



SEND Policy



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Park Community Academy

Special Educational Needs (SEND) Policy Document

*“We grow together, we learn together, we will achieve our best together.”
‘Grow, learn, achieve.’*

LEA guidelines and the DfES SEND Code of Practice: 0 to 25 years 2014 have been taken into consideration in the formulation of this policy.

Park Community Academy is an inclusive school and offers a wide range of provision and interventions to support children with special educational needs. A complete list of interventions can be found on the school SEND Information Report.

*Park Community Academy SEND Information Report can be found on the school website:
www.park.blackpool.sch.uk SEND Information Report*

There is also a SEND Information Report FAQ section that has been developed by parents and carers.

*Details of Blackpool LEA SEND local offer can be found at:
www.blackpool.gov.uk/localoffer*

Who can I contact for further information?

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SENDCO: Mrs Heaney (lead) / Mrs Emsley
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Objectives of the SEND policy

The primary aim of Park Community Academy is to support pupils between the ages of 2 and 19 who have been identified as having Learning Difficulties. All pupils have barriers to learning which means that they have special needs. The school aims to provide a suitable learning environment for such pupils (refer to “Aims and Objectives of Park Community Academy”). All pupils are treated with respect as individuals and are encouraged to develop to the best of their potential.

Regardless of individual needs, all pupils are offered a broad curriculum which is a differentiated meeting the requirements of the Foundation Stage of Learning and the National Curriculum, offered in a way that is sensitive to their needs.

Pupils are guided and supported to develop concepts, skills and understanding especially in core areas of the curriculum such as English, Mathematics and Science. In all areas of the curriculum, children are taught at a level that is appropriate to their abilities. To help them develop into successful citizens, pupils receive particular assistance in acquiring 'skills for life' including those related to academic, social, moral, work and leisure.

Day to day management of the policy

All staff are involved in putting the policy into effect around the school. Teachers aim to ensure equal access to the curriculum for all pupils no matter what the individual's needs may be. Individual pupils derive maximum benefit from teaching through appropriate differentiation and attention to the variety of learning styles. The School has invested heavily in additional staff within the classroom and most classes have at least one SSA supporting lessons.

Arrangements for co-ordinating SEND provision

Teaching staff assess needs and monitor achievements regularly. Advice and support from other agencies such as Health, Education, Psychology and any other Inclusion Services involved in providing advice, support, monitoring and training. Teaching staff work collaboratively to plan, teach and evaluate appropriate programmes of work taking into account the individual needs of the pupils in their classes.

Admission arrangements

Before considering whether Park Community Academy is an appropriate school for their child, parents and carers are invited to visit the school and meet with the Headteacher to discuss the school Brochure, which highlights many aspects of the life of the school and explains its organisation. The Headteacher then provides the pupil, where appropriate and parent / carers with a detailed tour of the whole school.

In the main it is children experiencing moderate and complex learning difficulties who are admitted to the school though those having additional needs may also be offered a place. This entails a careful consideration of the match between the resources available in the school and those necessary to best meet each individual's needs.

The Local Education Authority is involved in gauging whether additional resources may be allocated to the school to support the placement. Appropriate arrangements for admission are made for each child. In each case efforts are made to ensure a smooth transition and each new pupil is given support to enable them to settle into routines and find their way around the buildings. To help with the process every effort is made to obtain the fullest information concerning each child prior to their admission (refer to "Admissions Policy").

For some children there may be some doubt whether Park Community Academy will be an appropriate placement. Under such circumstances a trial 'Assessment Placement', lasting initially 12 weeks, could be offered. Such placements are carefully reviewed prior to offering a permanent place on the school roll.

Range of Special Educational Needs

Although many of the children at Park Community Academy have Moderate Learning Difficulties (MLD), some experience other additional difficulties. Among other barriers to learning they may be assessed as having Complex Learning Difficulties (CLD), or a diagnosis of a range of syndromes, they may exhibit Attention Deficit and Hyperactive Disorders (ADHD), or they may experience social, emotional and mental health difficulties (SEMH). Although the school admits pupils identified as having SEMH Park Community Academy is not seen in general terms as an appropriate setting for pupils with SEMH as their main presenting learning difficulty, or they may experience Specific Learning Difficulties (SPLD).

Facilities

Park Community Academy was purpose built in the 1960's since when expectations of the education of children with moderate and other learning difficulties have changed dramatically. The emphasis is increasingly on offering the best opportunities to advance learning, as far as possible, across the range of subjects included in the Foundation Stage of Learning and the National Curriculum.

To this end there are continual improvements being made to the building and the surrounding site. All have been designed to bring Park Community Academy up to a standard that offers all its pupils the best opportunity to succeed. Emphasis is placed on providing the best learning environment possible and this includes improving furniture and equipment as well as the fabric of the building. Fire exit routes have incorporated ramps for wheelchair users and there are toilet and showering facilities that are also available. Park Community Academy is fortunate to be within walking distance of the excellent local facilities on offer in Stanley Park. This enables coverage of the National Curriculum in PE for children at Key Stages 3 and 4. The changing areas for boys and girls have been enlarged and improved to make best use of those PE facilities available on site.

There has been a purpose built teaching block mainly for Key Stage 1 pupils that includes facilities for soft play and a sensory room together with an enclosed outdoor play area. It is also used to enhance the facilities for pupils in other parts of the school with CLD and sensory issues as well as a general learning resource. The majority of classrooms have been equipped with Soundfield apparatus to accentuate the teacher's voice for the benefit of all children, but especially those who are hearing impaired.

The school has also recently developed a purpose built creative arts and drama department that can be accessed by all children in the school. The Berry Building is wheelchair friendly and has suitable toilet facilities and modern heating and lighting to optimise the learning environment for our younger pupils. Westbury Sixth Form Centre has a built in lift allowing wheelchair/frame users to reach the first floor of the building and 'The Beach Suite' allows pupils to prepare for adulthood, allowing them to achieve their aspirations and practise much needed life skills for the future.

Resource allocation for pupils

In meeting pupils' needs the major resource at Park Community Academy is its staff, particularly the teachers and SSA's working in the classroom. Resources are allocated across the four Key Stages for the benefit of all pupils according to need. As Park Community Academy offers education for pupils across a wide range of learning difficulties SSAs are targeted to give 'in-class' support according to the level of need within each class. Where a child is admitted with particular medical needs training is obtained through the appropriate

agency, usually the School Nurse. In cases where the child may be subject to severe reaction to their condition (e.g. Ondine's curse also known as congenital central hypoventilation syndrome or CCHS) the school may also require individual support for that child prior to attending to ensure their needs can be met. Health Care Plans are drawn up for children with on-going conditions requiring immediate medical intervention (e.g. asthma, severe allergies) as well as for those children who may have recently developed a medical condition (e.g. epilepsy, diabetes) Financial resources are further delegated to Key Stage Team Leaders on a pupil number basis within each Key Stage and Subject Co-ordinators each have a budget to support the teaching of their subject across the School. Specialised equipment may also be accessed on loan via the local authority, for pupils with Hearing Impairments and Visual Impairments of a certain threshold.

Identification and assessment procedures

Special school staff are closely involved in helping each child to learn to the best of their ability. Hence identification of difficulties and assessment of progress are fundamental aspects of the work within the school.

There are informal arrangements made to involve parents and carers as fully as possible in assessing the performance of their child. The specific testing and assessing of individuals takes place as appropriate through the guidance of the Educational Psychologists. Teachers determine needs and assess progress regularly as part of the normal delivery of the curriculum. Each child's progress is regularly compared with previous performance rather than just against national norms. Some children participate in SATs testing and as part of their preparation for national comparisons each child is given Teacher Assessments to determine the appropriateness of such testing. Those children demonstrating the required level of performance are given support prior to being assessed according to statutory requirements at the end of Key Stage 2.

Statutory SATs testing also occurs at Key Stage 1.

At Key Stages 3, 4 and 5 pupils undertake work leading to external accreditation. Pupils at Park Community Academy undertake aspects of their education at local Colleges of Further Education and some undertake GCSE courses through inclusion initiatives at local High Schools. Courses leading to accreditation may include; GCSE, BTEC, Functional Skills Level 1 and 2, Functional Entry Level, Entry Level, Arts Award and certification from FE (e.g. Basic Skills in Food Hygiene as well as a range of alternative Entry Level and Level 1 courses) and various graded music qualifications. For some there is also the possibility of working towards the Duke of Edinburgh Awards Bronze and Silver.

An important element of the assessment of children's attainments and performance is a consideration of the appropriateness of continuing placement in the school. Several children have been successfully re-integrated into mainstream settings and for others there are schemes in existence to offer partial integration as identified above.

There are targeted intervention groups for English.

Review procedures

Each pupil has an Annual Review of their Education Health Care Plan (EHCP) to consider what progress has been made towards meeting the objectives set out in the EHC plan. All other professionals involved are invited to submit advice at this time. From the outcome of this

person centred review each pupil has an action plan prepared that sets out outcomes and specific targets for the coming year.

Person-Centred Reviews

The term 'person-centred' refers to activities that are based upon what is important to a person from their own perspective, and that contribute to their full inclusion in society. The focus of all reviews should be the young person and what is important to them both now and in the future, including aspirations for adulthood.

Parents and carers are kept fully informed of progress towards meeting outcomes in EHC plans and they, together with their child, are integral to the review process.

BSquared

The progress made by pupils at Park Community Academy is assessed using the BSquared Connecting Steps Assessments. Connecting Steps uses a detailed breakdown from P1 to NC 5 allowing teachers to record pupils with what they achieve across multiple levels, to use what a pupil has already achieved to plan the next steps and to track the pupils' progression through the levels. The assessment range covers English, Maths, Science, Computing/Online Safety, PHSE/SRE & Citizenship, Geography, History, Art & Design, DT, Music, RE, PE and French across the P Levels and up to National Curriculum Level 5. By working on the individual targets rather than the level as a whole, teachers can demonstrate pupil progress within a level. As teachers record pupil achievements, it highlights the skills required to complete the level, aiding teachers with their planning.

When discussing pupil progression with the pupil or parents, the breakdown gives a greater understanding of what has been achieved and where the pupil's needs are.

BSquared is called Summative Assessment but if used regularly it becomes a Formative Assessment as teachers can use it to inform planning. For those children with additional needs (e.g. of a medical nature) there is on-going awareness of their performance and care is taken to ensure that their progress is enabled despite their medical condition.

The BSquared data is fed into CASPA which is used for target setting and tracking of pupils. CASPA also compares pupils' achievement with other children of similar needs nationally.

Access to a broad and balanced curriculum, including the National Curriculum

The Foundation Stage of Learning and the National Curriculum are taught to pupils in ways that are sensitive to their needs. This can mean for example that although pupils will be following a scheme of work at a Key Stage appropriate to their chronological age they will be working at a level appropriate for their ability. Teachers use a range of strategies to meet pupils' special educational needs. Lessons have clear learning objectives; we differentiate work appropriately and we use appropriate assessments to inform the next stage of learning. Individual Education Plans, based on SMART targets, employ a 'small-steps' approach and feature significantly in the provision we make in Park Community Academy. By breaking down existing levels of attainment into finely graded steps and targets, we ensure that pupils experience success.

Where necessary special arrangements are made to accommodate individual needs and those

pupils who can best benefit are given additional support to ensure that the SATs results are as accurate a reflection of ability as possible. There are access arrangements in place for examinations, for example, extra time/scribe/reader.

Inclusion arrangements

We work collaboratively with a range of local Primary, Secondary and FE Provisions to ensure the needs of our pupils are met - each pupil's progress is under continuous review. When it appears that a particular pupil could benefit from the opportunity of attending a mainstream school, to enhance performance in a particular subject, staff work with that pupil in preparation for the transition. Close liaison occurs between parents/carers, Park Community Academy staff and SEND representatives from the mainstream school.

Pupils may attend mainstream schools for specific lessons with an appropriate level of support from staff of Park Community Academy for as long as is necessary to ensure continuing success. Pupils are encouraged to take part in such initiatives with care taken to ensure that they realise the initiative is entirely voluntary and based on offering them enhanced opportunities. Each situation is carefully monitored to ensure continuing success and sits central to our inclusion policy.

Links with local mainstream schools are a continued feature of Park Community Academy and we continue to access specialist facilities in local High Schools (e.g. for PE, D of E etc.) and in the College links outlined below. Pupils from mainstream schools have attended Park Community Academy for work experience placements, usually working with younger pupils. Staff have contributed to INSET for staff in mainstream and special schools, to share good practice associated with working with pupils having a range of learning difficulties. Park Community Academy also manages the Seaview Trust Mainstream Support service to any mainstream school who need specialist SEND support or advice.

In cases of re-integration, after the initial sessions for induction, support for the pupil becomes the responsibility of the SEND department of the mainstream setting with regular and frequent communication between the two schools to maintain the success of the initiative. If it became apparent that the needs can be met fully in a mainstream setting, we would work with the individual, families and external agencies, ensuring full re-integration.

Training for staff

All staff are expected and encouraged to undertake further training both to support their work and for their general professional development which is seen as ultimately of benefit to the school. Such training ranges from individual courses undertaken out of school through to group or whole-school training led by Park Community Academy staff, or outside professionals, to address identified school needs.

Links with Health, Social Services and other professional agencies and personnel

Outside agencies contribute either on a regular basis or when appropriate. Many arrangements have been in place for several years, some have only been possible recently. Regular input is received from the school's doctor and nurse and school nurse practitioner. Physiotherapy, Occupational, Speech and Language Therapy are available together with a major input from the Educational Psychologist, many of whom have provided full staff training on a regular basis. The schools Child & Family Liaison Manager (and team) maintain close contact with those services engaged in monitoring social aspects to pupils' school careers (e.g. Education Social Worker and Social Services). The school Learning Mentor also supports pupils to access a range of outside services on a regular basis.

Links with voluntary agencies, groups and the community

Park Community Academy is involved in developing links with a wide range of local bodies. Emphasis is placed on the importance of regular attendance and incentives are provided to encourage this. Examples of the tangible rewards to be gained through regular attendance are free games of Ten Pin bowling; free attendance at some of Blackpool FC's matches and free meals at 'McDonalds'. Other groups, for example the Blackpool Community Academy Youth Workers (BSYW), support the school by occasionally holding whole-school Assemblies and attending the school for specific religious celebrations. The Youth service has for many years had connections with the school. A weekly Youth Club encourages past pupils to retain links with the school where they can mix with current pupils from Key Stage 4.

A venture with which Park Community Academy has had particular success over the years is its brass band. This has given many children the chance to participate in an activity that puts them on a par with pupils in mainstream schools. The band plays within the school but also for many provisions beyond including at other schools and in competition and has received recognition for the excellence of its performances. Several of the members of the band play and practise regularly with the Blackpool Area School Symphony Orchestra (BASSO), enhancing their participation in an activity that effectively ignores an individual's difficulties by drawing on strengths. Our Duke of Edinburgh Group and Sixth form students volunteer within the community as part of their accreditations.

Partnership with parents/carers

When a place at Park Community Academy is offered the Child and Family Support Manager talks to parents, carers and the pupil where appropriate about the Home School Agreement. In Key Stage 1 the Team Leader fulfils this role. This sets out details of the expectations made by Park Community Academy for all its pupils and their families. It incorporates the set of rules that all pupils are expected to follow and identifies what behaviour is accepted and why this should be so. The success of Park Community Academy depends heavily on pupils and their families understanding the importance of shared aims.

To maintain good relationships, Park Community Academy reports regularly to parents/carers through a number of ways in addition to school reports and annual reviews. There is a regular newsletter informing parents and carers of events and details relating to the operation of the School. Individual staff write home via home/school and homework diaries or make contact through telephone conversations.

The school also uses the 'Teachers 2 Parents' texting system to send text messages out and the school updates Twitter and class blogs that can be accessed each day on the school website by

parents and family members. It is important to give feedback to parents when success and progress are noted and Classteachers will often report to parents a successful week's work or behaviour.

Park Community Academy operates an open door policy with regular "drop-in" sessions and workshops for parents/carers where new initiatives and policies can be freely discussed. This initiative is co-ordinated by the Child and Family Support Manager and team, who also maintain day-to-day contact with parents and support them where possible in matters of welfare and other issues. It is a feature of Park Community Academy that heavy emphasis is placed on the value of a meaningful partnership between school and parents and carers.

It is the role of the Child and Family Support Manager to build and maintain this partnership with all parents and carers, liaising closely with the school's ESW where necessary.

Social events also assist parents/carers to be pro-active in their child's education by enabling them to feel more relaxed with staff when they need to discuss matters that worry them about their child's educational needs.

Links with college, industry, business and training agencies

Pupils in Key Stages 4 and 5 have regular opportunities to participate in local college links engaging in a variety of vocational skill areas. Similar partnerships are actively pursued with training agencies and Industry including extended work experience and 'world of work days' where local businesses and service providers come into Park Community Academy to talk to the pupils. Pupils are offered support in their understanding of the world of work and business through various opportunities and their accredited studies. These links can continue beyond Park Community Academy with staff continuing to participate in case conferences for certain ex-pupils. **Pupils in Year 11 who are leaving PCA to attend an alternative FE provision in/around Blackpool will be offered a 1 week block of external work experience, linked to their aspirations for adulthood. Students in Year 11 who have chosen to attend PCA's 6th form take part in a 'world at work' day alongside KS5 pupils.** Every Key Stage 5 pupil completes two weeks' work experience with Local Employers and they attend a local annual Careers Convention. Park Community Academy hosts its own an annual 'careers evening' where local Further Education Colleges, providers and employers are invited to meet pupils and their families in preparation for those 'next steps'. Park Community Academy also hosts an annual Enterprise event in which all pupils participate.

Post Park Community Academy students move onto Blackpool and the Fylde College Gateway Campus, Myerscough College, Project Search or local training agencies. All of which have excellent links with PCA.

Complaints procedure

The initial point of contact for parents is usually the classteacher. Should there be a complaint the teacher will work with their Team Leader to attempt a resolution of the problem. The Home/School Liaison Manager is available to assist in these cases as well. Should these efforts not prove successful, the Deputy or Headteacher will become involved. The Governing Body will consider instances where it has not been possible to resolve matters successfully. Any approach to the governing body can be made through a letter to the Chair of Governors. All matters of complaint will be taken with the utmost seriousness and dealt with appropriately and quickly.

Criteria for evaluating the SEND policy

The governing body monitors the effectiveness of the SEND Policy via regular visits to the school and the termly reports submitted by the (SENDCO) and the Deputy Head responsible for inclusion matters.

The SENDCO oversees the effectiveness of the annual review process and is responsible for ensuring that reviews are carried out within legal requirements relating to reporting each individual's progress. Individual Education Plans are seen as an increasingly important element in effectively addressing and meeting individual needs.

The success of the SEND policy is reflected in how successful Park Community Academy is in meeting the needs of each pupil as identified in their EHC plan and preparing each pupil for the transition either into mainstream education or to the world beyond school.