



**Our approach for supporting Special Educational
Needs and/or Disabilities (SEND)**

2020-2021

Introduction:

Parkfield School is an all-through (age 4 to 16) 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 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 (SENDCo), Miss Kimberley Tucker, who is responsible for the management of provision and support for identified pupils with SEND. The SENDCo 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.

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.

1. What should I do if I think my child may have SEND?

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.

The usual path of intervention:

First step: Wave 1 - high quality teaching:

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, Phase Leader and/or Vice Principal for Raising Standards and the SENDCo. 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.

Second step: Wave 2 - additional intervention:

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 support. 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 include

examples such as Read, Write, Inc. by Ruth Mishkin. Your child's progress would be monitored by the teacher and he/she would feed this back to the phase leader Vice Principal for raising standards, and the SENDCo. 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.

Third step: Wave 3 - highly personalised intervention (bespoke):

After consultation with you, we would look to put in place Wave 3 intervention. This would involve an assessment, either carried out by the SENDCo 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) for primary students or an intervention log for secondary. This would be reviewed with you and your child three times a year in order to discuss your child's progress, and the next steps. This is likely to be during a parents' consultation event. The SENDCo will chair the meeting having gathered relevant information from class teachers and any in class support that has been provided. At the meeting, the SENDCo would be focusing on the desired outcomes for your child and how best we can meet them with the resources and expertise that we had at school and/or with the help of an outside agency.

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. 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.

The SEND Code of Practice puts considerable focus on you and your child's views. 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 or our SENDCo. You can do this either by phone, face-to-face or by email.

2. How will your staff support A SEND child?

The class teacher has overall responsibility for teaching your child with the support of the SENDCo and a learning support assistant if available. At primary school level, your child's class teacher will be the person who has daily contact with your child and will also be involved in the analysis of all data, and providing input to meetings. In secondary, the SENDCo will co-ordinate the SEND support for identified learners and will provide strategies for teachers in order to support their learning across the range of subjects. Teachers in secondary will be responsible for the progress of learners in their classes.

The SENDCo keeps in close contact with other leaders within the school. 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 are being implemented. She will share her observations with the class teacher and line-manager, and she may speak to your child about how they feel they are 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.

Your child may join an intervention group, as explained above (Wave 2). In primary, most intervention groups will take place within the classroom environment and be led by the classroom teacher. Whereas, in secondary, the intervention groups may take place outside of the classroom and will be delivered by 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. 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.

Class teachers formally assess children three times a year. The SENDCo accesses these assessments which will show if your child has made progress. She will be involved in regular meetings with the Raising Standards Leader to discuss such data.

3. How will the curriculum be matched to my child's needs?

Targets will be set by the class teacher for literacy and numeracy in primary and in all subjects in secondary. Targets are individualised to your child and tasks in class are differentiated by the teacher to help your child to meet their targets. Targets are agreed with the class teacher and/or learning support assistant and your child. Once the targets are reached, a new target is set. If your child has an IEP this will reflect and/or compliment your child's classroom targets and will often be a literacy and/or numeracy based target. Targets could also reflect your child's specific needs relating to behaviour, emotions and/or socialisation.

4. How will both you and I know how my child is doing and how will you help me to support my child's learning?

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 SENDCo 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.

Children are assessed continually by class teachers and teachers have the responsibility of sharing how your child is learning three times a year at parent consultation meetings. Assessments are regularly recorded and looked at very closely by teachers, phase leaders and the raising standards leader. The SENDCo also looks at the assessment data very closely to see if your child is making the expected progress. If appropriate, home/school books are set up in order to help us work more closely with you in supporting your child's needs.

5. What support will there be for my child's overall wellbeing?

Throughout primary and secondary, nurture is at the heart of what we all do. It is not solely the responsibility of the SENDCo but a whole-school responsibility. In primary, individual class teachers bring into the curriculum social and emotional learning as well as setting up small nurture groups or social skills groups. In secondary, we have community group leader who will meet each morning before starting the school day and again after lunch.

Children can talk to any member of staff if they have concerns; they do not need to only to speak to a designated person, i.e. their community group leader or class teacher. 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. We have several members of staff who are trained as First Aiders. They 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. We follow the DfE advice and guidance on safeguarding and safer recruitment for all pupils, staff, governors, volunteers and visitors.

6. What specialist services and expertise are available at or accessed by your setting?

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.

We access the support of the Community Paediatrician based at Shelley Clinic and also the Consultant Paediatrician and Occupational Therapy Department at Poole Hospital. The senior leadership team and the SENDCo work closely with staff from Children's Social Care, attending meetings and putting into place any recommendations. We also work closely with other outside agencies organised by Bournemouth, Christchurch and Poole Council (BCP Council), for example, Mosaic and the Listening Ear.

7. What training do staff supporting children and young people with SEND have?

Whole school training includes:

- Safeguarding
- High quality teaching and outstanding learning
- Autistic Spectrum Disorder
- Attachment Disorder
- Safer Handling
- First Aid

If a child has a need that our staff are not familiar with then class teachers, learning support assistants and/or the SENDCo attend training sessions from the professionals involved with the child.

8. How will my child be included in activities outside the setting including trips out?

The class teacher, phase leader or SENDCo will talk to you about the suitability of an activity for your child. A risk assessment is completed by the member of staff responsible for the trip activity, if applicable. A member of the senior leadership team is responsible for all off-site trips and provision is put in place to ensure that all planned trips are fully inclusive.

9. How accessible is the setting environment?

We have been in our new site at Hurn since September 2017. The building has several disabled bays close to the main reception and the secondary entrance. Access to the building via a ramp and automatic doors. Classrooms are situated across the ground and first floor of the building. We have lift access to the first floor situated near main reception and at the entrance to F block. We have disabled toilets on each floor.

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.

10. How will we prepare and support the child when moving to the next stage of education. How will we increase their independence?

Parkfield School is an all-through school and the intention is for pupils to stay with us throughout their compulsory education. Transitions between phases will therefore be less difficult.

Members of the senior leadership team will 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.

Parkfield invites pupils in for induction days for Key Stage 2 - 3 transfer. Special induction days for pupils whose needs warrant extra visits are organised as necessary.

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.

11. How are the school's resources allocated and matched to children's needs?

All schools receive an amount of money per child on the school roll. Schools receive additional funding for children with Education, Health & Care (EHC) plans who receive support for more than 15 hours per week. Children with a EHC plans have additional support as detailed in their plans.

Learning support assistants are deployed across the school in order to provide the best support for those children who require it.

12. How is the decision made about what type and how much support my child will receive?

Decisions about the type and amount of support deployed for a young person are taken by the SENDCo. The SENDCO will use a range of evidence to make this decision, including: 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/SENDCo. This evidence helps the class teacher and SENDCo set targets, 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.

If your child has an EHCP (Education Health and Care Plan), the SENDCo will put in place all the necessary intervention. A review will be held once a year. If your child is a Looked After Child (LAC) then the Designated Teacher will liaise closely with the Local Authority and/or Foster Agency.

13. How can I be involved?

The SEND Code of Practice (2014) places a significant emphasis on parental involvement. Your input is invaluable, both in discussing what needs to be done in school and in helping your child to learn at home. And finally, you could also become a parent volunteer in school. If you would like to do this, then please contact Mrs K Doran our Office manager.