

SEND Information Report 23/24

<p>1. Categories of Special Educational Needs that are provided for at Park View Academy and Blacklow Brow School as defined by the 2014 SEND Code of Practice.</p>	<p>All Dean Trust schools have a similar approach to meeting the needs of pupils with Special Educational Needs and /or disabilities and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities (SEND) being met in a mainstream setting wherever possible.</p> <p>The broad areas of SEND need are:</p> <ul style="list-style-type: none"> ➤ Communication and Interaction. ➤ Cognition and Learning. ➤ Social, Emotional and Mental Health Difficulties. ➤ Sensory and/or Physical.
<p>2. Information about the school's Policies for identification and assessment of pupils with SEN can be found in the school's SEND policy.</p>	<p>Pupils' needs are assessed, through:</p> <ul style="list-style-type: none"> • Observations • School data • Information from parents • Information from the child • Specialist assessments carried out by support services • Information from previous schools or settings • Results from end of key stage assessment • Discussions with adults who work with the child <p>If you have concerns about your child's progress you should speak to your child's class teacher initially. If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENDco and after that if still concerned the Headteacher.</p>



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3. Evaluating the effectiveness of the provision made for pupils with SEND.

Your child's progress is continually monitored by his/her class teacher. His/her progress is reviewed formally every term. You will be invited to a parent teacher consultation each term and will receive a report at the end of each term. At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and these results are published nationally. Children with SEND, where appropriate, will be given additional allowances approved by the Department for Education. Children at SEN Action will have an individual education plan (IEP) which will be reviewed with your involvement every term and the plan for the next term made. The progress of children with a statement of SEND/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education. The Governing body are reported to each term via the Headteacher's report.

4. Arrangements for assessing & reviewing pupils' progress towards outcomes, including opportunities available to work with parents & pupils as part of this assessment and review.




These arrangements include:

- Data tracking and analysis to ensure pupil progress
- Observations and follow up
- Three Parents Evening meetings a year and three progress reports as well as an end of year written report and optional meeting to discuss.
- 'Open door' policy
- Reviews of children's 'IEP' targets take place 3 times a year and shared with parents and pupils
- Annual ECHP reviews

We follow an Assess-Plan-Do-Review cycle to support the progress of your child

- Assess – observations, data, analysis of strengths and areas of need
- Planning – discussion of child's needs and what specific support is needed and can be offered
- Do – an intervention over a set period of time
- Review – with parent/carer and pupil Interventions are measured and monitored.

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	<p>Following an intervention if your child's progress is still a concern, your child's class teacher and/or the SENDCO will discuss the next steps with you. If it is felt a child requires further additional support school will discuss with you the pathways to more specialist support/provision.</p>
<p>5. The school's approach to teaching pupils with SEND.</p> 	<p>Provision for pupils with SEND includes:</p> <ul style="list-style-type: none"> ➤ Quality first teaching, with appropriately adapted teaching strategies in place ➤ Additional adult support in classrooms or for groups or individuals ➤ Personalised provision through adapted resources and time limited interventions ➤ Multi-sensory teaching methods ➤ Support from external services such as a Trust approved Educational Psychologist, Speech and Language Therapist, Occupational Therapist etc
<p>6. How adaptations are made to the curriculum and the learning environment of pupils with SEND.</p>	<p>The curriculum/learning environment may be adapted by:</p> <ul style="list-style-type: none"> ➤ groupings that target specific levels of progress ➤ differentiated resources and teaching styles ➤ access arrangements for tests and or examinations ➤ additional adult support ➤ support via our 'hub' (specialist support)



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What is an Educational and Health Care plan (EHCP) and who can apply?

Parents, school or other associated professionals can apply for a statutory educational and health and care plan (EHCP) assessment. If agreed, this assessment is carried out by Knowsley or Liverpool Local Authority. Should a child meet the required threshold they will be supported through an educational and health and care plan which will set out clearly what provision the student needs to achieve at school. These students are also monitored by the local educational authority SEND team (Knowsley or Liverpool Council).


7. Support that is available for improving the social emotional and mental health of pupils with special educational needs



Pupils are well supported by:

- A clear policy regarding behaviour and expectations that all children adhere to
- Targeted support for individual pupils
- Sports Coach – Confidence building
- Enrichment clubs
- Daily ‘check in’ time for some pupils
- PSHE lessons / Circle time
- School Council
- Counselling behaviour programmes
- Pupil Voice Anti-bullying policy that is supported by all staff
- Mindfulness /Relax kids/Think yourself Great/yoga/Boxing therapy sessions
- NHS Mental Health Support Team

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<p>8. The Name and contact details of SENDCo and SEND Governor</p>	<p>Special Educational Need and Disabilities Co-ordinator (SENDCo) –</p> <p>Mrs Lorna Humphreys: SEND@DeanTrustParkView.co.uk</p> <p>Mrs I Tuzio is the school’s SEND Governor: SEND@DeanTrustParkView.co.uk or ParkViewAdmin@deantrustparkview.co.uk</p> <p>0151 477 8120</p>
<p>9. Information about the expertise and training of staff in relation to children and young people with SEND, including how specialist expertise will be secured.</p> 	<p>Our specialist inclusion staff consists of:</p> <p>Mrs Humphreys (SENDCo, Assistant Headteacher) who</p> <ul style="list-style-type: none"> ➤ Manages SEND provision across both schools ➤ Attends SEND planning and review meetings ➤ Completes multi agency referrals ➤ Supports the writing of Individual Learning Plans ➤ Tracks the progress and attainment of pupils with SEND ➤ Liaises with parents ➤ Liaises with school staff ➤ Attends Local Authority forums and conferences to keep up to date with any legislative changes, provision and practise. ➤ Staff SEND continual professional development ➤ Team teach <p>Miss Walker (Pastoral Lead, Assistant Headteacher)</p> <ul style="list-style-type: none"> ➤ Supports the emotional well-being of all pupils through individual, paired and group work ➤ Liaises with families and other agencies



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- Attends Child Protection and Child in Need meetings
- Completes referrals to the MASH Team (Multi-Agency Safeguarding Hub).

Miss Stasiak – Hub team - Specialist in

Miss Kelly – Hub team - Specialist in Early years support and provision

School Nurse:

Academic Mentor: Supports the academic progress as well as the emotional well-being of all pupils through individual, paired and group work,

Educational Psychologist: commissioned by the school to support vulnerable pupils and those with SEND

Speech and Language Therapist: commissioned by the school to support early language development

Behaviour Outreach Team, Sensory Impaired Service, Dyslexia First, Attendance Support Services, Social Care, Family First, CAMHS, Paediatricians, Speech and Language Therapy, Listening Ear, ASC Advisory Teachers Service, Occupational Therapy (see Local authority Offer), all provide support when required by children and families.



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<p>10. Information about how equipment and facilities to support children and young people with special educational needs will be secured.</p>	<ul style="list-style-type: none"> ➤ The school’s SEND budget is allocated to meet the needs of the children on the SEND Register ➤ The progress and attainment of all children is tracked and resources are allocated according to need. ➤ The SEND budget is used to ensure that sufficient numbers of school staff are employed, qualified and trained to support your child and to purchase specialist help if needed. For example, we purchase a Service Level Agreement with a Speech and Language Services to support children who have specific learning difficulties. ➤ We also use the budget to ensure that children’s individual needs are met from specific interventions and programmes, where appropriate. ➤ Our pupil premium allocation is allocated effectively to ensure that all pupils have the best possible chance to achieve.
<p>11. The arrangements for consulting parents of children with special educational needs about, and involving such parents in the education of their child.</p>	<ul style="list-style-type: none"> ➤ Parent/carer and teacher meetings by appointment each term where ILPs are reviewed ➤ Weekly parent SEND surgery appointments ➤ Dedicated SEND meetings when required ➤ School staff meet and greet the children and parents/ carers each morning and likewise at the end of the school day. ➤ Parents/carers are regularly invited to performances and special celebrations. ➤ A variety of planned workshops throughout the year. ➤ Welcome Breakfast mornings each term. ➤ Parents/careers are invited to join early years and foundation stage ‘Stay and Play’ activities.
<p>12. The arrangements for consulting young people with special educational needs and involving them in their education.</p>	<ul style="list-style-type: none"> ➤ Sessions with the SENDCo and academic Mentor ➤ School Council ➤ Annual Reviews ➤ Sharing and evaluating Individual Learning Plan Targets ➤ Curriculum subject pupil Interviews
<p>13. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of</p>	<p>We actively encouraged dialogue between parents/carers and school to resolve any problems or concerns at the earliest stage, following procedures set out in the SEND policy. The complaints procedure is on the school’s website or you can request a copy at the school office.</p>



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<p>pupils with special educational needs concerning the provision made at the school.</p>	
<p>14. 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>	<ul style="list-style-type: none">➤ Governor visits take place throughout the year to monitor key responsibility areas.➤ A Special Educational Needs report, via the Headteacher report, is made to the Governing Body every term. This includes details of in-house support and services bought in by the school to support pupils with SEND.
<p>15. The contact details of support services for the parents of pupils with special educational needs.</p>	<p>A fully comprehensive list of support services can be found on the Knowsley Council website</p> <p style="text-align: center;">http://www.knowsleyinfo.co.uk/</p>



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16. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.



- On entry to Nursery, a home visit from our Nursery Staff will be offered to exchange information between home and school
- Previous early years settings, or other schools' pupils have attended will be contacted to discuss pupils strengths and needs
- Where necessary, we will support pupils moving to new settings and Key Stages by making opportunities available to them to attend the new setting.
- For pupils in Year 6, a SENDCO transition meeting takes place each summer term where information is passed to the receiving secondary school.
- Where necessary a transition plan may be developed to support pupils in a smooth transition to a new setting

17. Information on where the local authority's local offer is published.

The Knowsley Council SEND local offer can be found on the Knowsley Council website

<http://www.knowsleyinfo.co.uk/>