

# Parkside Community School

## Special Education and Disability (SEND) Information Report

**Our Special Educational Needs and Disability (SEND) report is part of the Derbyshire Local Offer for secondary schools.** The Derbyshire Local Offer website contains information for young people and children with SEND, families and professionals and can be located at <https://localoffer.derbyshire.gov.uk/#!/directory>

At Parkside Community School we are committed to working together with all members of our school community. This SEND Information report has been produced with pupils, parents/carers, governors, and members of staff. The SEND Strategic Team, detailed below, meet weekly, half-termly and termly to continually review and evolve our offer to meet individual needs of our pupils.

Mrs K Hodges – Governor

Mr A Kelly – Headteacher

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

Mrs H Spencer – SEND Manager

Mrs L Clewes – SEND Administrator

Mrs L Asher – Deputy Headteacher

We would welcome your feedback and future involvement in the review of our offer. Should you wish to do so, or have any queries, please contact Mrs L Clewes (SEND Administrator) at [lclewes@parkside.derbyshire.sch.uk](mailto:lclewes@parkside.derbyshire.sch.uk) or telephone 01246 273458.

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

At Parkside Community School, we work closely with parents to identify children and young people who have SEND. If you have any concerns regarding your child please contact Mrs L Clewes (SEND Administrator) at [lclewes@parkside.derbyshire.sch.uk](mailto:lclewes@parkside.derbyshire.sch.uk) or telephone 01246 273458, who will direct your concerns to the correct person.



## 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 aiming:

- to ensure that all pupils have access to a broad and balanced curriculum
- to provide a differentiated curriculum appropriate to the individual’s needs and ability.
- to ensure the identification of pupils requiring SEND provision as early as possible in their school career
- to ensure that pupils with SEND take as full a part as practicable in all school activities
- to ensure that parents/carers of SEND pupils are kept informed of their child’s progress and attainment
- to ensure that pupils with SEND are involved, where practicable, in decision affecting their future provision.
- to meet the needs of pupils with SEND by offering appropriate forms of educational provision coupled with the most efficient use of available resources
- to ensure that pupils make successful transitions at all relevant key stages
- to provide high quality training to ensure that all teachers deliver quality, first class teaching to all pupils.

## What are special educational needs (SEND) or a disability?

At Parkside Community School we use the definition for SEN and/or disability from the SEND Code of Practice (2014).

This states:

**SEND:** A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally, for others of the same age in a mainstream setting in England.

**Disability:** Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities.

## **The kinds of special educational needs for which provision is made at the school**

Children and young people with SEND but without an Education, Health and Care Plan (EHCP) of SEND are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavors, in partnership with parents/carers, to make the provision required to meet the SEND of pupils at this school.

For children with an EHCP, parents/carers have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:

- it would be unsuitable for the age, ability, aptitude or SEND of the child or young person, or
- the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name our school in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).

Parents/Carers of a child with an EHCP also have the right to seek a place at a special school if it they consider that their child's needs can be better met in specialist provision.

## **How does our school know if children need extra help?**

- Information is passed on from Primary or previous school setting.
- Concerns are raised by a pupil, parents/carers, external agencies or teachers regarding a pupil's level of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates a gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates below expected levels of progress.
- Observation of the pupil indicates that they have additional needs in one or more of the four broad areas of need:
  1. Communication and interaction
  2. Cognition and learning
  3. Social, emotional and mental health
  4. Sensory/physical

## **What should a parent do if it thinks their child may have special educational needs?**

- We are committed to working with families and always listen to parents/carers concerns. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.
- If parents have concerns relating to their child's learning then please initially discuss these with your child's subject teacher/ form tutor. This then may result in a referral to the school SENDCO, who can be contacted by emailing [lclewes@parkside.derbyshire.sch.uk](mailto:lclewes@parkside.derbyshire.sch.uk).

## **How will the school support a child with SEND?**

All pupils are entitled to quality first teaching that is differentiated to meet the diverse needs of all learners, to ensure their progress.

The school supports pupils with a disability by providing reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in school and increase their access to the taught curriculum.

The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:

- classroom observation
- Tracking each term to assess and report progress towards targets
- regular assessment of progress made by pupils with SEND,
- work sampling and book scrutiny
- SENDCO 'clinics'/briefings to provide advice and guidance to teaching staff
- pupil and parent feedback on the quality and effectiveness of interventions provided
- attendance and behaviour records.

Pupils failing to make expected levels of progress are identified and action to increase the rate of progress will be then identified that will include a review of the impact of the differentiated teaching being provided to the child, and if required, additional strategies to further support the success of the pupil. Where it is decided that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEND support and their partnership sought in order to improve attainments.

## Making the best use of Teaching Assistants

We follow the Education Endowment Foundation recommendations when deploying TAs in school.

### The effective use of TAs under everyday classroom conditions

Recommendation 1	TAs should not be used as an informal teaching resource for low attaining pupils
Recommendation 2	Use TAs to add value to what teachers do, not replace them
Recommendation 3	Use TAs to help pupils develop independent learning skills and manage their own learning
Recommendation 4	Ensure TAs are fully prepared for their role in the classroom

### The effective use of TAs in delivering structured interventions out of class

Recommendation 5	Use TAs to deliver high quality one-to-one and small group support using structured interventions
Recommendation 6	Adopt evidence-based interventions to support TAs in their small group and one-to-one instruction

### Integrating learning from everyday classroom contexts and structured interventions

Recommendation 7	Ensure explicit connections are made between learning from everyday classroom teaching and structured interventions
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Teaching Assistants support the teacher and pupils and offer support such as:

### **Self-scaffolding**

Self-scaffolding represents the highest level of pupil independence. TAs observe, giving pupils time for processing and thinking. Self-scaffolders can: plan how to approach a task; problem-solve as they go; and review how they approached a task.

### **Prompting**

TAs provide prompts when pupils are unable to self-scaffold. Prompts encourage pupils to draw on their own knowledge, but refrain from specifying a strategy. The aim is to nudge pupils into deploying a self-scaffolding technique. For example: ‘What do you need to do first?’; ‘What’s your plan?’; ‘You can do this!’

### **Clueing**

Often pupils know the strategies or knowledge required to solve a problem, but find it difficult to call them to mind. Clues worded as questions provide a hint in the right direction. The answer must contain a key piece of information to help pupils work out how to move forward. Always start with a small clue.

### **Modelling**

Prompts and clues can be ineffective when pupils encounter a task that requires a new skill or strategy. TAs, as confident and competent experts, can model while pupils actively watch and listen. Pupils should try the same step for themselves immediately afterwards.

### **Correcting**

Correcting involves providing answers and requires no independent thinking. Occasionally it is appropriate to do this, however, TAs should always aim instead to model and encourage pupils to apply new skills or knowledge first.

Adapted from: Bosanquet, P., Radford, J. and Webster, R. (2016) The teaching assistant’s guide to effective interaction: How to maximise your practice, published by Routledge

## **Action relating to SEND support will follow an Assess, Plan, Do and Review model:**

**Assess:** Data on the pupil held by the school will be collated by the class/subject teacher in order to make an accurate assessment of the pupil’s needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.

**Plan:** If review of the action taken indicates that “additional to and different from” support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, and implemented.

**Do:** SEN support may be recorded on a Pupil Support Plan that will identify strategies for intervention and support, alongside a clear set of expected outcomes.

**Review:** The support strategies and progress towards targets will be tracked and reviewed at least termly.

If progress rates are still judged to be inadequate despite the delivery of high-quality teaching and interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

1. Specialists in other schools
2. Behaviour Support Service
3. Autism Outreach Team
4. Hearing Impairment team
5. Visual Impairment team
6. Educational Psychologist Service
7. Physical and Disability Support Service
8. Social Services
9. School Nurse
10. Child & Adolescent Mental Health Service

In addition, the school will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of pupils with SEND and in further supporting their families.

For a very small percentage of pupils, whose needs are significant and complex and the SEND Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

### **How will the curriculum be matched to each child's needs?**

- Teachers plan using pupils' achievement levels, differentiating tasks to ensure progress for every child in the classroom.
- When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- These adaptations may include strategies suggested by the SENDCO and/or external specialists.
- In addition, if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help.

### **How will parents know how their child is doing?**

- Progress towards targets will be shared with parents termly through feedback regarding SEND support reviews but also through the school reporting system and Parents' Evenings.
- Parents may also find their child's planner a useful tool to use to communicate with school staff on a more regular basis.
- Parents/Carers are encouraged to arrange an appointment to discuss their child's progress with the Progress Team or SENDCO at any time when they feel concerned or have

information they feel they would like to share that could impact on their child's success

### **Pupils with medical needs**

Pupils with medical needs will be provided with a Health Care Plan, compiled in partnership with the school nurse and parents and if appropriate, the pupil themselves. Staff who administer and supervise medications, will follow DCC guidelines and liaise with the school first-aider as necessary.

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

The school offers a very wide range of experiences outside the classroom including optional school trips which provide all pupils with the opportunity to take part in a wide variety of activities.

Pre-visit risk assessments are carried out to ensure the suitability and safety of the planned activities, for all pupils.

All pupils are included in all curriculum based out of classroom learning.

### **How will the school prepare/support my child when joining or transferring to a new school?**

A number of strategies are in place to enable effective transition for pupils. These include:

#### **On entry:**

- A planned introduction programme delivered in the Summer term to support transfer for pupils starting school in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENDCO meets with Primary Schools and offers parents of new pupils with SEND an opportunity to meet to plan for a smooth transition.
- Vulnerable pupils are given extra opportunities to become familiar with the school environment.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

### **Transition to the next school, preparation for adulthood and independent living**

#### **Primary:**

- The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school.
- The annual review in Y5 for pupils with a statement of educational need or an EHCP begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.



- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENDCOs of both schools will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition.

#### **After school:**

- The school adheres to the Statutory guidance in '*Careers guidance and access for education and training providers 2023*'

[Careers guidance and access for education and training providers \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/101421/careers-guidance-and-access-for-education-and-training-providers-2023.pdf)

This places a duty on schools to secure independent careers guidance for pupils. This guidance includes information on the range of education or training options, including apprenticeships and other vocational pathways.

- Parents may like to use the website of the National Careers Service that offers information and professional advice about education, training and work to people of all ages.  
<https://nationalcareersservice.direct.gov.uk> or examine options identified in the local offer published by the local authority which sets out details of SEND provision - including the full range of post-16 options – and support available to children and young people with SEN and disabilities to help them prepare for adulthood, including getting a job.
- Where a pupil has an EHCP, all reviews of that Plan from Year 9 at the latest, and onwards, will include a focus on preparing for adulthood, including employment, independent living and participation in society.

#### **How are the school's resources allocated and matched to childrens' special educational needs?**

The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:

1. A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
2. The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
3. The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services.
4. For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation.
  - This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities. The range of support offered is identified on the provision maps which are available to view on the school website.

These target the broad areas of need:



1. Cognition and learning
2. Social, emotional and mental health
3. Communication and interaction
4. Sensory and/or physical

If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the Pastoral Manager, Progress Leader, SENDCO or a member of the Senior Leadership Team.

### **How is the decision made about how much support each child will receive?**

- For pupils with SEND but without an EHCP, the decision regarding the support provided will be taken in school, involving the pupil, parents/carers, teachers, the SENDCO and other agencies, as appropriate.
- For pupils with an EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review.

### **How will I be involved in discussions about and planning for my child's Education?**

This will be through

- discussions with the Inclusion Team that includes the SENDCO and SEND Team, Pastoral Team, and members of the Senior Leadership Team
- during parents' evenings
- meetings with support and external agencies.

### **Who can I contact for further information or if I have any concerns?**

- If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the SENDCO via Mrs L Clewes (SEND Administrator) at [lclewes@parkside.derbyshire.sch.uk](mailto:lclewes@parkside.derbyshire.sch.uk) or telephone 01246 273458.

### **Additional support available to Parents/Carers**

The Derbyshire Local Offer website contains information for young people and children with SEND, families and professionals and can be located at <https://localoffer.derbyshire.gov.uk/#!/directory> Derbyshire Information Advice and Support Service for SEND (DIASS) provides independent information, advice and support to children and young people with SEND, as well as their parents and carers and can be located at <https://www.derbyshireiass.co.uk/home.aspx>

### **Complaints procedure**

Wherever possible, we ask that parents/carers remain in close contact with the school in order to resolve any concerns quickly and effectively. However, in the rare case that we cannot resolve the issue, any complaints must be directed to the headteacher, Governing body or the Local Authority as outlined in the Complaints Procedure located in the policies section of the school website.

## **Review Period & Date**

Annually

Reviewed and approved: Full Governors on 8 October 2024 (Min No: 12/2024/25.12)