

SEND Information Report



What kinds of Special Educational Needs does Park Hall make provision 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 include:

- Communication and Interaction
- Cognition and learning
- Social, Emotional and Mental Health difficulties
- Sensory and/or Physical needs



What arrangements are in place for learners who are 'Looked After' and have SEN?

Learners who are 'looked after' by the local authority have the same rights as all learners. 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 Jones monitors the provision for looked after pupils with formal termly PEP meetings (Personal Education Plan) in conjunction with the local authority, parents/carers, class teachers and the young person themselves. Allocation of PEP funding is used to accelerate learning and/ or support the learners wellbeing through small step, SMART targeted support in addition to any SEND passport targets.



How is my child involved in decisions about their education?

Pupils with SEN have Pupil 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.

- At SEN Support this includes 'what I want you to know', 'what I am good at' and 'what I like'. As part of EHC reviews as set out by the Local Authority, pupils share, 'what is important to me', 'what people like about me and what I like about myself', 'how best to support me' and 'how best to communicate with me'.
- During the termly SEN Review meetings with teachers and parents/carers, pupils share their views on they progress.
- Park Hall Academy, actively listen to the Pupil Voice of all children in school, including those with identified Special Educational Needs.
- The SENCo and Senior Leadership Team may also gather pupil's views during pupil interviews throughout the year.
- There are opportunities to take on leadership roles throughout the school such as Pupil Parliament and leadership roles for Well-Being, Apple and Sports Ambassadors. Staff and parents support pupils in applying for these roles support them.

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What is our approach to teaching learners with SEN?

Teachers are responsible and accountable for the progress and development of all the pupils in their class including those with SEN. Quality first teaching is provided to all pupils and is our first step in supporting pupils who have SEN. Teachers are responsible and accountable for the progress and development of ALL pupils in their class, including those with SEND. All learners are entitled to access to high quality learning opportunities and appropriate resources to meet their individual needs. Teachers are responsible and accountable for the progress and development of all the pupils in their class including those with SEN. Quality first teaching is provided to all pupils and is our first step in supporting pupils who have SEN.

Teachers are responsible and accountable for the progress and development of ALL pupils in their class, including those with SEND. All learners are entitled to access to high quality learning opportunities and appropriate resources to meet their individual needs. All learners have access to a range of visual prompts, concrete apparatus (such as maths toolkits) and multi-sensory approaches to learning. All pupils from year 1 to year 6 use an individual iPad to enhance their learning and support access to the curriculum through the use of a range of supportive tools such as coloured overlays on the screen, voice note recording by both learner and staff (feedback), screen recording/ video to enable learners to be more independent through access to modelled examples to name but a few. Enrichment opportunities and the outdoor environment is used as a teaching resource to engage and support the learning of pupils, helping learners to know more, learn more and remember more. Learners are supported in class with the assistance of the learning environment (learning walls which include learning journey displays, enabling learners to reflect and retrieve prior learning that has taken place to build further knowledge upon. A focus on vocabulary throughout the curriculum enables all learners to communicate like geographers, historians etc alongside scaffolds such as

sentence stems and communication mats. Mastery teaching ensures access to the curriculum for all learners and is delivered in small steps allowing them to 'keep up, not catch up'. The promotion of a growth mindset supports all learners in believing that everyone can achieve, creating the opportunity for success – 'I can and I will!' Reading is the key to all learning, understood by all learners. Learners read across the curriculum in addition to dedicated reading time, with the lowest 20% of readers reading to an adult at least 3x weekly.

What additional support is in place for some learners?

Those learners who require extra help may be provided with small guided group adult support in class and may receive access to additional visual or concrete resources to ensure that they can access activities. Learners with SEN who require further support will be provided with targeted intervention support as part of their SEN Pupil Passport, which includes specific small group or 1:1 interventions and 10 strategies to address their specific area of need which may include social, emotional, mental health support provided by the Extended Home School Link Worker, Miss K Hoddy

All pupils with special educational needs have Personalised Learning Journey Files (PLJ) on Showbie 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 individuals with their learning, reviewed termly. School staff will work in partnership with parents/carers. If we think we need to consider asking the Local Authority to carry out a coordinated assessment of the child's needs because more advice/resources are needed to help your child to make progress, parents are also an integral part of this process. This assessment may result in an Education, Health, and Plan for the child, if the local authority feels that is necessary.

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How does the school assess and evaluate the effectiveness of its provision for pupils with SEND?

Every child is entitled to quality first teaching. The Senior Leadership Team carry out rigorous monitoring and evaluation approach to the teaching and learning across the school.

The Senior Leadership Team will monitor through:

- .Formal and Informal lesson observations .
- .Learning Walks
- .Book Looks and Showbie Looks
- .Planning Scrutinies
- .Pupil Progress Meetings
- .Analysis of data
- .Pupil Conversations
- .Appraisals
- .CPD

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

- . Pupil SEN File monitoring on Showbie
- . SEN Provision maps
- . Analysis of data
- . SEN Intervention monitoring
- . SEN termly reviews with class teachers, parents and pupils
- . Pupil conversations/ interviews

We 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 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.

- All of the children are assessed at three main points through the year (Christmas, Easter, and Summer/end of the school year) but half-termly progress meetings are also carried out with Class Teacher and Assistant Principal. The children who are not meeting age related expectations are identified and further support is planned for through the RAP plans (Raising Attainment Plan and SEN provision map).
- To ensure SEN pupils are making progress, their progress in Reading, Writing and Maths is tracked termly and formally recorded on Arbor, the school's 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.
- 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. Class teachers to determine where improvements are being made or whether an intervention needs adapting monitor the impact throughout each term. 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, which 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 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 learning, 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 to identify misconceptions which can then be addressed. In addition, the voice-recording feature on the Ipad 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.
- School make reasonable adjustments to ensure that children with SEND are able to access all facilities. The school's Accessibility Policy can be found on the school website.
- If there is a language spoken that we do not have in school we make use of google Translate and may request a translator through the local authority service to support parents /care during meetings/reviews.

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What is the process for identifying pupils with SEN and assessing their need?

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 SEND. 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 contact parents/carers 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 or outside agencies involved 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.

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.

Tell you how to get in touch with Parent Partnership services (SENDIASS) who can offer advice and support.

All children are assessed at the start of the Nursery and Reception years as part of the baseline assessment for the Early Years Foundation using the Development Matters Tool. The language of all Nursery children is assessed using the Stoke Speaks out Early Communication Language Screening 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/carers 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, the school will follow the Graduated Approach of Support outlined below.

Identification of SEN needs

At Step 1 (Quality First Teaching), children will have been identified as presenting with some emerging difficulties in an aspect of learning. Eg literacy, numeracy, motor coordination, speech, language, behaviour, social, emotional and Quality First Teaching support will be in place to address their needs.

• Class Teacher will refer to the SEND Stoke Graduated Approach Range 1 (Quality First Teaching) guidance and will ensure the characteristics of Quality First Teaching is in place.

• Class Teacher will have identified the pupil to Assistant Principal & discussed as part of Raising Attainment Plan progress meetings.

• If this level of support is not sufficient, Class Teacher will move pupil to Step 2 in consultation with parents/carers and discuss further support with parents/carers.

At Step 2 (Initial Support), the difficulties identified at Step 1 continue and there will have been no significant measured change in the target skill despite Quality First Teaching and Range 1 support.

Based on the main area of concern, the Class Teacher will refer to the appropriate Stoke Graduated Approach Range 2 support document (Initial Concern) and implement further strategies to support the pupil.

Class Teacher will complete the 'Initial Consultation' form with parents/carers and implement further strategies at Stoke Graduated Approach Range 2 and will inform the SENCo and Assistant Principal.

After a period of initial support eg ½ term / term depending on severity of concern, the Class Teacher will review the provision put in place and discuss next steps with SENCo and Assistant Principal. Based on progress, a decision will be made to monitor or move to Step 3.

Class Teacher will consult with parents and complete Initial Consultation Review.

At Step 3 (SEN SUPPORT) difficulties identified at Step 2 worsen and there is no significant measured change in the target skill despite Quality First Teaching and Range 1 and 2 support.

Children who have been identified as having SEN requiring provision that is additional to and different from the mainstream curriculum. (SEND Code of Practice 2015).

• Additional assessments will be completed to support identification of need for the SEN Register and targets for the Pupil Passport.

• Class Teacher, Assistant Principal and SENCo will meet to discuss assessment data and refer to SEND Stoke Graduated Approach Range 3 to identify the area of need if a pupil is moving to Sen Support.

• Class Teacher will consult with parents/carers and complete the 'Pupil Passport' and follow: Assess, Plan, Do, Review cycle. SEND Register parental consent will be given.

• 'Pupil Passport' will be updated with new targets & reviewed by Class Teacher and discussed with parents/carers termly.

• If difficulties become significant and enduring the school in collaboration with parents/carers will discuss whether access to specialist advice & assessment is required. If so, a referral to specialist services will be completed.

• Following any Specialist team support for a child in school, report advice will be implemented and reviewed.

At Step 4, Enhanced SEND Support, children will have significant and persistent difficulties which significantly affect their access to the curriculum and school life.

• Following a review of specialist advice, Class Teacher, Vice Principal/Principal and SENCo will meet to discuss significant & persistent difficulties. Class Teacher & SENCo will meet with parents.

• A decision on making a case for an Education, Health, Care Plan will be made collaboratively by SENCo, Class Teacher, Vice Principal and Principal in consultation with parents/carers.

• At a Local Authority (LA) panel review meeting, the LA will make a decision on whether to carry out an assessment of a child's needs and following the assessment process the Local Authority will make a decision on whether to issue a child with an Education, Health, Care plan to further meet their needs.

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/carers in collaboration with the Class Teacher.

• If parents/carers have any concerns about their child, they should speak to the Class Teacher in the first instance. If parents/carers have concerns prior to their child joining the school, either going into the Foundation Stage or at any point, parents/carers 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.

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How will both you and I know how my child/ young person is doing and how will you help me to support their learning?

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 Arbor 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 Arbor.
- 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 SEN passport 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.
- if there is a language spoken that we do not have in school, we make use of Google Translate and may request a translator through the local authority service to support parents/carers during meetings/reviews.

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What specialist services and expertise are available and/ or accessed by the school?

Working with other outside agencies.

We have support from the Speech and Language Service, Inclusive Learning Service, Trust Specialist Teacher, Kelly Martin and Educational Psychologist, Dr. Alison Smedley, to support and develop staff working with pupils with SEND.

All parents/carers are consulted before the school seeks support from outside agencies. Class Teachers, the SENCO and Extended Home School Link Worker work closely with families and where necessary, make referrals to the following agencies:

§ Speech and Language Therapy Service

§ Our Health Nursing Team

§ Stoke-on-Trent Inclusion Service

§ Specialist Teachers (Hearing Impaired , Vision Impaired)

§ Educational Psychologist , Dr. Alison Smedley

§ Trust Outreach Specialist Teacher, Kelly Martin

§ Young Carers

§ Social Care

§ Occupational Therapy Service

§ 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.



How are learners will SEN enabled to engage in activities available with learners who do not have SEN?

Pupils with SEN access the same high-quality curriculum as all pupils in school. Class Teachers will make adaptations to the curriculum to support their needs which may include flexible groupings, teaching style, use of the iPad accessibility tools or concrete resources for the lesson.

School visits are available to all our pupils. In collaboration with the pupil Park Hall Parliament enrichment opportunities are carefully planned to enhance the curriculum. Transport, activities and venues are risk assessed and staff ensure that they are suitable for all learners.

Extra-curricular activities are available to all our pupils, including the before and after school club, Footprints.

All pupils are encouraged to take part in sports day/school plays/ workshops and themed days

Pupils with SEN engage in sporting events such as Sport For All alongside pupils without SEN.

There are opportunities for pupils with SEN to take on leadership roles throughout the school such as Pupil Parliament and leadership roles for Well-Being, Apple and Sports Ambassadors. Staff and parents support pupils in applying for these roles support them.

All children are included in all aspects of school life, 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 fully in school life.

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How adaptations are made to the curriculum and learning environment for children with SEN?

Provision to support access to the Curriculum may include:

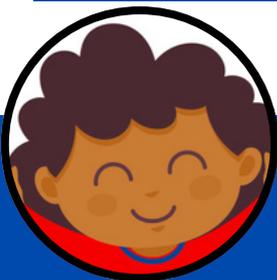
- Retrieval practice at the start of each lesson to embed learning into long term memory, reducing cognitive load
- Learning journey classroom displays to aid learners in recalling prior learning from the previous day, week etc.
- Use of working wall/ vocabulary displays
- Working in of Kagen groups/ Mastery seating approach
- Working as a guided group with additional adult support/ expert learners
- Use of stem sentences
- Use of different structures and representations
- WAGOLL/ WABOLL – ‘what a good/ bad one looks like’
- Sharing reading texts and vocabulary multiple times
- Chunking the lesson into parts
- Regular opportunities for talking about their learning
- Use of scaffolds
- Flexible seating and groupings
- Visual, concrete practical resources (maths toolkits)
- Use of multi-sensory approaches
- Pre teaching vocabulary.
- Visual timetables.
- Use of Now – Next cards
- Use of ICT –iPad whiteboard, accessibility tools, voice notes
- Small group or 1:1 support from the Teacher or Learning Support Assistant
- Guided group work with an adult
- Paired work / peer support
- Use of iPads to enable pupils to access personalised intervention tasks linked to their passport targets
- Where a pupil is working at Well Below in Reading, Writing or Maths they may be provided with adapted, personalised learning tasks. These pupils are likely to be in receipt of an EHCP.

We make the following adaptations to ensure all pupils’ needs are met including:

- Adapting our curriculum to ensure all pupils are able to access it, for example, through flexible groupings, teaching style, peer and adult support, resources for the lesson
- Use of adaptive resources – such as writing scaffolds, vocabulary word mats etc
- Use of staffing – small guided groups, specific interventions etc
- Using recommended aids, such as iPad accessibility tools e.g. tinted screens, voice recording (voice notes), video demonstrations by teacher/ expert learners, zoom/ magnifying tool, speak screen (iPad reads text out loud), Siri for spelling. Other resources include coloured overlays, visual timetables, larger font, pencil grips, sloping boards etc
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, differentiated questioning etc.



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What can I do if I am not happy with a decision or what is happening?

Complaints about SEN provision in our academy should be made to the child's class teacher either in person or via Class Dojo and Senco in the first instance.

If necessary, they may then be referred to the Principal and school's complaints policy, which is available to view on our school website.



What other support services can I access?

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, Tel [234701 / 4847](tel:2347014847)

- 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](tel:08001240362) 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:

Inclusive Learning Services | People – Children and Family Services

Hazel Trees, Duke Street, Fenton, Stoke-on-Trent, ST4 3NR Tel: [01782-232538](tel:01782232538)

- Staywell Service

This 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](tel:01782418518)

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)

- Speak Up Space contact www.speakupspace.org.uk

- The Stoke-on-Trent Safeguarding Partnership can be contacted by following the link; Learners who are 'looked after' by the local authority have the same rights as all learners. 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, Vice Principal, monitors the provision for looked after pupils with formal termly PEP meetings (Personal Education Plan) in conjunction with the local authority, parents/ carers, class teachers and the young person themselves. Allocation of PEP funding is used to accelerate learning and/ or support the learners wellbeing through small step, SMART targeted support in addition to any SEND passport targets.

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How are parents involved in their child's education?

We believe in building strong partnerships with parents/carers and welcome parents to participate in school life. We engage the support of all parents/carers at home, in school and with specific visits and events such as parent workshops (phonics, maths NCT's), special event days such as Well-Being Harvest Walk, King's Coronation and class/ celebration assemblies.

- There are opportunities provided throughout the year, which allow parents/carers 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/carers are invited, and encouraged, to become active members of.

- Our Local Governing Committee has parent representatives who actively seek the views of other parents/carers.
- Our newsletters, assemblies, parent workshops and information provided on the website all contribute to ensuring that parents/carers are fully involved in their child's learning journey. The use of Class Dojo is an app we use to connect teachers, pupils and their families through communicating messages, information videos and newsletters as well as the ability for parents to message teachers. The academy Facebook page is used as a window in to daily life of learners, where we proudly share with parents/cares photos and videos of enrichment, learning, celebrations etc.
- The Park Hall curriculum is broad and balanced, language rich and creative and based on 4 'Big Ideas' – 'Every Child a Reader' 'A Love of Learning' 'Be Inspired; Be Aspirational' 'Expert Learners'. High quality learning and teaching develops learners' knowledge and skills through the sequential, progressively planned curriculum and as a result pupils learn more, remember more and remember more. Reading, oracy, and vocabulary are promoted throughout the curriculum through the careful selection of texts, subject specific vocabulary and opportunities for learners to perform; enabling them to bring their learning to life. The curriculum overview is available on the academy website to ensure all parents/carers are aware of their child's learning journey.
- It is vital that parents /carers support their child's learning journey through daily home reading, recording this within their child's reading diary and supporting their child with homework activities.
- During Teacher- Parent- Pupil Consultation meetings, learners attainment and progress is discussed and parents will know how well their child is progressing and what steps are needed to ensure further progress. Prior to a pupil being placed on to the SEN Register, parents/carers are invited for an Initial Consultation meeting with the Class Teacher where the 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.
- Parents/Carers 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 targets are reviewed, amended and new targets are set, in consultation with the pupil, parents/carers, 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.

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How will the school prepare and support my child to join the school, transfer to a new setting or to the next stage of education and life?

Supporting pupils moving between phases and preparing for adulthood

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 'Stay and Play' 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 with their class teacher. Where a child has previously been identified as having a special educational need or disability, the school will gather information from the previous setting and any external agencies 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 year groups in school:

There is a consistent approach in promoting positive behaviour, with all staff and pupils follow. This ensures that all children understand our academy expectations and pyramid system.

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.

The previous teacher also passes on medical and other information about a child to the new teacher and other key staff.

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.

Transition information presentation is provided to all parents electronically.

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.

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 Year 7/ Pastoral / Head of Year high school teachers.

Meetings between the SENCO and Extended Home School Link Worker and the high school SENCOs and Pastoral Team, where needed.

Opportunities for SEN children to visit their choice of high school with a member of the EHSW/ Senco / Learning Support Staff 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 safeguarding documentation securely and confidentially.

SEND Information Report



What expertise and training have the staff supporting learners with SEN received?

The SENCo, Mrs Bunn has the NASENCO (National Award for SEN Coordination) and Post Graduate Certificate in Special Needs Coordination.

- 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.

- Learning Support Assistants are all highly skilled in their roles and receive on-going training in a variety of interventions led by the Senior Leadership Team, SENCo, EHSLW, other staff or other agencies where necessary.
- Continued Professional Development is delivered ongoing and is linked to the needs of the academy and our children.
- All staff including Senior Leaders (NPQSL), Class Teachers, SENCo, Extended Home School Link Worker and Learning Support Assistants attend courses to develop specific skills for supporting children, linked to the School Development Plan and recommended by Senior Leadership Team.
- We can refer to the Speech and Language Service and Camhs to support pupils with SEN. Specialist support can also be secured as part of the graduated approach from the Stoke Inclusive Learning Service and Educational Psychologist, Dr. Alison Smedley, to support staff working with pupils with SEND.
- In addition school access the support of an NHS Mental Health Well-Being Practitioner who can support children around some aspects or well-being such as low mood, anxiety, transition alongside parental involvement.

Staff Expertise and Training

- 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.
- Support staff are all highly skilled in their roles and receive on-going training in a variety of interventions led by the SENCO, Senior Leadership Team, other staff or agencies
- Continued Professional Development is delivered ongoing and 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, linked to the School Development Plan and recommended by Senior Leadership Team.

SEND Information Report



What support is there for my child's social and emotional wellbeing?

A dedicated team of professionals are committed to encouraging positive relationships and ensuring 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.

- All pupils are encouraged and given opportunities to talk about their well-being through work in weekly PHSE lessons and assemblies. All learners, alongside weekly PSHE lessons, have the opportunity to have their voice listened to by adults in school. Learners understand who they can speak to if they have any concerns or worries. PHSE is taught through the Kapow Primary Scheme. Each year group features a unit of lessons based on the themes of :

- Family and Relationships. Including bullying , stereotyping and respecting differences
- Health and Wellbeing. Exploring physical and mental health.
- Safety and the changing body. Featuring digital safety, road safety, puberty and first aid.

- Citizenship. Looking at responsibility, community and democracy.

- Economic Wellbeing, Exploring money and career aspirations.

The Park Hall 'ICARE' – 'Identity' 'Celebrate' 'Appreciate' 'Relationships' and 'Empathy' big ideas are promoted through all that we do. The themes are visited during weekly assemblies and through specific class texts e.g. Wonder, Red, Everyone Welcome. The texts celebrate diversity, difference, uniqueness and respect, with our motto of 'Everyone Welcomed, Loved and Unique.'

- Pupil is 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.

- Pupils have access to social emotional programmes as part of their Pupil Passport intervention support.

- 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. We actively challenge and support parents/ carers. All pupils are also aware of the expectation for good attendance through our own attendance mascot HERO (Here, Everyday Ready On time) weekly assemblies, rewards and continual reminders. Pupil attendance home visits are ongoing / pupils may be collected and brought into school.

- Our Extended Home School Link Worker 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.

- Referrals to external agencies for counselling or social emotional support can be accessed.

SEND Information Report



Who can I contact for further information if I have a concern?

If you wish to discuss your child's special educational needs or have 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, Mrs Bunn, or Assistant Principals for your child's phases:

- Foundation Stage – Mrs James
- Key Stage 1 (Year 1 and Year 2) – Mrs AM James
- Lower Key Stage 2 (Year 3 & 4) – Mrs Shields
- Upper Key Stage 2 (Year 5 & 6) – Miss Hawke

In addition, the Vice Principal, Mrs Preston, or Principal, Mrs Frost, can be contacted via the school office.

Telephone: [01782 312384](tel:01782 312384)

Email: parkhalloffice@sbmat.org



SEN Terminology

LEVELS OF SEND

- SEN SUPPORT
- EHC - Education, Health, Care Plan

SEND The Four Areas of Need The SEND Code of Practice 2014 (updated January 2015) sets out four broad areas of special educational need that include a range of difficulties and conditions:

1. Communication and Interaction (C&I)
2. Cognition and Learning (C&L)
3. Social, Emotional and Mental Health difficulties (SEMHD)
4. Physical and/or Sensory Needs (P&SN)

Communication & Interaction

SLCN - Speech, language, communication needs

ASD - autistic spectrum disorder

Cognition & Learning

MLD - moderate learning difficulty

SpLD - specific learning difficulty (includes dyslexia, dyscalculia, dyspraxia)

SLD-severe learning difficulty

PMLD-profound multiple learning difficulty Social, emotional, mental health difficulties

SEMHD- social, emotional, mental, health

ADHD- attention deficit hyperactivity disorder

Physical &/or Sensory

Vi- vision impairment

Hi- hearing impairment

PD- physical difficulty