



Information Report for Children with Special Educational Needs and/or Disabilities (SEND)

Parkfield School is a new all-through (age 4 to 18) Free School which opened for the first time in September 2013.

At Parkfield School we recognise the value and potential of our children and young people by nurturing them as individuals with their own needs and preferred learning styles.

We aim to provide inclusive learning experiences by providing effective teaching and learning opportunities for all our pupils so that no child is disadvantaged because of ability, language or economic circumstance.

We are extremely committed to helping pupils with special educational needs and/or disability (SEND) who require additional or different support.

Parkfield School has a Special Educational Needs Co-ordinator (SENCo), Mrs. C. Pugh, B.Ed. Hons; National Award for SENCO, (2011, Exeter University), who is responsible for the management of provision and support for identified pupils with SEND. The SENCo works with our teachers, learning support assistants and other staff to provide focussed intervention to support children with SEND.

All pupils requiring additional or different support will benefit from a personal programme of skills and strategies to enable them to succeed academically and socially. All our teachers will also be well trained to identify those pupils in need of assistance and parents can be assured of the best attention at all times.

In line with our motto to nurture, inspire and enable, we are committed to ensuring that children achieve the best outcomes they can so that they grow and develop into confident young people ready to move on into further or higher education, training or employment.

	Question	PARKFIELD SCHOOL – to “nurture, inspire and enable”
1	How do you know if children/young people need extra help and what should I do if I think my child/young person may have SEND?	<p>Parkfield School's motto is to “nurture, inspire and enable”. This starts in the classroom. All class teachers continually monitor their children’s learning in the classroom environment. Learning is also monitored by marking classwork and independent work and data is analysed at least half termly to identify children who are not making the expected progress. When we refer to learning, we are not only talking about the learning of literacy, numeracy and other such subjects but also their emotional learning and learning how to socialise and to regulate their behaviour.</p> <p><u>The usual path of intervention:</u></p> <p>First step: Wave 1 - high quality teaching:</p> <p>All children at Parkfield will be receiving high quality teaching and differentiation within their normal lessons (adjusting the curriculum so that your child can understand) in the classroom. If your child is flagged up by the class teacher as not making the expected progress despite having received high quality teaching, or in fact you raise concerns about your child with the class teacher, then the first step would be to hold an initial meeting between the teacher, key stage coordinator and/or Assistant Principal for Primary/Secondary and the SENCo. At this stage, you would not need to be involved but you would be informed of the outcome of this meeting by the class teacher.</p> <p>Second step: Wave 2 - additional intervention:</p> <p>If your child has not responded to Wave 1 then at the initial meeting, as referred to above, we would look at discussing whether Wave 2 intervention would be appropriate for your child. At this stage, your child would receive additional intervention ie. 1:1 intervention or small-group intervention. This support would be organised by the classroom teacher and delivered either by him/her or by the learning support assistant. You would be informed of this by the classroom teacher. The resources used would be generic and not bespoke to your child’s needs. An example of a generic programme could be Read, Write, Ink by Ruth Mishkin. Your child’s progress would be monitored by the teacher and he/she would feed this back to the Assistant Principal for Primary/Secondary, and/or the KS2 coordinator and the SENCo. If your child had not made the desired progress after such intervention then the class teacher would contact you and we would decide whether we needed to put in Wave 3 intervention.</p> <p>Third step: Wave 3 - highly personalised intervention (bespoke):</p> <p>After consultation with you, we would look to put in place Wave 3 intervention. This would involve an assessment, either carried out by the SENCo and/or an outside agency, for example, a speech and language therapist. The assessment would only take place upon your approval. After assessment, we would then call a meeting, which you and your child (if appropriate) would be asked to attend and/or any outside agencies already involved, or who we need to involve, so that we could draw up a plan of action. This plan of action would be in the shape of an IEP (Individual Education Plan) if your child is in primary, or a SSP (SEN Support Plan) if your child is in secondary. Your class teacher will be chairing this meeting and the SENCo will be present in order to clarify any SEND matters. A learning support assistant might also be present at the meeting as well as perhaps the Pastoral/Operations Manager. At the meeting, your child’s class teacher would be focusing on the desired outcomes for your child and how best we could meet them with the resources and expertise that we had at school and/or with the help of an outside agency.</p> <p>This IEP or SSP would then be put into action and after a specific period of time, your child’s progress would be reviewed by the class teacher and/or learning support assistant. We would all then meet again at a pre-established date in order to discuss your child’s progress, and the next steps. The IEP or SSP will be reviewed three times with you in an academic year.</p>

	<p><u>Important:</u></p> <p><i>Due to the update of the SEND Code of Practice (July 2014), the Government has stressed the importance of "early intervention". Therefore, if your child's needs are severe or complex or we are particularly concerned about your child then we would react accordingly, which could mean that we would not follow the usual path of intervention, as explained above, but we would skip Wave 2 and go straight to Wave 3. It is very important that you understand this as this is one of the main differences between the new SEND Code of Practice and the old one. We have the flexibility to intervene as and when and how we feel most appropriate. It is no longer the graduated response to your child's needs but the graduated approach to your child's needs.</i></p> <p><i>Another key change to the SEND Code of Practice is that your views and your child's views are listened to. Therefore, if at any point in time you are concerned about your child, whether it be from an educational, emotional, social or behavioural point of view, then please speak to your child's teacher. If, however, you feel that you would prefer to speak to either the SENCo, or the Assistant Principal for Secondary or Primary, or the Pastoral/Operations Manager at the School, then of course you can do so. You can do this either by phone, face-to-face or by email.</i></p>
2	<p>How will your staff support my child/young person?</p> <p>The class teacher has overall responsibility for teaching your child with the support of the SENCo and learning support assistant. At primary school level, your child's class teacher will be the person who has most contact with you and your child and will also be involved in the analysis of all data, all meetings regarding your child's education and will also organise the IEP or SSP meetings. In Secondary, the English and Maths departments will be in charge of organising the SSP meetings.</p> <p>The SENCo keeps in close contact with the teachers and Assistant Principals of either Primary or Secondary. Throughout the academic year, she will make sure that she observes your child in class in order to make sure that all strategies and/or resources as stated on your child's SSP or IEP are being implemented. She will share her observations with the class teacher and/or Assistant Principal and she may speak to your child about how he feels he is progressing. If there are any changes that need to be made in order to help your child to achieve these then it will be discussed at these meetings.</p> <p>Your child may join an intervention group, as explained above (Wave 2). In primary, the majority of intervention groups will take place within the classroom environment and be led by the classroom teacher. Whereas, in secondary, the intervention groups will take place outside of the classroom and will be delivered by either the SENCo or a secondary learning support assistant. The Intervention groups in primary could be for handwriting, numeracy, literacy, socials skills and/or nurture. This could also include speech and language input. In secondary, the intervention groups could be for either literacy, numeracy, social skills and/or for something more specific, for example, occupational therapy. Outside agencies can also be brought into Parkfield to deliver more bespoke courses depending on your child's needs. Such courses may initially be delivered by the outside agency and then continued by a learning support assistant, upon completion of training. A log book is kept of all intervention and progress made.</p> <p>Class teachers formally assess children three times a year. The SENCo accesses these assessments which will show if your child has made progress. She will be involved in regular meetings with the Assistant Principals of Primary and Secondary to discuss such data.</p>

		The SENCo administers her own SEN Screening assessments for pupils in Year 2 and Year 7. These usually take place by October half term, allowing the pupils enough time to settle into their new life at Parkfield. This data will be shared with the relevant Lead Teachers and the Assistant Principals for Primary and Secondary.
3	How will the curriculum be matched to my child's/ young person's needs?	<p>Your child has targets set by the class teacher for literacy and numeracy in primary and in all subjects in secondary. These targets are set at your child's level and tasks are differentiated by the class teacher in order for your child to meet such targets. The class teacher or learning support assistant will have a conversation with your child to agree the target.</p> <p>Once the targets are reached, a new target is set.</p> <p>The targets set on your child's SSP or IEP will reflect and/or compliment your child's classroom targets and will often be either literacy and/or numeracy based. However, such targets could also reflect your child's specific needs relating to behaviour, emotions and/or socialisation.</p> <p>At Parkfield, we are in a unique position of being able to offer your child a varied and unique curriculum. From Reception through to Year 2, all children spend their time being taught the curriculum through Montessori and National Curriculum.</p> <p>From Year 3 to Year 6, your child will learn through the medium of the International Primary Curriculum. In secondary, all pupils starting in Year 7, start the International Baccalaureate and our current Year 9 and 10 pupils are studying for their GCSEs. However, the aim is for all pupils in secondary, once the school is well-established, to study the International Baccalaureate throughout Key stages 3, 4 & 5.</p> <p>All subjects are delivered in a multi-sensory way (this means that teachers tap into all of your child's senses, for example, visual [eyes], auditory [hearing] and kinaesthetic [doing]) with high quality teaching and differentiation being standard practice.</p> <p>We have a maximum of 28 pupils in each class and all primary classes have an attached learning support assistant. In the core subjects in the secondary sector of the school, classes are set and are therefore smaller. Your child will have access to the support of a learning support assistant in the majority of classes.</p>
4	How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?	<p>You can discuss your child's learning with your child's class teacher at the end of the school day. You can also contact the SENCo by telephone or email at any point throughout the school day. If she is not available then she will call or email you back as soon as possible. You can also telephone the school and the class teacher will call you back.</p> <p>Children are assessed continually by class teachers and teachers have the responsibility of sharing how your child is learning three times a year at a meeting with the Assistant Principal of Primary and/or Secondary. Six times a year, assessments are recorded and looked at very closely. The SENCo also looks at the assessment data very closely to see if your child is making the expected progress.</p> <p>If appropriate, home/school books are set up in order to help us work more closely with you in supporting your child's needs.</p> <p>The class teacher will discuss your child's progress with you three times a year at parent consultation meetings.</p>

5	What support will there be for my child's/young person's overall wellbeing?	<p>Our Pastoral/Operations Manager is in charge of pastoral support for our pupils at Parkfield. We also have two trained ELSAs (emotional literacy support assistants); one is primary based and the other is secondary based. We are in the process of setting up our ELSA provision and expect it to be up and running fully once we have moved to the new site in September 2015. The role of the ELSA is to support children who might be struggling in an area of their life or school life. This could include bereavement, anxiety, anger management, socialisation and so on.</p> <p>Throughout primary and secondary, nurture is at the heart of what we all do. It is not solely the responsibility of the Pastoral/Operations Manager but a whole-school responsibility.</p> <p>In primary, individual class teachers bring into the curriculum social and emotional curricula as well as setting up small nurture groups or social skills groups. In secondary, we have set up a mentoring system whereby your child will have a mentor or community group leader who he will meet each morning before starting the school day.</p> <p>Children can talk to any member of staff if they have concerns; they do not need to revert back to speaking solely to a designated person, for example, their community group leader or the Pastoral/Operations Manager.</p> <p>The SEND HUB, where a lot of the intervention work takes place, is a safe place for some students to go to if they are feeling particularly vulnerable or just need time out. This is always manned by a learning support assistant and any child is welcome to come into the HUB.</p> <p>During lunch and break times, there are always a number of staff on duty at any one time so your child can always speak to one of them if he has any concerns or worries.</p> <p>We have a lead First Aider plus trained staff to cover First Aid duties. Four First Aiders are trained to administer medicines such as epipen/insulin. We also work closely with the school nurse in setting up and maintaining health care plans.</p> <p>We follow the DfE advice and guidance on safeguarding and safer recruitment for all pupils, staff, governors, volunteers and visitors.</p>
6	What specialist services and expertise are available at or accessed by your setting?	<p>We have access to a range of local services, for example, the Speech and Language Service, Children's and Adolescents Mental Health (CAMHs), the Educational Psychology service, Hearing and Vision support, Occupational Therapists and a range of counselling services.</p> <p>The SENCo has in depth knowledge of the Attachment theory and has personal experience of working closely with clinical psychologists in the area as well as the Bournemouth Adoption Team and Services. A number of training courses have already taken place at the school regarding Attachment and a handful of members of staff have also worked closely with the SENCo and</p>

		<p>outside clinical psychologists in order to make sure that we are putting into place the most relevant intervention in order to support our pupils with attachment disorders or insecure attachment.</p> <p>We access the support of the Community Paediatrician based at Shelley Clinic and also the Consultant Paediatrician and Occupational Therapy Department at Poole Hospital.</p> <p>The Assistant Principals for Primary and Secondary and the SENCo work closely with staff from Children's Social Care, attending meetings and putting into place any recommendations.</p> <p>We also work closely with other outside agencies organised by Bournemouth Local Authority, for example, Turnaround, Mosaic and the Listening Ear.</p>
7	What training do staff supporting children and young people with SEND have?	<p>Whole school training includes:</p> <p>Safeguarding</p> <p>High quality teaching and outstanding learning</p> <p>The use of Montessori equipment to help children with SEND</p> <p>Autistic Spectrum Disorder</p> <p>Attachment Disorder</p> <p>Vision Impairment</p> <p>Dyslexia workshops</p> <p>Safer Handling</p> <p>First Aid</p> <p>The School also has a trained CAF (Common Assessment Framework) Lead Professional</p> <p>If a child has a need that our staff are not familiar with then class teachers, learning support assistants and/or the SENCo attend training sessions from the professionals involved with the child.</p>
8	How will my child/young person be included in activities outside the setting including trips out?	<p>Either the Assistant Principal for Primary, Secondary, class teacher or Pastoral/Operations Manager will talk to you about the suitability of an activity for your child.</p> <p>A risk assessment is completed by the member of staff responsible for the trip activity.</p> <p>The Pastoral/Operations Manager oversees all off-site trips and provision is put in place to ensure that all planned trips are fully inclusive.</p>

9	How accessible is the setting environment?	<p>We are currently in a temporary premises in an 8 storey building. We will be moving to our permanent site in September, 2015.</p> <p>We have access to the building via an extended ramp if you need to enter the building from the main entrance.</p> <p>The west and east side entrances are all on one level so are easily accessible for wheelchair users.</p> <p>We have a lift for access to every floor of the building and disabled toilets on each floor</p> <p>All uneven surfaces, walls, stairs (on the west side of the building) and drains are highlighted in yellow.</p> <p>We have many multilingual staff, including mid-day supervisors and children, who can communicate with parents/carers and children whose first language is not English.</p> <p>One of our primary learning support assistants is the lead for EAL in the primary section of the school and she is in the process of developing resources in order to help all teachers, children, parents and/or carers. Within the secondary part of the school, we have a volunteer EAL teacher who comes into the school in order to teach English as an Additional Language to small groups and 1:1.</p>
10	How will the setting prepare and support my child/young person moving to the next stage of education/life. How will you increase their independence?	<p>Parkfield School is an all-through school and the intention is for pupils to stay with us throughout their compulsory education (age 4 to age 18).</p> <p>Transitions between phases will therefore be less difficult.</p> <p>The Assistant Principal for Primary and Secondary as well as the Pastoral/Operations Manager and SENCo attend transition days as organised by the Local Authority in order to ensure that all documentation and information is passed onto them prior to your child starting at Parkfield.</p> <p>Parkfield invites pupils in for induction days for Year6/Year7 transfer. Special induction days for pupils whose needs warrant extra visits are welcome.</p> <p>If a child joins us and it is not at the start of the new school year, we work closely with the child's current school before joining us, attending meetings and inviting children to spend time with us for trial / taster days.</p>
11	How are the setting's/school's/ college's resources allocated and matched to children's/young people's SEND?	<p>All schools receive an amount of money per child on the school roll. Schools receive additional funding for children with Statements / Education, Health & Care (EHC) plans who receive support for more than 15 hours per week. Children with Statements / EHC plans have 1-1 support as detailed in their plans.</p> <p>All primary classes have an allocated learning support assistant and additional learning support assistants are deployed across the school in order to provide the best support for those children who require it. As the school is set in the secondary sector the support is mainly based in the lower sets.</p>

12	<p>How is the decision made about what type and how much support my child/young person will receive?</p>	<p>This is done by the class teachers and the SENCo. It is based on progress and attainment data, evidence from specific in-school assessments and advice from agencies outside of school. Parents are informed about the allocation of support through discussion with the class teacher/SENCo at IEP/SSP reviews. This evidence helps the class teacher and SENCo set targets for the IEP/SSP, against which progress is measured each term. The aim of SEND support is to enable the child to make progress by overcoming the barriers to their learning. The IEP/SSP means that school staff can address the priorities for each child which the SENCo will monitor.</p> <p>If your child has an EHC plan, the SENCo will put in place all of the necessary intervention. A review will be held once a year.</p> <p>If your child is a Looked After Child (LAC) then the Designated Teacher will liaise closely with the Local Authority and/or Foster Agency.</p>
13	<p>How can I be involved?</p>	<p>Due to the emphasis that the new SEND Code of Practice (2014) places on parental involvement, your involvement is paramount and you will be involved each step of the way.</p> <p>Your input is invaluable and therefore if your child's teacher suggests that your child does work at home or it is stated on his IEP or SSP for parental involvement then you can help him work on his targets at home. And finally, you could also become a parent volunteer in school. If you would like to do this then please contact Mrs D Northam at school.</p>