



THE PARKGATE ACADEMY  
LABOR OMNIA VINCIT

## Local Offer 2024-2025

### 1. What kinds of special education needs does the school/setting make provision for?

The Parkgate Academy caters for a wide variety of special educational needs. Including children with Autism, ADHD, Dyslexia, Physical Disabilities (such as Cerebral Palsy), Learning Difficulties, Downs Syndrome, Speech and Language Delay. Plus, other emotional and behavioural difficulties.

The school 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 Parkgate Academy believes that each child and their parents/carers 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?

At The Parkgate Academy, children who may have a special educational need or disability are monitored from an early age. A combined approach between home and school supports the identification process. On entry and throughout the academic year children may be assessed using a variety of different assessments. This enables the school 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 then discuss it with the SENDCo. Alternatively, any parents are welcome to make an appointment to speak with the school SENDCo (Miss Howard) or SEND Associate (Miss M Lake). Further details are available in the Special Needs Policy which is located on the website.

### 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 SEND is evaluated through the process of rigorous tracking, data analysis, scrutiny of planning and work and the involvement of school/curriculum consultants and OFSTED.

The progress data of all children is closely tracked and monitored regularly throughout the school year. The SEND team carefully monitor the progress of children with Special Educational Needs and develops individual action plans where appropriate (in conjunction with the parents/carers) for children who are not making adequate progress. Any interventions which are carried out to support a child are carefully tracked and monitored to ensure that they are having a positive impact. This is done through data analysis and observations. Regular reports are provided to Trustees who oversee the progress of the children.

### 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. In addition, if there are further agencies involved with your child, you may be invited to meetings (possibly online) with specialist teachers to discuss your child's needs. All children at The Parkgate Academy receive an annual report in the summer term.

### 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, where appropriate we support pupils with special educational needs by using: specially prepared learning materials, appropriate ICT equipment, teaching assistants, individual and group teaching sessions/support sessions, specialist equipment/resources, signing and assisted communication, specialist intervention programmes and seeking support and involvement from outside agencies.

### 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. Where appropriate, a child might have an individual timetable and specific work or additional support depending on their additional needs.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCo will consult with the child's parents/carers and reasonable adjustments will be made to ensure pupils with SEND have access to a broad and balanced curriculum.

### 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 or 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 SENDCo.

### 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 SEND. Where necessary, we speak to parents/carers 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. At The Parkgate 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. The school has access to assessment tools that allow us to monitor and track a child's emotional wellbeing.

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

SENDCo: Miss R Howard - [rosalindhoward@theparkgateacademy.co.uk](mailto:rosalindhoward@theparkgateacademy.co.uk)

SEND Associate: Miss M Lake - [meganlake@theparkgateacademy.co.uk](mailto:meganlake@theparkgateacademy.co.uk)

Telephone: 01623 860584

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

The school SENDCo continually monitors the training needs of support staff and ensures they have appropriate training opportunities. Recent training has included sessions focused on Autism, Dyslexia, Asthma, down syndrome and Diabetes. We also regularly do a lot of in-school training where staff share expertise.

Our SENDCo meets regularly with other SENDCos from our family of schools and also meets with other SENDCos from our Multi-Academy Trust. These provide opportunities to share knowledge and expertise.

5. b) What specialist service 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, SEND. The Principal and SENDCo 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
- Therapists including those for Speech and Language, Occupational Therapy, Physiotherapy and the Physical Disabilities Service
- Health service including School Nurse, Healthy families team and Child and Adolescent Mental Health Service (CAMHS)
- Educational Psychology Service
- Social Services
- Health Service for complex medical issues

- Mental Health Support Team.

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

Where a child or adult needs to use a wheelchair or has limited mobility in school, a PEEP (personal emergency evacuation plan) is put into place.

7. What are the arrangements for consulting parents of pupils with special educational needs? How will I be involved in the education of my child/young person?

Parents/Carers will be invited in to discuss their child's learning journey with their child's class teacher on a termly basis. At these meetings, the child's progress is reviewed and next steps are planned. For more complex special needs, the SENDCo will meet with the parents termly, alongside the teacher. At the end of the school year, the SENDCo will hold an annual review for the parents/carers of all children on the SEND register and, in addition to this, parents/carers can make an appointment to see the SENDCo.

8. What are the arrangements for consulting young people with SEND 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 SEND provision made by the school/setting?

We would always encourage parents/carers to discuss any concerns they have with the class teacher in the first instance. Alternatively, they could make an appointment to speak to the SENDCo. If you remain dissatisfied, please refer to the school 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 SENDCo provides updates to Trustees. This enables Trustees to see the progress data of children with additional needs and ask questions to ensure that all children's needs are being met.

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

The school SENDCo can signpost parents/carers to a wide range of support organisations such as Family Support and local support groups. The SENDCo will also refer a child to obtain other professional support if they feel that staff in school needs some advice or training in relation to a specific need of a child. The school website is updated regularly and is a source of information for the parents/carers of children with SEND.

Parents/Carers can also gain important advice and support from the Nottinghamshire Help Yourself website. It enables you to find out what support and services are available in the voluntary and private sectors. [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 Academy has a thorough transition programme both for entry into and exit from our school. This includes transition days, 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 for their new setting and extra parent/carer discussions.

Children who join from different areas or during the school year have their transition carefully planned to ensure that it is positive and successful.

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

The Parkgate Academy has positive relationships with our feeder schools and plan comprehensive transitions for children with additional needs when they transfer into a different phase of their education. This might include additional visits and the staff from secondary school may also come to visit children. Children have Vulnerable Pupil Profiles which are used to aid transition to their next phase of education.

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. If we feel a child needs further support to learn essential life skills, then this will be incorporated into their learning.

13. Where can I access further information?

Please see the school website <http://www.theparkgateacademy.co.uk> or for more information on the SEND local offer please visit [www.nottshelpyourslef.org.uk](http://www.nottshelpyourslef.org.uk)