

# Schools Extended Local Offer Response

What kinds of special educational needs does the school/setting make provision for?

At The Parkgate Academy, we value all children and foster an environment of inclusivity. Our mission at The Parkgate Academy, for all pupils, is:

- To provide a warm and welcoming environment in which all children feel safe, cared for and have equal access to all aspects of school life
- To encourage independence, the confidence to take risks and make informed decisions
- To provide a curriculum that is challenging, creative and promotes pupils' spiritual, moral and cultural awareness
- That every child who walks out of the door at the end of Year 6 has achieved the best they can and are equipped with the essential life skills to be successful

The Parkgate Academy recognises that 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 and, as defined in the Code of Practice 2014, a young person has a learning difficulty or disability if they :

- 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 or mainstream post-16 institutions.

The school makes provision in accordance with the Code of Practice 2014, the SEN and Disability Act (amended 2001), Index for Inclusion (updated 2001) the Equality Act (2010). Our SEND policy and our practice aim to reflect these principles.

Special Educational Needs or disability is identified in terms of learning, communication and interaction, emotional health, physical and sensory needs. The identification of SEND should be built into the overall approach to monitoring the progress and development of all pupils. The Parkgate Academy believes that each child and their parents have a right to be involved in making decisions and exercising choices. We are committed to working in partnership with the child, parents, carers and outside agencies to identify needs, provide support for them and monitor the progress of all students.

2. (For mainstream schools & maintained nurseries only) How does the school/setting know if pupils need extra help and what should I do if I think that my child may have special educational needs?

On entry and throughout the academic year we assess all the children using a variety of different assessments. This enables us to identify children who are working behind academically or children who are functioning at a lower than expected emotional/behavioural level. If you are worried that your child might have special needs you should, in the first instance discuss this with their class teacher. The teacher will be able to discuss this with you further and if appropriate will discuss further with the SENco. Alternatively any parents are welcome to make an appointment to meet with the SENco (Mrs J Evans). Further details are available in the Special Needs Policy which is located on the website. Children are categorised under their main need and then any additional needs and then intervention is provided to meet that main need. The children will be also categorised under the level of support required: SEND support where additional intervention and support is provided or external support where external agencies are also involved to support your child. Structured conversations, parents' evenings and an open door policy allow frequent discussion between parents and staff. A child may be added to the SEND register following discussion with the school SENCO. The school also works closely with other services, including those from Health, to ensure we have up to date information on all children.

3.a) How does the school/setting evaluate the effectiveness of its provision for pupils with special educational needs?

The effectiveness of our provision for children with SEN is evaluated through the process of rigorous tracking, data analysis, scrutiny of planning and work and the involvement of school/curriculum consultants and OFSTED.

3.b) How will both the school/setting and I know how my child/young person is doing and how will the school/setting help me to support their learning?

Parents of children on the SEND register are invited into school every term for a Structured Conversation, which is an opportunity for a two-way discussion around the child's progress at home and at school. Where appropriate, advice can be given on supporting children at home. In addition, if there are further agencies involving your child, you may be invited to meetings with specialist teachers to discuss your child's needs. All children at The Parkgate Acadmey receive an annual report in the summer term. Additionally, The Parkgate Acadmey has an open door policy which encourages parents and staff to discuss any issues or concerns as and when they occur.

### 3.c) What is the school's approach to teaching pupils with special educational needs?

At The Parkgate Academy we have high expectations of all our pupils to ensure they make the best possible progress. Teaching for our pupils with SEND is individualised to the child's needs but may include extra teaching or TA support, group interventions, differentiated success criteria and creative use of resources.

### 3.d) How will the curriculum and learning be matched to my child/young person's

needs?

We endeavour to ensure all children's needs are met through Quality First provision in the classroom. Teachers work hard to ensure work is adapted/differentiated for children, providing appropriate support and challenge. We also aim to make sure our learning environment meets all our children's needs.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents and reasonable adjustments will be made to ensure pupils with SEN have access to a broad and balanced curriculum. This may be through the provision of additional support or equipment.

### 3.e) How are decisions made about the type and amount of support my child/young

person will receive?

Decisions about the type and amount of support your child needs will be based on their progress and how we can best meet their needs within our school environment. Support may be delivered by school staff within the class on an individual basis, in small group settings or through a 1:1 intervention. At Structured Conversations, we will discuss the level of support your child has in different areas of the curriculum. Where appropriate, individual timetables are planned for specific children. If a child requires additional one to one support with an adult, then where appropriate the school can bid for additional funding. The child's additional needs would need to match the criteria to qualify for additional funding. This would be applied for by the SENCO.

If we need to access expertise that is not already in the school we will consult with you beforehand and gain your permission to do so.

### 3.f) How will my child/young person be included in activities outside the classroom,

including school trips?

As a school we highly value the benefit of education outside of the classroom and believe that all children should have the opportunity to participate in these experiences. All trips are risk-assessed, which includes provision needed for children with SEN. Where necessary, we meet with parents to discuss any additional support that may be required. We also aim to ensure all children have the chance to be part of lunch time or after school clubs.

### 3.g) What support will there be for my child/young person's overall well-being?

The social and emotional wellbeing of our pupils is a priority and we have worked to develop and maintain a strong community ethos. At The Parjgate Academy the staff strive to ensure that the children have very positive relationships with the adults they work with. Therefore they feel they can talk to their teacher. We also can refer to a variety of support agencies should we think this is appropriate. We also have assessments in school that allow us to monitor and track a child's emotional wellbeing. The Social, Emotional Aspects of Learning programme provides the opportunity for children to discuss issues such as positive relationships, self-esteem and teamwork within the curriculum.

### 4. (For mainstream schools and maintained nurseries) Who is the school/setting's special educational needs co-ordinator (SENCO) and what are their contact details.

Mrs J A Evans has responsibility for the SENCO role. She can be contacted via the school office on 01623 8860584 or at [juliaevans@theparkgateacademy.co.uk](mailto:juliaevans@theparkgateacademy.co.uk)

### 5. a) What training have staff supporting special educational needs had and what is planned?

The school SENCOs continually monitor the training needs of support staff and ensure they have appropriate training opportunities. Recent training has included sessions focused around asthma, epilepsy, using numicon in the classroom and MAPA . We also regularly do a lot of inschool training where staff share expertise with other less experienced staff.

Our SENCO meets regularly with SENCOs from other local schools in meetings chaired by an Educational Psychologist (called a Springboard meeting) where advice and strategies can be exchanged and further training planned.

### 5.b) What specialist services and expertise are available or accessed by the setting/school?

The Parkgate Academy invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The Head Teacher and SENCO are responsible for liaising with the following:

- Local Authority advisors including those for Cognition and Learning, Early Years, Communication and Interaction, Visual Impairment and Hearing Impairment and the Mansfield Behaviour Partnership
- Therapists including those for Speech and Language, Occupational Therapy and Physiotherapy and the Physical Disabilities Service
- Health Services including School Nurse and Child and Adolescent Mental Health Service (CAMHS)
- Education Psychology Service
- Social Services
- Outreach services including Voluntary Services
- Health Service for more complex medical issues

#### 6. How will equipment and facilities to support pupils with special educational needs

secured? How accessible is the school/setting?

Reasonable adjustments have been made to improve accessibility. Our school is a single story building and is wheelchair accessible with two disabled toilets large enough to accommodate changing. We have wide, uncluttered corridors and wide doors which make all areas of the school accessible. We have a designated disabled parking space in the car park.

We strive to ensure that equipment/activities are accessible to all children regardless of their needs and take advice from appropriate specialist services with regard to accessibility.

Extra-curricular activities are accessible for children with SEN.

#### 7. What are the arrangements for consulting parents of pupils with special educational

needs? How will be I involved in the education of my child/young person?

Parents will be invited in to discuss their child's learning journey with their child's class teacher on a termly basis where they will review positive steps made and plan next steps during a Structured Conversation. We have an open door policy and parents are welcome to come in to school to see the class teacher at any time. We will seek parents' permission when involving specialised support from outside agencies.

#### 8. What are the arrangements for consulting young people with SEN and involving

them in their education?

Children are involved with their target setting and can attend meetings if they would like. The teachers strive to find out the children's interests and tailor the provision in school to meet these interests. The student council works hard to ensure that they have a correct representation of the children in the school and are involved in organising certain activities and in some strategic decision making.

9. What do I do if I have a concern or complaint about the SEN provision made by the school/setting?

Any complaint concerning the operation of the Special Educational Needs Policy should be directed to the SENCo/Head Teacher in the first instance, who will carry out a thorough investigation. If parents remain dissatisfied they should follow the procedures laid out in the school's Complaints Policy.

10. How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in meeting the needs of pupils with special educational needs and supporting the families of such pupils?

The Parkgate Academy invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The Head Teacher and SENCO are responsible for liaising with the following:

- Local Authority advisors including those for Cognition and Learning, Communication and Interaction, Visual Impairment and Hearing Impairment and Personal, Social and Emotional Development Team
- Therapists including those for Speech and Language, Occupational Therapy and Physiotherapy and the Physical Disabilities Service
- Health Services including School Nurse and Child and Adolescent Mental Health Service (CAMHS)
- Education Psychology Service
- Social Services
- Outreach services including Voluntary Services

11. How does the school/setting seek to signpost organisations, services etc who can provide additional support to parents/carers/young people?

Parents can gain important advice and support from Parent Partnership, details of which can be found on Nottinghamshire's Help Yourself website below.

The SEND Local Offer covers public services that are available within:

- Education: e.g. nurseries, playgroups, schools and colleges as well as support services like educational psychologists, early years and early intervention workers
- Health: e.g. GPs, paediatricians, school nurses and therapists
- Social care: e.g. respite services and children's disability services.

It should also enable you to find out what support and services are available in the voluntary and private sectors, for example from charities and disability groups, nurseries, youth clubs etc, both in your immediate area and across Nottinghamshire.

The SEN Local Offer aims to highlight opportunities for children and young people who have additional needs to engage in a broad range of activities, from cinema screenings for children with specific needs, to evening clubs like cubs/scouts or brownies/guides running during the week, to specific events offered during the school holidays. The SEN Local Offer can be accessed through Smart phones, tablets as well as the internet at:

[www.nottinghamshire.sendlocaloffer.org.uk](http://www.nottinghamshire.sendlocaloffer.org.uk)

[www.nottshelpyourself.org.uk](http://www.nottshelpyourself.org.uk)

12. How will the school/setting prepare my child/young person to: i) Join the school/setting?

The Parkgate Acadmey has a thorough transition programme both for entry into and exit from our school. This includes transition days and a full transition week where children can spend time getting used to their new setting. We also offer bespoke transition packages for individualised children which may include additional visits, photo workbooks of their new setting and extra parents' meetings.

ii) Transfer between phases of education (e.g. early years to primary, primary to secondary etc)?

The Parkgate Acadmey has a thorough transition programme both for entry into and exit from our school. This includes transition days and a full transition week where children can spend time getting used to their new setting. We also offer bespoke transition packages for individualised children which may include additional visits, photo workbooks of their new setting and extra parents' meetings.

iii) Prepare for adulthood and independent living?

As a school we teach our children about the values to be taken into adulthood and the importance of self confidence. We provide time through our PSHE to look at growing up and how to be a good citizen.

### 13. Where can I access further information?

<http://theparkgateacademy.co.uk/>

[www.nottinghamshire.sendlocaloffer.org.uk](http://www.nottinghamshire.sendlocaloffer.org.uk)

[www.nottshelpyourself.org.uk](http://www.nottshelpyourself.org.uk)

Useful telephone numbers, eg LA SEND team, parent partnership

- Parent Partnership 01159 482888
- LA SEND: 01159 823823
- Social Services: 01623 520520
- School Admissions 01623 433433
- CAMHS 01623 611469

Emotional Health & Wellbeing

- APTCOO support for families with SEND needs 01623 629902
- Autism support Group [www.mansfieldautismsupport.co.uk](http://www.mansfieldautismsupport.co.uk)
- Home start support for 01623653391