

Parklands High School

Special Educational Needs and Disability (SEND)

Information Report (Local Offer) 2015-2016

How does the school know if my child might need extra help and what should

I do if I think my child has SEND?

A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision that is different from and/or additional to that normally available to pupils of the same age.

There are four broad areas of need which are used to articulate types of difficulties. The purpose of identification is to assess if action needs to be taken as opposed to categorising or labelling young people. **The areas are:**

Communication and Interaction

Cognition and Learning

Social, Emotional and Mental Health Difficulties

Sensory and / or physical needs

During the admission process from year 6 to year 7 a parent is welcome to discuss concerns about their son/daughter's additional needs with the SENCO. At the same time the SENCO will attend year 6 planning meetings at Primary schools to aid the process of transition. Parents are invited to meet with the SENCO at year 6 meet the form tutor events. Representatives from Parklands High School visit all Primary 'feeder' schools to discuss additional needs.

On entry, the school uses a variety of assessments to explore each pupil's current skills and attainment building on information from previous settings and key stages where appropriate.

Assessments include; Wide Range Achievement Tests IV (WRAT IV) and reading age baselines using the Accelerated Reading Scheme. More specialist assessment can take the form of the use of the Dyslexia Portfolio, Dyslexic Screening Test (DST), Lucid LASS, RAPID, EXACT and ABILITY, New Group Reading Tests, Detailed Assessment for Speed of Handwriting (DASH) and Visual Stress Screening Assessments (VISS) (which gives an accurate and reliable indication of the existence and severity of visual stress and predicts those who should benefit from using coloured overlays or tinted lenses to combat the symptoms of visual stress.

Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND. Equally it is not assumed that attainment in line with chronological age means that there is no learning difficulty or disability.

The support provided in school is based on a full understanding of the pupil's particular strengths and needs. We seek to support pupils using well evidenced interventions targeted at areas of difficulty and where necessary access specialist equipment / training / auxiliary aids.

Parental input is welcomed and encouraged. Early discussions with parents help the school to develop a full understanding of the individual child and help ensure an accurate formative assessment from which effective planning can take place.

How will the school let parents / carers know about things?

Where a pupil is receiving SEND Support, schools will talk to parents regularly to set clear outcomes and review progress. School will also discuss the activities and provision that will help to achieve and identify the relevant need. Schools should meet parents at least 3 times a year. Additional opportunities to meet with parents are created over the school year including family drop in services (held within the community) , Information evenings (an informal event designed to help networking / information finding) , 1:1 feedback sessions with the SENCO , coffee mornings and annual Review (which has a statutory basis). The SENCO is available at open evenings and meet the form tutor events.

How will I know how well my child is doing and how will you help me to support my child's learning?

Subject teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. These seek to identify pupils making less than expected progress given their age and circumstances.

The first response is to use high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the subject teacher will refer to the, Learning Support Team, who will assess whether the child has SEND.

Parklands High School will not delay in putting into place rigorous and targeted interventions. Teachers offer afterschool and lunchtime interventions, which involve rigorous and targeted support. Indeed, where a pupil is identified as having SEND, action is taken to remove potential barriers to learning and special educational provision will be made. This is called 'SEND Support' and takes the form of a 4 part cycle through which the school reviews decisions, refines plans, and puts in place a range of intervention whilst gaining a better understanding of the needs of the individual. This, of course works better with the help and support of parents/carers



How and who do I talk to if my child is not getting the support they need?

Students at Parklands High School benefit from having a House Achievement Leader (HAL) The HALs do not have a teaching commitment and are therefore available throughout the school day.

The school produces a provision map which 'maps out' which students require additional support. Provision maps help maintain an overview of the programmes and interventions used with different groups of pupils and provide.

Who is the SENCO and how do I contact them?

The SEND Co-ordinator is Ms Lisa Williams

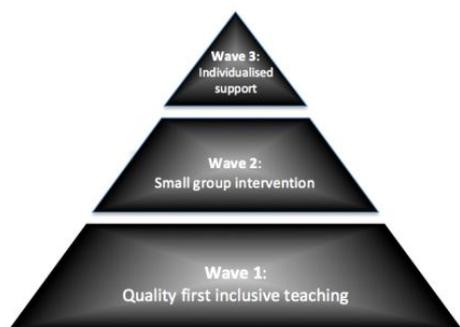
Tel 01257 264596 email: lwilliams@parklandsacademy.co.uk

Judith Heggarty is the member of the governing body who has specific oversight of the school's arrangements for SEND.

How will the curriculum be matched to my child's needs?

All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. Every school is required to identify and address the SEND of the pupils that they support. All pupils have access to a broad and balanced curriculum. Teachers at Parklands Academy use appropriate assessment to set targets which are deliberately ambitious. Pupils are encouraged to have a 'growth mindset'. In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment. Potential barriers to learning are identified and addressed through the use of a range of assessment upon entry into the school (and pupils can be referred at any juncture throughout their school career for further assessment). Information following assessment is shared with teaching and support staff so that lesson plans can address potential areas of difficulty, thus removing barriers to pupil achievement. The SEND Code of Practice describes a 'graduated response' to the identification of special educational needs. This model assumes three 'waves' of support for children:

These may be mapped onto the graduated response as follows:



Wave 1 - The effective inclusion of all children in the classroom taught by the class teacher with in-class support as required (Quality First Teaching).

Wave 2 - Small-group intervention. Interventions are not primarily SEND interventions and where they are delivered without modification within the designated year group, there is no need to place the children on the SEND register at 'School Support'.

Wave 3 - Specific targeted intervention for children identified as requiring SEND support. This is usually, 1:1 highly personalised intervention.

What support is there for my child's wellbeing ?

Individual Educational Healthcare Plans are formulated under the direction of external medical practitioners in consultation with parents. These plans specify the type and level of support required to meet the medical needs of such pupils. Where children also have SEND, their provision will be planned and delivered in a co-ordinated manner following the guidance document 'Supporting pupils at school with medical conditions.' Pupils benefit from a dedicated team of non-teaching staff including House Achievement Leaders, Trained Counsellors, Careers Guidance, Family Support Worker, Intervention Manager and Safeguarding personnel.

The school benefits from having House Achievement Leaders (HALS) who do not have a teaching commitment. This allows the pastoral staff to dedicate themselves to the wellbeing and personal development of the pupils. It is accepted that disruptive behaviour withdrawn presentation does not necessarily indicate SEND. Where concerns exist the HALS will work with the SENCO to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.

The HALS have a purely pastoral role in school they are alert to other events that can lead to learning difficulties or wider mental health problems, such as peer relationship problems, bereavement etc. Weekly meetings are co-ordinated to ensure that the HALS and SENCO communicate effectively and can identify difficulties and agree strategies for support.

The school employs a vertical tutoring system which is hugely beneficial both socially and emotionally as the younger students benefit from the guidance and knowledge of the older pupils.

How does Parklands High School consult with my child ?

Any pupil receiving SEND support at Parklands High School will be involved in the planning of their support. As part of this process the pupil will be instrumental in the creation of a 'one-page profile'. A one-page profile is a simple summary of what is important to someone and how they want to be supported. This is a simple method of getting to know what is important to the pupil and places them at the heart of decision making in relation to their personal needs and support. This is recorded and maintained as a live document using the school's management information system so all staff are privy to its contents to aid their planning.

Parklands High School has an active student voice and pupils can participate in a variety of programmes in school designed to develop a range of skills. These include prefect arrangements, eco prefects, art council and sports council.

How will my child be included in activities outside the classroom including school trips?

There are a wide range of extracurricular activities in school and ongoing interesting and exciting school trips throughout the year. These are subject to risk assessments. The school also have a reward trip at the end of each term, where those with good behaviour and attendance are acknowledged.

How accessible is the setting environment?

The school is largely built over two floors; however, one part of the building is built on three levels. There are no disabled lifts and all parts of the building can be accessed by indoor and outdoor staircases. Toilets are accessible on 2 out of 3 of the floors.

The school has a large pupil population and corridors are fairly narrow. A one - way system is in operation to help ease congestion.

Rooms are provided during unstructured periods of the school day to provide support for those pupils who require sensory breaks / social and / or emotional support.

What specialist services and expertise are available or accessed by the setting?

Where a pupil continues to make less than expected progress, despite evidence based support and interventions that are matched to the pupil's area of need, the school may explore the use of external specialist staff. Parents are always involved in any decision to involve specialists.

The school benefits from a range of specialist staff who are employed both internally and externally from a wide range of service providers.

Teaching Assistants in school have a wealth of experience in the field of Speech, Language and Communication Needs and have ELKLAN Training (Speech Language and Communication training). Members of the Learning Support Team are approved practitioners in the field of Autistic Spectrum Disorder and The SENCO has specialist teacher status (a level 7 qualification in assessment) and is registered as an assessor with the British Psychological Society.

The school also employs external specialist staff including a designated Educational Psychologist and a Specialist teacher for Hearing Impairment/Visual Impairment. External specialist staffs are reviewed in light of the whole school SEND provision map based on any outstanding / unmet needs within the school.

The SENCO understands the importance of awareness and training across the staff in school. The school now benefits from a weekly SEND surgery (a drop in for staff in school to discuss any concerns about individual pupils / needs) SEND reps meetings (held half termly with a focus on pupils and a range of strategies to help aid inclusive practices, dedicated staff training on SEND (Compulsory INSET on SEND for all teaching staff) and dedicated events such as specialist training in school on methods such as Precision Teaching (under the direction of the school's Educational Psychologist) Phonics training has also been undertaken within the department and is now delivered to targeted individuals to enhance and develop their literacy skills.

What equipment and facilities are there to support children with special educational needs and disabilities

The use of an FM system in the classroom

Sensory Breaks

Social stories / Comic Strip Conversations

The use of overlays / anti-glare whiteboards

Text Modifications / enlarged text

Task Planners

Visual Timetables

Alpha Smarts / Ipads

The use of reading pens

Exam Access Arrangements (as per the normal way of working)

What training have the staff supporting children with SEND had, or are having?

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils is the first step in responding to pupils who may/ have SEND. Parklands Academy is committed to ongoing CPD for staff in respect of SEND.

How will the school help my child get ready for college / training?

SEND support includes planning and preparation for the transitions between phases of education and preparation for adult life. Transition planning begins as early as possible. Often this is initiated by parents within the locality at year 5. Parents of children with SEND are encouraged to visit Parklands High School throughout the school year in preparation for the transition to secondary school. The Learning Support Department actively encourage the co-production of a transition booklet to allow the pupil to become familiar with the structure, support and physical environment of Parklands High School.

Since 2014, young people in England are required to continue in education or training until at least their 18th birthday. This has significant implications for young people with SEND. If a child / young person has a statement of special educational needs or an Education, Health and Care (EHC) plan the annual review in year 9 is particularly important as it will include discussions and plans for the transition into further education and adult life. The year nine annual review may involve all those people and organisations who will play an integral part when leaving school. This could include the Young People's Service and other service providers. It is anticipated that the pupil will work with a Young People's Service worker to write a personal action plan for discussion at the review meeting.

Information, advice, support and guidance is available to all young people with special educational needs regardless as to whether they are the subject of a statement of SEND or EHCP.

Arrangements for handling complaints

Any concerns or complaints raised by parents / carers can be referred initially to the school SENCO. This can be done either by telephone, email or in person in the first instance. If concerns cannot be resolved in this way then the issue would be referred to Mrs G Aspinall (the Assistant Head teacher responsible for SEND). If the matter remains unresolved then the complaint would follow a line of referral via the head teacher and / or the school's Governing Body.

Mediation aims to help resolve disagreements for children and young people that are being assessed for or have an Education Health Care Plan, whilst disagreement resolution arrangements are available for parents of and all children and young people with SEND, not just those who are being assessed for or have an EHC plan, where it has not been possible to

resolve those issues through the normal routes such as a school or college complaints process.

Mediation and disagreement resolution meetings aim to resolve your disagreements in a quick, informal way using a neutral third party, a mediator, to help reach a resolution that is mutually satisfactory. (Lancashire County Council 2015)

Where will I find information on where the Local Authority's Local Offer is published ?

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/about-lancshires-local-offer.aspx>

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/help-for-parents-and-carers/information-advice-and-support.aspx>

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/shaping-send-together.aspx>