

Parkwood Academy SEND Information Report

This is a report on how we support children and young people with Special Educational Needs and Disabilities (SEND) in our academy. It is known as a School Information Report. We also have a SEND policy which can be found <http://parkwoodacademy.e-act.org.uk/wp-content/uploads/sites/5/2017/07/SENDA Learning-Policy-2017-18.pdf>

How do you teach children or young people with special educational needs and disabilities (SEND)?

In line with SEN Code of Practice Jan 2015, the academy believes that “all teachers are teachers of pupils with special educational needs”. As such, the academy adopts “a graduated approach” that places quality first teaching at the heart of all lessons. Staff have received a range of specialist training to empower them in delivering outstanding lessons which meet the needs of students with special needs, and the SENCO holds an advisory role across all staff in promoting good to outstanding teaching strategies which meet the individual needs of students.

Quality First Teaching and inclusive classroom practice is a high priority at the academy. Teachers are supported by the senior leadership team and members of the SEND team to ensure the learning environment is accessible to students with special educational needs. If a student is struggling in a particular area of the curriculum, the teacher and student are supported to explore ways the environment, resources and delivery can be adapted to enable progress. In addition, the academy has a wide range of different types of support which include: accessing advice from specialists, in-class TA support and alternative curriculum pathway that is personalised for each student based on their needs. All students in Year 7 study the thematic TLC curriculum. This develops their literacy skills but also supports the transition from Year 6 to 7. All classes in Year 7 are taught in mixed ability classes to ensure differentiation and inclusion is the norm.

At Parkwood Academy we provide specialist support for students with social, emotional and behaviour difficulties. The DEN is an emotional support inclusion room. We also have a Nurture provision available for both Key Stage 3 and 4.

Each year group has a Year Manager who works closely with the SEN department to ensure the students are happy and safe in the academy.

Resources and equipment are available to students with SEND according to their specific needs. For example, laptops, writing frames, overlays, enlarged print, visual aids, literacy maps, ramps and lifts.

In line with the Academy's Accessibility Plan (<http://parkwoodacademy.e-act.org.uk/wp-content/uploads/sites/5/2017/07/Academy-Accessibility-Plan-2017-18.pdf>) reasonable adjustments are made to ensure all pupils are able to access the facilities in the building. The building consists of three floors and is fully accessible by the lift. There are also fully accessible toilet facilities, along with a medical room (located on the ground floor). Where appropriate pupils with disabilities are provided with lift passes and toilet passes. Where there are medical conditions of a physical or sensory nature that affect motor skills, pupils will be provided with a laptop and equipment during lessons so that all pupils have real access to learning opportunities.

Students with EHCP plans will have provision and support outlined in detail. The academy will ensure this support is delivered and reviewed with a full pupil and family centred annual review meeting, with input from specialists and those working with the child on a daily basis.

How do you decide whether a child or young person has SEND?

Early identification of pupils with special educational needs is a priority. The academy considers broad areas of SEN which include:

- Social, Emotional and Mental Health (SEMH)
- Learning (including communication and cognition)
- Medical (including Sensory and physical)

We use appropriate screening and assessment tools, and determine pupil progress through:

- Discussions with teachers and support staff
- Their academic performance
- Literacy and numeracy testing
- External Agency assessments
- Records from primary schools and primary liaison
- Our transition programme
- Information from parents/carers
- National Curriculum results at Key stages 2

What 'extras' do you offer children or young people with SEND?

For some students with special educational needs, an additional programme of support or intervention may be appropriate to enable students to succeed. These support programmes are all delivered by trained and experienced members of staff, who regularly liaise with the SEN team to ensure all students are fully supported throughout their time at the academy. The academy offers a wide range of internal and external additional support for pupils with special educational needs and their families. For pupils, this includes:

- Additional help and support by subject teachers through a varied curriculum;-
- Appropriate schemes of work to be delivered in curriculum areas;
- In-class support with teaching assistants

Specialist structured intervention programmes delivered in a less formal learning environment, these include:

- Nurture
- Speech and Language Support
- Mentoring
- Safeguarding, and Emotional well-being Intervention
- Educational Psychologist
- Pastoral Support
- Anger Management
- Emotional Support
- Literacy Support
- Social Skills support
- Numeracy Support
- Drop in School Nurse
- Alternative Provision
- Communication and Autism Team
- Speed Writing programme
- Lexia

For families, this includes:

- MAST
- Parent partnership via local authority
- CAHMS
- Social Workers

- Health Care Professionals
- Academy Parent Forum

How do you make sure children or young people with SEND do well?

The academy tracks, monitors and evaluates pupil progress and interventions using a provision map. The provision map includes:

- Pupil names
- Termly academic levels for core subjects
- End of Key Stage data
- Intervention descriptors
- Entry and exit dates
- Staff accountable for support

The Heads of Department, SENCO and members of the senior leadership team conduct regular monitoring of lessons, pupils' work and testing information to ensure that pupils are making progress and the support is effective. This is done at least every half term both formally and informally as part of the academy's monitoring of quality teaching first and foremost. A key aspect in judging the effectiveness of our support for special educational needs is by strengthening the link between home and the academy.

As such, families are regularly invited into school to discuss their child's progress and welfare across the academy. These meetings take place once a term if a child has a My Plan in place, though parents are always welcome to reach out to the academy to arrange additional meetings to ensure that they are fully informed of the support in place for their children and discuss any queries or questions they may have.

Pupils who receive additional support have an individual Pupil Profile in place that details their strengths and weaknesses, likes and dislikes and strategies for teachers to use in lessons. These are reviewed termly with the pupil to ensure it is fully up to date and to check that the support in the classroom is making an impact on the child's progress. Parents are fully involved in the review process throughout the year.

If there are concerns that the child is not making sufficient progress after two terms, the SENCO and relevant agencies will complete a My Plan with the child and parents. This will create a provision plan. This plan will be reviewed every 6 weeks and will run for at least two cycles before an Education Health and Care Assessment (EHCP) is considered.

The academy reports to the governance every 6 weeks during the Raising Attainment Meeting (RAB). The governance will review the progress of SEN learners

and the provisions in place. This will include learning walks and 'book looks' every 6 weeks.

The EACT System Leader for SEN is:

Mrs Elizabeth Browne - Contact: elizabeth.browne@E-ACT.org.uk

What facilities do you have to support children or young people with SEND?

- There are breakfast and lunchtime groups for students in the Nurture department.
- Students will often be assigned a link TA and the strong pastoral system in the school will mean that form teachers and the Year Managers are available for students to talk to on a day-to-day basis.
- Time out space in the SEN base when required
- Counselling Service – Safeguarding and Emotional Well-being Intervention Coordinator
- Therapeutic space
- Peer Listener Service available during social times of the day to provide support for emotional well-being.
- Anti-Bullying Ambassadors
- Nurture Room
- On site Alternative Provision
- 'The Den' is a provision to support children with social, emotional and behaviour difficulties.
- Full access to the site – lift to all floors
- Ground floor medical room

Do you have staff with specialist training or have 'experts' to support the academy?

All staff in the academy must attend CPD sessions throughout the year that include a range of topics to support pupils with special educational needs. The training programme is reviewed regularly and will be linked to performance management, learning walk evidence and changes to policy/practice.

The academy has access to a range of external 'experts' and works very closely with all agencies to fully support our pupils and families. This includes the locality Educational Psychologist, school nurse and Speech/Language Support. The SEN Manager for the locality (LEA) provides additional support for both the families and the academy when required. The academy Safeguarding and Attendance team have strong links with all agencies and work closely with all staff in the SEN team. The SEN, Safeguarding and Pastoral team have all completed the 'Early Help'

training through the local authority and will provide additional support when required.

The Academy Pastoral and Safeguarding Team are all fully qualified 'Mental Health First Aiders' (MHFA England). The academy has a fully qualified 'Safeguarding and Emotional Well-being Intervention Coordinator'. She is full time and provides support for our most vulnerable learners. She works closely with external agencies including CAMHS.

The E-ACT System Leader (Governance) is a Mental Health First Aid Instructor.

How do you support the wellbeing of children or young people with SEND?

We have a number of strategies to aid this and we work closely in conjunction with the Year Managers/Leaders and the Behaviour team in school.

As a department, we provide a lunch club every day, where students are supported in any aspect of their education. In addition, we have a number of mentoring groups, where students at risk of social isolation are brought together and given an open, supportive forum in which to discuss their concerns.

The academy has fully qualified Mental Health First Aiders in every year team and a Peer Listener Service. There are also designated Anti-Bullying Ambassadors that provide support for students in the academy. The PSHE programme provides a broad and balanced curriculum and the SEN team is a key part of ensuring this programme is implemented in the school. We encourage our community to be supportive of one another in everything they do. We promote a safe, caring and supportive learning environment which allows students to reach their true potential.

The academy has strong links with the community and agencies. 'Chilypep' is funded by the National lottery and provides support for vulnerable students and families. We encourage the community to be involved in academy life to provide further life experiences for all our learners. Sheffield Wednesday Football club runs our morning breakfast club. They work closely with our students to improve confidence, self-esteem, develop social skills and raise aspirations.

There is a designated member of staff that is responsible for all students who have medical needs. The academy will ensure all staff have access to the medical

register and are fully aware of the pupils' medical needs. The Health Care Plans are stored centrally and are reviewed throughout the year in collaboration with agencies and parents/carers. There is a defibrillator on site and key staff that are fully trained for emergencies.

Parents need to contact the office if medication is recommended by Health Professionals to be taken during the school day. As a staff we have regular training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations.

The pupil voice is vital in all aspects of academy life. This is formally reviewed throughout the year. The academy values pupils' views and opinions and has an active student council. On a daily basis, pupils are able to discuss their views feelings with their form tutor, Year managers and the SEN team. For SEN pupils, the SEN team operate an 'open door' approach.

What happens if a child or young person needs specialist equipment, services or support?

The school's aim is that all students follow a broad and balanced curriculum. This means that our primary aim is always that students access a full range of lessons. For students with more severe diagnoses of SEN, we undertake to make reasonable adjustments to the curriculum or learning environment as required. These changes will only be made in consultation with the school's Senior Leadership Team, SENCo, parents and the pupil themselves.

The academy will liaise with external agencies for advice and support if specialist equipment is required to meet the needs of any pupil. The academy will ensure there is a clear plan in place for the admission arrangements for all young people with SEN or disabilities. This will include a multi-agency approach if required to ensure a smooth transition.

How will I know if my child is doing well in school?

Teaching SEN students is a whole school responsibility. The core of a teacher's work involves a continuous cycle of planning, teaching and assessing and setting appropriate targets, taking into account the differences in students' abilities and interests. Some targeted students may need increased levels of support. All teachers are responsible for identifying students with SEN in partnership with and under the guidance of the SENCo. Assessment is the process by which students with SEN are identified, and one of the factors in considering a child's additional needs is academic progress. The SEN Code of Practice (Jan 2015) advocates a graduated response to meeting students' needs through targeted interventions which increase or decrease according to the students' difficulties and strengths at the time, and

which should be individualised to allow students to meet their potential. If the school decides, in collaboration with parents, that a student requires further additional support or interventions to make progress, the SENCo will liaise with relevant staff to ensure that this happens. However, the subject teachers remain responsible for the careful planning and delivering of specific subject based curriculum.

Parents will be informed of students' progress in interventions and around school through the school's normal reporting systems, as well as through the offer of three SEN review meetings a year (typically one a term, one of which may be held during a Parents Evening, and in some circumstances may consist of a telephone conversation). Open communication is encouraged and parents are welcome to contact the SENCO via telephone or email as and when the need arises.

Do you have 'out of school' or extra-curricular activities children and young people can do?

All children are included in all parts of the Academy's curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.

A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school. All children have access to Extra-curricular activities and they are differentiated to meet the individual child's needs.

How do support children and young people with transition or 'moving on'?

We recognise the two key points for students in terms of transition are; the move from Primary to Secondary education and the move from Secondary education to post-16 provision.

We have a comprehensive programme at both of these times, with multiple opportunities for primary students to experience life at Parkwood Academy. Particularly for our SEN learners, we provide additional visits during the summer term before students start in Y7 in September, giving them an insight into lessons, teaching and socialisation before they join us.

For SEN students moving on to post-16 provision, we ensure that they are fully informed of their options, providing dedicated careers and academic advice and support, as well as liaising closely with their next provider.

What should I do if I disagree with what you are doing and want to make a complaint?

In the first instance, all SEND enquiries and complaints should be made to the SENCO. If the concerns are not resolved this should be communicated to the Head Teacher.

Mrs Victoria Simcock Tel: 0114 2310221
victoria.simcock@E-ACT.org.uk

All complaints or enquires can be made by arranging an appointment or via email/phone/letter.

A parent/carer can escalate any concerns to the regional governance team by contacting the system leader.

Mrs Elizabeth Browne
elizabeth.browne@E-ACT.org.uk

Who do I contact for more information?

Senior Director of Learning for Inclusion and Safeguarding
Sarah Husband
sarah.husband@E-ACT.org.uk

SEN Administration Support
Justine Da Silva
justine.daSilva@E-ACT.org.uk

Where do I find out more about what there is for children and young people with SEND and their families in the local area?

We are very fortunate to have a committed and dedicated SEN team, featuring a wealth of experience of working with students with SEN. Where necessary and appropriate, the school undertakes to access further specialised expertise. This specialised provision will be drawn from the Local Offer (a list of services offered by the local authority) Additional details of the Local Offer for Sheffield and the services available can be found here:

<http://www.sheffielddirectory.org.uk/kb5/sheffield/directory/localoffer.page?localofferchannel=0>