviews.

In addition, 2 HLTA are employed to work specifically with pupils, including those with an Autism Spectrum condition, to develop communication skills such as the use of PECS, PODD, Eye Gaze, Signalong and communication books as well as the use of Traffic Light System, sensory and workstation activities.

### **School Staffing and Partnership with Bodies beyond the School.**

- The Governing Body delegates responsibility to the Head Teacher for all the organisation, delivery and review of CPD for staff. The Head Teacher, in consultation with school colleagues and Governors, works within the School Development Plan to prioritise CPD to reflect the current future needs of staff and school targets.
- The School liaises with a range of outside agencies, including LDCAMHS, Social Care and a number of health departments. The school hosts paediatric, bowel and bladder, and dietician clinics in school. In addition, the school commissions services from Nordoff Robbins Music Therapy and the services of an occupational therapist.
- Parents play an important part in our on-going understanding and development of pupils. Parents are consulted through the Annual Review and parent evenings. They are encouraged to fill in a written response sheet to the pupil report. They are also consulted informally through questionnaires and teachers keep them updated about how their child is doing with regular home school communication.

### **Evaluating the Success of the Special Educational Needs Policy**

The success of the School's Special Educational Needs Policy will be evaluated on an annual basis.

Success criteria will include the effectiveness of record keeping and assessment systems, setting and attaining appropriate PLPs, developing inclusion links and meeting the needs of parents and aspirations of professionals.

### **Equal Opportunities.**

All pupils have equal access to a curriculum that is broad, balanced and relevant to their individual needs.

### **Review of Policy.**

The policy will be reviewed annually.

Andrée Barnard  
Assistant Head