

## **SEND Information Report**

### **Park View Academy values the abilities and achievements of all its pupils.**

All pupils are entitled to access the whole curriculum and at Park View Academy, we are committed to ensuring this happens through quality first teaching. Different teaching styles are used to remove barriers to learning and ensure individual needs of pupils are met, allowing them to make the best possible progress.

Schools have a duty to publish SEND information on their website which is updated every year.

#### **1. What kind of SEND needs does the school provide for?**

Park View Academy provides for all pupils with SEND in line with the Equality Act 2010. This means that pupils who have a significantly greater difficulty in learning than most other pupils at the same age or has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

In the 2014 SEND code of practice, four areas of need are outlined.

- Communication and interaction
- Social, mental and emotional health
- Sensory/Physical
- Cognition and learning

Individual Health Care Plans specify the type and level of support required to meet the needs of pupils with medical conditions.

**2. How does the school know if children/young people needs extra help and what should I do if I think my child/young person may have special educational needs?**

We carry out regular assessments and track pupils progress throughout the year. If your child is identified as not making expected progress, the school will set up a meeting to discuss this with you in more detail. During this meeting we will listen to any concerns you have too, plan extra support your child/young person may receive or discuss any referrals to outside professionals to support their learning.

If you have concerns about your child's progress you should speak to your child's class teacher initially. If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENDCo. If you are still not happy you can speak to the school SEND Governor.

**3. How will you and I know how my child/young person is doing?**

Your child's progress is continually monitored by his/her class teacher through continuous assessments across the curriculum and progress is reviewed formally every term. You will be invited to a parent teacher meeting each term and a written report is sent out at the end of the summer term.

For pupils on the SEND register, in addition to normal reporting arrangements, there are extra opportunities to discuss progress with teachers and the SENDCo. Children on the register will have a PPP which will be reviewed with your involvement, every half term and the plan for the next half term made.

The progress of children with an EHC Plan is formally reviewed at an Annual Review as part of the statutory procedure.

**4. How will teaching be suited to my child's/young person's needs?**

For the majority of pupils, quality first classroom teaching will fulfil their learning needs. SEND pupils may require the curriculum to be slightly adapted or differentiated for the individual to access the curriculum in order to make progress. Other SEND pupils may require small group intervention from an appropriate adult. They may also access support from a TA in lessons.

Work is differentiated appropriately for each child. Teachers will differentiate the curriculum on a regular basis as a usual way of working. These pupils will be identified on the register as SEND Support.

## **5. How will school staff support my child/young person?**

Quality first teaching, differentiated for individual pupils, is the first stage in supporting pupils who have or may have SEND. When identifying a pupil as needing SEND support, the class and SENDCo will carry out assessments then analyse feedback of the pupils` needs. Where it is decided to provided SEND support to a pupil, parents will be formally notified, although parents should have already been involved in the process of assessing any possible additional needs. The teacher and SENDCo should agree, in consultation with parents and pupils the interventions and support that will be put in place. A clear date for review will be set.

At Park View Academy there is a nominated governor for SEND who reports to the whole governing body on issues arising, successes or concerns.

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENDCO, Learning Support Teacher or Class Teacher is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- PPP's will be reviewed with your involvement each term.
- Homework will be adjusted as needed to your child's individual needs.
- A home/school target diary may be used to support communication with you, when this has been agreed to be useful for you and your child.

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

We use a graduated approach to meeting an individual child's needs.

- For the majority of children quality first classroom teaching will fulfil their learning needs. Some children may require the curriculum to be slightly adapted or differentiated for the individual to access the curriculum in order to make progress. They will not be on the SEND register.

- Some children may require small group intervention from the class teacher, teaching assistant or learning mentor to bridge a learning gap or to develop strategies to overcome a particular need. They may also access support from a TA in lessons. Teachers will differentiate the curriculum on a regular basis as a usual way of working. These students will be identified on the register as SEND Support.
- For a few students with more complex needs they may require more intensive and long term support in order to thrive at school. These students may have an Educational, Health and Care Plan (EHCP) which will set out clearly what provision the student needs to achieve at school. These students are also monitored by the local educational authority SEND team (Knowsley Borough Council).

### **7. How will my child/young person be included in activities outside the classroom including physical activities and school trips?**

As an inclusive school, all efforts are made to ensure that all our pupils access the whole curriculum both inside and outside the classroom.

For school trips, forms of transport are carefully considered, whether private or public transport is used. Bus companies that support all our pupils needs are used ie. seatbelts and wheelchair accessibility, when required. If train journeys are necessary, North Western railways will have been previously informed of any additional facilities that may be required for the journey.

We also have access to a minibus with wheelchair facilities and eligible staff all have up to date MIDAS training.

Accessibility for physical activities is heavily dependent on location facilities available, however efforts are consistently made to include all pupils . If you have any concerns or questions regarding this issue, please speak to your child`s teacher or Mrs. Jones (SENDCo).

## **8. What support will there be for my child/young person`s overall well being?**

Support we can provide in school may include:

- Social skills, self-esteem and friendship groups
  - Relax kids
  - Robust positive behaviour systems including rewards and sanctions.
  - Referral to specialist services

Medicines can be administered in school with signed parental permission.

There are nominated first aiders in school and several members of staff have paediatric first aid qualifications.

If your child has significant medical needs, you will need to speak to the SENDCO/Inclusion manager to discuss how we can best support you and your child. This might include drawing up a Health Care Plan.

The class teacher has responsibility for the overall well-being of every child in their class.

If you have any worries speak to the class teacher first.

If further support is needed the class-teacher will speak to the  
Inclusion Manager or SENDCO.

## **9. What specialist services and expertise are available at or accessed by the school?**

School will seek the appropriate specialist service or expertise to support the school and families in meeting each child's needs. This will ensure a co-ordinated multiagency approach which is reviewed regularly with partner agencies. Below are some of the services we already engage with:

- Additional Speech and Language Therapy input to provide a higher level of service to the school.
- SEND specialist support teacher (SpLD)
- ASC specialist teacher
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- Speech and Language Therapy
- School Nurse/School Health Team
- Paediatric Occupational Therapy
- Paediatric Physiotherapy
- C.A.M.H.s
- Inclusion Support Worker
- Family First
- EAL service
- Paediatric Continence Team
- Paediatrician
- Behaviour support/Access and Inclusion
- Children's Social Care

#### **10. What training have the staff supporting my child had?**

We work with a range of professionals to meet your child's needs.

We work with:

- Speech and Language therapists
- Knowsley SENIS team
- Occupational therapy
- Physiotherapy
- School Nurse
- Health Visitors
- Educational Psychologist
- Social Services

We have engaged the services of a specialist teacher from the Central Area Support Team (CAST) to assess and support the needs of individual children. We also use

other specialist providers from the CAST team to deliver training for school staff and to provide advice. In addition to this we have a highly trained and experienced team of teaching and support staff who have supported children with a range of Special Needs.

We may also engage the services of an external professional if we believe this will benefit your child. We will always discuss this with you prior to making a referral.

#### **11. How accessible is the school environment?**

The school is accessible via all entrances for those with a wheelchair or walking aids. The playground is also accessible.

For children with specific physical, medical or sensory needs if additional adaptations are required or if additional resources are needed in order for your child to access the school or curriculum, the school will work closely with SENIS team in Knowsley to ensure provision is suitable for your child. The school carefully plans to ensure that it is a safe, enjoyable and accessible environment for all our children.

Our classroom and teaching styles aim to engage a range of learning styles and children with a range of additional needs.

The Dean Trust undertake a regular review of school facilities to ensure that the requirements of the equality act are met. The audit strategy ensures that current provision is maintained and where required, identifies facilities requiring improvement for pupils, staff and visitors alike.

## **12. How are parents and young people themselves involved in the school?**

All parents/carers are actively encouraged to take part in the school community. This includes:

- Welcome meetings
- Induction meetings
- Parent review meeting
- Parent information meetings
- Celebratory assemblies
- Performances
- Sports Day

Children are also actively encouraged to be part of the school community by being part of the School Council. The council shares and discusses ideas and preferences of pupils on a variety of topics, such as possible improvements to the playground and selecting the next head boy and girl.

## **13. How do you involve other agencies in meeting my child/young person`s needs and supporting the family?**

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- Paediatric Occupational Therapy
- Paediatric Physiotherapy
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- Family First
- EAL service

- Paediatric Continence Team
- Paediatrician
- Behaviour support/Access and Inclusion
- Children's Social Care

#### **14. Who can I contact for further information?**

If you have any further questions or you wish to discuss any of these questions further, please contact Mrs Jones – SENDCO or Miss Harrison - Inclusion Manager and they will be happy to arrange a meeting with you.

Telephone – 0151 4778120

E mail – ParkViewAdmin@deantrustparkview.co.uk

Website - deantrustparkview.co.uk

#### **15. How will the school prepare and support my child to join the school, transfer to a new school, or the next stage of education?**

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher and learning support teacher. All PPP's will be shared with the new teacher. In Year 6:

- The SENDCo and Learning Mentor will discuss the specific needs of your child with the SENDCo of their chosen secondary school.
- Your child will take part in focused learning about aspects of transition, to support their understanding of the changes ahead.
- Where possible your child will visit their new school on several occasions and in some cases, staff from the new school will visit your child in this school.

**16. What other support is available?**

Find out more about the local offer of support which is available children and young people with SEND on the Knowsley Family Information Website.

SENDIASS (formerly Parent Partnerships) provide free and confidential impartial information, advice and support to children/young people with SEND.

Website: [www.liverpoolandknowsleysend.com/](http://www.liverpoolandknowsleysend.com/)

e-mail: [liverpoolandknowsleysend@wired.me.uk](mailto:liverpoolandknowsleysend@wired.me.uk)

Telephone: 0800 012 9066

**17. What should I do if I have concerns regarding the provision made?**

If you have any concerns regarding the provision provided, please speak to Mrs. Jones – SENDCo or Ms Harrison – Inclusion Manager.

If you have further issues, please contact Mrs. Irene Tuzio – SEND governor via email – [ParkViewAdmin@deantrustparkview.co.uk](mailto:ParkViewAdmin@deantrustparkview.co.uk).

Please contact the school office for more information about the complaints procedure.

### Glossary of terms;

ASC	Autistic Spectrum Condition
CAMHS	Child and Adolescent Mental Health Service
EP	Educational Psychologist
PPP	Personal Provision Plan
EHCP	Education Health Care Plan
SENIS	Special Educational Needs Inclusion Service
CAST	Central Area Support Team
SENDIASS	Special Educational Need and Disability Information and Advice and Support Services
QFT	Quality First Teaching – an excellent standard of teaching, enabling all pupils to make progress.
SSEN	Statement of Special Educational Need
SLT	Speech and Language Therapy/Therapist
SEND	Special Educational Needs and Disability
SEN Code of Practice	The legal document, which sets out the requirements for educating children with special educational needs.
SENDSCO	Special Educational Needs and Disabilities Co-ordinator- organises and monitors provision for children with special educational needs.
EHA	Early Help Assessment
TA	Teaching Assistant