

The Parker E-ACT Academy Special Educational Needs School Information Report “What we offer”

This is our Special Educational Needs School Information Report and details what we offer for children and young people with special educational needs and disabilities (SEND) in our school.



THINK BIG
DO THE
RIGHT THING
TEAM SPIRIT

Please also refer to our SEND and Learning policy and our **Equality Objectives**

Local Authority's local offer: <http://www3.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer>

The Parker Academy's SEND and Learning policy: <https://theparkeracademy.e-act.org.uk/wp-content/uploads/sites/10/2019/01/SEND-and-Learning-2018.pdf>

The Parker Academy's Admissions policy: <https://theparkeracademy.e-act.org.uk/wp-content/uploads/sites/10/2019/02/TPEA-Admissions-Policy-2019.pdf>

How do you teach children or young people with special educational needs and disabilities?



Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teacher Standards 2013 detail the expectations on all teachers, and we are proud of our teachers and their development at The Parker E-ACT Academy. The Teacher Standards are available [here](#).

Our teachers will use various strategies to adapt access to the curriculum, this might include using:

- Visual timetables
- Writing frames
- Tablets, laptops or other alternative recording devices
- Peer buddy systems
- Positive behaviour rewards system

Each learner identified as having SEN, is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome barriers. Teaching staff are provided with Learning Profiles of students that identify strategies to support particular needs. Learning Profiles are created with students and carers to ensure the most appropriate adjustments are made for each individual.

What the legislation says...

SEND Code of Practice 2014 4.32: 'Information about approaches to teaching, adaptations to the curriculum and the learning environment for children and young people with SEN or disabilities and additional learning support for those with SEN.'

SEND Regulations 2014 5(a): their approach to teaching of children and young people with special educational needs.

SEND Regulations 2014 5(b): '...how they adapt the curriculum and the learning environment for children and young people with special educational needs or a disability'

How do you decide a child or young person has special educational needs or disabilities?



Difficulties with learning will first be noticed by the learners themselves, their parents/ carers, class teachers and support staff. At The Parker E-ACT Academy we promote a culture of openness that allows students and adults to discuss issues and strategies to support them. We ensure that assessment of educational needs, directly involves the learner, their parents/carers and of course their teachers. The Special Educational Needs Co-ordinator (SENDCO) will also support with the identification of barriers to learning and the actions required to address them. When necessary, we may seek advice from specialist teams and services. We have access to services universally provided by Northamptonshire County Council, which are described on the Local Offer website available [here](#).

The Parker E-ACT Academy has also commissioned for 2019-20 support from:

Educational Psychologist: 10 days

Counsellor: employed 4 days a week

We employ 6 Teaching Assistants and a Higher Level Teaching Assistant who deliver the interventions in the provision map as co-ordinated by our SENCO.

The Parker Academy is also part of the TAMHS project (Targeted Mental Health in Schools).

Once pupils have been identified as having SEND they will be registered in one of the following categories:

Cognition and Learning Needs (CL)

Including children with moderate and severe learning difficulties (MLD and SLD), as well as those with Profound and Multiple Learning Difficulties (PMLD). It also includes children with Specific Learning Difficulties (SpLD), such as Dyslexia, Dyscalculia and Dyspraxia.

Communication and Interaction Needs (CI)

Including children with Speech, Language and Communication difficulties (SLCN) and those with an Autism Spectrum Condition (ASC).

Social, Emotional and Mental Health Difficulties (SEMH) Including children who may be withdrawn or isolated, as well as those with challenging behaviour. Behaviours may reflect underlying mental health difficulties, including anxiety, depression, ADD, ADHD or attachment disorder.

Sensory and/or Physical Needs (PS) Including children with a visual or hearing impairment (VI or HI), or a Multi-Sensory Impairment (MSI). Some children with a Physical Disability (PD) may require additional support/equipment to ensure that barriers to achievement are removed.

What the legislation says...

SEND Code of Practice 2014 4.32: 'Arrangements providers have for identifying the particular SEN of children and young people.'

SEND Code of Practice 2014 4.34: 'Schools must publish more detailed information about their arrangements for identifying, assessing and making provision for pupils with SEN.'

SEND Code of Practice 2014 4.35: 'The school-specific information should relate to the schools' arrangements for providing a graduated response to children's SEN. It should elaborate on the information provided at a local authority wide level in the Local Offer.'

What extras do you offer children or young people with special educational needs?



All learners should have the same opportunity to access extra-curricular activities. At The Parker Academy, we are offering a range of additional clubs and activities. We are committed to making reasonable adjustments to ensure participation for all, so please contact the SENDCO or Club manager to discuss specific requirements.

All staff at The Parker Academy receive regular training on the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.'

What the legislation says...

SEND Code of Practice 2014 4.32: 'Information about approaches to teaching, adaptations to the curriculum and the learning environment for children and young people with SEN or disabilities and additional learning support for those with SEN.'

SEND Regulations 2014 5(a): their approach to teaching of children and young people with special educational needs.

SEND Regulations 2014 5(b): '...how they adapt the curriculum and the learning environment for children and young people with special educational needs or a disability'

How do you make sure children and young people with special educational needs and disabilities do well?



Monitoring progress is an integral part of teaching and leadership within The Parker Academy. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEN. We follow the 'assess, plan, do, review' model and ensure that parents/carers and children are involved in each step. Before any additional provision is selected to help a child, the SENDCO, teacher, parent/carer and learner, agree what they expect to be different following this intervention. A baseline will also be recorded, which can be used to compare the impact of the provision.

Children, parents/carers and their teaching and support staff will be directly involved in reviewing progress. This review can be built in to the intervention itself, or it can be a formal meeting held at key points throughout the year, where progress and next steps are discussed. If a learner has an Education Health and Care Plan (EHC plan), the same review conversations take place, but the EHC plan is also formally reviewed annually.

Quality first teaching will be provided to all pupils and the class teacher will continually review progress through both formative and summative assessments. Lessons will be adapted to provide every child with high quality learning opportunities. Parents are informed of the progress their child is making through parents' evenings, meetings and school reports. Where a class teacher has concerns about a child's progress, the parents will be informed and in the first instance some extra-targeted support in class may be provided. Where progress continues to be limited more individualised support may be provided. All individual and small group support plans are written by the class teacher in conjunction with the teaching assistant. Targets and programmes of work are planned around discussions with the parents and the child so that they match the specific needs of the individual child.

The SENDCO collates the impact data of interventions, to ensure that we are only using interventions that work. Progress data of all learners is collated by the whole school and monitored by teachers, senior leaders and the Trust and Academy Ambassadors. Our academy data is also monitored by the Local Authority and Ofsted.

What the legislation says...

SEND Code of Practice 2014 4.32: 'Information about assessing and reviewing pupils' and students' progress towards outcomes, including how providers work with parents and young people in doing so.

SEND Regulations 2014 5(d): 'How the progress towards any of the outcomes identified for children and young people with special educational needs will be assessed and reviewed, including information about how those children, their parents and young people will take part in any assessment and review.'

What facilities do you have to support children or young people with special needs?



Break times and lunchtimes are supervised by teachers and teaching assistants. Adults are always available to support with issues and questions. The Pod is an area students can access before school, breaks, lunchtime and after school. Interventions often take place in The Pod to support students with a range of needs.

The Parker Academy's Accessibility plan: <https://theparkeracademy.e-act.org.uk/wp-content/uploads/sites/10/2018/03/Accessibility-Policy.pdf>

What the legislation says...

SEND Code of Practice 2014 4.32: 'Information about enabling available facilities to be accessed by disabled children and young people and those with SEN (this should include ancillary aids and assistive technology, including Augmentative and Alternative Communication (AAC)).'

SEND Regulations 2014 5(f): 'How facilities that are available can be accessed by children and young people with special educational needs or a disability.'

Do you have staff with specialist training or have 'experts' to support you?



Staff at The Parker regularly undertake training to ensure best practice is being incorporated into planning and teaching. Good practice is frequently shared at staff meetings. The Parker centrally locates and regularly updates, information for staff regarding SEN support. In addition, the school has access to a link Speech and Language Therapist, Educational Psychologists, School Nurse, Occupational Therapist, Sensory Support Service (HI& VI), CAMHS and the ASD/ADHD team.

A variety of training has been undertaken by staff to ensure the needs of our students are met, including Catch up Literacy training, Lego Therapy, Social Stories and TEACCH. In addition to this, we are supported by other academies in our trust and our Regional System Leader in charge of SEND.

What the legislation says...

SEND Code of Practice 2014 4.32: information about securing expertise among teachers, lecturers or other professionals to support children and young people with SEN or disabilities – this should include professional development to secure expertise at different levels:

- o **awareness** (to give a basic awareness of a particular type of SEN, appropriate for all staff who will come into contact with a child or young person with that type of SEN)
- o **enhanced** (how to adapt teaching and learning to meet a particular type of SEN, for early years practitioners, class and subject teachers/lecturers and teaching assistants working directly with the child or young person on a regular basis), and
- o **specialist** (in-depth training about a particular type of SEN, for staff who will be advising and supporting those with enhanced-level skills and knowledge)

SEND Regulations 2014 5(i): 'How expertise in supporting children and young people with special educational needs or a disability is secured for teaching staff and others working with those children and young people.'

How do you support the wellbeing of children and young people with special educational needs and disabilities?



We aim to work in partnership with parents, children and other professionals to provide a program of support which enables child to overcome barriers to learning and reach their full potential. We have a clear behaviour and anti-bullying policy which are both available on our website. The school has a zero tolerance approach to bullying. The school has a 'Welfare' team who work to support families and children with their emotional, mental and social wellbeing. This includes key workers as well as accessing outside support from other professionals if necessary, such as the school nursing team. A risk assessment will be completed to ensure the safety of everyone participating in a trip or visit. If necessary, the school may also put an individual risk assessment in place for an individual child on a day to day basis. All staff have completed the Safeguarding and Prevent training. The vast majority of staff have completed the Mental Health First Aid training as part of a program to ensure all academy staff are aware and able to support in this area.

A health/medical care plan will be written with parents for those children who need to take medicine during the school day or those children who require additional support with personal care. Only staff who have undertaken the 'administration of medicines' training, are permitted to administer medicine to children and there are clear procedures for storing and administering medicine.

What the legislation says...

SEND Code of Practice 2014 4.32: 'Information about supporting the emotional, mental and social development of disabled children and young people and those with SEN (this should include extra pastoral support arrangements for listening to the views of pupils and students with SEN and measures to prevent bullying).'

SEND Regulations 2014 5(j): how the emotional, mental and social development of children and young people with special educational needs or a disability will be supported and improved.

What happens if a child or young person needs specialist equipment, services or support?



The school distributes its resources according to priorities for supporting the different needs within the school. If a child has a specific SEN, it may be the case that school applies for high needs block funding (top-up), which may provide some additional funding from the Local Authority to support the child at school. This funding will be used to provide additional resources that are appropriate for that child. If a child is thought to need specialist equipment, services or support then a referral will be made by the school to the appropriate outside agency. If the support required is more complex this may result in an Education Health and Care Plan (EHCP) being drawn up. If we have a Looked After Child with SEND, we will work alongside carers/ social workers and Virtual School to ensure appropriate support.

What the legislation says...

SEND Code of Practice 2014 4.32: 'Arrangements providers have for securing the services, provision and equipment required by children and young people with SEN or disabilities.'

SEND Code of Practice 2014 4.35: 'The information must also include information about the arrangements for the admission of disabled pupils, the steps taken to prevent disabled pupils from being treated less favourably than other pupils...'

How will I know if my child or young person is doing well in school?



Parents are informed of the progress their child is making through Progress evenings, meetings and school reports. Where a class teacher has concerns about a child's progress, the parents will be informed and in the first instance some extra targeted support in class may be provided and summarised using a learning profile. Where progress continues to be limited, more individualised support may be provided. Targets and programmes of work are planned around discussions with the parents and the child so that they match the specific needs of the individual child. These are reviewed by the pupil as well as school staff. We strongly encourage parents to discuss any questions or concerns they have about their own child's individual needs.

What the legislation says...

SEND Code of Practice 2014 4.32: 'Information about assessing and reviewing pupils' and students' progress towards outcomes, including how providers work with parents and young people in doing so.'

SEND Regulations 2014 5(d): 'How the progress towards any of the outcomes identified for children and young people with special educational needs will be assessed and reviewed, including information about how those children, their parents and young people will take part in any assessment and review.'

Do you have 'out of school' activities that children or young people can do?



The Parker Academy provides a range of additional school activities. Students have the opportunity to take part in lunchtime and after-school clubs, events and additional learning support programmes. The timetable for these sessions is regularly updated. In addition to this, students are able to take part in external events from local sporting competitions to trips to France and Uganda, as well as excursions within the local community.

What the legislation says...

SEND Code of Practice 2014 4.32: 'Information about activities that are available to disabled children and young people and those with SEN, including physical activities and extra-curricular activities.'

SEND Regulations 2014 5(g): 'What activities (including physical activities) are available for children and young people with special educational needs or a disability in addition to the curriculum.'

How do you support children or young people moving on to their next school or setting?



Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school, training provider or moving in to employment. The Parker Academy is committed to working in partnership with children, families and other providers to ensure positive transitions occur. Planning for transition is a part of our provision for all learners with SEN. Transitions are treated with sensitivity and plans are put in place for each individual student identified to reflect their ambitions and abilities. The support available is varied and the plans are often uniquely devised to support the specific needs of the student.

What the legislation says...

SEND Code of Practice 2014 4.32: 'Arrangements providers have for supporting disabled children and young people and those with SEN in moving between phases of education and preparing for adulthood and independent living.' Parent Carer feedback: 'I want to know what schools are supposed to do to help when my child changes school.'

What should I do if I disagree with what you're doing or want to make a complaint?



In the first instance we would encourage parents to talk to the class teacher, Form Tutor, Head of Progress or SENDCO to see if the issue can be resolved. However, The Parker does have a formal complaints procedure, a copy of which can be obtained from the school office or on the academy's website.

What the legislation says...

SEND Code of Practice 4.7: 'Comprehensive:...The Local Offer must include eligibility criteria for services where relevant and make it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.'

Who should I contact for more information?



At The E-ACT Parker we are committed to working together with all members of our school community.

This local offer has been produced with pupils, parents/carers, governors, and members of staff.

We would welcome your feedback and future involvement in the review of our offer, so please do contact us

Contact information:

SENDCO: Adam Drake adam.drake@E-ACT.org.uk

Head teacher: Simon Cox simon.cox@E-ACT.org.uk

E-ACT Regional SEND:

Alison Quinn alison.quinn@E-ACT.org.uk

Tania Dorman tania.dorman@E-ACT.org.uk

If you think your child may have SEN please speak to their Class Teacher/ Form Tutor or contact Adam Drake our SENCO on 01327 705816 or adam.drake@E-ACT.org.uk

Where can I find out more about what support there is for children and young people with SEND in the local area?



Useful links

Department for Education <https://www.gov.uk/government/organisations/department-for-education>

Educational Psychology Service: <http://www3.northamptonshire.gov.uk/councilservices/children-families-education/schools-and-education/educational-psychology-service/Pages/default.aspx>

Educational Inclusion and Partnership Team: <https://www3.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer/local-government-department/26-educational-inclusion-and-partnership-eip-team-ncc>

Information Advice and Support Service: Contact Number : 01604 364772 <https://www3.northamptonshire.gov.uk/councilservices/children-families-education/service-finder/advice-and-support/9472-information-advice-and-support-service-for-special-educational-needs-and-disability-in-northants>

Virtual School for Looked After Children: <http://www3.northamptonshire.gov.uk/councilservices/children-families-education/schools-and-education/virtual-school/Pages/default.aspx>

Link to the local authority's local offer: <http://www3.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer>