



PARKSIDE

COMMUNITY SCHOOL
SPECIAL EDUCATIONAL NEEDS
and DISABILITY INFORMATION REPORT

Our Special Educational Needs and Disability (SEND) report is part of the Derbyshire Local Offer for secondary schools. At Parkside Community School we are committed to working together with all members of our school community. This SEND report has been produced with pupils, parents/carers, governors, and members of staff. We would welcome your feedback and future involvement in the review of our offer, so please do contact us.

If you have any questions regarding provisions made for pupils with SEND at Parkside Community School please contact any of the people below.

Mrs K Grewal-Joy – Headteacher

Mr D Mills – Assistant Headteacher and Special Educational Needs and Disability coordinator (SENDCO)

Mrs H Spencer – Assistant SENDCO

What is the learning culture at Parkside Community School?

“Small School, Strong Values, Great Experiences”

At Parkside Community School we believe that every child is capable of reaching their potential, and that many can exceed personal goals when there is a learning climate that is orderly, secure and focused on achievement and celebration of successes.

We are determined to provide the best possible education for all pupils within a supportive and caring community by:

- Providing the opportunity for each pupil to achieve the highest standard of work, ensuring success in GCSE and other nationally recognised public examinations
- Placing great emphasis upon appearance and attitudes to others
- Providing a basis from which pupils can make informed and realistic decisions about their future, developing close links with parents and the local community
- Equipping pupils with the attitude, skills and abilities to cope with a rapidly changing world

What kinds of SEND do we currently support?

We support the four categories of SEND determined in the Code of Practice, January 2015:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Within the above categories we offer support to the following:

- Autistic Spectrum Disorder
- ADHD – Attention Difficult Hyperactivity Disorder
- Specific Learning difficulties - Dyslexia / Dyscalculia



- Hearing impaired pupils
- Visually impaired pupils
- Physically impaired pupils
- Emotional and social development
- Speech, Language and Communication difficulties

How do we support pupils with SEND?

At Parkside Community School we believe in participation for all. We want all adults and children to participate in learning and we celebrate all members of our community. We want to create an inclusive culture in our school and we aim to be responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

We value the highest quality teaching for all pupils and have robust processes in place to monitor the teaching and learning in the school. For more information on our approach, please see our "Teaching and Learning Policy" in the policies area of the website.

Our whole school improvement plan is underpinned by ensuring learning is accessible for all. Teaching and learning strategies and resources are in place which give all pupils access to a broad and balanced curriculum, differentiated to their needs, which will enable them to achieve their full potential. Teaching assistants receive continued professional development (CPD) opportunities including:

	<h3>Understanding Teaching Assistant Standards and Special Educational Needs and Disability</h3>	<p>To understand the teaching assistant standards and the different types of Special Educational Needs and Disability, the barriers to learning they represent and the provision required.</p>
	<h3>Developing Independent Learning</h3>	<p>To understand how to develop pupils to be independent learners within lessons.</p>
	<h3>Writing scaffolding and SPAG</h3>	<p>To understand how to support pupils to scaffold their writing and develop their Spelling, Punctuation and Grammar.</p>
	<h3>Reading for comprehension and recall</h3>	<p>To understand how to support pupils with their reading comprehension and recall in lessons and examination assessments.</p>
	<h3>First Aid Training</h3>	<p>To understand how to administer first aid to SEND pupils to support their welfare and enable them to participate in off-site provision.</p>
	<h3>Reader and Scribe Training</h3>	<p>To understand how to perform reading and scribing to support SEND pupils in their examinations.</p>
	<h3>Safeguarding Training</h3>	<p>To understand the statutory safeguarding requirements colleagues must adhere to in a school environment.</p>



School-to-School SEND networking meeting

To understand the SEND practices that take place in external secondary, primary and/or special schools to evolve the SEND practice at Parkside Community School.

How do we identify children with SEND?

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEND thus:

"A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

(a) have a significantly greater difficulty in learning than the majority of others of the same age
or
(b) 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 or mainstream post-16 institutions."

We identify and assess pupils through liaison with primary schools to collect information and test results, and through the receipt of information from other agencies including the Educational Psychologist and Lead SEND Officer.

At entry into Year 7 or on transfer from another school a full screening programme of all pupils is carried out to test reading and spelling, followed by further individual testing of those where weaknesses emerge on screening.

If a learner is identified as having SEND, we will provide provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome the barrier to their learning.

At Parkside Community School we are committed to ensuring that all pupils have access to learning opportunities, and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

How do we assess SEND?

Class Teachers, support staff, parents/carers and the learner themselves will be the first to notice a difficulty with learning. We ensure that assessment of educational needs directly involves the learner, their parents/carers and, of course, their teacher. The SENDCO will also support with the identification of barriers to learning. We have a range of assessment tools available.

For some learners we may want to seek advice from specialist teams. We have access to services universally provided by Derbyshire County Council (DCC), which are described on the Local Offer.

Which agencies do we work with?

Educational Psychologist

All work undertaken by the Educational Psychologist will be charged to the school. The work of the Educational Psychologist includes working mainly with pupils;

- Who have a Statement or an Educational Health and Care Plan or where the local authority needs to make decisions to access provision.



- Where the pupils' needs are highly complex and persistent, they have received a graduated response and where they are likely to progress through statutory assessment.
- Some children prioritised by the local authority including those with complex needs or in care and/or facing exclusion.

Such cases will be considered against their threshold for involvement and discussed in termly planning meetings between the SENDCO and our delegated Educational Psychologist.

Services provided by DCC and accessed at Parkside Community School for specifically identified and diagnosed pupils include:

- Speech and Language Therapist
- Hearing Impaired Service
- Physically Impaired Service
- School Health and School Nurse
- Physiotherapist
- Visually Impaired Service

We work with a variety of other agencies to help support pupils' needs. Pupils and parents/carers are consulted before contacting any external agencies who may offer support.

- Education Welfare Office
- Family Resource Worker
- Youth Worker
- Paediatrician
- Social Care
- Speech Therapist
- Occupational Therapist
- Physiotherapist
- Support Service for the Hearing Impaired
- CAMHS (Child and Adolescent Mental Health Service) School
- School Pastors

Additional in-house services at Parkside Community School include:

We have a variety of teachers and teaching assistants and other support staff working within our school. Every member of staff in our school is trained in all aspects of safeguarding, and in addition, some of our teachers, teaching assistants and additional support staff have taken part in training in relation to autism, dyslexia, ADHD, attachment disorder, dyslexia, and working with hearing, visually or physically impaired pupils.

Several of our teaching assistants are faculty based and therefore have subject specific training.

We employ a variety of Level 2 and Level 3 Teaching Assistants.

- Learning Mentor
- Emotional Support Worker
- Positive Support
- Group work / catch up for literacy and numeracy skills
- 1:1 interventions
- Autism and Dyslexia interventions
- Academic Mentor
- Peer Mentor
- Access to the Multi Agency Support Team



What do we do to support learners with SEND?

Every teacher adapts the curriculum to ensure access to learning for all pupils in their class in line with the requirements of The Teacher Standards 2012.

We regularly assess, plan, implement and review all SEND provision and interventions in order to monitor the impact and progress of all pupils. This is taken from teacher's assessment and experience of pupils and is our 'core' approach to pupil progress, attainment and behaviour. A pupil who is not progressing satisfactorily can therefore be easily identified. This may indicate they require additional support to meet their needs.

Based on the school's observations and assessment data and following a discussion between the subject teacher, SENDCO, parents/carers and the pupil, the pupil may be recorded as needing, either:

Wave 1: Differentiated curriculum support within the class

Wave 2: SEND support for those needing additional support

Wave 3: SEND support for those needing specialist support

Wave 4: Those who need additional support which can be met through an Education, Health and Care Plan (EHCP)

If it is felt a further assessment is needed it should be done in agreement between the parents/carers, the pupil, and the school SENDCO. It should be a general agreement about the level of SEND support that is required to support the pupil.

SEND support should take the form of a four-part cycle where earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupils' needs. This approach includes:

- **Assessment** (done between subject teachers and the SENDCO using teacher assessment data and experience of the pupil)
- **Planning** (agreed between teacher/ SENDCO, parents/carers and pupil)
- **Doing** (followed through by all involved)
- **Reviewing** (in line with clear outcomes set)

SEND support is organised as follows:

Wave 1: This support is focused on including all pupils whose individual learning needs can be met through high quality teaching and learning through differentiation including making work/tasks different in order to cater for all individual learning styles. Our teaching strategies include alternative means of recording, multi-sensory learning, and dyslexia friendly teaching approaches. We can use visual aids and simplified language to help understanding.

Our teachers will use various strategies to adapt access to the curriculum, this might include using:

- Writing frames
- iPads, lap tops or other alternative recording devices
- Peer buddy systems
- Behaviour rewards system
- Personalisation and differentiation



Wave 2: This support is focused on in-school intervention or support that a pupil may need to access for a short period of time. It may include any of the following strategies being used:

- The subject teacher gaining further support from the SENDCO and other members of the learning support team
- The pupil working with a teaching assistant
- The pupil being withdrawn into another class to work on specific topics and skills
- A short-term placement in a support area, such as a nurture group or one-on-one counselling meeting.

Wave 3: The SENDCO and subject teacher may request outside agency or professional support from a specialist team for advice about an individual pupil. Parkside works closely with a number of different outside agencies.

Wave 4: Education Health and Care Plans (EHCP). A very small number of pupils may require additional support over and above wave 1, 2 and 3. In agreement and consultation with the young person, parents/carers and other professionals, if it is felt further support is required, we will ask Derbyshire County Council to consider a pupil for an Educational, Health and Care Plan needs assessment. An EHCP is only drawn up by the local authority once a needs assessment has determined that an EHCP is necessary, and after consultation with relevant partner agencies. This is a legal document which details the education, health and social care support that is to be provided to the pupil who has SEND. It is regularly reviewed with clear outcomes which must be measurable and worked towards.

How we provide for improving emotional and social development

Pupils need their emotional and social confidence building throughout their education and SEND pupils can need further support. We provide an extensive range of different learning experiences which help to do this.

We use strategies such as 'meet and greet' to ensure a positive welcome to pupils as they arrive at school. We have pastoral staff who will listen to the views of pupils on a 1:1 basis and provide appropriate support. We also run a 'positive support' programme for some of our most vulnerable pupils.

We have a SEND classroom which provides a quiet and structured learning environment for pupils who are unable to attend normal lessons due to emotional or social difficulties.

Based on individual needs we can refer a pupil to, for example, the school nurse, a youth worker, an educational psychologist, or other outside agency.

We promote a safe learning environment and aim to keep bullying to a minimum so that all pupils are able to achieve and enjoy. If you suspect your child is being bullied you should contact school and speak to the Pupil Progress Centre, the SENDCO or your child's mentor.

How we enable SEND children to engage in activities available to non-SEND children

We provide extra support during brunch/lunch times where supervision is needed for pupils. We have alternative provision for pupils who have difficulties participating in some areas of mainstream PE.

We conduct risk assessments for all school trips and these will look at any additional requirements, for example, wheelchair access. SEND pupils are accompanied by their TA on school trips.

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What should you do if you think your child has a SEND need?

If a parent thinks that their child has SEND they can contact the school's named SENDCO.

How do we involve parents/carers of SEND children in their education?

We recognise that parents/carers have a unique overview of their child's needs and how best to support them. We therefore seek to develop a strong partnership with parents/carers, as well as the pupil, and involve them in decision making. Parents/carers are invited to progress meetings during the year and are encouraged to attend all other school events, which can be found on the school calendar. Parents/carers of pupils with a Statement of SEND or an Education, Health and Care Plan (EHCP) are invited to an annual review of the progress of the pupils against statement/EHCP objectives.

How is SEND funded?

Parkside Community School receives funding directly to the school from the Local Authority to support the needs of learners with SEND. This is described in an SEND memorandum and forms part of our overall school budget.

How does Parkside assess and review children's progress?

We assess all pupils at regular reporting points throughout the year and monitor the overall progress they are making. In addition to this, we use provision maps for each pupil with SEND. This allows us to monitor the success of various interventions that have been put in place for a particular pupil and make adjustments as necessary. Regular meetings allow for discussion regarding pupil progress. Teaching assistant feedback is also an important measure of how well individual SEND pupils are progressing. Where courses of additional tuition have been followed, standardised tests are used to determine progress. Individual Education Plans (IEP) are developed for all pupils with Statements, and include recommended teaching strategies and the provision to be put in place to enable the pupil to make progress. These are regularly reviewed to monitor progress. Regular meetings are arranged with individual pupils on the basis of need.

How does Parkside support children in starting school and moving on?

We hold a Year 6 transition week to prepare pupils for the transfer to secondary school with additional days on site for pupils with SEND. We also hold a Year 6 parents' evening to include and inform parents and carers.

In Year 9 pupils are given advice on choosing their GCSE options and have the opportunity to discuss their future aspirations with staff. All Year 9 pupils have a meeting with a senior member of staff to discuss option choices. They also receive independent careers advice.

From Year 9 SEND pupils, along with staff, parents and other agencies, create a transition plan. The aim of this is to identify any issues which may need to be addressed to ensure a smooth transition to post-16 provision. This provides information and guidance to inform the pupil of choices available to them and helps build a solid foundation for adulthood.