



Parkside Community College

The best in everyone™

Part of United Learning

SEND Information Report 2021-22

Author:	Nicola Nevin, SENDCO	
Date Approved by LGB:	23/03/2022	
Scheduled for next review:	September 2022	

Introduction

This is the SEND Information Report which is part of the Local Offer for learners with Special Educational Needs and Disabilities (SEND).

Section Overview

1. Contact information
2. Inclusive teaching
3. Identification of need
4. Admission
5. Our SEND students
6. Intervention
7. Governing Body
8. Partnership with parents
9. Transition
10. The Department
11. Staff training
12. Local Offer

1. Contact information

Nicola Nevin (NASENCO) is the SEND Coordinator (SENDCo), and has day to day responsibility for coordinating SEND provision at Parkside. Her contact number is 01223 712600 ext 231. She can also be contacted by email: Nicola.nevin@parksidecc.org.uk.

2. Inclusive teaching

All staff at Parkside Community College must meet the needs of the students through inclusive, Quality First teaching in every lesson. The Parkside Inclusion Essentials are as follows:

- Literacy - making sure everyone can access text
- Instructions - having clear, chunked, verbal and written instructions with visual support
- Keywords - expanding students' vocabulary and literacy by actively teaching keywords
- Engagement - ensuring that tasks are planned to engage learners
- Seating & grouping - to deliberately seat and group students in a way that enhances learning

3. Identification of need

At Parkside we identify the needs of students in a range of ways:

- At transition from primary school, we liaise with Key Stage 2 staff who know students well and gather information about them. We also meet families prior to students starting with us and invite students with SEND to an additional induction morning.
- At transition to our 6th form, we liaise with the SENDCo at the students' previous schools and with the students themselves and their families to gather information about their needs.

- Staff log concerns about student barriers to learning which the SEND team investigates.
- In collaboration with colleagues across the School, the SENDCo regularly looks at the data of all students to monitor the progress of those with additional needs.
- 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.
- 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 them about their needs, their learning and their well-being at every step of our identification and support processes, throughout their time at the School.
- 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 needed to support them and any interventions offered. This Strategy Sheet is regularly updated by form tutors together with the students, as well as by the SENDCo where needed.

4. Admission

Students with SEND but who do not have an Education Health Care Plan (EHCP) are admitted in exactly the same way as students who do not have SEND. Students with an EHCP are given guidance from the local authority about applying for a place, and are welcome to contact the SENDCo to discuss their children's needs at any time.

5. Our SEND students

We currently support students with a wide range of SEND needs including autism, attention deficit hyperactivity disorder, specific learning difficulties (including dyslexia and dyspraxia), moderate learning difficulty, social emotional and mental health difficulties (SEMH), speech language and communication needs (SLCN), visual impairment, hearing impairment and learning delay. The SEND Code of Practice defines SEND as falling into four key areas: cognition and learning, communication and interaction, social emotional & mental health difficulties and physical and sensory difficulties. This chart shows the proportion of students at Parkside in each category:

	Number	% of school
SEND	131	19%
EHCP	14	2%
Disadvantage (FSM Ever 6)	100	14%
EAL	227	33%

SEN Need	No. of Students	% of SEN Students with this Need	% of Students with this Need
Attention Deficit (Hyperactivity) Disorder	3	2.10%	0.40%
Autistic Spectrum Disorder	17	11.80%	2.50%
Moderate Learning Difficulty	15	10.40%	2.20%
Other Difficulty/Disability	3	2.10%	0.40%
Other medical condition (e.g. epilepsy, asthma, diabetes)	1	0.70%	0.10%
Physical Disability	4	2.80%	0.60%
SEN Support, No Specialist Assessment	2	1.40%	0.30%
Severe Learning Difficulty	2	1.40%	0.30%
Social, Emotional & Mental Health	44	30.60%	6.40%
Specific Learning Difficulty	99	68.80%	14.30%
Speech, Language and Communication Needs	12	8.30%	1.70%

6. Intervention

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

- Small group or 1:1 numeracy support, including Catch Up Numeracy
- 1:1 Phonics teaching
- Reading comprehension groups

- Key Stage 3 homework club
- Key Stage 4 study support groups
- Social Skills groups
- Emotional intelligence (anger management) groups
- 1:1 mentoring
- Intensive Pastoral Support (engage)

Commented [JC1]: This needs updating

We will always discuss with students and families the reason for the intervention and what it is meant to achieve. The SENDCo and teaching assistants will review how well the intervention is working and make adjustments as necessary. We follow the cycle set out in the SEND Code of Practice: first we assess what the student needs are, then we plan an intervention; after the intervention has been done, we review its success.

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. We also refer to and liaise with external services such as CAMHS.

7. Governing Body

The SEND Governor and the SENDCo have meetings throughout the year to discuss SEND provision offered at Parkside, including new developments, successes and areas for future development.

Developing **Success for All** is one of our four strategic priorities as a school. We aim to **reduce barriers to learning and improve progress, so that all students flourish personally and academically.**

A particular focus is on working to support students who both have SEND and are in receipt of Pupil Premium. Such students have in the past struggled in their learning and to achieve qualifications more than others and so our leadership structure unites these areas of vulnerability with one Assistant Principal overseeing both the work of the SENCO and Pupil Premium. Link governance oversight also looks at both areas together.

8. Partnership with parents and carers

The role played by the parents and carers of students with special educational needs is essential to the well-being and progress of their children within school. 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 at additional times depending on need. Parents and carers are invited to attend all Annual Reviews for students with an Education, Health and Care Plan. We send copies of students Strategy Sheets home for review annually, and additionally where updates have been made.

9. Transition

Transition arrangements are very important. The SENDCo and other pastoral staff visit feeder primary schools to share relevant information to support smooth transition to Year 7. Students with additional needs are also invited to an extra induction morning in July prior to starting with us. Students with an Education, Health and Care Plan in years 9 and above receive support from the local authority transitions advisor to support their transition to adulthood. We also liaise with post-16 education providers to share information about students' needs as they move on from Parkside.

10. The Department

The Equality and Intervention department is made up of a team including the SENDCo, Deputy SENDCo, an Administrator, an Intensive Support Pastoral Worker, a literacy specialist Higher Level Teaching Assistant, two Maths specialist Higher Level Teaching Assistants and four other Teaching Assistants, who offer support in class and interventions outside of class. Additionally we have a part time TA responsible for the support of 6th Form students with SEND, focusing mostly on those with EHCPs. All of the team work strategically with colleagues across the School, including the Pupil Premium Coordinator, to identify and support additional needs and promote inclusion. The SENDCo is also a specialist in English as an Additional Language.

Commented [JC2]: This needs updating

11. Staff training

All staff receive regular training about SEND. The SEND handbook sets out what they need to know about working effectively with students who have different types of need. In addition, staff attend CPD sessions where the Equality and Intervention team run training on a range of SEND issues, in addition to specialist training on staff conference days. Senior staff and middle leaders regularly do learning walks to assess the quality of inclusive teaching and staff self-assess too.

12. Local Offer

Cambridge County Council have published their Local Offer:

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer>

This outlines all support services in the area and has information regarding SEND, assessment, complaints, services, schools and support that can be accessed.

For more information regarding the identification and support of students with SEN please see the SEN Policy.