



**Parkview Academy**  
**Special Educational Needs Policy**  
**January 2021**

## **How we support children and young people with special educational needs or disabilities.**

### **Our Vision**

Parkview Academy aims to create flexible individualised programmes of learning support for children and young people who, for a variety of reasons, are unable to access mainstream education. From the point of referral, we focus on the S.E.N.D of the learner and on family support, in order to provide the most effective and appropriate educational intervention.

Working closely with the Local Authorities, Behaviour Partnerships and local schools/academies we provide programmes of work to ensure outcomes that are in accordance with the individual needs of each learner.

We specialise in education placements of young people with S.E.N.D. including (but not limited to) Autistic Spectrum Disorder, Emotional Behavioural Difficulties, challenging behaviour and mental health issues.

Parkview Academy will consult and adhere to the statutory guidance in relation to the Special educational needs and disability code of practice: 0 to 25 years (2014).

### **How will Parkview Academy assess my child/young person's needs when they start?**

Upon referral to Parkview Academy, the Head Teacher will liaise with the relevant practitioners to organise a meeting with parents, teachers and possibly the child/young person to plan and timetable the correct support for your child/young person.

Upon starting at Parkview Academy initial assessment will take place where your child needs will be looked at and information from your child's previous school will be used to help plan for your child/young person's start at Parkview. These assessments may include but are not limited to;

- Phonic check (phonic knowledge through Jolly Phonics)
- Reading test (NGRT)
- Diagnostic Assessments (BKSB / B-Squared)
- Spelling Test (NGST), Progress Test in Maths (PTM), CAT4

### **How will Parkview Academy support my child/young person?**

- The Head Teacher and Assistant Head Teacher(s) will oversee all support and progress of any child/young person at Parkview Academy.

- All learners at Parkview Academy are linked to a Key Stage group who will oversee, plan and work with your child/young person.
- The Key stage group will set out Individual Educational Targets to set out the support your child/young person is receiving. These contain specific targets that make it easier to track progress.
- If your child/young person has an Educational Health and Care plan(EHCP), staff will use the specified outcomes to help create targets and to inform day to day planning.
- The Head Teacher, Assistant Head Teacher(s) will ensure that reports and reviews of EHCP are carried out in a timely manner and follow the correct procedure.
- Parkview Academy works collaboratively with local authority provisions (speech and language, CAMHS, Doctors, and Social Workers etc.) and will ensure timely access to pupils if and when needed.
- All Parkview Academy learners will have access to a differentiated timetable that meets their needs. Visual timetables, PEC's.

#### **Who will explain my child's needs and progress to me?**

- Your child/young person's Key Stage group will meet with you at our parents evening to discuss your child/young person's needs, support and progress.
- Termly updates/reports on your child/young person's progress and targets will be sent to you by post. Senior Managers are always available to discuss your child/young person's progress.

#### **How is the Executive Board involved and what are their responsibilities?**

- The Head Teacher reports to the Executive Board every term to inform them about the progress of the learners at Parkview Academy.
- The Executive Board agrees priorities that support the special educational needs of our learners with the overall aim that all learners receive the support they need to make progress.

#### **How do tutors match the curriculum to an individual child's needs?**

- Using the initial and on-going assessment, work in class is pitched at an appropriate level so that all children are able to access it according to their specific needs.
- The benefit of this type of personalised approach is that all children can access the lesson and learn at their level.

## **How is the decision made about what type and how much support my child will receive?**

- The Leadership Team will discuss the child/young person's needs and what support would be appropriate.
- At Parkview Academy, learners are provided with small grouped support, 1:1, 2:1 and even 3:1 support if needed. Often this may be a combination depending on the circumstances of the child/young person at different times. All learners are encouraged to attend and participate in group work sessions if able.

## **How can you help me support my child/young person's learning?**

- The Leadership Team can offer advice and practical ways that you can help your child/young person at home.
- The tutor will provide a home/school communication book, emails/phone calls.
- The school will work with you to implement targets and outcomes set out on your child/young persons EHCP/Statement of Educational Needs and will attend the formal meeting that takes place to review these plans.
- Recommendations from external agencies e.g. a speech and language therapist, will be shared with you so that strategies can be implemented at home and school.
- If a Teacher needs to discuss an issue with you, it will be done privately and strategies to support your child/young person will be offered.

## **How do you measure my child's progress?**

- Maintained schools measure children/young people's progress in learning against national age related expectations. As a school we recognise that due to our learners needs, they may not be able to make the same expected progress as a pupil without those needs of the same age. At Parkview Academy we use a number of different methods to allow us to show progress that better suits our learners needs.
- At Primary we use an assessment tool called BSquared. These targets are broken down into smaller steps and tutors use these steps to build a bigger picture of the pupils' learning and achievements.
- At secondary/post 16 our learners participate in the Foundation Learning Tier. This program of study combines functional skills literacy, numeracy and ICT with vocational learning, PSD (Personal Social Development) and short courses supplied through ASDAN, NCFE and AQA. Learners are initially assessed by our functional skills tutors and these assessments are used to

set the level our learners work to. Learners who are able, will follow an IGCSE programme from KS4.

### **What is the pastoral, medical and social support available in the school to ensure my child's overall well-being?**

- The school entrances are staffed with adults who greet learners. This ensures a smooth transition between home and school each day.
- Children/young people are offered healthy snacks throughout the day and always have access to fruit.
- The Key Stage group has overall responsibility for the pastoral, medical and social care of the child/young person they support. If further support is required the group will liaise with the Leadership Team for further support and advice. This may involve working alongside outside agencies such as Health and Social Services, and/or Behavioural Support Services.
- Children/young people with eating difficulties are encouraged in school to try different types of food. If necessary, children are supported in the dining room (Hall area). Children are not rushed to eat their food.

### **How does the school manage the administration of medicines and personal care?**

- We have a policy regarding the administration and management of medicines on the school site.
- Parents need to contact the school if medication is recommended by a health professional to be taken during the school day.
- A trained staff member will administer medicines. If a child requires medication in school this will be managed by the trained staff member to ensure accurate records kept in relation to dosage and administration times.
- If a child/young person requires personal care this will be managed through an individual care plan

### **What support is there for behaviour, avoiding exclusion and increasing attendance?**

- We have a positive approach to behaviour management with a clear behaviour policy that is followed by staff and pupils. We are an inclusive school and we make every effort to include all pupils in learning.
- The attendance of every child/young person is monitored on a daily basis by the Headteacher.
- All Parkview staff are trained in TEAM TEACH which is a behavioural management approach that involves de-escalation techniques and holds that are designed to be used to keep our learners safe.

- If a TEAM TEACH hold has had to be used with a learner parents are informed and incident report if written and a detailed account is recorded in a bound and numbered book.

### **How will my child be able to contribute their views?**

- We value and celebrate each child/young person's views on all aspects of school life. This is usually carried out through collating learner's views through our student voice systems, discussions and end of year questionnaires.
- ALL learners with EHCP's will be given the opportunity to give their views and will be supported by their tutor to do so. All learners are invited to EHCP reviews.

### **What specialist services are available or accessed by the school?**

- We work closely with external agencies that we feel are relevant to individual children and young people's needs within our school. These may include: GP, School Nurse, Clinical Psychologist, Paediatrician, Speech and Language Therapist, Occupational Therapist, Educational Psychologist, Behaviour Support Service, Child and Adolescent Mental Health Service (CAMHS), and Social Services.
- We have speech and language therapy available, dyslexia support, and well-being support.

### **What training have the staff at ALP Nuneaton, had or currently having?**

- All staff are TEAM TEACH trained
- All staff have taken part in Safeguarding training
- All staff have taken part in a number of training programs that include but are not limited to, Autism Awareness Training, Attachment and Trauma, ADHD, Mental Health Awareness, Anxiety and Behavioural Management.
- The Head Teacher, Assistant Head(s) and Lead Teacher have all undertaken Designated Safeguarding Lead training.
- The Head Teacher is a qualified SENCO

### **How will my child/young person be involved in activities outside the classroom including day trips?**

- We aim for all of our children/young people to be included on school day trips. We will provide the necessary adaptations, having consulted with you, to ensure that this is successful.

- A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child/young person to take part in an activity, then alternative activities, which will cover the same curriculum area will be provided in school.

### **How accessible is the school environment?**

- The ground floor of the main school building is wheelchair accessible.
- We have one disabled toilet which is large enough to accommodate changing and personal hygiene care.
- Many of our classrooms environments and corridors are low sensory so that they are 'autism friendly'

### **How will the school prepare and support my child when joining the school or transferring to a new school?**

- We encourage all new children/young people to visit the school prior to starting with us.
- We often facilitate a phased transition for all our learners either entering or leaving our school. This helps learners acclimatise to their new surroundings. We would also visit them in their current setting if appropriate.
- We write social stories with children/young people to help explain and prepare them for any major transition.
- We liaise closely with staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child/young person has a EHCP or Statement of Educational Needs and is changing to a new school we will, whenever possible, arrange a review meeting with relevant staff from the receiving school.

### **How are parents involved in school life?**

- We have parents evenings during which parents are invited to offer their comments and opinions.
- Parents are always welcome to visit the school.
- Parents are asked to complete an end of year questionnaire, where their views and opinions are sought.
- Parents have access to our communication portal 'Parentmail'

### **Who can I contact for further information or to discuss a concern?**

- The first point of contact would be the Head Teacher to share your concerns
- You could arrange to meet with your child's/young person's tutor at school

**Areas of Need:** The new Code of Practice' 2015 states that there are four main areas which cover Special Educational Needs. These areas and their meanings are as follows:

<b>Area of Special Educational Need</b>	<b>Relating to difficulties with:</b>
<b>Cognition and Learning</b>	<p><b>Children may have difficulties with the skills needed for effective learning such as use of:</b></p> <ul style="list-style-type: none"> <li>• Language, memory and reasoning skills</li> <li>• Sequencing and organisational skills</li> <li>• An understanding of number</li> <li>• Problem-solving and concept development skills</li> <li>• Fine and gross motor skills</li> <li>• Independent learning skills</li> <li>• Exercising choice</li> <li>• Decision making</li> <li>• Information processing</li> </ul> <p><b>Children may have a specific learning disability such as dyslexia, dyscalculia, dyspraxia or dysgraphia.</b></p>
<b>Communication and Interaction</b>	<p><b>Children may have a delay or disorder in one or more of the following areas:</b></p> <p><b>Attention / Interaction skills:</b> May have difficulties ignoring distractions. Need reminders to keep attention. May need regular prompts to stay on task. May need individualised motivation in order to complete tasks. Difficulty attending in whole class. Interaction will not always be appropriate. May have peer relationship difficulties. May not be able to initiate or maintain a conversation.</p> <p><b>Understanding / Receptive Language:</b> May need visual support to understand or process spoken language. May need augmented communication systems Frequent misunderstandings. Repetition of language and some basic language needs to be used to aid their understanding.</p> <p><b>Speech / Expressive Language:</b> May use simplified language and limited vocabulary. Ideas / conversations may be difficult to follow, with the need to request frequent clarification. Some immaturities in the speech sound system. Grammar / phonological awareness still fairly poor and therefore their literacy can be affected</p>
<b>Social, Mental and Emotional Health</b>	<p><b>Children may have difficulties with social and emotional development which may lead to or stem from:</b></p> <ul style="list-style-type: none"> <li>• Social isolation</li> <li>• Behaviour difficulties</li> <li>• Attention difficulties (ADHD)</li> <li>• Anxiety and depression</li> <li>• Attachment disorders</li> </ul>

	<ul style="list-style-type: none"> <li>• Low self esteem</li> <li>• Issues with self-image</li> </ul>
<b>Sensory and / or Physical</b>	<p><b>Children may have a medical or genetic condition that could lead to difficulties with:</b></p> <ul style="list-style-type: none"> <li>• Specific medical conditions</li> <li>• Gross / fine motor skills</li> <li>• Visual / hearing impairment</li> <li>• Accessing the curriculum without adaptation</li> <li>• Physically accessing the building(s) or equipment</li> <li>• Over-sensitivity to noise / smells / light /</li> </ul>

**Specific Interventions, Strategies and Resources used at Parkview Academy  
to support your child/young person's SEN needs**

<b>Cognition and Learning</b>	
<b>Literacy</b>	
<b>Reading and Comprehension</b>	1-1 reading support Phonics, Oxford Learning Tree, Power of Reading, Jolly Phonics
<b>Writing and Spelling</b>	Key vocabulary lists Provision of word banks
<b>Speech and Language</b>	Use of visual cues Repetitive teaching of new concepts and chance to practise new skills Use of a variety of different ways for pupils to respond in class other than oral responses to show their thinking Speech and Language Therapist advice disseminated to and followed by teaching staff Specific differentiation or modification of resources e.g. use of symbols Speech Therapist when statement specifically stipulates number of hours Tutors make sure the classroom environment is language-rich and has well-organised wall displays to support learning in all areas of the curriculum.

	Key words explained and clarified, use of pre teaching of vocabulary may be used Repetitive teaching of new concepts and chance to practice new skills
<b>Numeracy</b>	
<b>Numeracy</b>	Introduction Dynamo Maths (January 2021) support basic mathematical skills, encouraging speed and fluency. Explicit teaching of mathematical vocabulary Differentiated learning within daily Maths sessions Practical and Multisensory Approach Individualised plans created from BKSB

<b>Sensory and/or Physical/Medical</b>	
<b>Medical</b>	Use of individualised Care Plans Referral to paediatrician Referral to CAMHS Specialist paediatric nurses meet with parents and staff working with individual children to agree individual care plans e.g. epilepsy, diabetes, ADHD High proportion of trained first aiders in school including paediatric first aid Health Visitors and School Nurse team deliver sessions to children on Hand washing, Hygiene, Healthy Eating etc.
<b>Sensory - Visual Impairment</b>	Adaptation of teaching and learning resources Adaptation of learning environment Resource materials are enlarged and/or modified as required
<b>Sensory – Hearing Impairment</b>	Adaptation of teaching and learning resources Adaptation of learning environment

<b>Social, Emotional and Mental Health Support - SEMH</b>
---

<b>Social</b>	<p>Whole school strategies to support the development of children's social skills and enhance self-esteem</p> <p>Small group programmes</p> <p>Social Skills groups</p> <p>After School groups</p> <p>Use of social stories</p> <p>Analysis of peer interaction and friendship groups</p>
<b>Emotional and Mental Health</b>	<p>Strategies to support/modify behaviour</p> <p>School sanctions and reward system as set out in School Behaviour Policy</p> <p>Meetings with parents and school to agree and monitor behaviour targets and prevent exclusion</p> <p>All staff trained in Team Teach, de-escalation and positive handling strategies</p> <p>Calming area for a children</p> <p>Daily Meet and Greet sessions to ensure children settle at the start of the school day</p> <p>Liaison with specialist external agencies e.g. ADHD</p> <p>Solutions to tailor provision for children</p>

<b>Communication and Interaction</b>	
<b>Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)</b>	<p>Staff make sure the classroom environment is full of language and have well-organised wall displays to support learning in all areas of the curriculum.</p> <p>Interactive Play support</p> <p>Transition support, visits and events especially</p> <p>Reduced modified timetable</p> <p>Meet and Greet sessions at the start of the day</p> <p>Opportunities for children to support younger children's learning to boost confidence</p> <p>Variety of monitor jobs and roles to promote interaction and boost.</p>

Policy Jan 2021  
Review Jan 2022

