

SEND information report 2021-2022

Principal: Mrs Kerry Chadburn

Special Educational Needs and Disability Co-ordinators (SENDCOs): Mrs Natasha Brown and Mrs Kelly Mallinson

Telephone number: 01623 860 8584

Provision of Special Educational Needs

At the Parkgate Academy we believe that all children, including those with Special Educational Needs and Disabilities (SEND) should be encouraged and expected to achieve the best that they can, in all that they undertake to help them to reach their full potential. We believe that this is best done in a supportive, caring context where children feel happy and safe.

In Sept 2021, 32 children were on the SEND Register. This means that 9 percent of pupils classed as having Special Educational Needs and/or a Disability (this figure includes Pre-School).

- 6 (27%) = Cognition & Learning
- 16 (54%) = Communication & Interaction
- 7 (15%) = Social, Emotional & Mental Health
- 3 (4%) = Physical & Sensory

Identification of pupils with SEND

The Parkgate Academy recognises that a child has SEND if they have a learning difficulty or disability which calls for a special educational provision to be made for them. For a child to be classified as SEND they will meet one or more of the criteria below:

- If their main need type is Cognition and Learning they will be working at least 2 years behind their chronological year group and will be making limited progress.

Please note this is only used as an indicator and children will be assessed on a case by case basis. When considering children who are new to the academy whether in the Early Years or from another setting, children will be given a suitable timescale for transition and be assessed before they are identified as having additional Cognition and Learning needs.

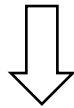
- Their additional need will require regular one to one support on a long term basis in order for them to access the same educational facilities as other children.
- Children who receive HLN or AFN funding and therefore require more than £6000 (from school funds) being spent on them in order for their needs to be met.

The Code of Practice 2014 states that a young person has special educational needs if they have a learning difficulty or disability that means that they need additional support in school to carry out the same activities as other children their age.

Our SEND Policy and our practice have been created alongside the Code of Practice 2014, the SEND and Disability Act (amended 2001), Index for Inclusion (updated 2001) and the Equality Act (2020).

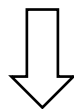
Raising a concern

Please see **your child's class teacher**. He/she will monitor the concern and ask for advice from Mrs Brown/Mrs Mallinson if necessary.



Mrs Brown/Mrs Mallinson and the class teacher will be able to talk with all people who have contact with the child and decide the best course of action.

- Teacher observations
- Tracking of progress using either Engagement Model, B Squared, Early Learning Goals (ELG) for children in Foundation Stage or National Curriculum for children in Key stage 1 and 2.
- Using standardised tests (Dyslexia Portfolio, Boxall Profiles and Salford Reading test)



If the concern remains, support from **external support agencies** will be made through:

- Termly 'Springboard' meetings
- Early Help Unit
- Sherwood Area Partnership
- Schools and Families Specialist Service

Parents are involved in all we do

When children arrive from other schools the SENDCOs ensures that any SEND records and assessment are shared with the new teacher and teaching assistant. Where necessary, further action is carried out.

Assessment

As well as the assessment procedures that are followed for all children at The Parkgate Academy, children with SEND might also be assessed using B squared which measures small steps of progress. There are also a number of other assessments used in school to identify gaps in learning and to identify future targets. These are listed below:

- Engagement Model
- GL Dyslexia Portfolio
- Boxall Profile
- Sensory Checklist
- Environmental Audit
- AET Autism Progression Framework
- Autism Indicator Checklist
- ADHD Indicator Checklist
- Language Development Checklist

Effectiveness of Provision

The SENDco at The Parkgate Academy works closely with a range of support services in Nottinghamshire and colleagues within the Trust. This enables us to call upon for advice, support and training on SEND to ensure effective support and provision.

In our school we work with the following agencies:

- Schools and Families Support Service
- Sherwood Area Partnership
- Occupational Therapy
- Physiotherapy
- Primary Social and Emotional Development Team
- Education Psychology Service
- Physical Disability Support Service
- Specialist teachers with sensory impairments
- Think Children
- CAMHS
- Targeted Support
- Children's Bereavement Centre
- Early Help Unit
- Casey Counselling
- The Family Service
- The Children's Centre
- Children's Social Care
- Health (GP, Sherwood Area Partnership, school nurse, community paediatricians, epilepsy and diabetic specialists)

Other Schools and Colleges

Schools in Nottinghamshire are grouped together in what we call 'families of schools'. The Parkgate Academy is part of the Dukeries Family and Mrs Brown/Mrs Mallinson works closely with Kate Munnoch from King Edwin Primary School. The aim of the school family network is to:

- Secure successful transition
- Develop links across subjects
- Plan training events for staff
- Share expertise and good practice

The SENDCOs are also responsible for reporting to the Principal and SEND trustee each term on progress the children have made and the training issues that have been identified or indeed completed.

Mrs Brown/ Mrs Mallinson are responsible for sharing new developments and training opportunities with the teaching assistants in school.

Working with parents

Communicating with parents is essential, **as a team around the child is better placed to support and encourage than an individual.** At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and acknowledgements of parents/carers at all stages. We encourage parents to make an active contribution to their child's education.

This is done in a number of ways:

- Home/school diaries
- Meet and greet before and after school
- Termly review meetings
- Telephone/text contact
- Termly parent consultation meetings with the class teacher

Inclusion of all pupils

When planning units of work, all teachers plan work with the individual children in mind. The class teacher's planning is evaluated termly and feedback is given. A work scrutiny and pupil interviews also take place termly to assess the learning that is taking place.

All children are assessed formally (every term) and informally (lesson by lesson) and this provides the school with detailed information on pupil progress and attainment.

The school curriculum is regularly reviewed by the School Leadership Team to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom. **All** pupils are encouraged to participate in school visits and residential programmes.

All pupils at The Parkgate Academy take part in personal, social and emotional lessons. As a school we follow the Trust values which are: Team Player, Work Ethic, Ambition, Respect, Discipline and Mentality. These values are incorporated into weekly assemblies as well as class activities.

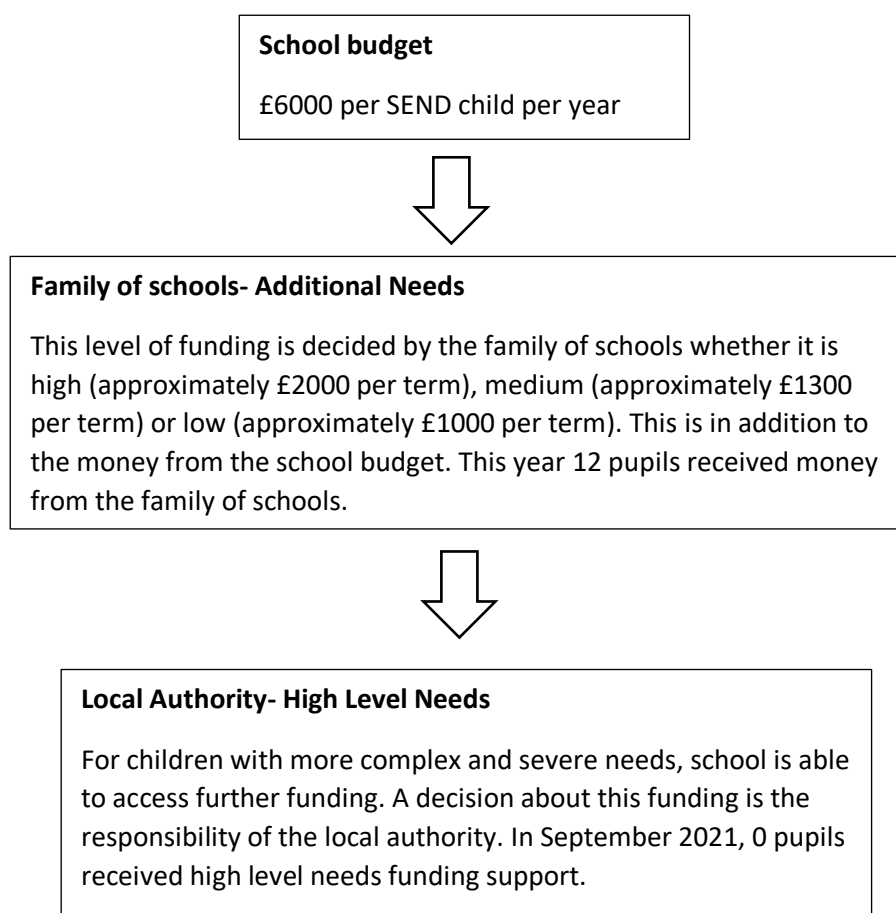
Pupils with SEND

The Principal and SENDCO have the responsibility for deployment of staff and allocation of resources.

If any member of staff or parent is worried or has a concern about a pupil/their child, they will be monitored using the four characteristics of learning. Teachers will ensure all steps are put into place to ensure quality first teaching remains the priority.

The deployment of teaching assistants will be decided by the Principal and SENDco and will be flexible and altered accordingly, responding to the child's need/s.

If a child is classed as having a SEND need, school will be able to provide support through the following ways:



These applications can only be made by the Principal or SENDCO's following consultations with other professionals from the support agencies.

Pupil voice

At The Parkgate Academy, **all** pupils are encouraged to take part in school life. The school council met each half term to decide on any issues and pupils with SEND are often chosen to represent their class.

Before each review meeting all pupils with SEND are consulted as to how they feel about school; what they enjoy and are good at and how we can support them in a way that is best for them.

We also carry out regular questionnaires with the children to obtain their views.

Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to a SENDCO or a member of the Senior Leadership Team who will be able to advise on formal procedures for the complaint. A copy of the school's complaint procedure can be found on the school's website.

SEND pupils

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of a SENDCO, who will then inform the child's parents.

The following services will be involved as and when necessary:

- Schools and Families Support Service
- Sherwood Area Partnership
- Occupational Therapy
- Physiotherapy
- Primary Social and Emotional Development Team
- Education Psychology Service
- Physical Disability Support Service
- Specialist Teachers for sensory impairments
- Think Children
- CAMHS (emotional health and well-being)
- Targeted Support
- Children's Bereavement Centre
- Early Help Unit
- Ollerton and Boughton Children's Centre
- Health (GP, school nurse, community paediatricians, epilepsy and diabetic specialists)
- The Family Service
- Mental Health Support Team

Transition

Successful transition between key stages is fundamental in ensuring children settle happily and well into their new classes.

In regards to pupils with SEND, individual 1:1 and group transitions programmes are designed and implemented depending upon the children's varying needs. Additional transition visits are arranged for all SEND children and include visits to the pupils existing classroom prior to the visit to the new classroom or school.

When year 6 children transfer to secondary education, visits are arranged and parent meetings take place to allow for questions and concerns to be raised. Pupils who transfer to the Dukeries Academy are invited for full week of transition visits in the summer term for **all** year 6 pupils. The secondary SENDCO visits and meets with the children individually.

Local offer

The Local Offer is part of the Special Educational Needs and Disability (SEND) reforms from the children and Families Act 2015.

There are two main purposes for the local offer:

- To improve information about services and provision available for families, children and young people with Special Educational Needs and Disabilities, and to make it easier for all families to find this information by making it available in one place.
- That by working directly with families, children and young people on developing the Local Offer, Local Authorities and Health partners can improve provision.

Nottinghamshire's Local Offer includes leisure and activity providers, health and care services, education providers and support groups.

Schools have to provide a local Offer report. This can be found on the school website and on the Nottinghamshire Local Offer site:

<http://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/localoffer.page?directorchannel=10>