

# **Aspirational Futures Multi Academy Trust**



## **Special Educational Needs Report Parklands High School (Local Offer)**

February 2025

### Document Control

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## 1. Our school's approach to supporting pupils with SEND

Our whole-school approach to supporting pupils with Special Educational Needs and Disabilities (SEND) is built on a commitment to inclusive education, ensuring that all pupils, regardless of their needs, have access to high-quality teaching and tailored support. We follow a graduated approach of "assess, plan, do, review" to guide our SEND provision.

- **SEND Policy:** Our SEND policy outlines clear procedures for identifying, assessing, and supporting pupils with SEND. It ensures a collaborative approach involving teachers, SENCOs, parents, and external professionals, ensuring that needs are met effectively at all stages.
- **High-Quality Teaching:** We are committed to providing high-quality, differentiated teaching that is accessible to all learners. Teachers are trained to adapt their practices to meet the diverse needs in the classroom, using a range of strategies to ensure full participation.
- **Planning and Implementation:** Our planning is inclusive and takes into account the individual needs of pupils. Teachers use regular assessments to inform their planning, ensuring appropriate levels of support and challenge for pupils with SEND. This includes differentiated tasks, targeted interventions, and specific adaptations to the curriculum.
- **Graduated Approach:** We implement a continuous cycle of "assess, plan, do, review" to monitor and evaluate the effectiveness of interventions and support. This approach ensures that pupil progress is regularly reviewed, and adjustments are made to strategies and support as necessary.

Overall, our approach fosters an environment where every pupil has the opportunity to thrive and reach their potential, with SEND pupils receiving the appropriate support and opportunities to succeed in a way that is right for them.

## 2. Catering for different kinds of SEND

Our school provides tailored support for a wide range of SEND, in line with the four broad areas of need outlined in the SEND Code of Practice. Below is an overview of how we cater for each area:

**Cognition and Learning:** We support pupils with learning difficulties, including those with dyslexia, dyscalculia, and general learning delays. Our approach includes differentiated teaching strategies, use of assistive technologies, targeted interventions, and adaptations to the curriculum to ensure that pupils can access learning and make progress at their own pace.

**Communication and Interaction:** For pupils with speech, language, and communication needs (SLCN), including autism spectrum disorder (ASD), we offer strategies such as visual supports and structured language and communication programmes. We work closely with therapists and support pupils in developing effective communication skills, both verbal and non-verbal. We also have employed ELKLAN trained staff to support language, communication and interaction needs.

**Social, Emotional, and Mental Health (SEMH):** We provide support for pupils with SEMH needs, including those with anxiety, attachment disorders, and behavioural difficulties. Our approach includes a strong focus on mental health and well-being, offering individual counseling, group

support, and tailored behaviour interventions. We also foster a positive school climate and provide strategies to manage emotions, build resilience, and encourage social skills. Within the learning support team there is a qualified ELSA who provides intervention in small groups or 1-1.

**Sensory and/or Physical Needs:** For pupils with sensory processing difficulties or physical disabilities, we offer a range of support measures. This includes specialist equipment and adjustments to teaching practices to meet the needs of pupils with conditions such as visual or hearing impairments and/or some mobility difficulties. We also work closely with outside agencies such as occupational therapists and physiotherapists to provide targeted support.

Through this inclusive approach, we aim to provide every pupil with SEND the opportunity to thrive, offering personalised support to ensure their needs are met effectively across all areas of learning and development.

### 3. Key staff and expertise

Staff member	Area of expertise	Level of qualification
Andy Cunningham, Assistant SENCo	Subject Lead for the Connect pathway	Teaching qualification
Zoe Featonby - Assistant SENCo	CCET	Specialist assessor
Steve Whalley	ELSA	ELSA level 3
Laina Grimshaw Brown	Social, Communication & Interaction Lego Therapy	ELKLAN level 3 Level 2
Lorraine Taylor	Lego Therapy	Level 3
Leanne Holbert	Sports coaching for pupils with SEND	
Sean Allerton	Sports coaching	
Bianca Blaney	Art therapy	

Name of SENCo	Email address	Phone number
Lisa Williams	lwilliams@parklandsacademy.co.uk	01257 264596

**External Specialist Support:** If a pupil continues to make less than expected progress despite evidence-based interventions, the school may explore the use of external specialists.

**Parental Involvement:** Parents are consulted and involved in any decision to involve external specialists.

**Specialist Staff:** The school employs a range of internal and external specialist staff, including:

- Experienced Learning Support Assistants with expertise in Speech, Language, and Communication Needs.
- A SENCo with specialist teacher status and registered as an assessor with the British Psychological Society.
- External specialists, including a Specialist Teacher for Hearing Impairment/Visual Impairment and a dyslexia specialist.

**Review of External Specialists:** External specialists are reviewed based on the whole-school SEND provision map, addressing any unmet or outstanding needs.

**Staff Awareness and Training:** The SENCo prioritizes staff awareness and training across the school.

- **SEND Surgery:** A drop-in service for staff to discuss concerns about individual pupils or needs.
- **Pupil Spotlight Meetings:** A weekly meeting to focus on individual pupils and share strategies to support inclusive practices.
- **SEND Training:** Compulsory INSET training for all teaching staff and dedicated events for specialist SEND training on various topics.

#### **Equipment and facilities**

The school endeavours to make reasonable adjustments as per the code of practice. These adjustments are personalised to the needs of the children and may include some of the following although this list is not exhaustive:

- Sensory Breaks
- Social stories
- Comic Strip Conversations
- The use of overlays
- Anti-glare whiteboards Text Modifications
- Enlarged text Task Planners Visual Timetables Alpha Smarts / I pads
- The use of reading pens
- Exam Access Arrangements (as per the normal way of working)

#### **4. Identifying and assessing pupils with SEND**

Our school implements a comprehensive and systematic approach to identifying and assessing pupils with Special Educational Needs and Disabilities (SEND). This ensures that we can quickly identify pupils who may require additional support and provide appropriate interventions. Below are the key procedures and policies that guide the identification and assessment process:

##### **Identification Procedures**

- **Early identification:** We place great importance on early identification of SEND. Teachers, alongside the SENCo, regularly monitor pupils' progress through ongoing formative and summative assessments. Any pupil who shows signs of falling behind or struggling in any area of development is flagged for further consideration.
- **Ongoing teacher observations:** Teachers continuously assess pupils through observations, classwork, and assessments. They use this information to identify pupils who may have SEND, especially those whose needs are not immediately obvious.

- **Parental concerns:** We encourage open communication with parents and caregivers. We find that when parents, school and the pupil work together this leads to best outcomes all round.
- **Tracking and monitoring:** We track pupils' academic progress and social development through regular pupil progress meetings and assessment cycles. Any pupil who is consistently not making progress may be referred for further assessment.

### Assessment Procedures

- **Initial Assessment:** Once a concern is identified following a referral, an initial assessment is carried out by the SENCo and/or Assistant SENCo in collaboration with the class teacher. This may include gathering information from teachers, parents, and any previous schools or settings the pupil has attended.
- **Specialist Assessments:** If necessary, the school works with external professionals, such as educational psychologists, speech and language therapists, or occupational therapists, to conduct more in-depth assessments. These assessments help identify specific areas of need, inform interventions, and guide the development of an individualised support plan.
- **Individualised Pupil Profile:** For pupils with SEND, an Individualised Pupil Profile is developed, outlining specific goals, interventions, and support strategies tailored to the pupil's needs. This is regularly reviewed and updated based on ongoing assessments and progress.
- **Targeted Support and Interventions:** Following assessment, we implement specific interventions that are monitored for effectiveness. These may include one-on-one support, small-group interventions, or adapted learning environments. The impact of these interventions is regularly reviewed and adjusted if necessary.

## 5. Consulting with pupils and parents

### Parents

At our school, we actively consult with parents of pupils with SEND and involve them in their child's education through regular communication and collaboration. We keep parents informed about their child's progress, needs, and any support strategies in place via:

- **Regular Parent-Teacher Meetings:** We hold meetings to discuss progress, share updates on interventions, and gather feedback on how the child is responding to support.
- **Consultation with the SENCo and Learning Support staff:** Parents are encouraged to meet with key staff to discuss concerns, seek advice, and receive updates on their child's SEND provision.
- **Ongoing Communication:** Parents are kept updated through phone calls, emails, and written reports, ensuring that they are always aware of their child's development and any necessary adjustments to support.

This collaborative approach ensures that parents are integral to their child's education, helping to provide consistent support both at school and at home.

## Pupils

Every pupil receiving SEND support at Parklands High School is involved in the planning of their support.

- **One-Page Profile:** Pupils play a key role in creating their 'one-page profile', which is a summary of what is important to them and how they want to be supported.
- **Personalised Decision-Making:** The one-page profile helps place the pupil at the center of decision-making regarding their personal needs and support.
- **Live Document:** The one-page profile is recorded and maintained as a live document using the school's information management system, ensuring all staff have access to it for planning purposes.
- **Active Student Voice:** Parklands High School has an active student voice, with pupils participating in a variety of programmes designed to develop skills. These include prefect arrangements, eco prefects, art council, and sports council.

## 6. Involving key stakeholders

Our school collaborates with a range of external bodies to support the needs of pupils and their families. This includes:

- **Health and Social Care Bodies:** We work with both medical professionals and child and family wellbeing organisations. We also have close links with Educational Psychologists.
- **Local Authority (LA) Support Services:** We liaise with local authority services for additional support, including special educational needs teams and social services, to ensure pupils receive the necessary resources.
- **Voluntary Sector Organisations:** We partner with local charities and voluntary organisations to offer further support and guidance, particularly for emotional well-being, family support, and after-school activities.

These partnerships ensure a holistic approach to meeting pupils' educational, social, and emotional needs.

## 7. Progressing towards outcomes

Our school supports pupils' progress towards outcomes through a collaborative approach involving both the pupil and their parents. Key arrangements include:

- **Regular Assessments:** Pupils' progress is monitored through ongoing assessments, including formative and summative reviews, to track academic and personal development.
- **Individualised Plans:** Pupils with SEND have support packages in place, such as Pupil Profiles, which are regularly reviewed and updated based on progress.
- **Parent Involvement:** Parents are actively involved in the assessment and review process through regular meetings with teachers, SENCOs, and other specialists to discuss progress and set new goals.



- **Pupil Voice:** Pupils are included in the review process and encouraged to reflect on their own progress, ensuring they are central to their own development.
- **Feedback and Adjustments:** Feedback from both parents and pupils is used to make necessary adjustments to support strategies and ensure continued progress towards outcomes.

## 8. Transition support

SEND support includes planning for transitions between educational phases and preparation for adult life, starting as early as possible.

- **Initiated by Parents:** Transition planning is often initiated by parents within the locality at Year 6. Parents of children with SEND are encouraged to visit Parklands High School throughout the school year to help prepare for the transition to secondary school.
- **Co-Production of Transition Booklet:** The Learning Support Department actively encourages the creation of a transition booklet to help pupils become familiar with the structure, support, and physical environment of the school.
- **Year 9 Annual Review:** The Year 9 annual review for pupils with an Education, Health and Care (EHC) plan is particularly important, as it includes discussions about transition into further education and adult life up to age 25. The Year 9 annual review may involve all relevant people and organizations that will play a part in the pupil's transition.
- **Information, Advice, and Support:** Information, advice, support, and guidance are available to all young people with SEND, regardless of whether they have a statement of SEND or an EHCP.

## 9. Teaching approach

All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfillment of potential. Every school is required to identify and address the SEND of the pupils that they support. All pupils have access to a broad and balanced curriculum. Teachers at Parklands use appropriate assessment to set targets which are deliberately ambitious.

Potential barriers to learning are identified and addressed through the use of a range of assessment upon entry into the school (and pupils can be referred at any juncture throughout their school career for further assessment). Information following assessment is shared with teaching and support staff so that lesson plans can address potential areas of difficulty, thus removing barriers to pupil achievement. The SEND Code of Practice describes a 'graduated response' to the identification of special educational needs.

- **Universal offer:** The effective inclusion of all children in the classroom taught by the class teacher with in-class support as required (Quality First Teaching)

- **Targeted Support through small-group intervention.** Interventions are not primarily SEND interventions and where they are delivered without modification within the designated year group, there is no need to place the children on the SEND register at 'School Support'.
- **Specialist specific intervention for children identified as requiring SEND support.** This is usually 1:1 highly personalised intervention

## 10. Adaptations to the curriculum and learning environment

Adapting the curriculum for learners with SEND involves providing personalised support and using strategies to ensure that all pupils can access learning and make progress.

These adaptations ensure that learners with SEND can access the curriculum and make meaningful progress, while fostering a supportive and inclusive learning environment

Key adaptations to the learning environment include:

- **Two-Floor Building:** The school is largely built over two floors, with one area on three levels.
- **Access to All Areas:** There are no disabled lifts, but all areas can be accessed via indoor and outdoor staircases.
- **Accessible Toilets:** Toilets are available on two out of three floors.
- **One-way system:** The school has a large pupil population, and corridors are narrow. A one-way system is in place to ease congestion.
- **Support Rooms:** Rooms are provided during unstructured times of the school day for pupils who need sensory breaks or social and emotional support

## 11. Inclusivity in activities

There are a wide range of extracurricular activities in school and ongoing interesting and exciting school trips throughout the year. These are subject to risk assessments. The school also has a reward trip at the end of each term, where those with good behaviour and attendance are acknowledged.

## 12. Supporting emotional and social development

- **Individual Education Health-care Plans (EHCP):** Formulated under the direction of external medical practitioners in consultation with parents, specifying the type and level of support required for medical needs.
- **SEND Coordination:** For pupils with both medical needs and SEND, provision is planned and delivered in a coordinated manner, following the guidance document *Supporting Pupils at School with Medical Conditions*.
- **Dedicated Non-Teaching Staff:** Pupils benefit from a dedicated team including:
  - a. House Achievement Leaders (HALS)
  - b. Trained Counsellors
  - c. Careers Guidance
  - d. Family Support Worker
  - e. Intervention Manager

#### f. Safeguarding Personnel

- **House Achievement Leaders (HALs):** HALs do not have a teaching commitment, allowing them to focus on pupils' well-being and personal development. HALs work with the SENCo to identify any potential factors relating to SEND in cases of disruptive behaviour or withdrawn presentation, such as undiagnosed learning difficulties, communication issues, or mental health challenges. HALs are alert to factors like peer relationship problems or bereavement that may impact learning or mental health. Regular meetings between HALs and the SENCo to ensure effective communication, identify difficulties, and agree on strategies for support.
- **Vertical Tutoring System:** The school employs a vertical tutoring system, fostering social and emotional development, where younger pupils benefit from guidance and support from older pupils.

### 13. Online safety

At our school, we recognise that pupils with SEND may face additional risks online, such as online bullying, grooming, and radicalisation. We are committed to ensuring that all pupils are equipped with the knowledge and skills to stay safe online.

Key Procedures and Safeguards:

- **Online Safety Education:** We provide online safety lessons for all pupils including pupils with SEND, ensuring that they understand the potential risks online and how to protect themselves. This is adapted to suit their individual communication needs and learning styles.
- **Staff Training:** All staff, including those who work closely with SEND pupils, are trained to recognise the signs of online bullying, grooming, and radicalisation. Staff are also trained in how to support pupils with SEND in managing their online presence safely.
- **Safe Reporting Channels:** We have clear, accessible channels for pupils to report concerns about online safety.
- **Monitoring and Support:** We ensure that SEND pupils' online activities are monitored appropriately, while respecting their privacy. When necessary, specific strategies, such as supervised internet use or adjusted access to technology, are implemented to help keep pupils safe.
- **Parent Engagement:** We actively engage with parents of SEND pupils, providing them with guidance and resources to help support their child's online safety at home.

These procedures ensure that pupils with SEND are empowered to navigate the online world safely, with tailored support to minimize risks.

### 14. Sexual violence and harassment

Our school recognises that pupils with SEND may face additional risks related to sexual violence and harassment, including between pupils. To address these risks, we have the following procedures in place:

- **Awareness and Training:** Staff are trained to recognise and respond to incidents of sexual violence and harassment, with a focus on the specific vulnerabilities of pupils with SEND.
- **Clear Reporting Mechanisms:** Pupils are provided with accessible and confidential ways to report concerns, and are supported by trusted adults in school.
- **Individualised Support:** Pupils with SEND are given tailored support, including guidance on personal boundaries, respectful relationships, and how to seek help if needed.
- **Monitoring and Response:** Any incidents of sexual violence or harassment are taken seriously and investigated promptly, with appropriate support provided to the victim.
- **Parental Involvement:** Parents are informed and involved in any incidents or concerns, ensuring

## 15. Evaluating effectiveness

Our school evaluates the effectiveness of provision for pupils with SEND through:

- **Regular Progress Reviews:** Ongoing assessments and reviews of pupils' academic, social, and emotional progress to determine if the support is meeting their needs.
- **Feedback from Pupils and Parents:** Regular feedback is gathered from pupils and their families to assess satisfaction with support strategies and make necessary adjustments.
- **Staff Collaboration:** Teachers, SENCos, and support staff regularly meet to review strategies, share insights, and refine interventions based on pupil progress.
- **Data Analysis:** The school tracks pupils with SEND performance data and compares it with expected outcomes to assess the impact of interventions.
- **External Evaluations:** We may consult with external professionals or agencies to review the effectiveness of the provision and incorporate best practices.

These measures ensure that SEND provision is continuously evaluated and improved to better support pupil outcomes.

## 16. Handling complaints

Any informal concerns can be referred to the school SENCo. This can be done either by telephone, email or in person in the first instance. If concerns cannot be resolved in this way, then the issue can be referred to Miss H Partington (Deputy Headteacher). Should parents/carers wish to make a formal complaint, the procedure is available on the school's website.

## 17. Lancashire County Council's Local Offer.

Please click on the following link: [Local Offer](#)

## 18. Named contacts

Name of individual	Email address	Phone number
Lisa Williams, SENCo	lwilliams@parklandsacademy.co.uk	01257 264596
Helen Partington Deputy Headteacher	hpartington@parklandsacademy.co.uk	01257 264596
Natalie Fairhurst, DSL	nfairhurst@parklandsacademy.co.uk	01257 264596
Iain Phillips, Local Authority case manager	inclusion.south@lancashire.gov.uk	01772 531 597