

PARK HALL ACADEMY SEN INFORMATION REPORT

Park Hall Inclusion Team:

Mrs V Bunn - Senco

Mrs J James - Early Intervention Leader

Mrs N Wright – Extended Home School Link Worker

Overview

Park Hall Academy is a mainstream school that caters for children from Nursery (Age 3) to Year 6 (Age 11). We meet a range of special educational needs including children with physical needs, speech and language needs, cognition and learning difficulties, Autism and social and emotional difficulties. Park Hall has an inclusive ethos.

We believe that:

- Every child is entitled to experience success.
- Every child is entitled to have his or her particular needs recognised and addressed.
- Every child is entitled to the greatest possible access to a broad and balanced curriculum, including the National Curriculum.
- Every child, where appropriate, should be taught together with their peers, for as much time as possible.
- There is flexibility to provide special provision in relation to the individual needs of the child.
- It is the responsibility of all teachers to identify and meet the SEN of children.
- The SEN budget should be targeted to meet the needs of those children identified on the SEN register.
- Special education provision is more effective if children and parents are fully involved.

Types of SEN

What kinds of SEND does Park Hall Academy provide for?

The kinds of Special Educational Needs for which provision at the academy is made.

The school accommodates all SEND in line with the Equality Act 2010 and provision is available for all 4 areas of need outlined in the 2014 SEND Code of Practice. These four areas of need include:

Communication and Interaction

- Children with speech, language and communication needs (SLCN) have difficulty in communicating with others.
- Children with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction.

Cognition and learning

Learning difficulties cover a wide range of needs, including:

- Moderate learning difficulties (MLD),
 - Severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication

- Profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
- Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health difficulties

- These include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.
- Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or Physical needs

- Children vision impairment (VI)
- Hearing impairment (HI)
- A multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties.

Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers

Identification and Assessment

How does Park Hall Academy know if a child needs extra help?

- Before your child enters our Nursery setting, our staff carry out home visits. This involves discussing whether your child has already received any support for their needs. We also have discussions with previous nursery settings to enable us to support your child best. If your child has a special need we will:
 - Use the Assess, Plan, Do, Review graduated approach to supporting their needs
 - Talk to you about your child's difficulties so we can understand their needs
 - Carry out assessments of your child's learning so we know which skills they need to learn next
 - Ask the Senco to advise teachers where necessary
 - Support your child through interventions to support them in an area of their learning
 - Monitor their progress and discuss with parents on a termly basis
 - Seek advice from other services as appropriate
- All children are assessed at the start of the Nursery year as part of the baseline assessment for the Early Years Foundation Stage Curriculum. We use this information as starting points for learning and to develop a personalised learning journey which shows appropriate support and challenge for every

child. As part of the induction process, parents are encouraged to discuss any concerns with the class teacher.

- There is rigorous tracking of pupil progress in all year groups which is analysed by teaching staff and the Senior Leadership team at termly pupil progress meetings. We expect that all pupils achieve at least the expected level of progress and we set ambitious targets to ensure that all learners are challenged to achieve their potential.
- In deciding whether to make special educational provision for a pupil in school, the teacher carries out an Initial Consultation and provision is put in place as part of Quality First Teaching. This information gathering includes a discussion with the pupil and their parents. This is reviewed and pupils that are not making expected progress will be discussed with the Senco, Senior Leadership team and parents. This determines the support that is needed and whether additional or different support is needed for the pupil, which is then discussed by the teacher with parents. Appropriate intervention and provision is then planned to meet each child's needs.
- We hold Parent- Pupil Consultation meetings in the autumn and spring terms, where progress, attainment, targets and other concerns are discussed. At these meetings, a child who has been identified as having a Special Educational Need, will have their Pupil Passport targets discussed within this meeting.

What should I do if I think my child may have special educational needs?

If parents have any concerns about their child, they should speak to the class teacher in the first instance. If parents have concerns prior to their child joining the school, either going into the Foundation Stage or at any point, parents should ensure that the school are aware of their concerns as soon as possible so that relevant support can be put into place ready for their child's arrival. This will help to ensure that children settle quickly into school and that the appropriate support is in place to help each child.

Teaching and supporting pupils with SEN

How will Park Hall Academy support my child?

- We provide support for any child who has additional needs. The class teacher is responsible for planning appropriate support for a child initially as part of Quality First Teaching.
- All children are entitled to have access to high quality learning opportunities and appropriate resources to meet their individual needs. Pupils have access to a range of visual concrete apparatus and multi-sensory approaches to learning. The outdoor environment is used as a teaching resource to engage and support the learning of pupils
- Those who need extra help will be provided with small group support in class and he or she will receive access to resources to ensure that they can access activities.
- Children with SEN who require further support will be provided with personalised learning which includes specific small group or 1:1 interventions and strategies to address their needs.
- All pupils with special educational needs have Personalised Learning Books in Foundation Stage and SEN Files from year 1 to year 6, which address their Pupil Passport targets.

- Where a child has a disability, reasonable adjustments will be put into place to support a child.
- If a child has medical needs then a care plan will be put into place.

What additional support for learning is available to pupils with Special Educational Needs?

Children's individual needs are assessed and support and resources are allocated based on need. This may include additional group support in class, small group or 1:1 intervention support, specific strategies within the environment, specialised equipment to allow access to the curriculum or social, emotional, mental health support through our Pastoral Manager.

Strategies/Programmes to support with Speech, Language and communication

- Spirals
- Language Steps
- Asking Good/Specific Questions
- Talking Partners
- Time to Talk
- Individual visual timetables
- Topic/word mats
- Individual programmes provided by Speech and Language Therapists, which are delivered in school by Teaching Assistants.
- Teaching Assistants available during whole class teaching time.
- Instructions repeated 1:1, broken down into small steps
- Visual prompts given for tasks

Strategies/Programmes to support/develop Cognition & Learning

- Differentiated Curriculum
- Pre-teaching of vocabulary, strategies and concepts.
- Precision teaching of high frequency words daily.
- Daily spelling practice of high frequency words.
- Hornet Literacy
- Beat Dyslexia
- Better Reading Programme
- Switch On Literacy
- Phonics interventions/boosters
- Reading Inference Training
- Targeted Numeracy basic skills sessions e.g. times tables, number bonds
- Use of Numicon
- Awareness of learning styles - Visual, auditory and kinaesthetic approach
- Advice from outside agencies such as E.P, Outreach schools, Occupational Therapist and Inclusion Advisor

Strategies/programmes to support social, emotional and mental health difficulties

- Daily Meet & Greet
- Time out/Calm space
- Incredible 5 Anger/Anxiety Tool
- Behaviour Contact/Learning Agreement
- 1;1 Behaviour/Anger Management Programme
- Coping Strategies
- Circle Time
- Circle of Friends
- Lego Therapy
- Playground Buddies
- Parental involvement

- Home-School Communication Diaries
- Individual Reward systems
- Support from SENCO, Pastoral Manager and Senior Leadership Team
- Celebration Assembly to raise self-esteem
- Individual Success File
- Advice from outside Professionals

Strategies/Programmes to support physical needs

- Pencil grips
- Specialist scissors
- Sloping boards
- Further differentiation of physical activity (fine and gross motor skill activities)
- Provision of other specialist equipment & resources as directed by OT
- Advice from outside Professionals - EP, Outreach schools, Occupational Therapist / Physiotherapist, Medical Team

Provision to support access to the Curriculum

- Prompt and reminder card to encourage and promote independence.
 - Visual, concrete practical resources
 - Use of multi-sensory approaches
 - Pre teaching and over learning of strategies, concepts and vocabulary.
 - Visual timetables.
 - Use of ICT – whiteboards and I pads.
 - Awareness of learning styles - Visual, auditory and kinaesthetic approach
 - Small group or 1:1 support from Teaching Assistant or Learning Support Assistant
 - Self and peer assessment
 - Advice from outside Professionals
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- We seek advice on supporting our children and may make direct referrals to a variety of outside agencies including the Speech and Language Therapist, Occupational Therapist, Camhs and Our Health Nursing Team.
 - Where a care plan is necessary, class teachers work with the family (& nursing services where appropriate) to devise the elements of the care plan. This is shared with all staff supporting the child.
 - In order to involve the Stoke –on – Trent Inclusion Team or the Educational Psychologist to further support a pupil, school will need to refer to a Code of Practice Panel , where the panel will determine the most appropriate type of support to meet the pupil’s needs.
 - Budgets are closely monitored by the Senior Leadership Team to ensure funds and staffing are best allocated to meet the needs of all children. Provision is reviewed regularly to ensure that there has been an impact on pupil progress and this ensures that funding is spent to ensure that all children make at least good progress. This ensures that interventions are appropriately matched to pupil’s needs and are delivered by a team of highly trained teaching support staff.
 - Termly provision mapping identifies and monitors the support that each child on the SEN register is receiving.

Measuring Progress

How the school does evaluates the effectiveness of its provision for pupils with SEN?

Every child is entitled to quality first teaching.

To ensure this, the Senior Leadership Team will monitor through:-

- . Formal and Informal lesson observations
- . Book Trawls and Planning Scrutinies
- . Pupil Progress Meetings
- . Analysis of data
- . Pupil Conversations
- . Parent conversations
- . Appraisals
- . CPD

To ensure quality and personalised provision the SENCO and Senior Leadership Team will monitor through:-

- . Pupil SEN File monitoring
- . Provision maps
- . Analysis of data
- . Observation of interventions
- . Reviews with class teachers and parents
- . Pupil conversations
- . Parent feedback

- The provision put into place for a pupil with Special Educational Needs is regularly reviewed by class teachers through on going assessments throughout the term.
- To ensure SEN pupils are making progress, their progress in Reading, Writing and Maths is tracked on the school's data tracking system on a termly basis and this data is analysed by the Senior Leadership Team. Pupils working Well Below age related expectations for Reading, Writing and Maths are monitored by class teachers and progress steps measured using PIVATS. (Performance Indicators for Value Added Target Setting) system.
- Any personalised targets for pupils with SEN will be recorded on a Pupil Passport which indicates what strategies and interventions are needed to support them. These will be shared with parents at termly meetings. As part of this, teachers will ask parents how they will support their child at home. Passports are reviewed with parents and pupils and then the next targets identified.
- In order to monitor progress the impact of interventions is measured by staff supporting your child at the start and end of the period of the intervention, which may be in the form of an assessment, questionnaire, sample of work etc. The impact is monitored throughout each term by class teachers to determine where improvements are being made or whether an intervention needs adapting. This

information is shared with the SENCO through termly provision map meetings and with parents through termly review meetings.

- Interventions and SEN Provision Maps are monitored by Senior Leadership Team to ensure quality provision.
- School carries out Standardised Tests for SEN pupils receiving or requiring additional outside agency support to provide a measure of impact of intervention. The tests provide measures for reading ability, comprehension, spelling, receptive and expressive language.
- Pupils with an EHC PLAN have progress towards their EHC plan milestones noted by staff supporting them throughout each term on their Termly Progress Review Document. In addition, all pupils with an EHC plan have an annual review, where the provision of the EHC PLAN outcomes are reviewed, amended and new outcomes are set, in consultation with the pupil, parents, school staff and other agencies involved. This information is sent to the Local Authority Reviewing Caseworker, where a decision is made on the level and type of support to be put in place for the following year.
- All pupils, including those with SEN, receive feedback from to ensure that misconceptions can be addressed.
- Parents are invited to attend Parent- Pupil Consultation meetings with their child during the autumn and spring terms and there is a written report sent in the summer term. At these meetings, a child's attainment will be clearly shared with parents, progress towards expected outcomes measured and new targets set.
- If at any time parents and/or teachers are concerned about any issue or progress of a pupil, then additional meetings will be arranged at a mutually convenient time at any period throughout the year.

Inclusion and Accessibility

How will my child be included in activities outside this classroom including school trips?

- School visits are available to all our pupils. Staff carefully select transport, activities and venues that are suitable for all children.
- Extra-curricular activities are available to all our pupils, including the before and after school club.
- All pupils are encouraged to take part in sports day/school plays/special workshops and themed days
- All children are included in all aspects of school life wherever possible, careful risk assessments and extra support is put in place where necessary.
- The school seeks to make reasonable adjustments to adapt any activity to enable all children to participate in school life.

How accessible is the environment?

- Park Hall is set within extensive grounds. The school entrance and offices are accessible via a ramp. The building itself is split over three levels accessed internally by several stair cases. There are additional hand rails on some stair ways which have been added to support visually impaired pupils. A mobile classroom is also accessible via a ramp. Pupils in a wheelchair can access the main school

facilities including the offices, PE hall, lunch hall and ICT suite on this level from the mobile classroom. The school seeks to make all reasonable adjustments.
(See Accessibility Plan on school website for more details)

Supporting pupil's well-being

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

- A dedicated team of professionals, ensure that your child meets their full potential. These include teachers and learning support assistants in the classroom, the SENCO, Early Years Intervention Leader and our Pastoral Manager.
- Pupils are encouraged and given opportunities to talk about their well-being, throughout the curriculum, including circle time, assemblies and informal conversations with staff and the Pastoral team.
- Pupil's with an Education Health Care plans which have Social, Emotional, Mental Health milestones on are reviewed throughout the term and annually as part of their EHC Plan Annual Review, supported by the Local Authority Assessment and Monitoring Team.
- Attendance is monitored rigorously by the school's attendance team, which is made up of the Principal, the school attendance officer and the school attendance governor. Parents are informed termly about their child's attendance, as we seek to develop the partnership between home and school.
- Our Pastoral Manager provides support for our vulnerable families from the onset and seeks to work in partnership with families. We welcome parents who have any concerns linked to their child's well-being, to come into school to discuss support opportunities. If a child appears to be upset, we will speak to parents and offer support to the child and their family.
- The school actively seeks to support children and their families through Early Help and intervention
- All staff are trained in safeguarding to at least level 1 and this training is annually. All staff recognise that safeguarding is everyone's responsibility.

Staff expertise and Specialist Services

What specialist services and expertise are available at or accessed by Park Hall Academy?

- There is a wealth of subject expertise within our school. We have Specialist Leaders of Education for Early Years and Phonics, who are all involved in supporting staff in our own school and within the St Bart's Academy Trust.
- We are highly committed to providing opportunities for the continuing development of all staff. Learning and Teaching staff, take on an active role in their own development in order to meet the needs of all of the pupils that they teach.
- Training was delivered by the Inclusion team on the New Code of Practice.
- Support staff have been trained to deliver a host of programmes to support children with a range of needs.
- Support staff are all highly skilled in their roles and receive on-going training in a variety of interventions led by the SENCO or other agencies throughout the year. This has recently included

Reading Inference Training, Switch on Literacy and Hornet Literacy. Continued Professional Development is linked to the needs of the academy and our children.

- The Senco, Pastoral Manager and teaching assistants attend courses to develop specific skills for supporting children with SEN within the school.
- School can involve specialist advisors from the Local Authority Inclusion Service and an Educational Psychologist if this specialist support is required. In order to access these services, the school must attend a Code of Practice Panel, where the panel will determine whether these services are to be accessed. The Code of Practice Panel is made up of professionals with a wealth of Special Educational Needs expertise from the Local Authority Inclusion and Psychology Services. The panel will advise on the most appropriate next course of action and type of support to be involved for a child.
- The school can make direct referrals to specialist services such as Occupational Therapy, Speech Therapy, Camhs,(Children and Adult Mental Health Service), Dove Service, Younger Minds, Young Carers, Social Care or an Integrated Family Support Worker.
- Our Senco and Pastoral Manager work closely with families and all parents/carers are consulted before the school seeks support from specialist services.
- All parents/carers are consulted before the school seeks support from Specialist services. The SENCO and Pastoral Manager work closely with families and where necessary, make referrals to the following agencies:
 - Occupational Therapist
 - Speech and Language Therapist
 - Physiotherapist
 - School Counselling Service
 - Dove Service
 - Young Carers
 - Paediatrician
 - CAMHS (Children & Adult Mental Health Services)
 - Local Authority Inclusion Services
 - Education Psychologist
 - Social Care
 - Health Visitor
 - Integrated Family Support Worker
 - Education Welfare Officer
 - Our Health Nursing Team based at Cobridge Community Health Centre
 - Outreach Services
 - Code of Practice Panel

- NB In order for the school to involve the Local Authority Inclusion services and Educational Psychologist, the school must attend a Code of Practice Panel, where the panel will determine the most appropriate next course of action and type of support to be involved.

Securing equipment and facilities to support pupils with SEN

- The type of support, equipment and facilities needed to support children with SEN is led by the child's individual need. Children with an 'Education, Health Care Plan' will have an amount of time to be given as a minimum, to ensure that they are able to meet their targets. Their EHCP clearly lays out the type of support needed as a recommendation.
- Equipment is provided on an individual basis.
- Specialist equipment and resources may be loaned by specialist services such as Occupational Therapy or Inclusive Learning Services.
- A range of coloured overlays, visual timetables, pencil grips, adapted scissors and rulers are available when required or advised by specialist services.

How is the decision made about what type and how much support my child/young person will receive?

- The type of support, equipment and facilities needed to support children with SEN is led by the child's individual need. Children with an 'Education, Health Care Plan' will have an amount of time to be given as a minimum, to ensure that they are able to meet their targets. Their EHCP clearly lays out the type of support needed as a recommendation.
- Other children will also receive support linked to their needs as indicated on their Pupil Passport. This support may take various forms:
 - In class support from teaching assistants
 - Small group support
 - Specialist 1:1 support
 - Support from external agencies
 - Provision of specialist resources
- Tracking of progress and analysing individual pupil data by the Senior Leadership Team highlights children who are not making expected progress. Children are given additional and differentiated support and Interventions are put in place to support their learning and the impact of that provision measured. These interventions and their impact are recorded in the pupil's Personalised Learning Books in Foundation Stage and in Sen Files for pupils in year 1 to 6.
- If interventions are not having the expected impact, then the SENCO may refer to Code of Practice Panel for advice or directly to other professionals such as Speech and Language Therapy, Occupational Therapy or Camhs, in discussion with parents, to enable further support to be provided.

Arrangements for consulting parents of children with Special Educational Needs in the education of their child.

How parents are involved?

We believe in building strong partnerships with parents and welcome parents to participate in school life.

- Prior to a pupil going on to the SEN Register, parents are invited for an initial consultation meeting where the types of provision and support to be put in place are discussed.
- The school involves parents in their child's learning through termly Parent-Pupil Progress meetings, for a child with Special Educational Needs, these meetings will be an opportunity to discuss a child's Pupil Passport and progress towards their targets. As part of this, teachers will ask parents how they will support their child at home.
- Our newsletters, assemblies and information provided on the website all contribute to ensuring that parents are fully involved in their child's learning journey.
- During Parent Consultation meetings, a child's attainment and progress is discussed with parents and new targets are set. Parents know how well their child is progressing and what steps are needed to ensure further progress.
- Our school curriculum is devised in consultation with all pupils and parents and this is available on the school website to ensure all parents are aware of their child's current learning.
- We encourage parents to support their child's learning through reading books and a wide variety of other homework activities
- Parents attend meetings with their child's class teacher or SENCO if they have additional needs as and when necessary throughout the year.
- Teachers can be available at the beginning and the end of the day to address any additional parental concerns.
- Family Learning Workshops allow parents to work alongside their children in school.
- We have a Park Hall Friends and Family Association which all parents are automatically members
- Our Governing Body has parent representatives who actively seek the views of other parents.

Arrangements for involving pupils with Special Educational Needs in their education.

How pupils are involved?

- Pupil views are taken during the initial consultation period, prior to a child going onto the SEN register.
- Pupils with SEN, have Passports and Individual Education Health Care Plans, which set out their individual needs, targets and the support needed to achieve them. As part of this, pupils are consulted each term to review these and asked for their views, their goals, what is important to them, what they find challenging and how they can help themselves.
- During the termly SEN Review meetings with teachers and parents, pupils share their views.
- The Senco may also gather pupil's views during pupil interviews throughout the year.
- Park Hall Primary, actively listen to the Pupil Voice of all children in school, including those with identified Special Educational Needs.

Transition - Preparing and supporting children starting school, transferring to a new setting or to the next stage of education

To ensure a smooth transition into school, parents and children receive the following support:

- When children join the school in the Foundation Stage, we offer a home visit in order to meet the child in their own environment.
- All parents are invited to an induction meeting, where they are given lots of information about the school before their child starts school.
- We also hold a series of transition sessions where the child and parent come to spend time in the Foundation setting.
- Children and parents who are interested in joining the school in other years, are encouraged to visit the school. When a child joins the school, we ask parents to share any concerns they may have regarding their child. Where a child has previously been identified as having a special educational need or disability, we will hold a multi-agency meeting to gather information so as to support the child and keep him or her safe.
- As necessary the school will request training e.g. where needed for medical interventions. We communicate with previous establishments to support a child's transition and for some SEN pupils, a phased transitional period may be offered to help the child to settle where appropriate.

To ensure a smooth transition between year groups in school:

- There is the same consistent approach in promoting positive behaviour, with each following the same school expectations and pyramid which the children are familiar with.
- A child has a full week to prepare them for the next stage in their learning journey. Teachers and children get to know one another and positive relationships are developed which allow children to look forward to their next transition.
- A child engages in activities with their new teacher which will be displayed in their new class at the start of the year, to make them feel welcome and have ownership of their new class.
- Children with additional needs will have extra transition sessions prior to the full week at the end of term. This may involve additional conversations with their new teacher or visits to the classroom so they feel more prepared for the transition.
- Additional resources are prepared for some pupils, such as a visual photo book of their new class and staff, which parents can share with their child over the summer holidays to support them further.
- Class teachers have transition time to pass on information about each child in their class to their next teacher.
- Information is passed from the Pastoral Manager and Senco to new Class Teacher so they are fully informed about pupils in their class.
- Medical and other information about a child are also passed on by the previous teacher to the new teacher, during teacher transition meetings at the end of term.

- Parents are invited to a class transition meeting to find out about their child's learning in their new class at the end of the summer term.
- Transition information leaflets are available for all parents.
- Opportunities are provided for children to experience any new routines in the summer term so they are comfortable and familiar with these.

To ensure a smooth transition into high schools the school organises the following:

- Opportunities for the children to attend workshops at local high schools in year 5.
- Meetings between class teachers and high school teachers.
- Meetings between the SENCO and the High school SENCOs, where needed.
- Opportunities for SEN children to visit their choice of high school with a member of the Pastoral team where needed.

Contact information

Who should I contact regarding concerns about my child?

- If you wish to discuss your child's special educational needs or have any concerns regarding your child's education, please contact your child's class teacher in the first instance.
- Our SEN Co-ordinator is Mrs V Bunn, who can be contacted at Park Hall Academy on 01782-312384 any morning from Monday to Thursday, however parents may call at any time and leave a message for her attention. Mrs Bunn will return calls as soon as practically possible. Alternatively, the Principal, Mrs G Frost or Vice Principal, Mrs J Preston, may be contacted on 01782- 312384.

Contact details of support services for the parents of pupils with Special Educational Needs.

- If parents would like further support and advice they may contact Stoke-on-Trent Parent Partnership Service (SENDIASS). They can be contacted on at www.sendiass.stoke.co.uk.
- Independent Supporters based within SENDIASS hold drop-in sessions at schools and community centres for parents and information on these can be found on their website. Your local Independent Supporters can be contacted on 01782 236414 or email: independentsupporters@stoke.gov.uk
- If parents would like support with health issues for children and young people aged 5-19, a Central Access Hub based at Cobridge Community Health Centre can be contacted. Each locality will have a team of health professionals led by a school nurse to offer advice and support to families and carers. The Hub can be contacted on 0800 1240362 or via email at ourhealth.5-19@ssotp.nhs.uk
- A child's parent or a young person aged 16-24, can request an Education, Health and Care Assessment. You are able to send your request to SENMAS. The contact details for SENMAS are:
 SENMAS – People's Directorate
 Stoke-on-Trent-Council
 Civic Centre Floor 2

Glebe Street
Stoke-on-Trent
ST4 1HH

Alternatively, SENMAS can be contacted via email at SENMAS@stoke.gov.uk

- Stoke-on-Trent Inclusive Learning services can be contacted at:
Inclusive Learning Services
City of S-on-T
Tel: 01782-232541
- The Staffordshire Safe guarding board can be contacted by following the link:
<http://www.staffsssch.org.uk/Professionals/Procedures/Procedures.asp>
- The Stoke Safeguarding board can be contacted by following the link;
<http://www.safeguardingchildren.stoke.gov.uk/ccm/portal>

Arrangements made by the Governing Body relating to the treatment of complaints from parents of pupils with Special Educational Needs concerning the provision made at the school.

What do I do if I want to make a complaint?

- If you wish to discuss your child's special educational needs or have any concerns regarding your child's education, please contact your child's class teacher in the first instance.
- If your concerns remain unresolved, please contact Mrs V Bunn, Leader for Inclusion at Park Hall on 01782-312384.
- The academy complaints policy is available to view on our school website.

At Park Hall, we seek to be inclusive and to value each individual pupil. This is reflected in our school expectations:

- Enjoy Learning
- Try Your Best
- Show respect
- Be Safe
- Work Together

Our values are at the HEART of everything we do:

- Honesty
- Enjoyment
- Achievement
- Respect
- Trust

We look forward to “Continuing the Learning Journey Together” with you and your child in an environment where passion, encouragement, ambition, commitment and enjoyment are fostered.

Reviewed: March 2019 (V Bunn & G Frost)

Next review: March 2020