

Introduction

Park Academy is a one form entry school, part of STEP Academy Trust. At Park, we are an inclusive school with the expectation that all pupils regardless of their specific needs, should be offered a wholly inclusive environment and learning that will enable them to make the best possible progress in school whilst also feeling that they are a valued member of the wider school community.

At Park, we are led by our core values of: Passion, Urgency, Positivity, Aspiration and Commitment (PUPAC). Our school offers a range of provision across the four areas of Special Educational needs to support with:

- Communication and interaction needs
- Cognition and learning difficulties
- Social and emotional and mental health needs
- Sensory difficulties or physical needs

Support offered will be tailored to the individual need, following comprehensive assessment by internal and/or external agencies. Support is intended to promote pupils' independence, self-awareness and self-esteem and foster resilience in learning and be seen in the wider context of excellent classroom teaching.

Who can I contact if I have concerns or questions about my child?

Class teacher	<p>The class teacher is responsible for:</p> <ul style="list-style-type: none"> Adapting the curriculum to respond to strengths and needs of all pupils. Checking on progress of your child and identifying, planning and delivering of any additional support. Contributing to devising personalised learning plans to prioritise and focus on the next steps required for your child to improve learning. Applying the school's SEN policy. If you have concerns about your child you should first speak to your child's class teacher. You might then be directed to the SENCO, or your class teacher might seek further advice from the SENCO on your behalf.
<p>Special Educational Need and Disability Coordinator/Inclusion Lead: Liz Greenfield</p>	<p>The SENCO is responsible for :</p> <ul style="list-style-type: none"> Line managing the support staff and developing the school's SEN policy. Reporting to the Governors in matters relating to SEN and Disability Providing advice to staff and organising training to ensure that all staff are skilled and confident in meeting a range of needs. Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties.
SEN Governor	<p>She/he is responsible for:</p> <ul style="list-style-type: none"> Supporting the school to evaluate and develop quality and impact of provision with SEN across the school.

How does the school teach and support children with Special Educational Needs or Disability?

Our teachers are skilled at adapting teaching and learning methods to meet the diverse range of needs in each class, which we refer to as Quality First teaching. Daily planning takes into account individual pupil needs to ensure that all pupils experience success and challenge in their learning. High quality teaching strategies for children with SEN are high quality strategies for all children: with this in mind, our teachers use a range of strategies that are frequently recommended for specific learning needs in class as part of their daily repertoire. This includes using any additional adults available flexibly to help groups and individual pupils with a long term goal of developing independent learning skills as well as planning and delivering daily or weekly interventions where appropriate.

On occasion, it may not be appropriate for some children to follow the expectations for their year group in one or more areas of the curriculum or they may need a higher level of support or intervention in order to do so. The children's progress is closely monitored and reviewed regularly as part of the Assess, Plan, Do, Review cycle laid out in the SEN Code of Practice.

How does the school identify and assess the children with Special Educational Needs and/or Disability?

At Park Academy, class teachers and the leadership team monitor the progress of all pupils regularly to review their progress. We also use a range of assessments with all the pupils at various points including termly teacher assessments and statutory assessments such as Year One phonics screening and end of key stage SATs.

The principle of early identification and intervention underpins our approach to identifying those pupils who need the extra help. This support and intervention is put in place, even if special educational need has not been identified. This extra support will enable the pupil to close any gaps. Despite high quality targeted teaching some pupils may continue to make less progress than their peers. For these pupils, and in consultation with parents, strengths and weaknesses are identified and used to identify an appropriate individualised intervention programme. More detailed assessment of needs may be carried out by the SENCO to provide the class teacher with advice and at times, if necessary to consult with outside agencies to receive more specialised expertise. The purpose of this more detailed assessment and review is to understand what additional resources or different approaches are required to enable the pupil to make better progress. This will be shared with parents, put into a support plan known as passport and reviewed regularly, and refined and revised when necessary.

At this point, because the pupil requires additional and extra provision, we will have identified that the pupil has a Special Education Need and they will be included on our SEN register to ensure the cycle of assess, plan, monitor and review is applied effectively. If the pupil makes good progress using this additional and different intervention (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a Special Educational Need.

Staff are also trained in identifying and supporting a range of other difficulties in addition to cognitive and learning needs, such as speech and language, sensory needs and social, emotional and mental well-being needs.

Where the class teacher identifies concerns they feel they are unable to be addressed via Quality First Teaching, they can refer the need to the SENCO and consider, in consultation with the parent, whether advice from an outside agency is appropriate. We will ensure that all teachers and support staff who work with a pupil are aware of the support to be provided and the teaching approaches to be used. Teachers and the SENCO meet at least termly to review and monitor progress and to assess the impact of interventions for all children who are on the SEN register. Children who have more complex needs recorded on

an Education, Health and Care Plan (EHCP) have a more detailed review once a year that is attended by parents and outside agencies.

What is the Graduated Response?

Park applies the Graduated Response, as outlined in the SEND Code of Practice (2014), when supporting children who have an identified Special Educational Need. During the Graduated response process, the class teacher will gather information about the child's learning and the use of strategies and appropriate learning tasks for the child will be discussed with the Special Education Needs Coordinator (SENDCO).

As outlined above, this means that the child will be placed on the school's Special Educational Needs Register so that provision to meet their needs can be planned for and effective support can be put in place to remove barriers to learning. These children will be provided with a passport (personalised Individualised Education Plan). The graduated response means a range of strategies implemented and evaluated before referral to outside agencies, so that when children are referred to an outside agency, the specialist can be provided with a wealth of information with which to better inform the next steps. When children are seen to have a range of complex needs which are not showing improvement, despite input from outside agencies, then it may be necessary to apply for an Education Health Care Plan (EHCP) for the child.

What support is there for children's social, emotional and mental wellbeing?

At Park Academy we believe that it is our role to work with families to develop the whole child. We teach children about tolerance and understanding as well as about managing their feelings in whole class lessons of PSHE and Philosophy for Children (P4C). We believe that by increasing children's awareness about mental health they are better able to manage the strong emotions that we all feel from time to time.

All children are tracked on the Boxall Profile. This measures social, emotional and behavioural development. Depending on the need identified in the profile, a learning plan may be created that offers a variety of strategies to help address the need.

We take incidents of bullying very seriously and they are dealt with robustly when they occur. Staff will speak to you if we feel your child has experienced bullying as a victim or as a perpetrator. We teach all our children about bullying and specific kinds of bullying e.g. SEND bullying and homophobic bullying as part of our assembly programme. We record all reported incidences of bullying so we can monitor trends and patterns so staff can intervene early and prevent bullying from occurring whenever possible. We know that pupils with SEND can be more vulnerable. All staff at Park Academy have been trained to identify signs of abuse in SEND children and have read and understood the updated guidance from Keeping Children Safe in Education.

When needed, and with the express consent of the parent or carer, our school has staff trained in Drawing and Talking Therapy and ELSA (Emotional Literacy Support Assistant). These interventions can help to support for children experiencing particularly challenging times on a 1:1 basis. We also identify where children would benefit from intervention to improve social skills, self-esteem and confidence and run small group interventions to address a range of difficulties in these areas.

The school may work with other services to support children including CAMHS and the Early Help Keyworker service to ensure children get any specialist support they need. We will always discuss such support with the parent first if we feel we need to engage with these outside agencies.

What outside agencies does the school work with?

Our school works with a number of external agencies to seek advice and support of experts to ensure the needs of all children are fully understood and met. We are able to make

referrals to some of the services, whilst others must be referred to via your GP. If we feel it is beneficial for your child to have input from one of the services, it will be discussed with you as part of our Graduated response.

Outside agencies we work with include, but are not limited to:

- Educational Psychology Service
- The Local Authority SEN Team
- Paediatricians
- MAOS (Merton Autistic Outreach Service)
- LBL (Language, Behaviour and Learning)
- CAMHS (Child and Adolescent Mental health Services)
- Occupational Therapy – Health and Education
- NHS Speech and Language

How are Parents and Carers involved in reviewing children's progress and planning support?

We are committed to work with parents and carers and we are proud of the good relationship we have at Park Academy. We aim to offer an approach which meets that individual child's needs through collaborative working with both parents/carers and professionals.

When we review the progress of children with SEND we seek parents' and carers' opinions on their child's progress and input into the new targets that are set. These reviews take place at least termly but occasionally more frequently if required. If parents/carers wish for an additional review they can speak to their child's class teacher so that this can be arranged.

Children with Education, Health and Care Plans also have short term targets that are reviewed termly but these also have more formal annual reviews held at least annually. Parents are invited to share their opinions and concerns during this meeting.

How are the children involved in reviewing and planning their progress and planning support?

At Park Academy, we are committed to allowing all our children to have a voice and to share their thoughts and feelings with us both incidentally and through more structured 'Pupil voice' discussion. We have an active Pupil Parliament.

Likewise, we are also keen for children to have a say in their own personalised learning plans. Their short term passport targets are shared with them and they are given an opportunity to say how they feel they are progressing and to tell their teacher what helps them to learn every time their passports are reviewed.

There are many opportunities for children to tell us what they think in school , these include:

- Pupil voice discussions with LSA's and the SENDCO
- Daily self-assessment of learning in class.
- Class P4C lessons
- School Pupil Parliament Meetings
- SEND support review meetings
- Annual reviews for those with an EHCP

The above list is not exhaustive and open channels for communication between pupils and staff are encouraged.

What training do school staff have?

An ongoing programme of professional development is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEND.

Recent training has covered:

- Autism Framework
- Quality First teaching
- Sensory Issues
- Provision Mapping
- Types of LSA's

How accessible is the school?

Our school is a refurbished building with accessibility in mind and spans two floors. It is very accessible to children with impaired or limited mobility. Doorways and corridors have been designed to be wide enough to allow easy access and space for wheelchairs, or other mobility equipment to be manoeuvred and a lift for access to a further floor has been installed. There are easy access toilets located in several areas of the school and we have a shower on the second floor.

In the instance of further equipment or facility adjustments required we would seek advice from Occupational therapy. As a school, we are subject to the Equalities Act 2010 and are bound to make reasonable adjustments and provide auxiliary aids to ensure that no child with a disability will be disadvantaged when attending our school.

How are children with SEND included in extracurricular activities including school trips?

Through careful planning and reasonable adjustments ,pupils with SEND engage in the activities of the school together with those who do not have SEND and are encouraged to participate fully in the life of the school and any wider community activity. Where necessary, we carry out individual risk assessments for pupils who may experience difficulties when attending school trips to ensure that their experience is not impeded in any way.

We work with parents and pupils listening to their views, feelings and wishes to ensure pupils with SEND fully engage in any wider learning experiences.

Where can I find more information, advice and support?

You can find information regarding the 'local offer' at:

<https://www.merton.gov.uk>localoffer>

SEND information, advice and support services (MIASS) is a service who provide impartial advice and help for children and young people with SEND and their parent/carers:

miass@merton.gov.uk

Speech and Language Therapy Service	CLCHT.MertonICNTeam@nhs.net
CAMHS	mertonspareferrals@swlstg.nhs.uk 020 3513 5000
Community Paediatricians	www.epsom-sthelier.nhs.uk
Merton Sensory Support Service	laura.bullard@merton.gov.uk 0208545 4810
Virtual School Head Teacher	virtualschool@merton.gov.uk 020 8545 4199
Occupational Therapy	CLCHT.MertonICNTeam@nhs.net 03300 539 264
Physiotherapy	CLCHT.MertonICNTeam@nhs.net 020 8407 3973

What can I do if I am not happy or want to complain?

If you are unhappy, you should speak to your child's class teacher first. We always want to resolve issues as soon as possible so please raise concerns with us as soon as you can.

If the complaint cannot be resolved, you can meet with the Assistant head, deputy head and/or Head teacher.

If you feel that your concerns have still not been resolved, you can make a complaint through our complaints procedure.