

Park Campus Academy/ Pathways SEND Information Report 2021/22

Key data:

Number of pupils on the SEND register:	31
Number of pupils with EHC plans - PCA	0
Number of pupils with EHC plans- Pathways	9
Number of pupils undergoing statutory assessment:	2

<p>1. The kinds of special educational needs for which provision is made at the school.</p>	<p>At Park Campus Academy, we provide for a range of special educational needs and disabilities, divided into four broad areas:</p> <ul style="list-style-type: none"> • Communication and interaction • Cognition and learning • Social, emotional and mental health difficulties • Sensory and/or physical needs <p>We recognise that pupils often have needs that cut across all these areas and their needs may change over time.</p> <p>Park Campus Academy follows the Lambeth ‘Area of Need’ document to consider whether a particular pupil’s special educational needs can be met within the school. Pupils will generally be admitted if they fall under levels A and B, with some elements of C (where needs could be met within a mainstream school or within a specialist unit onsite at a mainstream school.) Pupils with social, emotional and well-being needs may be supported with elements of level D, depending on the complexity of need.</p> <p>Park Campus Academy will admit every pupil whose Education, Health and Care plan names Park Campus Academy or Pathways SEMH PLT as their school. An entry plan will be formulated, using the Education, Health and Care plan to ensure the pupil’s needs are met.</p>
<p>2. Information about the school’s policies for the identification and assessment of pupils with special educational needs.</p>	<p>Pupils are classed as having special educational needs or disabilities (SEND) if:</p> <ul style="list-style-type: none"> • they were on the SEN register at their previous school for concerns other than challenging behaviour (where a pupil was listed as being on the SEN register for “behaviour”, their needs will be reassessed upon entry to Park Campus) • they are dual-registered with another school • the SENCo has assessed the pupil as having SEND <p>A register is kept of pupils with SEN and circulated to all staff. Where concern is expressed that a pupil may have SEN, the teaching and learning staff take early action to assess and address the difficulties using the graduated approach.</p> <p>Assessment</p> <p>On entry to Park Campus Academy, each student will have baseline assessments in academic competency. Students will be assessed using the WRAT 5(Wide Range Achievement Test), for literacy and numeracy. All pupils are assessed by teachers each half-term. Progress of pupils who are already on the SEN register is regularly checked by the SENCo.</p>

Heads of Year may raise concerns over a pupil through the Learning Intervention Panel (LIP) – this concern may be academic or pastoral.

	<p>The LIP team will then follow processes to ensure the pupil's need is adequately assessed and provided for. If specialist assessments are required, they will be accessed through LIP at Wave 3 level of intervention.</p>
<p>3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC plans.</p>	<p>Provision for pupils with SEND is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEND in his/her lesson, and to be aware that needs may or may not be present in different situations. All staff are responsible for helping to meet an individual's special educational needs, and for following the school's procedures for identifying, assessing and making provision to meet these needs.</p> <p>Universal Offer All pupils in Park Campus are entitled to a curriculum which addresses their holistic needs, both academic and pastoral. It is an expectation that all staff differentiate the curriculum appropriately so that each pupil can access learning at their level, with support to make good or outstanding progress. The school will make all reasonable adjustments to ensure that all pupils can access the curriculum and to ensure that pupils with SEND may learn alongside those without SEND.</p> <p>All pupils are taught in small classes – no more than ten – and Park Campus employs a large number of learning advisors to reduce the pupil: adult ratio.</p> <p>SEND At Park Campus, we recognise that some pupils may require more differentiation than would usually be possible in a mainstream setting. Pupils who require support in addition to the universal offer will be placed on the SEND register. They will then be provided additional support in order for them to access the curriculum appropriately. This support may consist of:</p> <ul style="list-style-type: none"> • additional teaching • 1:1 support • support from the learning mentor • support from on-site specialists • external agency support (see below) • specific SEND resources for literacy and numeracy
<p>4. The details of the SEND coordinator.</p>	<p>The SEND co-ordinator is Mr. Benedict Opeku, he is a qualified teacher and an experienced SENCO. He is also the Designated Teacher for children who are looked after by the local authority (LAC). Email: Bopeku@parkcampus.org.uk Tel: 0207 5040542 (ext. 103)</p>
<p>5. Information about the expertise and training of staff in relation to children</p>	<p>At Park Campus, we have:</p> <ul style="list-style-type: none"> • access to the expertise of local authority services and other agencies if required • an on-site psychotherapist who receives referrals through LIP

<p>and young people with special educational needs and about how specialist expertise will be secured.</p>	<ul style="list-style-type: none"> • support from the Lambeth educational psychologist service – students referred through LIP • a teacher who is an expert in autism • an on-site speech and language therapist once a week <p>Park Campus has five full-day INSET days each year where continuing professional development is provided for the staff. These days include training run by external providers as well as by the staff team within the school. On some occasions, INSET days are shared with the other members of the Parallel Learning Trust which allows a greater range of expertise to be shared. At least one of these INSET days is allocated to SEND training.</p> <p>SEND training needs for the school staff are also highlighted by team leaders and line managers and are fed back to the SENCo. Staff members are always welcome to seek the SENCo’s advice about SEND matters or to request training. Where training needs are highlighted, the SENCo will endeavour to support the staff member in accessing the appropriate training.</p>
<p>6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.</p>	<p>Funding for pupils in Park Campus are received in the following ways:</p> <ul style="list-style-type: none"> • the school’s base budget which covers teaching and curriculum expenses, as well as the cost of the SENCo • the delegated SEN budget (the SEN index) that funds additional support required • specific funds that are allocated to pupils with Education, Health and Care plans • dual-registration funding that pays for a pupil to attend Park Campus whilst remaining on roll at their current school (paid by the current school) • other specific funds (e.g. Pupil Premium) <p>The Principal, SENCo and the Academy Trust regularly monitor the needs of pupils with SEND. Resources are allocated according to need and include learning support staff time, teacher time, access to specialist external support (for example speech and language therapy) and resources, and these are dependent on the school’s SEND budget. Any money allocated as a result of statutory assessment is spent according to the terms outlined in the resulting Education, Health and Care plan. The school has a continuing commitment to purchase appropriate resources for pupils with SEN. Details of how resources are allocated are included in the Annual Report to Parents.</p>
<p>7. The arrangements for consulting parents of children</p>	<p>Park Campus is a recipient of the Leading Parent Partnership Award which rewards schools who work in close conjunction with the parents and carers of their pupils. At Park Campus, we believe</p>

<p>with special educational needs about, and involving such parents in, the education of their child.</p>	<p>that parents/carers are our partners in their child’s education and we strive to involve them in all decisions pertaining to their child’s education.</p> <p>Form tutors and learning support advisors are the first point of call of parents/carers and make an effort to contact parents regularly.</p> <p>Parents/carers are always involved in target-setting for their child and in the review processes for any targets. In line with school policy, all parents/carers are invited to an ‘academic review day’ twice a year and receive an annual report on the progress their child has made.</p> <p>Pupils with Education, Health and Care plans have a statutory annual review which parents are encouraged to attend and their views sought if they are unable.</p> <p>If Lambeth Council agree to a statutory assessment of a pupil’s SEN, a multi-agency meeting is held where the parent and pupil’s voice are at the centre of the discussion around aspirations, targets and provision.</p>
<p>8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.</p>	<p>‘Pupil voice’ is important within Park Campus and a range of methods are used to capture pupil thoughts on their education, both individually and in groups. Pupils are involved in the interview process for new teachers, in discussions over timetable and curriculum and in information-gathering sessions about how pupils feel about the provision within the school (e.g. their feelings about bullying or their opinion on how successful a particular intervention has been).</p> <p>Pupils are involved with target-setting and the review processes for targets. Pupils are asked for their views on their provision and to explain how they think they will learn best (pupils are able to self-refer to the school psychotherapist or to request a place on a particular intervention, for example).</p> <p>Pupils are made aware of their placement on the SEN register and how their needs will be met, including explaining what resources are available to them.</p> <p>Pupils with Education, Health and Care plans have a statutory annual review and they are encouraged to attend these meetings or to provide their views beforehand.</p>
<p>9. Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs.</p>	<p>Parents or carers are encouraged to address any initial concerns to the SENCo or pupil’s Head of Year. If they feel these concerns have not been fully addressed, they are welcome to raise them with the Principal or senior leadership team.</p> <p>Any written concerns will be dealt with by the SENCo initially, in conjunction with the school leadership team.</p>

<p>concerning the provision made at school</p>	
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<p>10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.</p>	<p>Park Campus works closely with a range of external agencies. Referrals to most agencies are made through LIP and the support coordinated by the allocated key worker. Referrals to social care are made after discussion with the nominated Child Protection Officer.</p> <p>Social Care Park Campus works closely with Lambeth and other boroughs social care professionals. All appointments are scheduled through LIP or by the pupil's form tutor or Head of Year. In the first instance, the lead professional for the pupil will attend social care meetings (usually the Head of Year). Where this is not possible, the SENCo will attend on the school's behalf.</p> <p>Family Support Worker/Early Intervention Requests for support from these services must be made through the multi-agency team (MAT).</p> <p>Youth Offending Service (YOS) Pupils supported through the YOS are allocated a support worker. The lead professional will be made aware of any support on offer and the pupil's responsibilities towards their YOS order. Any YOS meetings are requested to happen outside of school time so that the pupil's learning is unaffected.</p> <p>School Nursing Service Park Campus has a named school nurse who attends the school regularly. All appointments are scheduled through LIP.</p> <p>Community Health Services CAMHS, community paediatrics, occupational therapy and speech and language therapy are all accessed through LIP. Parents are made aware that there is generally a lengthy waiting time for any of these services.</p> <p>Mentoring Services The school has good links with a range of mentoring services. Where the referral is internal, the referral will be made through LIP. Where these services are allocated by an external agency (e.g. YOS or Social Care), the key worker will be the pupil's Head of Year who must ensure that the LIP team are aware of the support.</p> <p>Sexual Health Services Park Campus maintains strong links with sexual health services and runs support sessions through two allocated learning support</p>
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	<p>assistants, who refer pupils and inform MAST. Once a week a specialist sexual health nurse from DASH (Drugs Alcohol and Sexual Health) attends Park Campus and runs 1-1 support sessions. She also runs a termly drop-in session where pupils are encouraged to ask any questions, request support or be tested for sexually transmitted infections. She is aware of pupils' special educational needs and receives support from the SENCo in tailoring advice and resources, where necessary.</p> <p>Additional Support Services</p> <p>When a referral comes in to LIP where internal support is insufficient and an agency is not currently working with the school, the LIP team will endeavour to seek out an external agency. Park Campus is committed to accessing the best support available for all of our pupils and rigorously assess the quality of any agency providing services.</p>
<p>11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.</p>	<p>Parents and carers of pupils with special educational needs are entitled to support through the Lambeth's Information and Advice Support Service. They may be contacted on: 020 7926 1831 or 020 7926 9805 or by email on lambethiass@lambeth.gov.uk</p>
<p>12. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.</p>	<p>Park Campus maintains strong links with mainstream and special schools. Referrals for dual-registration must be made through the Advisory Teacher, who will provide support through the Behaviour Partnership Support Service (BPSS) in order for pupils to receive the support required.</p> <p>Where pupils with SEND are supported, the SENCo will work closely with the Advisory Teacher to ensure their needs are met.</p> <p>When transitioning to a new provision, pupils with SEND (and their parents/carers) will be supported by the SENCo (or the learning mentor when pupils are moving from Year 11).</p>
<p>13. Information on where the local authority's local offer is published.</p>	<p>The Lambeth local offer is accessible at: http://www.younglambeth.org/local-offer/landing-pages/send-team.html</p>