



Special Educational Needs & Disability Policy

2025-27

To be read in conjunction with Park Aspire's Policies for:

Park Aspire -SEND Information Report 2025-26

Admissions Policy 2025-26

Pathway Strategy (Flow Protocols)

Relationships Policy 2025-26

Safeguarding Policy (incl Code of Conduct) 2025-2026

Park Aspire Accessibility Plan

Complaints Policy 2023-24

This policy should read alongside the SEND Code of Practice 2014 (updated August 2015)

Park Aspire Pupil Referral Unit are committed to fulfilling the statutory guidance on duties, policies and procedures relating to the SEND Code of Practice 2014 (updated January 2015) which is Part 3 of the Children and Families Act 2014.



Aims

To promote learning and enable pupils to:

- Access a safe and stimulating learning environment.
- Access a broad and balanced curriculum that is challenging and accessible to all.
- Access personalised and differentiated learning opportunities.
- Adopt a 'can do' attitude towards learning
- Improve self-esteem and levels of motivation.
- Develop skills and strategies to promote positive choices.
- Raise levels of achievement.
- Nurture individual strengths while supporting areas of difficulty.
- Promote an ethos of high expectations.
- Experience success and recognition of achievement.
- Celebrate achievement.
- Develop skills for life.
- Access support of partner agencies.
- Be successful in transitions to other educational settings.

Objectives

- To identify and provide appropriately for all pupils' special educational and additional needs.
- To ensure Park Aspire's SEND Policy is implemented consistently by all staff.
- To identify barriers to learning and participation.
- To meet and support the behavioural, emotional, social and mental health needs of all pupils.
- To meet and support communication and interactions needs of all pupils.
- To meet and support other identified needs of all pupils.
- Work in partnership with pupils and parents to promote improved outcomes.
- Guide and support pupils and parents on SEND issues.
- To actively involve parents in their child's SEND needs.
- To actively involve pupils in their SEND.
- To work in collaboration with external agencies to support the needs of all pupils.
- To develop positive relationships with parents/carers, the local and wider community and other educational settings.
- To develop an ethos of respect for others and for different cultures, an ethos in which everyone is valued equally
- To work within the guidance of the SEND Code of Practice, 2014.



Roles and Responsibilities

The Local Advisory Board has identified a member to have oversight of special education needs provision in the school and to ensure that the full Local Advisory Board is kept informed of how the school is meeting the statutory requirements. At Park Aspire this role is undertaken by Ms Melissa Sellars who will meet regularly with the Headteacher, Mr Richard Morris and SENDCo, Mr Martin Byron.

The SENDCo and the Headteacher will work closely with the Special Education Needs Local Advisory Board governor and staff to ensure the effective day to day operation of the school's Special Education Needs policy. The SENDCo and Headteacher will identify areas for development in special education needs and contribute to the school's Continuous Improvement Plan, which contains the school's annual priorities. The SENDCo will co-ordinate provision in school for all those with Education, Health and Care Plans.

All teaching and non-teaching staff will be involved in the formulation of the Special Education Needs Policy. Class Teachers and Learning & Behaviour Assistants are responsible for differentiating the curriculum for all learners and will monitor their progress. Class Teachers will review and monitor the progress made by all learners in their class and the effectiveness of resources and other curriculum material. All staff will work closely with the SENDCo, the Headteacher and the Senior Leadership Team in reviewing pupil progress and implementing appropriate intervention to promote progress. Staff who work at Park Aspire will have a deep understanding of special education needs and will access continued professional development to ensure that knowledge and understanding of children with special education needs is maintained.

All staff are part of a team of key workers who have a responsibility for supporting pupils with emotional, social and mental health, communication and interaction needs and other identified special educational needs. Staff are expected to raise any concerns they may have with the SENDCo or the Headteacher. All staff contribute to the school in a variety of ways, establishing and promoting positive and productive relationships with pupils, acting as role models and setting high expectations. They promote inclusion of all pupils within the classroom and wider learning environment.

Responsibility for the co-ordination of Park Aspire's SEND Policy

- Richard Morris – Headteacher
- Martin Byron – SENDCo
- Melissa Sellars - SEND Governor



Admissions

- Learners with special education needs will be admitted to Park Aspire in line with the school's Admission Policy.
- The school is aware of the statutory requirements of the SEN and Disability Act 2005 and the SEND Code of Practice 2014 (updated January 2015) which is Part 3 of the Children and Families Act 2014 and will meet these Acts' requirements.
- The school will use admission meetings to work closely with parents/carers in the identification of special education needs. Pupil's Placement Reports will set out how these needs are to be met.
- Parents/carers can access the full Equality Act 2010: Guidance at <https://www.gov.uk/guidance/equality-act-2010-guidance>
- Parents/carers can access the Disability rights at <https://www.gov.uk/rights-disabled-person>
- Parents/carers can access the Children and Families Act 2014 at <http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>
- Further guidance and definitions of disability are contained in the Equality Act 2010 which can be found on:
<https://www.gov.uk/guidance/equality-act-2010-guidance>

Access

Park Aspire is a fully inclusive school situated over two sites in a single floor buildings. At our Avenue Road site a ramp to the entrance area allow for access for pupils and visitors with physical difficulties with an accessible toilet within the entrance area of the school. At our Anerley Street site accessible entry is available directly through the main entrance doors.

All necessary adjustments are made to enable pupils with physical difficulties to participate as fully as possible in all aspects of school life.

Please also see Park Aspire's Accessibility Plan

Resources

The Local Advisory Board will ensure that the needs of learners are met by employing a SENDCo.

The Headteacher and the SENDCo will use the pupil's Education, Health and Care Plan and the Local Authority's Matrix of Need system to identify the areas of individual need and make appropriate provision.

Time will be identified for staff to review progress, discuss learners' curriculum needs and to share that information between classes and phases.



The Local Advisory Board will ensure that money is set aside to develop resources in curriculum areas. In addition, the Local Advisory Board will ensure that staff are kept up to date about SEND issues and undertake any necessary or beneficial training.

Identification, Assessment, Reviews

Some children admitted to Park Aspire will already have identified special education needs. Additional needs may also be identified from previous school information, parental/carer input and staff observation. Further assessments will be undertaken should any concerns be identified. This will ensure that pupil needs are recognised and understood and allow for appropriate provision, and pathways, to be established to promote progress. (also see Pathway Flow Protocols)

Parent/carers will receive weekly verbal updates on progress from class teachers. Updates on progress are recorded on Pupil's Placement Reports. Placement Reports will be reviewed on a half termly basis to ensure accurate assessment of progress and enable relevant targets to be set to promote further progress. Copies of pupils' half termly targets will be shared with parents /carers and will also be discussed during regular communication between class teachers and parents/carers. Parent/carers' views are actively sought and encouraged.

Pupils' Education, Health and Care Plans will be reviewed annually or more often where necessary. Parents/carers will be invited to attend reviews along with other involved professionals. The Annual SEND Review is an important opportunity for everyone involved with a child to assess and share pupil's progress and ensure each child's needs are being met appropriately.

There are other opportunities to discuss progress such as at our parent/carer consultation event but contact from parents/carers is welcomed at any time.

Monitoring Progress

Pupils' academic progress will be monitored half termly through class teacher assessment.

The Social, Emotional and Mental Health Assessment Tool will also assess progress on a termly basis.

Parents/Carers

Parent/carer involvement in their child's education is seen as critical at Park Aspire, a partnership we actively seek to maximise throughout the school year. Park Aspire's intention is to ensure all parents/carers feel valued by the school and that they recognise their integral role in their child's progress and development.

To develop this partnership parents/carers are encouraged to attend regular school events, ranging from coffee mornings to parental teacher consultation days. Parents/carers will also be contacted by class teachers weekly in all matters relating to progress and wellbeing of their child in school. Contact from parents/carers is welcomed at any time.



Training

The Local Advisory Board will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Headteacher and SENDCo.

The SENDCo and Headteacher will keep fully up to date about special education needs issues through attendance at training and cluster meetings. In addition, the SENDCo will develop their skills through attendance at specialist training workshops and discussions with outside specialist. Park Aspire SENDCo, Martin Byron, has completed the National Award for SEN Co-ordination Postgraduate Certificate in line with statutory requirements.

The wider teaching staff will be kept up to date informally by the SENDCo and formally at staff meetings or training delivered/coordinated by the SENDCo and Headteacher.

Whole staff training opportunities will be identified to ensure SEND knowledge and skills are maintained and enhanced across the school.

Individual SEND training opportunities will be provided to members of the school staff to support CPD, develop understanding of SEND and enhance provision within school.

Outside Agencies

In order to meet the special education needs of Park Aspire pupils the school works closely with a number of linked agencies. Agencies include:

- Child & Adolescent Mental Health Team
- Children's Social Care
- Speech & Language Therapy Team
- Educational Psychology Team
- School Nursing Team
- West Yorkshire Police
- Educational Social Worker

Evaluation of the Policy

This policy will be reviewed annually by the staff team and approved by the Local Advisory Board annually. It is important that the school is confident it is doing a good job so the review process, which feeds directly into the schools Self Evaluation Form (SEF) and to Ofsted will be judged on its success accordingly.

This policy was agreed by staff on; Autumn 2025

This policy was ratified by Governors on;

This policy will be reviewed in Autumn 2026