

# Hove Park School

## *Special Educational Needs and Disabilities Policy*

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Head teacher signature:	Jim Roberts
Chair of governors' signature:	Paul Williams

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## 1. Introduction and Purpose

At Hove Park, we believe that every child deserves to feel safe, valued, and supported in their learning. This SEND Policy sets out how we identify, assess, and support students with special educational needs and disabilities (SEND), ensuring they are fully included in the life of our school and empowered to achieve their potential.

This policy is underpinned by:

The Children and Families Act 2014

The SEND Code of Practice (2015)

The Equality Act 2010

Brighton and Hove's Local Offer

It should be read alongside our SEN Information Report, Behaviour Policy, Equalities Policy, and Safeguarding Policy.

'SEND Support: A Guide for Families' which provides a quick reference overview of this policy can be found in appendix 1.

## 2. Our Vision and Values

At Hove Park, our values are not just statements—they shape the way we support every learner, especially those with special educational needs and disabilities (SEND). Our inclusive ethos ensures that these values are lived through our daily practice, strategic planning, and relationships with students, families, and professionals.

- We are aspirational**

We believe every student has the right to thrive. Our SEND provision is designed to help pupils with SEND fulfil their aspirations and achieve their best. We set high expectations and support students to become confident individuals who are prepared for adulthood and lifelong learning.

- We are respectful**

Respect underpins our approach to working with pupils and families. We listen to the voices of young people with SEND and their parents/carers, involving them in all decisions about support and provision. We recognise and value each learner's unique strengths and challenges.

- We are proud**

We celebrate the achievements of our SEND learners and promote a culture where difference is embraced. Our SEND students are encouraged to take pride

in their progress, however small, and to see themselves as valued members of the school community.

- **We are connected**

Our SEND team works collaboratively with external professionals, including BHISS, CAMHS, and specialist teachers, to ensure joined-up support. We also foster strong connections with families, recognising them as key partners in their child's learning journey.

- **We are collaborative**

SEND support at Hove Park is a whole-school responsibility. Teachers, support staff, and leaders work together to plan, deliver, and review provision. We use the graduated approach to ensure that support is responsive and co-produced with families and professionals.

- **We are responsible**

We are committed to meeting our statutory duties under the SEND Code of Practice and Equality Act. Our staff are trained to identify needs early, make reasonable adjustments, and ensure that all pupils can access a broad and balanced curriculum. We monitor the impact of our provision and continuously seek to improve.

We know that inclusion is not about adding extras—it's about ensuring that adaptive, high-quality teaching is central to every lesson.

### 3. Legislation and Guidance

This policy complies with:

Children and Families Act 2014

SEND Code of Practice (2015)

Equality Act 2010

The Special Educational Needs and Disability Regulations 2014

Keeping Children Safe in Education

Working Together to Safeguard Children

Brighton and Hove's Local Offer

## 4. Inclusion and Equal Opportunities

We strive to create an inclusive environment where all students can thrive. We make reasonable adjustments to teaching, the curriculum, and the school environment to ensure that pupils with SEND are not disadvantaged.

## 5. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. This includes pupils who:

Have a significantly greater difficulty in learning than the majority of others of the same age, or

Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

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

The SEND Code of Practice (2015) identifies four broad areas of need:

### *5.1 Communication and Interaction*

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them, or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with Autism Spectrum Condition (ASD/ASC), are likely to have difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

### *5.2 Cognition and Learning*

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including:

Moderate learning difficulties (MLD)

Severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and may have associated difficulties with mobility and communication

Profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment

Specific learning difficulties (SpLD) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### *5.3 Social, Emotional and Mental Health Difficulties*

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Other children and young people may have disorders such as attention deficit hyperactivity disorder (ADHD), or attachment disorder.

Schools should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect others. The Department for Education publishes guidance on managing mental health and behaviour in schools.

A guide to identifying Adverse Childhood Experience, which can be identifiers for SEMH needs, can be found in Appendix 2.

### *5.4 Sensory and/or Physical Needs*

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age-related and may fluctuate over time.

Many children and young people with vision impairment (VI), hearing impairment (HI), or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Department for Education & Department of Health and Social Care (2014) *SEND Code of Practice: 0 to 25 years*. London: HMSO. Available at:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

(Accessed: 25 November 2025).

## 6. Roles and Responsibilities

**SENCO:** Lauren Pinney (Assistant Headteacher)

Leads the strategic development of SEND provision and coordinates support.

**Assistant SENCO/Alternative Provision Lead:** Ed Bayliss

Oversees our students on alternative curriculums.

**Head of Cullum Centre/SENCO:** Caitlin McGinley

Oversees our specialist provision for autistic students with EHCPs.

**Cullum 6 Lead:** Emily Tucker

Leads our Cullum 6 Provision

**SEND Link Governor:** Allegra Benitez Fraiz - [ABenitezFraiz@hovepark.org.uk](mailto:ABenitezFraiz@hovepark.org.uk)

Monitors the effectiveness of SEND provision and supports strategic planning.

**Class Teachers:** Deliver quality first teaching and implement support plans.

**Support Staff:** Provide targeted interventions and in-class support.

## 7. SEN Information Report

Our SEN Information Report is published on the school website and updated annually. It outlines how we implement this policy in practice and provides detailed information about our provision, processes, and partnerships.

## 8. Our Approach to SEND Support

At Hove Park, we believe that every child deserves to feel included, supported, and able to thrive. Our approach to SEND support is layered, responsive, and rooted in relationships. We use a graduated response to identify and meet needs, starting with what is available to all students and building up to targeted and specialist provision.

### *8.1 Identification of Special Educational Needs*

At Hove Park, we recognise the importance of early and accurate identification of special educational needs (SEN) to ensure timely and appropriate support.

Identification may occur through several pathways:

- **Transition Information:** We work closely with primary schools to gather detailed information about pupils with existing SEN profiles, including EHCPs and SEN Support plans. This includes liaison with BHISS and other external professionals where appropriate.
- **Teacher Concerns:** Class teachers are encouraged to raise concerns about pupils whose progress, engagement, or presentation suggests a potential barrier to learning. These concerns are discussed with the SENCO and may trigger further observation or assessment.
- **In-School Assessments:** Pupils may be identified through standardised testing, literacy/numeracy screening, or emotional wellbeing assessments. These help us understand cognitive profiles, processing difficulties, and areas of need.
- **Behaviour Presentation:** Behaviour is understood as a form of communication. Persistent difficulties in regulation, social interaction, or engagement may indicate underlying SEN. These pupils are monitored through pastoral systems and may be referred for further assessment.

We follow a graduated response model, ensuring that identification is not based solely on attainment but considers broader developmental, emotional, and social factors. Pupils are not placed on the SEND Register unless there is clear evidence of a need requiring additional or different provision beyond quality first teaching.

### *8.2 The SEND Register*

The SEND Register is a dynamic record of pupils identified as requiring SEN Support or with an Education, Health and Care Plan (EHCP). Pupils are recorded under the following categories:

- **K:** SEN Support – pupils requiring additional provision beyond the classroom offer.
- **E:** EHCP – pupils with statutory plans outlining provision and outcomes.

The register is reviewed termly and updated following significant changes in need, provision, or assessment outcomes. It informs planning, resource allocation, and statutory reporting (e.g. census returns).

Each pupil on the register has a pupil profile and provision map, and their progress is monitored through the assess–plan–do–review cycle. Parents/carers are involved in all decisions regarding placement on the register.

### *8.3 Removal from the SEND Register*

Pupils may be removed from the SEND Register when:

- They no longer require provision that is additional to or different from the universal offer.
- Their needs have been met through sustained progress and no longer present a barrier to learning.
- External professionals advise that SEN identification is no longer appropriate.

Decisions to remove a pupil from the register are made collaboratively with the SEND Teams, teaching staff, and where appropriate, external agencies. A final review meeting is held to ensure that the pupil's needs can continue to be met through quality first teaching, Ordinarily Available Provision and pastoral support.

Pupils removed from the register may continue to be monitored through pastoral systems or placed on a watch list to ensure any emerging needs are identified early.

#### *8.4 Teacher Responsibility*

The SEND Code of Practice is clear: class and subject teachers are directly responsible and accountable for the progress of all pupils in their class, including those receiving additional support. This responsibility cannot be delegated to the SENCO or support staff.

This is embedded in the Teachers' Standards (2012) and reflected in Ofsted's inspection framework.

## 9. Ordinarily Available Provision (OAP)

At Hove Park, our Ordinarily Available Inclusive Provision (OAIP) is the foundation of inclusive practice. It reflects our belief that good teaching for pupils with SEND is good teaching for all. This provision is not dependent on a diagnosis or EHCP—it is what we expect to be in place for all learners, every day, in every classroom.

Our OAIP is shaped by four key principles:

**Belonging:** Every student feels seen, valued, and safe.

- **Representation and Identity:** Students see themselves reflected in the curriculum, classroom displays, and staff. Curriculum materials are diverse and inclusive.
- **Relationships and Routines:** Predictable, nurturing environments where students feel safe and valued. Staff know students well, take an interest in their lives, and build trust.

- **Celebrating Difference:** All learners bring different strengths and approaches. Classrooms support this by recognising individual learning styles, including neurodiverse approaches.

**High Expectations:** Ambition for all learners, with responsive support.

- **Ambition for All:** High expectations for every pupil to achieve strong academic and behavioural outcomes.
- **Targeted Support:** Interventions are carefully chosen, evaluated, and adapted to pupils' evolving needs.
- **Behaviour Management:** Inclusive and responsive, with reasonable adjustments that meet individual needs while upholding high standards.

**Understanding:** Knowing our students and adapting to their needs.

- **Knowing Our Students:** Data such as reading ages, progress, disadvantage and SEND information informs our understanding.
- **Professional Curiosity:** Staff recognise that experiences differ for each student and adapt support accordingly.
- **Responsive Assessment:** Teachers check understanding, address misconceptions, and adapt teaching in real time.

**Adaptation:** Inclusive practice that enables access without lowering expectations.

- **Inclusive and Adaptive Practice:** Adaptations enable all learners, especially those with SEND or disadvantage, to access learning without lowering expectations. Pupil Passports are used effectively in planning and delivery.
- **The Hove Park Lesson:** Consistent approaches across the curriculum, including literacy strategies, question techniques, retrieval practice, and memory supports.
- **Expert Curriculum Translation:** Teaching is tailored to subject and phase, with curriculum content adapted to accessible learning activities.
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## ORDINARILY AVAILABLE INCLUSIVE PROVISION (OAIP) AT HOVE PARK

### What every student can expect in every classroom

Hove Park's Ordinarily Available Provision supports every student to thrive through our key principles of inclusive practice: Belonging, High Expectations, Adaptation, and Understanding.



A teacher guide to OAP can be found in Appendix 3.

## 10. Uniform Adaptation

At Hove Park, we want all students to share in the sense of belonging and community that wearing our uniform with pride enables. We recognise that for some students, particularly those with sensory processing differences, certain uniform items can present a barrier to learning and wellbeing.

We encourage families to explore adaptive uniform options—such as Velcro-fastened shirts, pull-on trousers, or softer fabrics—before requesting a formal change to the uniform policy. These adaptations often allow students to remain in uniform while feeling more comfortable and regulated.

However, we understand that for some students, even adapted uniform items may not be suitable. In these cases, requests for uniform adjustments can be made to the SEND Team. These will be considered on a case-by-case basis, in consultation with the Headteacher and with reference to professional advice where appropriate.

Occasionally, we may ask families to provide supporting evidence (e.g. from a medical or educational professional) to help us understand why a particular item cannot be worn. Our aim is always to ensure that all learners feel comfortable, confident, and ready to learn—without compromising their sense of identity or inclusion.

All adapted items must be in the corresponding uniform colour.

## 11. SEN Support and the Graduated Response

When a child or young person is identified as having SEND, we take action to:

Remove barriers to learning

Put effective special educational provision in place

This process is known as SEN Support and is delivered through a four-part cycle called the Graduated Approach:

Assess – Plan – Do – Review

This cyclical process allows us to build a growing understanding of each pupil's needs and what strategies help them to make progress and achieve positive outcomes.

### 11.1 How the Graduated Approach Works

The graduated approach begins at whole-school level. All teachers are continually assessing, planning, implementing, and reviewing their teaching for all pupils. However, when a potential SEND is identified, this process becomes increasingly personalised:

**Assess:** We gather a full picture of the pupil's strengths and needs through observations, assessments, pupil and parent voice, and professional advice.

**Plan:** We agree outcomes and plan support strategies in collaboration with the pupil, family, and relevant staff.

**Do:** The class teacher remains responsible for implementing the plan, with support from the SENCO and other staff as needed.

**Review:** We evaluate the impact of the support and adapt the plan accordingly. Reviews are held at least termly.

This spiral of support becomes more refined and specialist over time, drawing on external expertise where needed.

### **11.2 SEN Level Framework**

The **SEN Level Framework** is used at Hove Park to structure the *graduated response* to special educational needs, ensuring that support is tailored, proportionate, and escalated appropriately. Here's how it aligns with the graduated approach of *Assess–Plan–Do–Review*:

#### **Tiered Levels of Support**

The framework outlines four levels of need, each with clear indicators, support strategies, and staff responsibilities:

##### **Level 1 – Monitoring (Pre-SEN)**

- **Indicators:** Emerging concerns—mild difficulties with attention, social inference, or wellbeing; possible attendance issues or fatigue.
- **Support:** Quality First Teaching (QFT), pastoral support, behaviour framework, regular in-class assessment.
- **Staff:** Tutor, class teacher, year team.

##### **Level 2 – SEN Support (Tier 1)**

- **Indicators:** Mild to moderate learning or SEMH needs; standardised scores between 75–84; difficulties with memory, social relationships, or transitions.
- **Support:** Targeted interventions, TA check-ins, pupil profiles, at least one round of PSP.
- **Staff:** SENCO, assistant SENCO, BHISS, year team, HTLAs, class teachers.

##### **Level 3 – SEN Support (Tier 2)**

- **Indicators:** More significant needs; standardised scores  $\leq 75$ ; difficulties with language, memory, mobility, or sensory processing.

- **Support:** Ongoing PSP, in-class support, withdrawn interventions (e.g. SALT, literacy), access arrangements, regulation spaces.
- **Staff:** SENCO, assistant SENCO, EP, BHISS, LSS, year team.

#### **Level 4 – EHCP**

- **Indicators:** Complex needs requiring high levels of support; often with a formal diagnosis and additional funding.
- **Support:** Bespoke interventions, altered timetables, safe spaces, functional skills options, team around the child.
- **Staff:** Full multidisciplinary team including SENCO, EP, CAMHS, specialist teachers.

#### *11.3 Considering an Education, Health and Care Plan (EHCP)*

At Hove Park, we are committed to meeting the needs of all learners through high-quality, adaptive teaching and a robust graduated response. We will only consider applying for an Education, Health and Care Needs Assessment (EHCNA) when we have clear evidence that:

- The pupil has received at least three full cycles of Assess, Plan, Do, Review (APDR), with each cycle carefully planned, implemented, and reviewed in collaboration with families and relevant professionals.
- The pupil's needs remain significant and complex despite targeted interventions and support.
- We have exhausted the resources ordinarily available to the school, including those outlined in our Ordinarily Available Provision (OAP) and through external specialist input where appropriate.

An EHCP may be appropriate where a child or young person requires provision that goes beyond what is typically available in a mainstream setting. However, it is important to note that most student's needs can be effectively met through high-quality teaching and the support available via our OAP. In many cases, the provision outlined in an EHCP reflects support that is already accessible without a statutory plan.

#### *11.4 Parental Requests for an EHC Needs Assessment*

Parents and carers have the legal right to request an Education, Health and Care Needs Assessment (EHCNA) if they believe their child may require provision beyond what is ordinarily available in school.

At Hove Park, we are committed to working in partnership with families and will always take such requests seriously. When a parent or carer makes a request for an EHCNA, the Local Authority will respond directly to parents regarding their request for an EHC

Needs Assessment, and will contact us as a setting within the statutory timeframes. At Stage 1 of the process, we will submit the required setting information to the Local Authority. If the request progresses to Stage 2, we will then provide additional advice as part of the ongoing assessment.

The Local Authority is responsible for deciding whether to proceed with an assessment and must notify parents and the school of their decision within 6 weeks of the request being received.

We will continue to support the child through our graduated response and ordinarily available provision throughout this process.

### *11.5 Supporting Neurodevelopmental Assessments*

We are often approached by neurodevelopmental assessment teams—such as those assessing for autism, ADHD, or Developmental Coordination Disorder (DCD)—to provide information about a student's presentation in school.

In these cases, we will assume that the requesting agency has obtained appropriate parent or carer consent before contacting us. We will allocate the most appropriate member of staff to complete the requested information, ensuring it reflects the student's current presentation in the school setting.

It is important to note that our feedback is based on how a student presents in school. We also recognise that many neurodivergent young people may mask their difficulties in structured environments, and we will always aim to reflect this understanding in our responses.

Please use the email [SENDManagement@hovepark.org.uk](mailto:SENDManagement@hovepark.org.uk) for communication with your provider.

### *11.6 Working with External Agencies*

We work in partnership with a range of professionals to support pupils at SEN Support. These may include:

BHISS (Brighton & Hove Inclusion Support Service), including:

Educational Psychologists

Primary Mental Health Workers

Specialist teachers and practitioners for ASC, SEMH, literacy, sensory needs, and behaviour

Speech and Language Therapy

Social workers for children with disabilities

Voluntary sector organisations

#### Referral to BHISS through the Graduated Response

At Hove Park, referrals to external professionals within the BHISS team are made as part of the graduated response to identifying and supporting escalating needs. These needs may be identified through a range of indicators, including:

- Teacher concerns
- School-based assessment and screening
- Pupil Support Plans
- Parental concerns
- Increased behaviour points or inclusion on the behaviour framework
- Suspensions
- Lack of progress towards academic targets

We meet with our partner BHISS professionals three times a year at a **Team Around the School (TAS)** meeting. These meetings are used to plan and review involvement with individual students.

Parental permission is not required to discuss a student at the school-based TAS meeting. However, **no direct work will take place with a BHISS team member until signed parental or carer consent is received**, either via a **BHISS Consent Form** or a **School Mental Health Team Consent Form** (for work with the Primary Mental Health Worker).

## 12. Exam Access Arrangements

At Hove Park, we are committed to ensuring that all students have fair and equitable access to examinations and assessments. Access arrangements are adjustments made for students with special educational needs, disabilities, or temporary injuries, allowing them to demonstrate their knowledge and skills without being disadvantaged.

These arrangements are governed by the Joint Council for Qualifications (JCQ) and are a key part of our inclusive practice. They reflect our commitment to the Equality Act 2010, which requires reasonable adjustments to be made for disabled students.

### *12.1 Types of Access Arrangements*

Access arrangements may include, but are not limited to:

- Extra time (typically 25%, with higher allowances in exceptional cases)
- Use of a reader or computer reader

- Use of a scribe or speech recognition technology
- Promoter
- Small room within the centre rather than the hall
- Modified papers (e.g. enlarged print)
- Supervised rest breaks
- Use of a word processor
- Live speaker or language modifier
- Bilingual translation dictionaries (with up to 25% extra time)
- Alternative site arrangements (e.g. hospital or home)
- Practical assistant (e.g. for physical tasks)

### *12.2 Identification and Implementation*

Access arrangements are identified through a combination of teacher observations, standardised assessments, and consultation with parents/carers and external professionals. The process follows a clear timeline:

- KS3: Teachers monitor students and trial arrangements in internal assessments.
- Year 9: Formal assessments are conducted by a qualified assessor.
- Year 10–11: Arrangements are embedded as the student’s normal way of working.
- Year 11: Final applications are submitted to awarding bodies; mock exams are used to confirm effectiveness.

### *12.3 Temporary Arrangements*

Students with temporary injuries or illnesses may be eligible for short-term access arrangements. These are assessed on a case-by-case basis and require medical evidence. Examples include:

- A scribe for a broken arm
- Rest breaks for acute pain or fatigue

### *12.4 Evidence and Compliance*

All access arrangements must be supported by robust evidence and reflect the student’s normal way of working. The school maintains detailed records, including:

- Form 8, 9 and file notes
- Evidence of need and provision

- Signed data protection notices
- Records of use in internal assessments

We are regularly inspected to ensure compliance with JCQ regulations. Any malpractice—such as arrangements granted without sufficient evidence or not reflecting normal practice—can result in disqualification.

There is an annually reviewed Examinations Access Arrangements and Reasonable Adjustment Policy which provides more details on exam arrangements.

### 13. The Cullum Centre (Specialist Resource Provision)

The Cullum Centre is Hove Park's onsite resourced provision for autistic students with Education, Health and Care Plans (EHCPs). It is fully embedded in the life of the school and plays a vital role in ensuring that autistic students are included, supported, and able to thrive in a mainstream setting.

#### *What the Centre Offers:*

22 placements for students in Years 7–11 and 8 placements for Year 12 (Cullum 6)

A calm, structured environment with a dedicated teaching room, therapy room, and life skills kitchen

In-class TA support

Withdrawal interventions which focus on the development of social communication and interaction skills, functional abilities, independent living skills, and preparation for adulthood

A bespoke post-16 transition programme (Cullum 6) with dual placements and life skills curriculum

The Centre is led by NAS-trained staff and works closely with BHISS, Educational Psychologists, and local colleges. Students are supported to access a broad and balanced curriculum while developing independence and confidence.

### 14. Alternative Provision (AP)

We offer a four-tiered Alternative Provision (AP) model to support students whose needs cannot be fully met in the mainstream classroom. Our approach is rooted in inclusive, trauma-informed, and neurodevelopmentally affirmative practice, with the aim of helping students feel safe, supported, and successful.

Level 1 – Reflection

A space where students are supported to reflect on behaviour and re-engage with learning. Students will be asked to spend a day reflecting on what they have tried to communicate through their behaviour after receiving two C2s in one day or following a significant incident.

#### Level 2 – Short-Term Intervention

Termly bespoke timetables with targeted support, such as literacy, emotional regulation, and study skills. These interventions are designed to reduce barriers to learning and prepare students for reintegration into mainstream lessons.

#### Level 3 – Short-Term Off-Site Intervention

Termly placements at one of the city's Alternative Learning Provisions on the Central Hub. These include specialist support to assess need and plan for successful reintegration. Students remain on roll and are expected to maintain links with Hove Park through regular check-ins and curriculum continuity.

#### Level 4 – Long-Term Intervention

Year-long, individualised curriculum for students with complex needs. This includes vocational learning, life skills, and functional English and Maths. All students are expected to attend some on-site learning. Off-site providers are visited termly to ensure safeguarding, curriculum quality, and progress monitoring. Attendance is tracked daily.

### *14.1 Referral, Review Process and Safeguarding*

Referrals are made through pastoral triage and reviewed through PSPs (Pupil Support Plans). Placement at off-site providers is only considered in exceptional circumstances and always done with the knowledge and support of families.

Students attending off-site Alternative Provision are monitored by our Safeguarding Team to ensure their wellbeing and safety. The quality of provision, curriculum, and progress is reviewed termly by the SEND Team as part of our assurance process.

## **15. Transitions and Preparation for Adulthood**

We support students through key transitions, including:

Enhanced Year 6–7 transition with nurture groups and additional visits

Year 9 campus transition support

Year 11–12 planning, including access arrangements and careers advice

Cullum 6 for students needing a supported post-16 pathway

Our aim is to equip students with the skills, confidence, and qualifications they need for the next stage of their journey.

## 16. Staff Training and Development

All staff receive regular training on:

Inclusive teaching strategies

Understanding autism, ADHD, SEMH, and other needs

Trauma-informed and attachment-aware practice

We are committed to building a confident, knowledgeable, and compassionate workforce. The SENCO monitors staff training needs and ensures CPD is responsive to the needs of our students.

## 17. Monitoring and Evaluation

We monitor the impact of SEND provision through:

Progress data and provision maps

Student and parent feedback

Annual reviews for EHCPs

Regular audits and quality assurance

This policy is reviewed annually by the governing board and updated in response to feedback and changes in guidance.

## 18. Complaints

We encourage families to raise concerns early so we can work together to resolve them. If a concern cannot be resolved informally, it will be handled in line with our Complaints Policy.

Formal complaints about SEND provision should be made to the SENCO or Headteacher. If unresolved, families may escalate the complaint through the school's formal complaints procedure. Information about local disagreement resolution and mediation services is available via Brighton and Hove's Local Offer.

## 19. Hove Park Linked Policies and Documents

This policy should be read alongside:

HPS SEN Information Report

HPS Examinations Access Arrangements and Reasonable Adjustment Policy

HPS Accessibility Plan

HPS Behaviour Policy

HPS Equalities Policy

HPS Safeguarding Policy

HPS Anti-Bullying Policy

HPS Complaints Policy

Brighton and Hove Local Offer

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## *Appendix 1*

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### **SEND Support: A Guide for Families**

#### **Introduction**

This guide provides a clear and accessible overview of how Hove Park School supports students with Special Educational Needs and Disabilities (SEND). It explains key terms, support levels, roles, and how families can access help.

#### **What is SEND?**

A child has SEND if they have a learning difficulty or disability that requires special educational provision. This includes difficulties in learning, communication, emotional wellbeing, or physical needs.

SEND needs are grouped into four areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

#### **How SEND Identified at Hove Park**

At Hove Park School, identifying Special Educational Needs and Disabilities (SEND) is a careful and thoughtful process. We aim to spot any barriers to learning early so that support can be put in place quickly.

SEND may be identified through:

- **Transition information** from primary schools or previous settings
- **Teacher observations** of a student's progress, behaviour, or engagement

- **In-school assessments** such as literacy, numeracy, or wellbeing screenings
- **Behaviour patterns** that suggest underlying needs, such as difficulties with social interaction or emotional regulation

We use a graduated response model, meaning we start with what's available to all students and build up to more targeted or specialist support if needed. Families are always involved in this process, and no student is added to the SEND Register without clear evidence and discussion.

### Support Levels

Support is provided through a graduated response:

1. Monitoring – Early concerns and classroom support.
2. SEN Support Tier 1 – Targeted interventions and support plans.
3. SEN Support Tier 2 – Specialist interventions and external support.
4. EHCP – Education, Health and Care Plan for complex needs.

### Who's Who in SEND Support

- SENCO: Leads SEND strategy and coordinates support.
- Assistant SENCO: Oversees alternative curriculums.
- Cullum Centre Lead: Supports autistic students with EHCPs.
- Class Teachers: Deliver inclusive teaching and implement support plans.
- Support Staff: Provide interventions and in-class help.
- SEND Link Governor: Monitors SEND provision.

### How to Access Support

Families can raise concerns with class teachers or the SENCO. Support is planned collaboratively and reviewed regularly. Parents can also request an Education, Health and Care Needs Assessment if needed.

### Additional Support

Hove Park works with external professionals such as BHISS, CAMHS, and Speech and Language Therapists. The school also offers exam access arrangements and alternative provision for students with specific needs.

### The Cullum Centre

The Cullum Centre is a specialist resource provision at Hove Park School for autistic students who have an Education, Health and Care Plan (EHCP). It offers a calm and structured environment with dedicated spaces including a teaching room, therapy room, and life skills kitchen.

Students in the Cullum Centre receive tailored support such as in-class assistance, withdrawal interventions focusing on communication, independence, and preparation for adulthood. The Centre also includes a post-16 programme called Cullum 6, which supports transition to further education and life skills development.

Access to the Cullum Centre is managed through the Local Authority's EHCP process. If you believe your child may benefit from this provision, please speak with your Local Authority Casework Officer.

### **Alternative Provision**

Hove Park School offers a four-tiered Alternative Provision model to support students whose needs may not be fully met in a mainstream classroom. This provision is designed to be inclusive, trauma-informed, and supportive of neurodiverse learners.

The levels of support include:

1. Reflection – A space for students to reflect on behaviour and re-engage with learning following incidents.
2. Short-Term Intervention – Bespoke timetables with targeted support such as literacy and emotional regulation.
3. Short-Term Off-Site Intervention – Placements at city-wide Alternative Learning Provisions with specialist support.
4. Long-Term Intervention – Individualised curriculum including vocational learning and life skills, with both on-site and off-site learning.

Referrals to Alternative Provision are made through the school's pastoral team and reviewed regularly. Families are involved in all decisions and placements are monitored to ensure safety and progress.

### **Where to Find More Information**

Our SEND Information Report (on the school website) – details how we put this policy into practice.

Brighton & Hove Local Offer – services and support available across the city.

 Contact the SEND team: [SENDManagement@hovepark.org.uk](mailto:SENDManagement@hovepark.org.uk)

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### *Appendix 2*

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#### **SEMH Graduated Approach Framework**

Adverse Childhood Experiences (ACEs) are traumatic experiences that occur before the age of 18. These experiences range from suffering verbal, mental, sexual and physical abuse, to being raised in a household where domestic violence, alcohol abuse, parental

separation or drug abuse is present. The original ACE study (Felitti et al, 1998) included the following:

- Emotional abuse
- Physical abuse
- Sexual abuse
- Mother treated violently
- Household substance misuse
- Mental illness in household
- Parental separation or divorce
- Criminal/Incarcerated household member
- Emotional neglect
- Physical neglect

\*Please note that subsequent studies (Finkelhor et al, 2013) have highlighted the importance of including:

- Chronic economic hardship
- Social rejection/victimisation by peers
- Exposure to crime (property/community violence)
- Bereavement /loss of a parent/carer Evidence shows children who experience stressful and poor quality childhoods are more likely to develop health-harming and anti-social behaviours, more likely to perform poorly in school and more likely to be involved in crime

Brighton & Hove City Council. (2018). *Brighton & Hove Special Educational Needs and Disabilities (SEND) Guide for Professionals*. Brighton & Hove City Council. Retrieved from internal document: BH SEND Guide Apr 18.pdf

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### Appendix 3 – OAIP at Hove Park – Teacher Guide



## ORDINARILY AVAILABLE INCLUSIVE PROVISION (OAIP) AT HOVE PARK

### What every student can expect in every classroom

Hove Park's Ordinarily Available Provision supports every student to thrive through our key principles of inclusive practice: Belonging, High Expectations, Adaptation, and Understanding.

**Belonging**

Difference is recognised and celebrated, including neurodiverse approaches. Predictable, nurturing routines where students feel safe and valued. Staff build trust by showing genuine interest in students' lives. Relationships are central to learning and wellbeing. Students see themselves reflected in the curriculum and displays. Diverse, inclusive curriculum materials.

**High Expectations**

Ambitious outcomes expected for every learner. High quality teaching and learning for all. Inclusion is everyone's responsibility. Interventions carefully chosen, evaluated and adapted. Inclusive behaviour management with reasonable adjustments. High standards maintained consistently across the school.

**Ordinarily Available Inclusive Provision at Hove Park (BEAU)**

**Adaptation**

Adaptations support removing barriers to learning, without lowering expectations. Pupil Passports are used effectively in planning and delivery. The Hove Park Lesson is consistently used to support adaptive teaching (literacy strategies, questioning techniques, and memory supports). Curriculum content is translated into accessible learning activities.

**Understanding**

Culture of wellbeing. A student's behaviour/presentation maybe communicating an unmet need. Professional curiosity: recognising and responding to differences in experience. Student data (progress, reading ages, SEND, disadvantage) informs practice. Responsive assessment: checking understanding, addressing misconceptions, adapting in real time.

## WHAT THIS MIGHT LOOK LIKE IN PRACTICE

Area	Examples of OAIP in Action	Resources/Ideas
Teaching & Learning	<ul style="list-style-type: none"> <li>▶ Clear, simple End Points and success criteria</li> <li>▶ Questioning Strategies (Think-Pair-Share, thinking time, adapting cold calling)</li> <li>▶ Memory Support (linking concepts and avoiding cognitive overload)</li> <li>✓ Explicit Literacy Teaching (Frayer Model)</li> <li>✓ Modelling and scaffolding</li> <li>✓ Use of assistive tech (iPads and OneNote)</li> <li>✓ Inviting students to participate in whole class discussion and reading aloud</li> <li>✓ Regular feedback and praise</li> </ul>	<ul style="list-style-type: none"> <li>▶ Teaching and Learning Handbook</li> <li>▶ Frayer Model stick</li> <li>▶ Think-Pair-Share</li> <li>▶ OneNote</li> <li>▶ <a href="#">Whole School Literacy Inset</a></li> <li>▶ <a href="#">What helps pupils feel connected?</a></li> </ul>
Communication & Interaction	<ul style="list-style-type: none"> <li>▶ Simplified language and chunked instructions</li> <li>▶ Visual prompts and symbols</li> <li>▶ Access to quiet spaces and quiet times in lessons</li> </ul>	<ul style="list-style-type: none"> <li>▶ <a href="#">DLD Factsheet</a></li> <li>▶ <a href="#">BHISS: Teaching Autistic Students</a></li> </ul>
Social, Emotional & Mental Health	<ul style="list-style-type: none"> <li>✓ Emotion coaching and Just Right support regulation</li> <li>✓ Check-ins and key adult adults</li> <li>✓ Calm, predictable routines</li> <li>✓ Break/lunch safe spaces</li> </ul>	<ul style="list-style-type: none"> <li>▶ <a href="#">Emotion Coach UK: Secondary Classroom</a></li> <li>▶ <a href="#">Just Right Training</a></li> </ul>
Cognition & Learning	<ul style="list-style-type: none"> <li>✓ Offering different methods of recording or completing tasks</li> <li>✓ Concrete resources, such as counters</li> <li>✓ Modelling and worked examples</li> </ul>	<ul style="list-style-type: none"> <li>▶ Copilot to change the reading age of a resource</li> <li>▶ <a href="#">Hove Park SEND Adaptation Teaching Strategies</a></li> </ul>
Sensory & Physical	<ul style="list-style-type: none"> <li>▶ Increased font size</li> <li>▶ Slides, handouts and the classroom should not be overly cluttered</li> <li>▶ Fidget tools and sensory supports</li> <li>▶ Adjusted seating or lighting</li> <li>▶ Access to calm spaces</li> <li>▶ Movement breaks</li> </ul>	<ul style="list-style-type: none"> <li>▶ <a href="#">BHISS: Sensory Differences Guidance</a></li> </ul>



**SEND support Framework (SEN Team – non Cullum)**

	Possible indicators of need	Possible Pupil Support	Staff involved/working with	Staff to contact
4 Students with an EHCP:	<ul style="list-style-type: none"> <li>Has difficulty functioning independently in the classroom</li> <li>Has difficulty in following instruction in a whole class situation</li> <li>May be unable to access learning due to very low levels of literacy or numeracy</li> <li>May have serious medical needs that require support so that they can access learning</li> <li>Often misjudges social situations and has inappropriate social interactions</li> </ul>	<ul style="list-style-type: none"> <li>In class support</li> <li>Withdrawn interventions including Maths, vocabulary, English and social skills</li> <li>Additional targeted interventions based on EHCP/needs</li> <li>Provision maps</li> <li>Pupil profiles</li> <li>SALT programme, delivered directly by SALT/TA</li> <li>Literacy programme, delivered directly by LSS/TA</li> </ul>	<ul style="list-style-type: none"> <li>SENCO and assistant SENCO</li> <li>HTLAs and TA</li> <li>Year team</li> <li>Educational psychologist</li> <li>Class teachers</li> <li>LSS specialist teacher</li> <li>BHISS specialist SEMH Practitioner</li> <li>CAMHS</li> </ul>	<ul style="list-style-type: none"> <li>SENCO and assistant SENCO</li> <li>HTLAs and TA</li> <li>Year team</li> </ul>

<ul style="list-style-type: none"> <li>• Trauma or other factors may mean there are processing delays that require support so instructions and tasks can be understood</li> <li>• Levels of anxiety may result in extreme behaviours</li> <li>• Needs additional funding to support their needs in the mainstream setting</li> <li>• May have a diagnosis that suggests a barrier to learning</li> </ul>	<ul style="list-style-type: none"> <li>• Secure base model behaviour plan</li> <li>• Team around the child of safe adults: Team 'name'</li> <li>• Altered timetables</li> <li>• Functional skills options for GCSE</li> <li>• Safe space offered at lunch and break</li> <li>• Check in and check out at beginning and end of the day</li> <li>• Access to the ready to learn regulation space</li> <li>• Support plan in place</li> <li>• Access arrangements</li> <li>• Support from class teachers using quality first teaching</li> </ul>		
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<p><b>3 Students with a SEN at tier 2</b></p> <ul style="list-style-type: none"> <li>• Standardised Score of <math>\leq 75</math></li> <li>• Cannot recall more than 4 unrelated items, in the correct order, in a verbal memory task</li> <li>• Cannot understand spatial concepts (such as above, below)</li> <li>• Cannot understand time concepts (such as today, yesterday)</li> <li>• Cannot use pronouns (such as their)</li> <li>• Moderate word finding difficulties</li> <li>• Has difficulty functioning independently in the classroom</li> <li>• Has difficulty in following instruction in a whole class situation</li> <li>• May be unable to access learning due to very low</li> </ul>	<ul style="list-style-type: none"> <li>• Must have an ongoing PSP in place</li> <li>• In class support</li> <li>• Withdrawn interventions including Maths, vocabulary, English and social skills</li> <li>• Provision maps</li> <li>• Pupil profiles</li> <li>• SALT programme, delivered directly by SALT/TA</li> <li>• Literacy programme, delivered directly by LSS/TA</li> <li>• Secure base model behaviour plan</li> <li>• Team around the child of safe adults: Team 'name'</li> <li>• Altered timetables</li> </ul>	<ul style="list-style-type: none"> <li>• SENCO and assistant SENCO</li> <li>• Year team</li> <li>• HTLAs and TAs</li> <li>• BHISS</li> <li>• Class teachers</li> <li>• Educational Psychologist</li> <li>• LSS Specialist teacher</li> <li>• BHISS specialist SEMH practitioner</li> </ul>	<ul style="list-style-type: none"> <li>• Assistant SENCO</li> <li>• Year team</li> <li>• HTLAs and TAs</li> </ul>
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<p>levels of literacy or numeracy</p> <ul style="list-style-type: none"> <li>• May have serious medical needs that require support so that they can access learning</li> <li>• Often misjudges social situations and has inappropriate social interactions</li> <li>• Trauma or other factors may mean there are processing delays that require support so instructions and tasks can be understood</li> <li>• Levels of anxiety may result in extreme behaviours</li> <li>• Needs additional funding to support their needs in the mainstream setting</li> <li>• May have a diagnosis that suggests a barrier to learning</li> <li>• Vision is deteriorating</li> </ul>	<ul style="list-style-type: none"> <li>• Functional skills options for GCSE</li> <li>• Safe space offered at lunch and break</li> <li>• Check in and check out at beginning and end of the day</li> <li>• Access to the ready to learn regulation space</li> <li>• Support plan in place</li> <li>• Access arrangements</li> <li>• Support from class teachers using quality first teaching</li> </ul>		
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	<ul style="list-style-type: none"> <li>• Restricted visual field</li> <li>• Distance vision 6/36 or worse</li> <li>• Mobility is affected</li> <li>• Associated difficulties with communication and language</li> <li>• Significant adjustments to environment needed to enable access and/or 1:1 support throughout the day</li> </ul>		
2	<p><b>Students with a SEN at Tier 1:</b></p> <ul style="list-style-type: none"> <li>• Standardised scores of between 75 and 84</li> <li>• Some difficulties with social inference, which impairs the ability to form and maintain social relationships</li> <li>• Cannot recall more than 5 unrelated items, in the correct order, in a verbal memory task</li> </ul>	<ul style="list-style-type: none"> <li>• At least one round of PSP</li> <li>• TA check in but no in class support</li> <li>• Targeted interventions</li> <li>• Pupil Profile</li> <li>• Support from class teachers using quality first teaching</li> </ul>	<ul style="list-style-type: none"> <li>• SENDCO and assistant SENCO</li> <li>• BHISS</li> <li>• Year team</li> <li>• HTLAs and TAs</li> <li>• Class teachers</li> <li>• Educational psychologists</li> <li>• LSS Specialist teacher</li> <li>• BHISS specialist</li> </ul>

<ul style="list-style-type: none"> <li>• Cannot, or does not, (follow/understand ) a two-part instruction</li> <li>• Mild word finding difficulties</li> <li>• SEMH monitoring, including baseline assessment &amp; SDQ's</li> <li>• Emotional school-based avoidance</li> <li>• Trauma or other factors may lead to behaviours that make meeting school expectations more difficult</li> <li>• May be socially vulnerable or withdrawn</li> <li>• Peer and adult relationships that might be challenging</li> <li>• Behaviour may be volatile</li> <li>• May be work avoidant and rather engage in conflict than attempt to meet classroom expectations</li> </ul>		SEMH practitioner	
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<ul style="list-style-type: none"> <li>• May have low self esteem or suffer from anxiety</li> <li>• May exhibit inflexibility or focus on own choice of activity</li> <li>• Finds changes in routine difficult (including room changes)</li> <li>• May struggle with transitions between term times and holidays</li> <li>• Requires additional time or individual support to complete tasks or to enable access to areas of the curriculum, areas of the building.</li> <li>• Moderate to profound hearing loss (possible use of hearing aids)</li> <li>• Registered as partially sighted</li> <li>• Distance vision worse than 6/18</li> <li>• Spatial and perception difficulties</li> </ul>			
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	<ul style="list-style-type: none"> <li>• Coordination difficulties</li> <li>• Struggles to follow instruction in a whole class situation</li> <li>• May have a diagnosis that suggests a barrier to learning</li> </ul>			
1	<p><b>Students being monitored for possible SEN</b></p> <ul style="list-style-type: none"> <li>• Learning and progress suggests there is a difficulty in meeting school expectations</li> <li>• Some difficulties with social inference</li> <li>• Cannot recall more than 6 unrelated items, in the correct order, in a verbal memory task</li> <li>• Minor difficulties with social inference</li> <li>• May be on the behaviour framework</li> </ul>	<ul style="list-style-type: none"> <li>• Support from class teachers using quality first teaching</li> <li>• Pastoral support from year team</li> <li>• Can be discussed at pastoral triage</li> <li>• On behaviour framework</li> <li>• Regular assessment in class</li> <li>• Teacher feedback</li> <li>• CAT testing</li> </ul>	<ul style="list-style-type: none"> <li>• Class teachers</li> <li>• Year team</li> <li>• Non-targeted support from HTLAs and TAs</li> <li>• BHISS</li> </ul>	<ul style="list-style-type: none"> <li>• Tutor</li> <li>• Class teacher</li> <li>• Year team</li> </ul>

<ul style="list-style-type: none"> <li>• May have difficulties with peer relationships</li> <li>• Attendance difficulties</li> <li>• Wellbeing concerns</li> <li>• Frustration with work</li> <li>• Speed of reading and writing below average</li> <li>• Visual difficulties that cannot be corrected by glasses</li> <li>• Gets tired easily</li> <li>• Mild hearing loss</li> <li>• Difficulty with attention and/or concentration</li> <li>• Requires reasonable adjustments to be made to several areas of school and/or curriculum</li> <li>• Fatigue</li> </ul>			
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