

Park View Academy
SEND Information
Report
2021-22

Park View Academy values the abilities and achievements of all of its pupils. At Park View, all pupils have the same entitlement to the whole school curriculum and we are committed to making this accessible to all children through differentiation and a variety of teaching styles, according to the individual needs of the pupils. We strive to remove barriers to learning and have developed an environment where all can flourish and feel safe. Under the Special Educational Needs and Disability (SEND) Code of Practice (January 2015) all schools are expected to provide SEND information with reference to appropriate and effective teaching and learning, open and honest communication and a partnership approach.

Q1: Who are the best people to talk to in the school about my child's difficulties with learning/Special Educational Needs or Disability (SEND)?

In the first instance, your first point of contact is with your child's teacher. Your child's teacher is with your child during the majority of their school learning time and, as such, is able to discuss your concerns about your child with in-depth knowledge of their strengths, difficulties and achievements and challenges within the classroom environment. The classroom teacher liaises regularly with the Special Educational Needs and Disability Co-ordinator (SENDCo). The SENDCo has an overview of those children with special needs and works collaboratively with teachers and parents in an advisory/supportive role. Our SENDCo is Mrs Humphreys. If you would like to speak with Humphreys or send an email, please contact the school office parkviewadmin@deantrustparkview.co.uk or 0151 477 8120.

Q2: What are the different types of support available for children with Special Educational Needs and Disabilities at Park View?

Teachers plan for children taking into account their different needs, strengths and difficulties. They constantly adjust the way they are teaching to support the learning of the whole class. They have different expectations for children depending on ability and needs. Work is differentiated so that all children are challenged but can experience success, no matter what level they are working at. Extra support may be provided for some children in small groups during lesson time by the class teacher. This can help them to focus on the things they are finding difficult and allow pre-learning and extra reinforcement. Additional support may be given by an adult for short periods of time throughout the day in order to support specific skills. Individual targets are regularly set to ensure that children and parents understand the next step that need to be taken to ensure further progress. Advice from a specialist support teacher or other professional can be called upon if required. In order to make referrals to outside agencies, school must demonstrate that we have tried to address the child's needs within school but that additional specialist advice or intervention is required. This process can be lengthy as it required a period of gathering evidence regardless of the advice or intervention sought.

Q3: How can I be involved with my child's learning and progress?

Our school has an open-door policy ensuring that we are always approachable so that parents feel involved in the education of their child. This is implemented in a variety of ways including:-

- School website
- Regular meetings with the class teacher and with support staff (where relevant) and, in the case of some children with higher level needs, with the SENDCO.
- Targets set by teachers shared with parents so that parents can see what their child is working on next. Home/school communication books for some children to inform parents about the child's day.
- A curriculum overview is published on our school website.
- Home reading logs.
- Parents' evenings.
- Class Planners.
- Class Dojo
- SEND Newsletter (monthly)

Q4: How will the school let me know if they have any concerns about my child's learning in school?

- Liaison with class teacher in the first instance.
- Scheduled Parents Evenings.
- Termly review meetings and Annual Reviews (where appropriate).
- Open Door Policy of School.
- SENDCo advice and coordination.

All children's progress, including those children with special educational needs and disabilities, is tracked using the school's assessment tracking system. Pupils are assessed regularly using teacher marking, observations and questioning as well as more formal assessments such as curriculum tests and standardised tests. In addition, children with special educational needs are set individual targets that are reviewed at least three times a year. This helps the school to monitor how well interventions are working. The progress each child is making is discussed at pupil progress meetings with the class teacher, a member of the senior management team and the SENDCO.

Q5: What examples of provision are available at Park View for pupils with SEND?

We make provision for pupils with all types of Special Educational Needs and Disabilities. We know that some pupils will have difficulties in more than one area and we will always do our best to meet their needs. All children in school have support within lessons through differentiation and quality first teaching strategies. This means that activities are planned according to the level the child is working at. This can include a variety of adaptations including changes to the physical environment, different teaching styles as well as diverse levels of adult support. We have a number of staff trained in a range of specific educational difficulties who can offer teaching to the child and advice to both teacher and parent.

Q6: Who are the other people who provide services to children with SEND in this school?

At Park View we employ the services of an independent educational psychologist who has many years of experience in dealing with children with SEND and who works closely with the school SENDCo in

determining which children would most benefit from her input. The Local Authority Educational Psychology Service (EPS) works with children with complex needs. An Educational Psychologist will always be involved with a child who is referred for an assessment for an Education, Health and Care Plan (formerly known as Statement of Special Educational Needs).

The school nurse works with children with medical needs, some of whom will also have SEND.

The Children and Adolescent Mental Health Service (CAMHS) works with children with anxiety, depression, post-traumatic stress disorder, eating disorders, obsessive compulsive disorder (OCD) and other mental health difficulties.

The Speech and Language and Therapy (SaLT) Service works with children with complex speech, language and communication difficulties.

The Occupational Health (OT) Service assists children with difficulties with muscles, movement and motor skills. They may also help children with difficulties associated with sensory processing.

We may also call on the services of various external agencies and organisations in order to assist in addressing the needs of children with difficulties associated with Autistic Spectrum Disorder (ASC/ASD), Attention Deficit (and Hyperactivity) Disorder (ADHD/ADD), and various other difficulties and disorders.

Q7: How do we know that the provision is effective?

This can be evidenced in a number of ways, encompassing use of both hard and soft data. For example:-

- Tracking of attainment of child and progress made from KS1 baseline.
- Attendance data
- Use of our provision map to monitor the effectiveness of interventions.
- Feedback from children, parents, teachers, teaching assistants, specialist teachers, SENDCO and outside agency staff.

Q8: How are the staff in school helped to work with children with SEND and what training do they have?

In our school we believe that all staff should be involved in supporting pupils with SEND and medical needs and, as such, we make sure that staff access appropriate training to help them to do this as effectively as possible, backed up by knowledge and confidence. Staff training needs are reviewed on a regular basis depending on the needs of our children and whenever a need arises. In addition, various members of staff have been trained in addressing different types of special educational need.

SEND-specific qualifications and memberships held by school staff include:-

- MA in Special Educational Needs
- MSc in Psychology
- Certificate of Competence in Educational Testing (CCET)/Access Arrangements Training (AAT) = CPT3A
- Postgraduate Certificate in Specific Learning Difficulties (Dyslexia)

- Associate Membership of the British Dyslexia Association (AMBDA)
- Member of the British Psychological Society (MBPsS)
- Member of the National Association for Special Educational Needs (NASEN)

Q9: How is teaching adapted for my child with SEND?

Class teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met. Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary. Specific resources and strategies will be used to support your child individually and in groups. Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

Q10: How will we involve your child in decisions about their education?

We aim to involve all children in our school in the evaluations and implementation of their own education where appropriate. For children and young people with SEND we use a variety of strategies to support this including person-centred reviews, child's target review meetings and pupil voice questionnaires to help involve child in setting their own targets. Children are continually involved in self-assessment of their learning. We have a range of equipment available in each classroom for the child to be able choose items to assist their own learning. Children are encouraged to work with a range of different partners in class. We ensure that children have a designated adult to go to if they need help. We use One-page profiles so that staff working with children with SEND have an 'at a glance' summary of their needs and how to address them.

All staff are made aware of children with medical needs. If children have emergency medication (e.g. Epi-pens), spare medication (e.g. inhalers) or are required to have regular prescribed medication administered whilst at school, relevant staff are aware and can administer.

For children with speech, language and communication difficulties staff may use alternative methods of communication such communication signs and symbols (e.g. PECS, MAKATON), visual timetables and prompt cards to promote independence, allow children to make choices and be involved in their education. Children with sensory difficulties may be encouraged to take sensory breaks. These are supervised by a staff member but can be child-led.

Q11: What support is there for me as a parent of a child with SEND?

As part of our open-door policy the class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home so that similar strategies can be implemented at home. We are always keen to listen to what works for your child at home so that we can try similar strategies in school.

The SENDCo or senior leaders are also available to meet with you to discuss your child's progress or any concerns/worries you may have. All information from outside professionals will be discussed with you and the person involved directly, or where this is not possible, in a report. Your child's provision will be reviewed each term. Homework will be adjusted as needed to support your child's needs. A home/school contact book may be used to support communication with you, when this has been

agreed to be useful for you and your child. We will signpost you to parent support groups, organisations, websites and other information which may help you to support your child at home.

We produce a regular SEND newsletter detailing local events for parents of children with SEND as well as other useful information.

The following websites may also offer support and advice for you and your child:-

Knowsley SEND Local Offer <https://www.knowsleyinfo.co.uk/categories/knowsley-local-offer-send>

General SEND help and advice

SEND IASS (previously Parent Partnership) www.liverpoolandknowsleysend.com

Dyslexia

British Dyslexia Association www.bdadyslexia.org.uk

Neurodiversity

ADDvanced Solutions www.addvancedsolutions.co.uk

ADHD Foundation www.adhdfoundation.org.uk

ASD Training Team Liverpool email: asdtrainingteam@liverpool.gov.uk

Mental health & Wellbeing

www.youngminds.org.uk

www.place2be.org.uk

www.annafreud.org

www.safehandsthinkingminds.co.uk

Speech, language and communication difficulties

www.afasic.org.uk

Keeping children safe

www.nspcc.org.uk

www.actionforschildren.org.uk

Q12: How is the whole school day made accessible to children with SEND?

We implement numerous strategies to ensure that all children are included in the whole school day:

- Adjustments are made to the physical environment where necessary.
- Learning support staff provide assistance for whole classes, small groups and individual children.
- Specialist equipment can be purchased by school.
- Visual timetables.

- After school clubs available to all children.
- PE coaches trained in inclusion.
- Educational visits are risk assessed so that all pupils can be included.

Q13: How will we support your child when they are leaving school or moving on to another class?

We aim to make times of transition as easy as possible for the children in our school. If appropriate, when starting at our school we:

- Meet with the child and their parents to talk about their needs and answer any questions.
- Meet with staff at the child's previous school or setting.
- Read reports from people who have worked with the children.
- Arrange visits to our school so the child gets to see it before they start properly.
- Give any adults working with the child a one-page profile describing the child's needs to help support them in school.
- Based on needs, when moving to a new year group we:
 1. Introduce the child to their new teacher and teaching assistant individually.
 2. Talk to the child and their family so we can answer any questions they may have about the new year group.
- When a child is transitioning to a new school we:
 1. Hold a person-centred review and invite key staff from the new school.
 2. Talk to key staff at the new school about things that help the child or young person to learn well and be happy at school.
 3. Arrange extra visits to the new school with a member of staff from our school if that is what the child wants.
 4. Talk to the child and their family so we can answer any questions they may have about the new school.

Q14: What is the school's SEND policy?

Our school SEND policy can be found on the policies page of this website.

Q15: How is the governing body involved with SEND provision?

One of the jobs of the SEND Governor is to meet with the SENDCo regularly. In these meetings the SEND governor makes make sure that children and families are being supported by the right services from in and outside of school. The SEND Governor is involved in the whole school monitoring schedule. In addition, the SENDCo has to present a report to the governors at least once a year. The governors will challenge, support and advise the head teacher if appropriate provision isn't being made.

Q16: What can I do if I am not happy with the provision for my child?

If you have a concern or complaint about the school's provision for your child which cannot be resolved with the class teacher or the SENDCo, please contact the Head teacher and we will do everything we can to address the situation. Our school and governing body take complaints seriously



and will act upon these on an individual basis. For more information on the complaints procedure please contact the school office parkviewadmin@deantrustparkview.co.uk or visit the school website.