



**Parkside Community College**

The best in everyone™

Part of United Learning

# SEND Information Report 2022-23

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## Introduction

This SEND Information Report aims to give an overview of the SEND systems in place at Parkside Community College. It links to Cambridgeshire County Council's Local Offer, and should be read in conjunction with the School's Special Educational Needs and Disability Policy

## Section Overview

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### 1. Contact information

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### Cambridgeshire County Council 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.

### 2. The Equality and Intervention Department

All members of the Equality and Intervention department work collaboratively and strategically with colleagues across the School to identify and support additional needs and promote inclusion. The team is made up of fourteen well qualified and experienced staff members:

- SENDCo Deputy SENDCo
- SENDCo Assistant
- SEND Administrator
- Intensive Pastoral Support Worker
- Maths Specialist Higher Level Teaching Assistant
- Literacy Specialist Higher Level Teaching Assistant
- Mentoring Specialist Teaching Assistant
- Transition Specialist Teaching Assistant

- 6<sup>th</sup> form support Teaching Assistant
- Four in class support Teaching Assistants

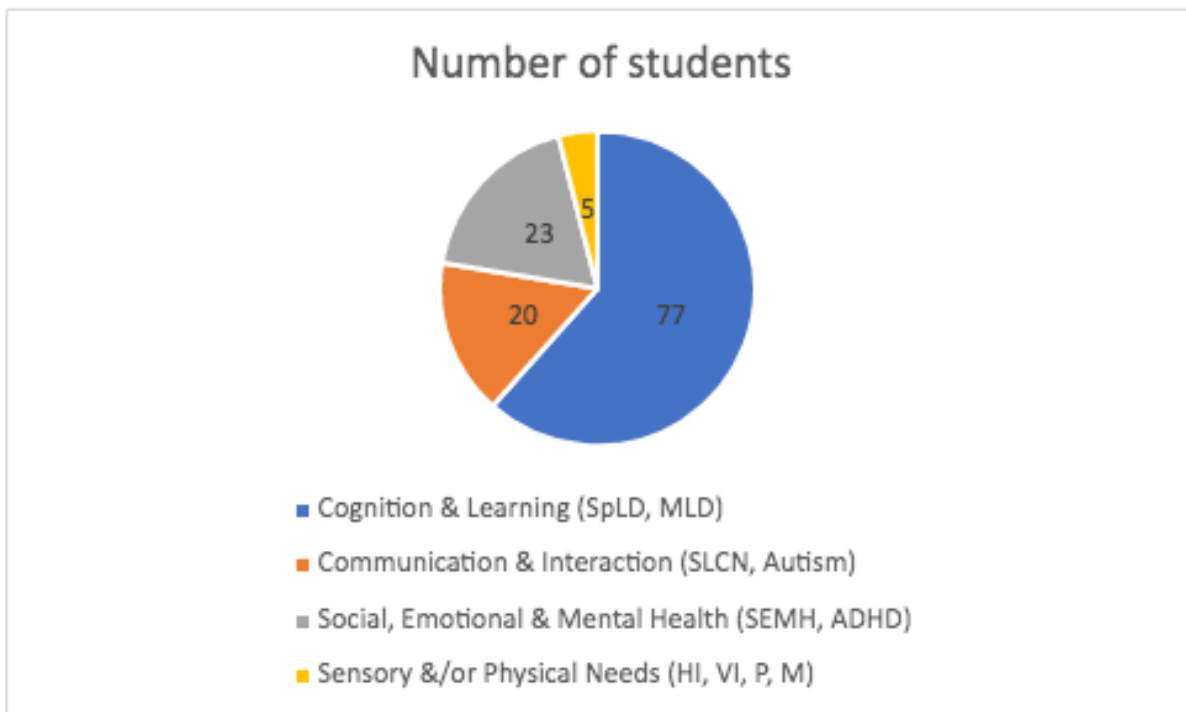
### 3. Our SEND students

SEND identification is fluid and not always static. As of November 2022, Parkside Community College has 15 students with Educational, Health Care Plans (EHCP) and 123 students identified as SEN Support (K). As percentages of the total School population, this equates to 2.1% EHCP and 17.3% SEND Support, as compared to the 2022 National Averages of 4.0% EHCP and 12.6% SEND Support.

We currently support students with a wide range of SEND needs including:

- ADHD
- Autism
- Hearing Impairment (HI)
- Medical Difficulties (M)
- Moderate learning difficulties (MLD)
- Specific learning difficulties (SpLD - including dyslexia and dyspraxia)
- Social emotional and mental health difficulties (SEMH)
- Speech language and communication needs (SLCN)
- Visual impairment (VI)

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:



### 4. Admissions

At Parkside we pride ourselves on being an inclusive setting where students feel safe and thrive to meet their potential. We welcome open and honest dialogue with any parent and student with SEND who wishes to potentially attend the School.

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.

Students with additional needs will apply to Parkside in the usual admissions process, as outlined in our Admissions policy. Those with an EHCP will apply during their Annual Review process and transfer phase during Year 6 or Year 11, with guidance from the Parkside SEND team. Consultation with the Local Authority will take place based on the paperwork provided to the School. We at Parkside are open to discussions with parents, the young person and professionals involved prior to making the decision on which placement parents would request, this is to ensure that Parkside is the most suitable environment and can offer the most appropriate provision for the young person to succeed and meet their potential.

## **5. Identification of and response to 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, as well as visiting them in their primary settings. We also meet families prior to students starting with us and invite students with SEND to an additional induction morning.
- At transition to our 6<sup>th</sup> 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.
- MidYIS, NGRT reading tests and baseline Maths and English testing given an indication of need, as do SATS results.
- 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.
- 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.
- 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.
- 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 form tutors together with the students, as well as by the SENDCo where needed.

In line with the SEND Code of Practice, a graduated response through an ongoing process of Assess, Plan, Do, Review informs next steps in the identification and support of students' needs. This process sits within a pyramid model of intervention support, shown here and detailed below:



## 6. Our Universal Offer

All staff at Parkside Community College endeavour to meet the needs of the students through our universal offer of inclusive high quality teaching in every lesson, complemented by our pastoral and personal development programmes. The latter includes a range of clubs to which all students are warmly invited, and both day and residential trips away from school. Both in lessons and extra curricular activities, adaptations are made to accommodate the different needs of individual students, as outlined in their Strategy Sheets.

## 7. Targeted Support

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
- Key Stage 3 homework club
- Key Stage 4 study support group
- Emotional intelligence (anger management) groups
- 1:1 mentoring
- Transition support
- Additional support with school trips

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 APDR 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 or our Mentoring Specialist. 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.

## **8. Specialist Support**

Our Deputy SENCO 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.

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
- CAMHS
- the local authority Speech and Language Therapy (SALT) team
- OT services
- Physiotherapists
- Hearing and Vision specialists
- MHST
- The Cambridge Acorn Project
- Blue Smile
- 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

## **9. 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.

## **10. 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 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 Education, Health and Care Plan. We send copies of students' Strategy Sheets home for review annually, and additionally where updates have been made.

## **11. Transition**

Transition arrangements are very important. 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 in July prior to starting with us. Those with an EHCP are offered a bespoke transition programme, according to need, prior to both Year 7 and Year 12.

Students with an Education, Health and Care Plan in Years 9 and above can receive support from the local authority Senior 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, and with other secondary schools as young people enrol at Parkside 6<sup>th</sup>.

For mid-term arrivals, we work with the pastoral team to get to know each student, liaising with families and previous settings to gain a good understanding of need and to enable us to respond to these promptly.

## **12. Staff training**

The SENDCo works closely with the Senior Leadership Team, Heads of Department and Heads of Year and to ensure that SEND is as key focus in every aspect of school life. Regular learning walks by these colleagues, as well as talking with teachers, teaching assistants and students, enables us to assess the quality of inclusive teaching to establish further training needs. The SENDCo and Deputy SENDCo input into all planned staff training, including regular department and Head of Department Teaching and Learning Community meetings; whole school weekly deliberate practice sessions, and school conference days, where external specialists may also be invited to deliver training. Knowledge of and good practice in responding to SEND is therefore embedded into all aspects of CPD. Additionally, staff are provided with resources for further self study, including the SEND handbook which sets out the principals of and effective strategies for working effectively with students who have different types of need.