

Special Educational Needs & Disability (SEND) Information Report

2025-2026: Parkside Community College

What is a SEND information report?

The purpose of a SEND information report is to help parents and other stakeholders find out how students with SEND are supported in school. It should enable someone without specialist knowledge of the education system or SEND to quickly and easily learn about your school's approach to SEND. All schools must publish a SEND information report on their website (SEND Code of Practice 2015, para. 6.79). The Code states that this information should be updated annually, with any in-year changes updated as soon as possible.

Key Information			
Principal: Mrs Dee Wallace			SEND Administrator: Vanessa Abraham
SENDCo: Helen McGowan			SEND Governor: Tristan Iglesden
Deputy SENDCo: Claire Richardson			Link to Local Offer: Cambridgeshire Online Education (5-16 Years) SEND OAP Toolkit - Learn Together (cambslearntogether.co.uk) <i>This defines what provision should ordinarily be available in schools for children and young people with SEND.</i>

Context

Which types of need are supported at Parkside Community College?

As of September 2025, Parkside Community College has 688 students on roll, of which 15 have an Education, Health and Care Plan (EHCP) and 131 access SEND Support (K).

The SEND Code of Practice defines SEND as falling into four key areas:

- Cognition and learning:** Specific learning difficulties (SpLD) - including dyslexia and dyspraxia; Moderate learning difficulties (MLD)
- Communication and interaction:** Speech language and communication needs (SLCN); Autism (ASD)
- Social emotional & mental health difficulties:** includes ADHD
- Physical and sensory difficulties:** Hearing Impairment (HI); Visual impairment (VI); Medical Difficulties (M); Physical difficulties (P)

Glossary

SEMH: Social Emotional Mental Health (Inc ADHD)

C&L: Cognition and learning

C&I: Communication and interaction

S&P: Sensory and physical

	SEMH (inc ADHD)	C&L	C&I	S&P	EHCP	Boys	Girls	TOTAL
Year 7	5	7	2	1	1	8	7	15

Year 8	15	9	9	1	5	21	13	34	
Year 9	8	19	2	1	4	17	14	31	
Year 10	7	19	5	2	1	22	11	33	
Year 11	4	24	3	1	4	15	18	33	
TOTAL	39	79	21	7	15	83	63	146	

At Parkside Community College, the most common type of need for students with an EHCP is Autistic Spectrum Disorder (Communication and Interaction) and for students with SEND support is Specific Learning Difficulty (Cognition and Learning).

Local and National Picture

	Parkside Community College	Cambridgeshire Local Authority	National (Secondary)
Students with an EHCP	2.2%	3.1%	3.1%
SEND Support	19%	9.9%	13.4%

[CCC-SEND-Sufficiency-Statement-March-2023.pdf](#)

National figures taken for state-funded secondaries (2024/2025)

<https://explore-education-statistics.service.gov.uk/data-tables/permalink/a3148b9e-7376-4258-458a-08ddcde57a4c>

Admissions

How do students with SEND get a place at Parkside Community College?

- Link to [Admissions Policy](#)
- Students with an EHCP must be allocated a place via the 0-25 team at the Local Authority, who are responsible for consulting with schools to see if they can meet your child's needs. When a school is decided on, it will be named in the child's EHCP. Before any allocations into Year 7 are made, places are reserved for any children with Education, Health and Care Plans (EHCPs) whose plan names Parkside Community College: this is a legal requirement.
- If the child is in Year 5 or Year 6, the preferred secondary school will be discussed at their annual review. The SENDCo at Parkside Community College may be invited to attend the child's annual review at Year 5 and/or Year 6 to understand more about the child's needs and how they could be supported.
- Students with special educational needs **without an EHCP** will apply via the admissions process for all children: [Apply for a school place | Cambridgeshire County Council](#)
- Students with an EHCP will apply during their Annual Review process and transfer phase during Year 5, with guidance from the Cambridgeshire Local Authority SEND team. The SEND Casework Officer from the Statutory Assessment Team (SAT) will be able to explain the application process for your child if they have an EHCP.

No student will be refused admission to Parkside Community College based on his or her special educational needs and disability. In line with the Equality Act 2010, we will not discriminate against disabled children in respect of admissions for a reason related to their disability.

Where Cambridgeshire Local Authority proposes to name Parkside Community College in an EHCP, made in accordance with section 324 of the Education Act 1996, the school will be sent a consultation and will outline whether the student's needs can be met and whether a place will be offered or not. If it is deemed that it would

be incompatible with the provision of efficient education for other children, this will be outlined in the consultation response to the Local Authority.

Parkside Community College will admit any child in whose EHCP it has been appropriately named. In deciding whether a child's inclusion would be incompatible with the efficient education of other children, the school will have regard to the relevant guidance issued by the Secretary of State to maintained schools.

Parkside Community College welcomes any requests to visit our site to ensure we can meet individuals' needs (with advice as necessary from health professionals on suitability).

Identification

How are additional needs identified at Parkside Community College?

The SEND Code of Practice (2015) defines SEND as a child or young person who has a learning difficulty or disability which calls for special educational provision to be made for him or her. To be classed as SEND under the **Code of Practice**, a pupil must require provision **additional to or different from** that normally available to pupils of the same age. For more specific details on what constitutes SEND, please see our Special Educational Needs and Disability (SEND) Policy.

- At transition from primary school, we liaise with families and Key Stage 2 staff who know students well, so that we have a good understanding of their needs. We meet students with SEND both in their primary schools and as part of an additional induction morning.
- SATs results, MidYIS, NGRT reading tests and baseline Maths testing give an indication of need.
- In collaboration with colleagues across the School, the SENDCo regularly looks at the data of all students to monitor the progress of those with SEND.
- Staff log concerns about student barriers to learning which the SEND team investigates.
- Where necessary, we make referrals to other professionals to assist us in identifying need, for example the Speech & Language team, the Educational Psychologist or the CAMHS neurodevelopmental service.
- We use a range of standardised and other recognised assessments in school to identify challenges our students face in the areas of reading, writing, numeracy, spelling, processing, and working memory. Our Deputy SENDCo is a qualified specialist in Specific Learning Difficulties (dyslexia) and Access Arrangement Testing. She administers standardised testing to identify SEND and provides specialist teaching for the highest literacy needs.
- Parents are encouraged to contact the school if they have concerns about their child's needs.
- Student voice is at the centre of all our work: we ensure we talk to the young people about their needs, their learning and their well-being at every step of our identification and support processes, throughout their time at the School.

We also refer to and liaise with a wide range of external services, embedding their advice in our practice. These include but are not limited to:

- Our local authority link and other educational psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- The local authority Speech and Language Therapy (SALT) team
- OT services
- Physiotherapists
- Hearing and Vision specialists
- Cambridge & Peterborough Mental Health Support Team (MHST)
- The Cambridge Acorn Project
- Centre 33
- Private Counsellors (where employed by individual students' families)
- Private and NHS approved assessors of neurodiversity (Autism and ADHD)

- GPs and NHS medical specialists
- Family Workers

All of the above help us to know the students well and to build up a picture of their needs. This information is communicated to all staff through the Strategy Sheet – an individualised document stating students' strengths, challenges, strategies, reasonable adjustments and adaptations needed to support them and any interventions offered. This Strategy Sheet is regularly updated by the SEND team, together with the students; input from parents is welcomed.

The Graduated Approach

What are the school's arrangements for assessing and reviewing students' progress towards outcomes?

Assess

- SATs results, MidYIS, NGRT reading tests and baseline Maths testing (upon transition from primary)
- NGRT reading tests (throughout KS3 as required)
- In-school assessments (2 points in year)
- Teacher informal assessment during lessons

Plan

Adaptations are made to accommodate the different needs of individual students, as outlined in their Strategy Sheets. This is underpinned by clear inclusive teaching strategies and is informed by Cambridgeshire's Ordinarily Available Provision toolkit (link above).

Do

All staff at Parkside Community College endeavour to meet the needs of the students through our universal offer of high quality teaching in every lesson, with planned adaptations made in advance as informed by student Strategy Sheets.

This process sits within a pyramid model of intervention support, shown here and detailed below:



Sometimes students will need some extra support, known as intervention, to help them make progress. New interventions are developed in response to pupil need. Those currently offered include:

- Teaching Assistant support in lessons
- Small group or 1:1 numeracy support
- 1:1 Phonics teaching
- Small group literacy support, including reading fluency, comprehension and spelling
- Homework support as part of the School's Study Hall
- Transition support
- Additional support with school trips

Students with an EHCP are matched with a Teaching Assistant who acts as their keyworker, overseeing their progress, holding regular individual support sessions and communicating regularly with the students' families.

Students with Social, Emotional and Mental Health needs, and some other vulnerable students, may be supported by our Intensive Support Worker. They will have access to Engage, a calm space for the use of a small number of students before and after school and during break and lunchtimes, or to support with re-integration into school where needed.

Review

Individual: The SENDCo and teaching assistants will review how well any interventions are working and make adjustments as necessary. Individual Strategy Sheets are reviewed regularly with the student, with input encouraged from families (see below). For students with an EHCP, there is an additional Annual Review.

Whole school evaluation: The SENDCo regularly reviews and updates provision in the following ways:

- Through maintaining and updating the provision map
- Through regular meetings with academic and pastoral leads within the school
- By reviewing the impact of interventions with SEND team
- Via United Learning SEND Audit & Adviser support
- Via governor visits

Exam Access Arrangements

Access Arrangements, Reasonable Adjustments and Special Consideration - JCQ Joint Council for Qualifications

At Parkside Community College, we endeavour to ensure that students who require extra support in their exams receive this. This is based on diagnostic testing as well as collating evidence of a history of need and a student's normal way of working. For further detail on how we administer these, please see our Special Educational Needs and Disability (SEND) Policy, Appendix A.

Social, Emotional and Mental Health Provision

Parkside Community College's Senior Mental Health Lead is: Tara Lazenby, Assistant Principal



Initiatives and Interventions - Our Offer

Internal offer:

- Key working support, including 1:1 with Intensive Support Worker

The school works with external agencies to support students:

- Cambridgeshire and Peterborough MHST: [Cambridgeshire and Peterborough Mental Health Support Team](#)
- School Counsellor (1 day a week, talk therapy for individuals)

We intend to train one of our Teaching Assistants to take on the role of Emotional Literacy Support Assistant (ELSA). This means they would be able to offer individualised or small group support for children or young people who are experiencing temporary or long term additional emotional needs. This provides a safe and supportive relationship within which children can think through challenges

Belonging

A sense of belonging is fostered by our pastoral and personal development programmes. Tutor time interventions are planned to avoid taking students out of PHSE sessions.

All students are warmly invited to and encouraged to attend a range of clubs, as well as day and residential trips away from school.

The SENDCo reviews trip lists to ensure that students with SEND are well-represented. Where necessary, adjustments are made to ensure that students with SEND can attend school trips alongside their peers, such as adding additional staff members (for example) or amending activities.

Parent and Student Voice

We welcome communication with parents and carers and aim to work in partnership with them. We invite them to meet with the SENDCo as part of the regular parent consultation evenings, and with the SENDCo, Deputy SENDCo and other members of the Equality and Intervention Team at additional times depending on need.

Parents and carers attend all Annual Reviews for students with an EHCP.

We send copies of students' Strategy Sheets home for review annually, and additionally where updates have been made.

Parents are encouraged to contact the school if they have concerns about their child's needs.

Transition

At Parkside Community College, we have a member of the SEND team who is designated to support with transition at all stages.

Primary School Transition

To support a smooth transition to Year 7, the SEND team and other pastoral staff communicate closely with families and visit feeder primary schools to share relevant information and to meet students. In addition to the universal offer of different transitions events, students with SEND are also invited to an extra induction morning prior to starting with us. Those with an EHCP are offered a bespoke transition programme, according to need. The designated TA meets with students, and works within the Y7 pastoral team, to support students with transition throughout the year.

KS3 to KS4 Transition

Students are supported during the Options process in Year 9, especially where adjustments need to be made to their individual curriculum (for example, not following an EBACC pathway [here](#)). The SENDCo is involved in this process in collaboration with pastoral, academic and curriculum leads. Individual students are supported through the key working process.

Post 16 Transition

SEND students are prioritized for 1:1 Careers meetings throughout Y10 and Y11. The designated teaching assistant supports students with personal statements, college visits and using the MyChoice portal to make applications.

We also liaise with post-16 education providers to share information about students' needs as they move on from Parkside.

Training

SEND team:

- SENDCo
- Deputy SENDCo

- SENDCo Assistant
- SEND Administrator
- Intensive Pastoral Support Worker
- Literacy Specialist Higher Level Teaching Assistant
- Transition Specialist Teaching Assistant
- In-class support Teaching Assistants

The whole school attends weekly training sessions led by the SENDCo, as Teaching and Learning Lead. Staff are also offered training in specific areas of needs through INSET, Twilight and drop in sessions. Additionally, staff are signposted to resources for further self study, including Cambridgeshire's Ordinarily Available Provision toolkit.

All members of teaching staff discuss the progress of all pupils and the support and provision that is being offered to them through their subject lead during weekly department Teaching, Learning and Curriculum meetings. The SENDCo is involved in these conversations if the progress of a student with SEND is not in line with expectations.

The school offers opportunities for staff to reflect on their practice and to offer peer-to-peer support and guidance.

Communication and Complaints Process

Communication regarding SEND matters is encouraged: [Home-School Communication Policy.pdf](#)

In the first instance, parent complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the School's Complaints Policy.

For further details, please see our [Special Educational Needs and Disability \(SEND\) Policy](#).

[Parkside Community College > STATUTORY INFORMATION > Policies](#)

Accessibility Plan

Schools need to carry out accessibility planning for disabled pupils (as directed in the Equality Act 2010). This plan must be reviewed at least every three years.

Schools must implement accessibility plans which are aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improving the availability of accessible information to disabled pupils.

[Accessibility Plan](#)

Links to other Useful Policies

- Safeguarding Policy
- Behaviour Policy

[Parkside Community College > STATUTORY INFORMATION > Policies](#)