PARK HALL ACADEMY

SEN Information Report



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| **Approved by:** | Mrs. G Frost, Principal |  |
| **Last reviewed on:** | February 2021 |



**Park Hall Inclusion Team:**

Mrs V Bunn - Senco

Mrs J James - Early Intervention Leader

Miss K Hoddy – 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 and social and emotional difficulties. Park Hall has an inclusive ethos.

**Values and Expectations**

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.

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:

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* Honesty
* Enjoyment
* Achievement
* Respect
* Trust

#

# Legislation and Guidance

‘*All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:*

*- achieve their best*

*- become confident individuals living fulfilling lives, and*

*- make a successful transition into adulthood, whether into employment, further or higher education or training (Code of Practice 2014 6.1)*

This policy is based on the statutory [Special Educational Needs and Disability (SEND) Code of Practice](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf) and the following legislation:

* [Part 3 of the Children and Families Act 2014](http://www.legislation.gov.uk/ukpga/2014/6/part/3), which sets out schools’ responsibilities for pupils with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](http://www.legislation.gov.uk/uksi/2014/1530/contents/made), which set out schools’ responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

# Definitions (Reference Code of Practice 2014)

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

* A significantly greater difficulty in learning than the majority of others of the same age, or
* A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

**Types of SEN**

What kinds of SEND does Park Hall Academy provide for?

Park Hall Academy 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 with:

* 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?

* Class teachers will make regular assessments of progress for all pupils and identify those whose progress:
	+ Is significantly slower than that of their peers starting from the same baseline
	+ Fails to match or better the child’s previous rate of progress
	+ Fails to close the attainment gap between the child and their peers
	+ Widens the attainment gap
* This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether something different or additional is needed.
* Before **your child enters our Early Years Foundation Stage, 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 settings to enable us to best support your child. If your child has a special need we will:**
* **Use the Assess, Plan, Do, Review Graduated Approach to supporting their needs**

-**Assess**: A need is identified by Class Teacher, assessments may take place

-**Plan**: Targeted support or intervention is planned by Class Teachers

-**Do**: Deliver the support/intervention

-**Review**: Impact of support is measured and evaluated.

* **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 (Lower Foundation Stage) as part of the baseline assessment for the Early Years using the Development Matters Tool. We use this information as starting points for learning and to develop a personalised learning journey which provides 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, Directors Of Learning 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, the teacher will carry 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 and Directors of Learning, and parents will be informed of the next steps by the Class Teacher**. 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 in the form of targets set on a Pupil Passport.**
* **School holds termly Teacher- Parent- Pupil Consultation meetings where progress, attainment and targets are discussed. A child who has been identified as having a Special Educational Need, will also have their Pupil Passport targets discussed and reviewed with parents in collaboration with the Class Teacher.**
* **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 a smooth transition into school and that the appropriate support is in place.**

**Our approach to teaching and supporting pupils with SEN**

How will teaching approaches and the curriculum be matched to my child or young person's needs?

* The Park Hall curriculum is broad and balanced, language rich and creative and based on the idea that ‘Reading Take’s you Places’. Learning and teaching is centred on a high quality text and this is used to engage and excite learners throughout the topic. The curriculum overview/ year group plans are available on the school website to ensure all parents are aware of their child’s current learning. It is vital that parents support their child’s learning journey through daily reading and a wide variety of homework activities. Enrichment is also very important in our teaching and learning ethos, we believe it enables children to learn through hands on and real life experiences. Throughout the year classes engages in educational visits and with visitors coming into class to support the topic, again bringing learning to life!
* All children are actively engaged in learning so that they are able to reach their full potential. We are passionate about enabling our children to develop a real love of learning and see their futures as full of possibilities. The innovative and creative use of technology, enhances learning and teaching, immersing and enriching our children’s lifelong learning journey. At Park Hall Academy all pupils from years 1 to year 6 are allocated an individual iPad which is used to enhance and support learning.
* We have observed increased engagement and enthusiasm for learning. (Backed by research)
* Increased motivation in learning
* Development of independent learning
* Children can approach learning intentions in their own preferred learning style, e.g. write, draw, video
* Instant, effective feedback and dialogue between teacher and pupil motivates learners to improve further
* Engage and motivate children to continue learning journey at home and fully engage creatively with learning beyond school.
* Quality first teaching is provided to all pupils and is our first step in supporting pupils who have SEN. Pupils are supported in class with the assistance of the learning environment (working walls, table prompts, maths toolkits), peers, additional staff, technology and mastery teaching. Mastery teaching ensures access to the curriculum for all pupils and is delivered in small steps allowing pupils to ‘keep up, not catch up’. Where a pupil is working at Well Below in Reading, Writing or Maths they will be provided with differentiated learning tasks and support.

**Our approach to teaching pupils with SEN**

* Teachers are responsible and accountable for the progress and development of all the pupils in their class, including those with SEN.
* 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. All pupils from year 1 to year 6 are allocated an individual iPad to enhance and support their 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 visual or concrete 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 specific area of need.
* All pupils with special educational needs have Personalised Learning Books in Foundation Stage and Personalised Learning Journey Files stored on their iPad from year 1 to year 6, with personalised intervention tasks 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 written by the Class Teacher in conjunction with the parent and medical professionals and shared with relevant staff in school.
* Data tracking of progress and analysing individual pupil data by the Class Teacher and Senior Leadership Team, highlights children who are not making expected progress. Additional support for individual pupils or groups is identified on Raising Attainment Plans to support them with their learning and this is reviewed termly.
* 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 provided from the Extended Home School Link Worker, Miss K Hoddy.
* School staff will work in partnershipwith parents if we think we need to consider asking the local authority to carry out a coordinated assessment of your child’s needs because more advice/resources are needed to help your child to make progress. This assessment may result in an Education, Health, Care Plan for the child, if the Local Authority feels that is necessary.

Strategies/Programmes to support with Speech, Language and communication

* Nuffield Early Language Intervention ( NELI)
* Spirals
* Language Steps
* Asking Good/Specific Questions
* Talking Partners
* Time to Talk
* Talk Boost
* Wordaware
* Individual visual timetables
* Topic/word mats
* Individual programmes provided by Speech and Language Therapists, which are delivered in school by Teaching Assistants.
* Support from SENCO, Class teacher/ TA and Senior Leadership Team
* Instructions repeated and 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
* Support from SENCO, Class teacher/ TA and Senior Leadership Team
* Awareness of learning styles - Visual, auditory and kinesthetic approach
* Advice from professionals such as Specialist Inclusive Learning Advisors

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, Class teacher/ TA, Extended Home School Link Worker and Senior Leadership Team
* Celebration Assembly to raise self-esteem
* My Happy Mind weekly teaching and learning sessions for all pupils from Nursery to year 6
* 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 - Occupational Therapist / Physiotherapist, Medical Team

Provision to support access to the Curriculum

* Use of iPads to enable pupils to access personalised intervention tasks linked to their passport targets
* 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 Ipads.
* Awareness of learning styles - Visual, auditory and kinesthetic approach
* Small group or 1:1 support from Teaching Assistant or Learning Support Assistant
* Self and peer assessment
* Support from SENCO, Class teacher/ TA, Extended Home School Link Worker and Senior Leadership Team
* Advice from outside Professionals
* School seek advice on supporting children with more specific or complex needs from Stoke-on-Trent Inclusion Service.
* School may make direct referrals to a variety of outside agencies including the Speech and Language Service, Occupational Therapy Service, Camhs, New Era (Domestic Violence) 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.
* Budgets are closely monitored by the Principal 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

. Learning Walks

. Pupil work monitoring and Planning Scrutinies

. Pupil Progress Meetings

. Analysis of data

. Pupil Conversations

. Parent conversations

. Appraisals

 CPD

To ensure quality and personalised provision Class Teachers, the SENCO and Senior Leadership Team will evaluate the effectiveness of provision for pupils with SEN by:-

-Reviewing pupils’ individual progress towards their Passport Targets termly

-Reviewing the impact of interventions on termly provision maps

-Analysing termly data

-Completing SEN Reviews with class teachers and parents and pupils

-Holding annual reviews for pupils with EHC plans

-Specific monitoring by the SENCO and Senior Leadership Team e.g. Pupil Interviews, Parent Feedback, Interventions, Pupil SEN Personalised Learning Journey Files

Park Hall Academy will follow the graduated approach and the four part cycle of assess, plan, do, review. There will be a clear analysis of the pupil’s needs. This will draw on:

* The teacher’s assessments and experience of the pupil
* Their previous progress and attainment and behaviour
* Other teachers’ assessments, where relevant
* The individual’s development in comparison to their peers and national data
* The views and experience of parents
* The pupil’s own views
* Advice from Senco and external support services, if relevant

All teachers and learning support assistants who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. They will regularly review the effectiveness of the support and interventions and their impact on the pupil’s progress termly.

* To ensure SEN pupils are making progress, their progress in Reading, Writing and Maths is tracked continuously and formally recorded on the school’s DCPro data tracking system on a termly basis where the data is analysed by the Senior Leadership Team in conjunction with the class teacher. 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, which is also recorded and tracked on DCPro.
* 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 review meetings. As part of this, teachers will ask parents how they will support their child at home. Passports are reviewed by teachers 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 the Senior Leadership Team to ensure quality provision.
* School carries out Standardised Tests for SEN pupils which provide measures for reading ability, comprehension, spelling, receptive and expressive language.
* Pupils with an Education, Health Care 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 milestones are reviewed, amended and new milestones 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 band and provision to be put in place for the following year.
* As part of quality first teaching, all pupils, including those with SEN, receive verbal and visual feedback about their learning to ensure that pupil’s understand where they have achieved and also to identify misconceptions which can then be addressed. In addition the voice recording feature on the iPads enable pupils to receive personal instant, effective feedback and dialogue between teacher and pupil motivates learners to improve further.
* 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.

**Supporting pupil’s well-being**

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

Support for improving emotional and social development

* 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 Extended Home School Link Worker.
* Pupils are encouraged and given opportunities to talk about their well-being, throughout the curriculum, through work on Big Questions for Curious Minds which are based on philosophy for children and engage pupils in thinking more deeply and widely about issues affecting themselves and others, class assemblies and informal conversations with staff and the Extended Home School Link Worker.
* All pupils are encouraged and given opportunities to talk about their well-being through work in weekly My Happy Mind sessions. MHM is a program which runs from nursery through to year 6 and includes modules on:
-Meet your Brain - encouraging children to develop a relationship with their own brain understanding their own emotions and how to control them
-Character - understanding their own character strengths and becoming confident in their own skin.
-Appreciate - understanding gratitude and appreciating the smaller things and how this can improve mental health and well being
-Engage - importance of our relationship with others - building and maintaining relationships and how this is critical for our mental health
-Engage - Centred around the power of goal setting, setting small and achievable goals
* Pupil’s with 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 Attendance Officer and the Extended Home School Link Worker. Parents are informed when their child’s attendance falls below expectations through telephone calls, then by letter and finally parents are invited in to a formal attendance meeting to discuss the concerns and support measures which can take place. Termly attendance letters are sent home to all parents to inform them of their child’s attendance (pink letters for tickled pink, green letters for green for growth, red letters for serious concerns), as attendance is a key indicator for pupils ongoing success now and in the future.
* Our Extended Home School Link Worker, Miss K Hoddy, 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
* Children who are looked after by the local authority have the same rights as all children. It is recognised that they may have additional needs due to attachment issues, early neglect, separation and loss, trauma and several placement moves. These barriers to learning may affect their educational outcomes and their personal, social and emotional development. The school’s designated teacher, Mrs J Preston, Assistant Principal, monitors the provision for looked after pupils.

**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 academy. We have Specialist Leaders of Education for Early Years, Phonics and Maths, who are all involved in supporting staff in our own academy and across the St Bart’s Academy Trust – ‘Release Potential Together’
* 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 and support.
* Safeguarding training is regularly reviewed (at least annually) alongside monthly safeguarding bulletins. All staff are at least Level 1 Safeguarding trained.
* We have a team of skilled learning support assistants who are trained to deliver a range of interventions. Learning support assistants will support pupils under the direction of the class teacher. Children with an Education, Health, and Care plan will receive small group or personalised support as specified on the plan. Our Extended Home School Link Worker may support children with their social and emotional well –being.
* Continued Professional Development is linked to the needs of the academy and our children.
* All staff including Senior Leaders, Class Teachers, Senco, Extended Home School Link Worker and Learning Support Assistants attend courses to develop specific skills for supporting children, including those with SEN within the academy.

Working with other specialist services

* Our academy may use the involve specialist advisors from the Local Authority Inclusion Service if this specialist advice is required.
* Park Hall can make direct referrals to specialist services including Occupational Therapy, Speech Therapy, Camhs, (Children and Adult Mental Health Service), New Era (Domestic Violence), Family Support and Our Health Nursing Team.
* All parents/carers are consulted before the school seeks support from Specialist services. Class Teachers, the SENCO and Extended Home School Link Worker work closely with families and where necessary, make referrals to the following agencies:
* Occupational Therapy Service
* Speech and Language Therapy Service
* Our Health Nursing Team
* Stoke-on-Trent Inclusion Service
* Young Carers
* Social Care
* Family Support Worker
* CAMHS (Children & Adult Mental Health Services)
* New Era (Domestic Abuse Service) It provides free and confidential support for victims, perpetrators and their families. It aims to end relationship abuse through a wide range of individual and group support for adults, children and young people for as long as they need it.

Staywell is a mental health service for young people aged 8-18years made of 3 providers: Changes Young People, North Staffs Mind CYP, and the Dove Service. They can offer various workshops regarding Wellness, weekly peer support meetings and access to 1:1 counselling. If your child is struggling with emotional distress, you can contact them on :

Call: 01782 418518

Email: info@staywellcyp.org

Website : changeshere4u.org.uk

Facebook: facebook.com/staywellcyp

Instagram; @staywellchanges

Immediate support can be accessed via: SPEAK UP SPACE

Speak Up Space is an Instant Messaging Service for young people, up to the age of 18, in Stoke-on-trent. It offers anonymous and confidential support evenings per week without a referral or a waiting list.

www.speakupspace.org.uk

 Parents can refer directly Staywell and Speak Up Space (See contact details above)

**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 Footprints, our 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, offices, PE and lunch hall 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.
* The school seeks to make all reasonable adjustments.
* See Accessibility Plan on school website for more details

# Transition

# How do we support pupils starting school, moving between year groups within the setting and in transferring to a new setting or to the next phase 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 all of the information required about our academy before their child starts.
* We also hold a series of transition sessions where the child and parent come to spend time in the Foundation Stage 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 gather information from the previous setting and any external agencies so as to best support the child.
* 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 phases/year groups in school:

* There is a consistent approach in promoting positive behaviour, with all staff and pupils follow. This ensures that our academy expectations and pyramid system are understood by all children.
* Planned transition opportunities take place over a week to prepare pupils 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 additional 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, cloakroom 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, including those with SEN to their next teacher.
* Medical and other information about a child are also passed on by the previous teacher to the new teacher and other key staff, during teacher transition meetings at the end of term.
* Additional information may be passed to the new Class Teacher from the Extended Home School Link Worker and Senco on a need to know basis.
* Parents are invited to a class transition meeting to find out about their child’s learning and routine 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 such as lining up before school/ playtimes in their new allocated location, playtimes/ lunchtimes etc.

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

* Opportunities for the children to attend workshops at local high schools across all year groups.
* 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 EHSW/ Senco where needed.
* Files are handed over to high schools or to the new school at the point of transition.
* Our e-copies of documents are only accessible by relevant members of staff and are transferred once the child leaves school. We use CPOMS to store SEN information and documentation securely and confidentially.

**Securing equipment and facilities to support pupils with SEN**

How are the setting's resources allocated and matched to children's/young people's special educational needs?

* 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 if available.
* 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 provided from the Extended Home School Link Worker, Miss Hoddy.
* Use of iPads to enable SEN pupils to access personalised intervention tasks linked to their passport targets. Staff have also received training on the accessibility features contained on iPads which include magnifying tool, colour overlays and read aloud function.
* School seek advice on supporting children with more specific or complex needs from Stoke-on-Trent Inclusion Learning Service.
* School may make direct referrals to a variety of outside agencies including the Speech and Language Service, Occupational Therapy Service, Camhs, New Era (Domestic Violence) and Our Health Nursing Team.
* Budgets are closely monitored by the Principal 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.

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

* All children receive quality first teaching which is monitored and evaluated each term. If a child needs additional support, this will be planned to address those needs initially by the class teacher. If this is not having the required impact, discussions will be held with the Inclusion team and additional intervention support will be planned.
* 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 if available.
* Other children at SEN Support will also receive intervention support linked to their needs as indicated on their Pupil Passport. This support may take various forms:

-In class support and strategies from teacher/teaching assistants

-Small group/1:1 intervention support

-Support from external agencies

-Provision of specialist resources

* If interventions are not having the expected impact, then the Class Teacher supported by the SENCO, will adapt interventions.
* Pupils may also be referred directly to other professionals such as Speech and Language Therapy, Occupational Therapy or Camhs, in discussion with parents, to enable further more specialist support to be provided.

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

How pupils are involved?

* All pupils are involved in termly Parent Consultation meetings with their parent and Class Teacher, where they are involved in discussions about progress towards their learning. During the meeting, with support if necessary, pupils lead the consultation sharing work which they are proud of and discussing their learning in subjects with the assistance of their work. Prior to the consultation meeting, pupils complete a self-assessment, again with support if needed. The self-assessment includes questions about behaviours for learning and growth mindset. Children record what they are proud of what they have learned and what they have enjoyed.
* Pupils with SEN, have Pupil Passports, which set out their individual 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.
* Pupils with more complex needs have an Education Health Care Plan, which sets out their outcomes, targets and the provision needed to achieve them. As part of this, pupils are consulted annually to review these and asked for their views. This includes asking them about what they feel has been working well, what they would like to change, what is important to them and what their aspirations are for the future. Pupil views are shared with the Local Authority as part of the child’s EHCP Annual Review.
* The Senco, Directors of Learning and Senior Leadership Team may also gather pupil’s views during pupil interviews throughout the year.
* Park Hall Academy, actively listen to the Pupil Voice of all children in school, including those with identified Special Educational Needs

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

How parents are involved?

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

* Webelieve 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 with the Class Teacher 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 Teacher -Parent-Pupil Progress meetings, for a child with Special Educational Needs, there will also 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, parent workshops and information provided on the website all contribute to ensuring that parents are fully involved in their child’s learning journey.
* During Teacher- Parent- Pupil Consultation meetings, a child’s attainment and progress is discussed with parents and new targets are discussed. Parents know how well their child is progressing and what steps are needed to ensure further progress.
* The Park Hall curriculum is broad and balanced, language rich and creative and based on the idea that ‘Reading Take’s you Places’. Learning and teaching is centered on a high quality text and this is used to engage and excite learners throughout the topic. The curriculum overview is available on the school website to ensure all parents are aware of their child’s current learning
* It is vital that parents support their child’s learning journey through daily reading and a wide variety of homework activities.
* Teachers can be available at the beginning and the end of the day to address any additional parental concerns. When this is not possible, a meeting or phone call can be arranged, suitable for both parties.
* Parents of children with an Education, Health Care Plan will be involved in annual review meetings with the Class Teacher and Senco. At these meetings the provision of the EHC Plan milestones are reviewed, amended and new milestones 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 band and provision to be put in place for the following year.
* There are opportunities provided throughout the year which allow parents to work alongside their children on projects within the classroom environment and parents are invited to learning workshops.
* We have a Park Hall Family Association of which all parents are invited, and encouraged, to become active members of.
* Our Local Governing Committee has parent representatives who actively seek the views of other parents

# 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?

Complaints about SEN provision in our academy should be made to the child’s class teacher and Senco in the first instance. They will then be referred to the Principal and school’s complaints policy, which is available to view on our school website.

**Contact information**

**Whom 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.
* You can also arrange to speak to the SENCO or Principal, who can be contacted via the school office
* Telephone: 01782- 312384
* Email: **parkhall@parkhallacademy.co.uk**
* The Local Authority Local Offer

Park Hall Academy’s contribution to the Local Offer is available on the school website: [**http://www.parkhallacademy.co.uk**](http://www.parkhallacademy.co.uk)

* Our Local Authority’s Local Offer is published here: **http://localoffer.stoke.gov.uk**

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

Contact details of support services for parents of pupils with SEN

* **If parents would like further support and advice, they may contact Stoke-on-Trent Parent Partnership Services (SENDIASS). They can be contacted at** [www.sendiass-stoke.co.uk](http://www.sendiass-stoke.co.uk), Tel 234701/ 4847
* **If parents would like support with health issues for children and young people aged 5-19, Our Health 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 :**

Hazel Trees, Duke Street, Fenton, Stoke-on-Trent, Staffs, ST4 3NR

SENMAS@stoke.gov.uk, Tel 231863

* **Stoke-on-Trent Inclusive Learning Services can be contacted at:**

**In**clusive Learning Services l People – Children and Family Services

Hazel Trees, Duke Street, Fenton, Stoke-on-Trent, ST4 3NR **Tel: 01782-232538**

* **Staywell Service** (To improve the wellbeing of children and young people. Provided by Changes YP in partnership with Younger Minds and the Dove Service. )

Contact: Staywell Services Manager on 01782-418518 or Email: info@staywellcyp.org

Website: changeshere4u.org.uk

Facebook: facebook.com/staywellcyp Instagram; @staywellchanges

* **Speak Up Space** contact www.speakupspace.org.uk
* **The Stoke and Staffordshire Safeguarding board can be contacted by following the link;**
[**http://www.safeguardingchildren.stoke.gov.uk/ccm/portal**](http://www.safeguardingchildren.stoke.gov.uk/ccm/portal)

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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: February 2021**