OFG Education

SEN Policy

Parkside House School

The Education Act 1996 says that a young person has Special Educational Needs (SEN) if they have a learning difficulty which calls for special educational provision to be made for them. A learning difficulty means that the young person either:

a) Has significantly greater difficulty in learning than the majority of young people of the same age;

b) Has a disability, which either prevents or hinders the young person from making use of the educational facilities, which are provided for young people of the same age in a mainstream school.

Special educational provision means educational provision, which is additional to, or different from, the provision made generally for young people of the same age in a mainstream school. Everyone at Parkside School is committed to providing the conditions and opportunities to enable any young person to be fully included in all aspects of school life.

Vision Statement

The school intends that every student should achieve their potential and develop an understanding of and respect for themselves and others.

We believe Parkside House School enables its pupils to improve their academic performance, develop their social skills and raise their aspirations. Our pupils may have a history of negative attitudes towards school as a result of previous experiences of failure and frustration. Through our positive structure of rewards and incentives, underpinned by a strong sense of boundaries, our pupils gain self-belief, display positive behaviours and have a strong sense of belonging to our school. By rebuilding their self-esteem and forging positive relationships, they replace failure with success.

At Parkside House School we provide a high-quality learning environment and deliver an exciting and innovative curriculum which meets the needs of all pupils. The curriculum is underpinned by strong social and behavioural support, building self-esteem and giving pupils a platform to experience success. This, in turn, enables pupils to channel their energies into improving academically. The school has a strong ICT infrastructure, which aids learning and enriches curriculum delivery at all times.

At Parkside House School we are committed to a policy of equal opportunities for all pupils, staff and all who come into contact with the school, regardless of race, colour, gender, sexual orientation, religion or disability. Everyone visiting, working or learning in the school should feel welcome, secure and confident at all times. All should feel valued and able to participate fully in the life of the school.

Aims

- Ensure all staff have a clear understanding of the needs of all pupils;
- Be ambitious to meet the needs of all pupils who have SEND;
- Provide a differentiated, personalised curriculum appropriate to the individual needs, ability and interests of

each pupil;

- Ensure that all pupils take as full a part as possible in all school activities;
- Ensure that parents/carers of all pupils are kept fully informed of their child's progress and attainment;
- Ensure that all pupils and students are involved, where practicable, in decisions affecting their future provision;
- Ensure that all pupils are prepared for life beyond Parkside House and their future aspirations;
- Ensure all pupils achieve their best possible outcomes;

- Develop pupils' knowledge, skills and abilities to apply what they know and can do with increased fluency and independence;
- Provide pupils with the knowledge and cultural capital they need to succeed in British Society;
- Develop, implement and monitor appropriate programmes for young people;
- Provide intervention at a suitable level when a young person is identified as not making sufficient progress;
- Provide additional interventions, including therapeutic support based on individual needs;
- Work with outside agencies who provide specialist support and teaching for young people with SEN;
- Inform and involve the parents/carers of young people with SEN so that we can work together to support our young people;
- Encourage active involvement by the young people themselves in meeting their needs;
- Provide on-going training for all staff working with young people with SEN.

Legislation

This policy is based upon the statutory Special Educational Needs and Disability SEND Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND and disabilities
- The Special Educational Needs and Disability Regulations 2015, which sets out the schools' responsibilities for education, health and care plans, SEND Coordinators and the SEND Information Report

Definitions

The SEND Code of Practice 2015 defines SEND as:

- 'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person a learning difficulty or disability if he or she has a significantly greater difficulty in learning that the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Every child at Parkside House School has special educational needs and as such has an Education, Health and Care Plan (EHCP). All staff at Parkside House School are committed to providing the conditions and opportunities to enable all young people to be included fully in all aspects of school life.

Admissions

Parkside House School is set up to meet the specific needs of learners with social, and emotional needs, though they may face additional challenges and diagnoses including ADHD, ASC, SpLD, MLD, OCD, Dyslexia, Dyspraxia, Dyscalculia, Feotal Alcohol Syndrome and children who have experienced early childhood trauma. Parkside House School believes that the admissions criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the Code of Practice, in that all schools should admit students with already identified special educational needs. Please refer to our Admissions Policy for more information

Roles and Responsibilities

SENDCo Mrs Andrea Cowley

Mrs Cowley holds the National SENCO Award from the University of Wolverhampton. In addition to the SENDCo, there are currently five Pastoral Support Staff who work with pupils throughout the school providing support where it is required as well as through timetabled interventions with identified pupils. All education staff are involved in the development of the school's policy and are aware of the school's procedures for making SEN provision, and monitoring and reviewing that provision in line with the guidance in the Code of Practice.

As a member of the Senior Leadership Team, the SENDCo will:

- Work with the Senior Leadership Team to determine the strategic development of the SEND Policy and provision in school
- Have day-to-day responsibility in line with the SLT for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, all of whom have an EHCPprovide professional guidance to colleagues, staff, parents and other agencies to ensure that pupils with SEND receive appropriate support
  and high-quality teaching
- Plan and deliver in line with the SLT internal training to staff on current affairs and relevant issues within SEND
- Collaborate with outside agencies to ensure an holistic approach for the young people including supporting with assessments and reviews.
- Work with the Head Teacher, SLT and exams officer to ensure that the school meets its responsibilities under the Equalities Act 2010 with regard to reasonable adjustments and access arrangements
- Take responsibility for their own CPD; attending courses on relevant current topics so that they are aware of current practices in these areas and any future developments which make affect young people with SEND
- Ensure that the school keeps records of all pupils with SEND up to date

The Head Teacher will:

- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

Teaching staff will be responsible for:

- The progress and development of every learner in their class through the use of the graduated approach
- Working closely with any learning support or specialist staff to plan and assess the impact of support and intervention and how they can be embedded within classroom delivery
- Working with the SENDCo and SLT to review pupils' progress
- Working with the SENDCo and SLT to decide upon any changes to provision
- Ensuring they adhere to the SEND Policy

Liaison within the School

The SENDCo shares information about pupils with the:

- Pastoral and Learning Support Teams as appropriate;
- The Senior Leadership Team;
- Subject Leaders and Teachers;
- The members of staff responsible for Child Protection (DSL & Safeguarding Officers).

PEP meetings

The SENCO will also liaise with the relevant parties in relation to the use of Pupil Premium and evidence this accordingly. The DfE has given us the freedom to use the Pupil Premium as we see fit, based upon our knowledge

of our pupils' needs.

'It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. 'However, we are accountable for the use of this additional funding.

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Identification and Assessment

All young people who attend Parkside House School have SEN. Their needs are assessed on admission and on an on-going basis as detailed in the school's assessment policy. All pupils hold an EHCP (Education and Health Care Plan).

Curriculum Access

The provision at Parkside House School is based on:

- Setting appropriate learning targets
- Responding to young people's diverse learning needs and interests
- Overcoming potential barriers to learning

All Class Teachers, the SENDCo and other internal professionals take part in an on-going process of assessment, planning and review that recognises each young person's strengths as well as areas for improvement.

Strategies used to enable curriculum access for all young people are:

- Differentiation of the curriculum to match task to ability
- Phonics and word maps to support pupils
- Key Vocabulary personalised to support all pupils when accessing learning
- Pearson Rapid Reader intervention programme to boost reading ages
- Use of communication strategies suggested by the Speech and Language Therapist
- Ensure tasks are differentiated according to students' needs

Using a range of teaching styles to engage, using Pastoral Support, LSAs and Teaching Assistants to provide additional support to students

- Alternative means of accessing the curriculum e.g. use of ICT and specialist equipment
- Using positive engagement strategies within the classroom as part of the whole school Behaviour Policy
- Access to Speech and Language Therapy
- Access to Occupational Therapy
- In-service training for all staff on the needs of young people with SEND

Monitoring the Success of the SEND Provision

Evidence of the effectiveness of this policy on progress in learning or improvements in behaviour for young people with SEND will be shown by:

- On-going staff observations of the young person in the school setting;
- Differentiated planning by the Teacher to meet the young person's needs;
- Records and evidence of the young person's work showing progress towards curriculum objectives;
- Evidence of progress towards targets at pupil progress reviews;
- Progress towards age-appropriate scoring on standardised assessments;
- Records and evidence of the young person's progress towards SMART targets on their Individual Education and Behaviour Plans each term;
- Discussion at an appropriate level with the young person about their progress;
- Discussion with outside agencies about the young person's progress;
- Reviewing the impact of interventions at the end of the intervention sessions
- Attending daily debrief meetings with staff as well as holding regular LSA meetings
- Using pupils' questionnaires
- Holding annual reviews for young people with EHCPs

Evaluating the Success of the SEN Policy

The success of the policy will result in the needs of all young people with SEN being met by:

- Making use of good practice in planning for, teaching and assessing young people with SEN;
- Regularly reviewing of the young person's progress against targets set within the EHCP;
- Considering the wishes of the young person at an appropriate level;
- Having a positive and effective partnership with parents/carers;
- Encouraging a multi-disciplinary approach whenever possible.

Annual Review

A statutory review of each pupil's progress towards meeting the objectives written in the EHCP is held at least annually. In addition, a Transition Plan is prepared at each review from Year 9 onwards. An School Annual Review report is produced, which reports on progress in subject areas, social and emotional development and learning style. Before the review the pupil has the opportunity to discuss their progress with a member of staff and to complete a form recording their own views. A Family views form is also sent home which is discussed during the meeting before being incorporated into the updated EHC.
These reviews focus on what the pupil has achieved as well as on any difficulties that need to be resolved

The Annual Review aims are to:

- assess progress towards meeting the objectives specified in the EHCP;
- review any special provision;
- provide a profile of current steps of attainment in English, Maths and a summary of progress achieved in other areas of the curriculum;
- consider the continuing appropriateness of the EHCP;
- set new targets for the coming year.

The SENDCo initiates the review process upon receipt of the termly list of annual reviews for the five Local Authorities we currently work with. In preparing for the review meeting, the SENDCo must request written advice from:

- Pupil parents/carers;
- Anyone specified by the authorities;
- Anyone else the SENDCo considers appropriate.

The SENDCo must also circulate a copy of all advice received to all those invited to the review meeting at least two weeks before the date of the meeting, inviting additional comments, including comments from those unable to attend the review meeting. The Annual Review meeting is usually chaired by the SENDCo. The SENDCo provided the relevant Local Authority with a report following each annual review meeting before the end of the term, or 10 school days after the meeting takes place if
that is any earlier. The report summarises the outcome of the review meeting, setting out the assessment of the main issues discussed at the meeting, the recommendations about educational targets for the coming year and any other steps

Pupil profiles and targets

Pupil profiles provide classroom strategies and suggestions of possible resources and techniques to support pupils. Pupil profiles will also contain targets selected from their EHCP, which will then be broken down further into short term SMART targets which are reviewed at least termly.
Pupil profiles will demonstrate:

1) The nature of the pupil's difficulties including potential triggers, official diagnosis of need, and how to support the individual

2) Actions involving provision, staffing, support, programmes, activities, materials, and equipment

3) Targets aimed to be achieved, and record the progress that has been made towards these targets

The targets for each pupil will focus on specific areas of difficulty, identify appropriate strategies for intervention, and progress towards the targets. It is presumed that each pupil's profile will include several targets.

Access to Information

Information about the school and its various activities can be provided in a range of formats, on request, for pupils and prospective pupils who may have problems accessing it in written form, e.g. by reading aloud, overhead projections and use of symbols, photographs, diagrams and pictures. Information about the school is available to all on the school's own website.

INSET Arrangements

Within school, there is an on-going programme of INSET training for all members of staff. The SENDCo regularly attends courses on SEND issues. They also attend school INSET sessions about other areas of the curriculum so that they are aware of current practices in these areas and any future developments which may affect young people with SEND. Staff twilight and INSET sessions are planned by the Senior Leadership Team to best compliment and support the specific needs of pupils within our school. Staff members with specialist knowledge, SENDCo, OFG Clinical team and external providers, then deliver this training

SEN Local Offer

How does the school know that young people need extra help?

What should I do if I think that my young person may have special needs?

Parkside House School is an independent special school. We provide specialist day education for young people aged 10 to 18, including children in care, who have a range of social, emotional and mental health needs and also pupils who have been diagnosed with autism or demonstrate behaviours associated with autism. Before joining our school and as a result of their specific learning needs many of our young people will have been unable to access an educational curriculum effectively. Parkside House is committed to raising achievement and enabling pupils to recognise their potential and supporting them through a personalised, engaging curriculum. Our priority is to develop the foundation knowledge and skills required to make a manageable and smooth transition to the next life stage. We will offer a supportive environment where our young people accept responsibility for their actions, make positive decisions and display pro-social behaviour.

All pupils who attend Parkside House School have an EHCP which identifies the school as the most appropriate provision for the young person. The EHCP will identify the young person's primary and additional needs. These needs are reviewed annually through the Annual Review of the EHCP. The academic progress together with the progress made against the pupils' individual objectives written into the EHCP, is monitored regularly by the SENDCo and other members of the SLT. Where pupils are not making expected progress, staff work together to design, implement and evaluate specific, personalised interventions to remedy the situation. The school will communicate with parents/carers and placing authorities about interventions, and will work collaboratively with parents/carers to enable them to support learning at home. Parkside House School is committed to providing an appropriate and high quality education for children and young people with special educational needs. We believe that all our pupils, have a common entitlement to a broad and ambitious education, which is accessible to them, and fully includes all aspects of school life. We believe that all our pupils should be equally valued in school and we strive to eliminate prejudice and discrimination, and to develop an environment where all our pupils can flourish and feel safe.

At Parkside House School we are committed to inclusion. We aim to improve and develop cultures, policies and practices that include all of our pupils. We aim to engender a sense of community and belonging, and to offer new opportunities to pupils who may have experienced previous difficulties. This does not mean that we treat all pupils in the same way, but that we respond to pupils in ways which take account of their varied life experiences and needs. We believe that educational inclusion is about equal opportunities for all pupils, whatever their age, ethnicity, impairment, attainment and background.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of a nurture group, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Parkside House School we aim to address and meet the EHCP objectives and provide teaching and learning contexts, which enable every pupil to achieve their full potential.

How will school staff support my young person?

All pupils at Parkside House School have an EHCP. This document outlines the needs of each child and recommends the provision, resources, approaches and multi-agency involvement required to meet those needs. The overall objectives of the EHCP are broken down into smaller targets on the young person's Individual Education Plan (IEP) and Individual Behaviour Plan (IBP) if appropriate. IEPs and IBPs are drawn up each term by the child's Form Tutor. Targets are set and the progress made is reviewed each term. All subject staff who teach your child are working on enabling your child to meet their IEP targets. These are regularly reviewed and all evidence is recorded. We use continual teacher assessment to identify how well pupils are making in both their personal development and academic progress. We use this information to tailor learning to any identified areas of development.

At Parkside House School, we work closely with other professionals wherever possible to ensure that all of the needs outlined in the EHCP are met. Pupils have daily contact with their form tutor; this is the first point of contact for parents and carers through daily/weekly email or phone contact. The Regional Director for Education/Chair of Governors, holds responsibility to ensure that all procedures and school systems are robust, and that policies are in place, and are working effectively. Skilled staff will be able to use individual pupil documentation and differentiation in a variety of ways to support the individual needs of each pupil. This practice may involve modifying the learning environment, learning objectives, teaching styles and access strategies. The needs of each individual will be provided within the whole class planning frameworks and individual target setting.

Monitoring of progress will be carried out by the form/subject teacher and used to inform future planning within whole class planning. Pupil progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention. Here at Parkside House, we are passionate about the importance of providing pupils with opportunities to learn outside of the classroom environment. All pupils take part in a wide range of outdoor activities including PE, trips into the local community as well as museums, shops and sports centres. Additionally some students attend a range of Alternative Providers based upon their interests, such as a local farm, Forest School, stables and construction/mechanics project for at least one day a week.

Such provision is essential in enabling some of our students who may need more emotional regulation time to be able to build their confidence and self esteem in a different environment, with the ultimate aim of empowering them to successfully transfer their new skills into a classroom setting. We can also offer Acorn Digital Learning with an online tutor should a pupil require a home-based learning approach.

How will the curriculum be matched to my young person's needs?
All pupils at Parkside House School have access to a broad and ambitious curriculum. At the School, we believe that the word 'curriculum' should be interpreted in its widest meaning. It is every planned learning experience the pupils have as a member of the school, both learnt formally within a lesson or informally outside the classroom throughout the whole school day. It is all the planned activities that we organise in order to promote learning, personal growth and development. Teachers, support staff and instructors structure these experiences to ensure that they have the most positive effect on the attainment, progress and personal development of all pupils. The overall aim of the curriculum is to enable all the young people at Parkside House School to become successful learners, confident individuals and responsible citizens.
We aim to achieve this by supporting the following key principles:

Commitment to National Curriculum
While independent school regulations do not require National Curriculum coverage, Parkside House School is committed to covering the National Curriculum wherever possible and its programmes of study. This commitment must however be consistent with any EHCP for any young person which may well prioritise particular subjects or key areas of learning.

Pupil Entitlement
As a Special Needs School, providing for the needs of young people with a range of social, emotional and mental health needs and also pupils who have been diagnosed with autism or demonstrate behaviours associated with autism, we are committed to the principle that all pupils, regardless of ability, race, cultural background or gender, have a right to the highest quality of education we can provide. This means that we seek to ensure; breadth and balance for all; appropriate levels of expectation and genuine challenge and relevance; continuity and progression in learning. Addressing Special Educational Needs As part of the admissions process and after a place has been confirmed, a range of data and information is forwarded to education staff prior to the young person arriving. This information will include education, social and medical history, attendance, safeguarding issues and involvement of other agencies. The EHCP will provide further information relating to current attainment as a minimum in core subjects.

Personalised to meet Individual Needs
On admission to the school each young person will complete baseline assessments in different subjects, including a Reading Age Test. Data from this assessment will be distributed to education staff and will reflect current cognitive ability. Where the EHCP indicates, or where the generic baseline assessment indicates, there will be further targeted screening, where necessary with specialist and therapeutic support.
The baseline data is used to set realistic targets for progress across the curriculum and in relation to the key learning needs of the individual. The targets form a key part of individual plans including education plans, behaviour plans, positive support plans and individual risk assessments. Pupils start to make choices about their learning in Key Stage 3 where we introduce an options programme to support learning in the core subject areas, this follows into Key Stage 4/5 to allow every opportunity for pupils to further personalise their learning and their timetable.

Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse. Staff will work in a way to avoid the isolation of pupils, and will encourage peer working and collaborative learning. Differentiation takes a variety of forms within teacher planning.

Learning objectives are always made explicit and then activities may be adapted, or planned separately as appropriate. Pupils with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.

The school will ensure that the curriculum and extracurricular activities are barrier free and do not exclude any pupils.

How will both you and I know how my young person is doing and how will you help me to support my young person's needs?

All pupils at Parkside House School have an EHCP. This document outlines the needs of your child and recommend the provision, resources, approaches and multi-agency involvement required to meet those needs. The overall objectives of the EHCP are broken down into smaller targets on the young person's Individual Education Plan (IEP). Individual Education Plans are drawn up each term by your child's class teacher. Individual targets are set and the progress made is reviewed each term.

All subject staff who teach your child are working on enabling your child to meet their IEP targets. These are reviewed regularly and parents/carers are regularly informed of any progress against these. We also set and review subject targets each term that outline specific subject based targets for your child to work on. These targets are linked to National Curriculum areas of progress, vocational accreditation or GCSE grades to show your child exactly what they need to do next to improve and make progress. These targets are clearly displayed in our full education report at the end of the Summer term plus the annual review report that is produced for the EHCP review.

Pupils at Parkside House School are given opportunities to complete homework and we fully encourage parents and carers to support their children in completing this at home. However, Parkside House School does not want this to be a barrier to learning and cause health and well-being concerns away from the School environment, and so parents can opt in or out through our homework policy.

Annual Review meetings are held once a year and parents/carers are invited to attend these. We also hold end of term Celebration assembly, where pupil achievements are celebrated with the whole school If you are at all worried about your child's progress, then please do contact their Form Tutor in the first instance or feel free to make an appointment to come and talk to the SENDCo or other members of the Senior Leadership Team.

What support will there be for a young person's overall well–being?

We are committed to multi agency working to ensure that the needs of the young person are met. Our work with other agencies is frequent, sustained and responsive to pupil and family needs. Professionals from other agencies such as Speech and Language Therapy; Occupational Therapy, Psychotherapy, Education Psychologist, CAMHS/CYPS, Social Care, OFG Careers Advisors and Health support the work of the school on a regular basis. These agencies work with us to support pupils, to devise strategies and offer training and advice whenever necessary.

The Pastoral team, chaired by the Headteacher with the SENDCo We offer access to a number of interventions including reading, design technology, structured messy play and other multi-sensory activities as well as interventions outside of school including Hill Top Farm and the Wheels Project.

We also work closely with Northumbria Police around issues of sexual exploitation, staying safe, appropriate use of the internet and anti-bullying. We encourage pupils to use their pupil voice to raise any concerns or issues that they have through the School Council, which meet regularly and brings any issues to the fore. Pupils are also involved in planning for their individual targets through IEPs, Annual Reviews and in selecting their individual learning targets.

The primary aim of the curriculum that is offered at Parkside House School is to maximise the personal development and well-being of each individual, to become successful learners, confident individuals and responsible citizens with a fundamental understanding of British Values including democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

The two areas of Education and Therapy work holistically to support the individual needs and well-being of each pupil. In all that the school offers, the key is to provide for the support and challenge that meet individual interests and aspirations. In terms of delivery, the key features of personal and social development are covered in the Key Stage 2

curriculum through elements of the PSHE curriculum. In Key Stages 3, 4 and 5 key features are taught through the curriculum through timetabled Citizenship/PSHE lessons including Sex and Relationship lessons to reflect statutory requirements of the National Curriculum with a clear focus on the development of Life Skills.The School strives to ensure that young people leave equipped with the knowledge, understanding, skills and attitudes to cope with life in the wider world. In particular, to establish positive relationships, meet the demands of employers and to be able to live safe and healthy lifestyles. Delivery of the Core 14 – 18 Curriculum provides for pupil personal development through, ASDAN, Careers Education and Guidance and a Tutor support programme. These planned tutorials take place regularly and include input from all staff who work alongside the pupils.

What specialist services and expertise are available at or accessed by the school?
All of our educational staff have undertaken specialist training and have access to a full professional development programme. All staff follow an in depth, tailored induction program when they join Parkside House School.

Many of our teachers have, in addition to their teaching qualifications, further qualifications in Education, SEND including Post Graduate Certificates in a range of areas, including SEND and Inclusion and Psychology. In addition to teachers on site, we also have support staff, pastoral workers, and an administration and facilities team.

We have access to a Clinical Team within the Outcome First Group, which includes a Psychotherapist, Occupational Therapist and SALT.
We also work closely with other agencies to meet pupils' needs:
• Social Workers
• Wider CAMHS/CYPS professionals
• Services for Children and Young People - Children's Social Work
• Education Welfare Service
• Pupil's GP
• Educational Psychologist

What training are the staff supporting children and young people with SEND had or are having?
All education staff receive a wide range of SEND specific training delivered by our wider group, in-house by specialists, clinicians and the wider therapeutic team and external providers. As part of our on-going continued professional development programme, we have worked with and receive regular training from professionals, including Therapeutic parenting, Trauma informed practice, Anxiety and Autism; Autism, sensory needs and our environment; Safeguarding, ADHD, Attachment Disorders and other specific/relevant needs and disorders. The SLT and SENDCo hold regular meetings to update and revise developments in Special Needs Education and Inclusion.

All staff have access to professional development opportunities and can apply for training where a need is identified. Support staff are encouraged to extend their own professional development and the Senior Leadership Team will ensure training is offered where this is appropriate. We also have a daily staff de-brief meeting for all staff where we discuss best approaches and strategies for meeting the needs of the pupils.

We invite professionals such as Intensive Behaviour Support and Education Psychologists to attend these meetings to share advice. Designated Senior Staff (Headteacher, Deputy Headteachers and SENDCo) receive regular, statutory training (Level 3) regarding safeguarding, and all school staff receive Safeguarding (Level 1/Intermediate) refresher

training every year. The DSL at PHS complete level 5

How will my young person be included in the activities outside the classroom including school trips?
Our off site visits are designed to enhance curricular and recreational opportunities for all of our pupils. Off site visits are also designed to create opportunities for developing independence, communication and self-management skills, and to promote positive self-esteem. We have a rigorous in-house health and safety screening for all of our offsite education and work placements.

This will involve working with each placement to make them aware of individual pupil needs and targets for the duration of the work placement and ensuring that those involved in teaching our pupils offsite are also aware of specific SEND, through detailed pupil profiles and lesson visits. All visits and off site activities are risk assessed to ensure they are appropriate and can be managed to suit individual needs. Planned, structured experiences for learners outside of the classroom and school environment add to each individual's overall learning experience. Intrinsic to these opportunities will be a thoughtful focus on personal development and are considered to be a very important area of the whole school curriculum.

Examples of these additional learning experiences include; Outdoor Educational trips and also Curriculum related visits and activities. These also feature as part of the educational experience through all learning phases and are supported by English, History, Science and Geography departments and also through the delivery of Life Skills and the vocational programme.

Outdoor Learning
It is our belief at Parkside House School that there should be ample opportunity to take learning outside of the classroom. When this takes place, our pupils may attain higher levels of knowledge and skills, improve their physical health and increase their motor abilities, socialise and interact in new and different ways with their peers and adults, show improved attention and enhanced self-concept, self-esteem and mental health and change their environmental behaviours and their values and attitudes. The outdoors can provide space and freedom for a type of learning that is difficult to replicate indoors. A number of pupils participate in Forest School, Fishing, outdoor adventure and sporting activities.

How accessible is the school environment?
The Parkside House School is a single site school with two buildings; the main school is built on two levels with stairs from ground floor to the first floor. Entrance to the building is through the main lobby and there is an additional entrance for pupil access. In September 2022 the school opened a new single-storey building next door, with three classrooms and a Science lab.

Classrooms are accessed by corridors which have fob-release. There are currently clearly identified male and female toilets for pupils and adults. Pupils requiring equipment due to impairment will be provided with equipment recommended from the SEN and will be continually assessed in order to gain any extra support that they require. A number of the classrooms and other learning areas are wheelchair accessible as they are situated on the ground floor of the main building. Outside learning and recreational areas outside are also wheelchair accessible including the outside playing area. All visitors would be able to access the building through the main gate and entrance to both buildings.

How will the school prepare and support my young person to join the school, transfer to college or the next stage of education and life?

We work closely with your Local Authority to ensure that the child is offered provision that can meet their needs. As part of our admissions process, prospective parents can meet the Headteacher and SENDCo and see the school in action. Parents and carers can express a preference for Parkside House School and this is usually through close working partnership with SENDIASS and placing officers working for the local authority.

All places are decided at a LA panel comprising of Headteachers, Educational Psychologists and Local Authority Officers. At the early stages of the admissions process we work closely with parents and carers, children and their current schools (if currently attending) throughout the transition stage to create bespoke transition packages that meet individual needs. This will involve an initial school visit, a taster day then a planned transition usually starting with half days building to full days depending on individual need.

Careers Education and transition planning is an important part of the Annual Review process from Year 7 onwards. Pupils meet with their LA designated careers advisor regularly from Year 9 to discuss ideas about college training or employment choices. Transition plans, where necessary, are completed for all pupils and this process starts in year 10.Vocational and Careers Guidance

Parkside House School endeavours to provide all pupils with a range of opportunities to participate in a vocational environment. A clear vocational philosophy exists as careers and guidance is encouraged as part of a whole school approach from Y7. Emphasis on vocational opportunities have been developed in Key Stage 3, 4 and 5 with qualifications such as Construction, Mechanics, home cooking skills and we are planning to run the Duke of Edinburgh Scheme. Careers education and guidance are taught through timetabled Careers Lessons, ICT based careers information programme, PSHE/Citizenship and Life Skills. In Key Stage 4 and beyond, an emphasis is placed on the world of work, opportunity awareness, college and work experience.

All 14+ pupils receive guidance and are encouraged to participate in College programmes as part of their EHCP review process, especially those who have expressed an interest in moving on at the end of Year 11. This process also provides the specific information required to create individual transition plans.

Pupils who are ready for work experience are supported with a suitable work placement as guided through appropriate outside agencies. Personalised learning is supported by Individual Personal Profiles to encourage pupils to pursue areas of interest and gain experience. Teachers and support staff provide valuable support and guidance as they support the individual pupil needs. Further extensive careers support and guidance are available through: planned visits and discussions and advice from Careers Advisors from Outcomes First Group as well as the Parkside House careers team (including SENDCo), outside agencies and parent/carer involvement as opportunities are provided for pupils' individual needs and future transitions. It is the aim of the school that all pupils should leave the school with a suitable placement matching the individual's ability and aspirations either at the end of year 11 or the end of year 13. The aim is for all Year 11 pupils to actively apply for sixth form, college placements, apprenticeships or jobs whilst in their final year.

The rationale for college placements is to provide extended learning opportunities and personal development, to encourage new relationships and friendships, to experience new learning environments, to gain appropriate learning for individual needs and to encourage lifelong learning. We work closely with other providers to ensure that the transition to post 16 is as smooth as possible.

How is the school's learning environment and resources matched to young people's special educational needs?
The school is aware that a purposeful and structured learning environment is essential in promoting high standards and good working practices. Displays of pupils' work, stimulus materials and appropriate resources are very important in setting standards, raising expectations and also play a key role in effective behaviour management. All departments, teachers and tutors are expected to manage their display areas effectively and to contribute to displays in public areas of the school. The structure and organisation of the classroom is also an important factor in developing effective working methods and a positive ethos. Whilst this is left to individual teachers and departments, it is expected that classrooms and learning areas are orderly environments where pupils can work effectively, comfortably and most importantly safely.
It is crucial that adequate resources are provided and are accessible, and that pupils treat classrooms, workshops and any other learning environments with respect. At Parkside House School, we believe that the development of capability in the safe use of ICT is an essential requirement of the pupils' education and that they have an

entitlement to IT resources and teaching of the highest possible quality development of ICT.

The School is guided by the following principles:

• All pupils have an entitlement to the safe use of ICT throughout all Key Stages. They are expected to develop both understanding and practical expertise. Pupils develop their skills through specific teaching in ICT/Computing lessons, and as a result of the use of ICT in subject areas. All pupils will be taught how to use the internet safely and will be expected to follow the schools safety guidelines;

• ICT resources are planned and deployed within the context of Parkside House School as a therapeutic community. We seek to ensure that resources of the highest quality, and an appropriate type are provided to meet the needs of all users;

• Staff are encouraged to make full use of opportunities for professional development in ICT. There are also opportunities to attend external courses as well as in-house support from the ICT Lead and the OFG Technical Support Team.

All of our classrooms are provided with resources to ensure the delivery of a personalised curriculum. Where additional resources are required to enable a pupil to fully access the curriculum, advice is provided by appropriate professionals including the Clinical team, consultants and educational psychologists.

How is the decision made about what type and how much support my child will receive?
Your child's EHCP identifies the level of support required to meet your child's needs. This is agreed through discussion between the School and your Local Authority. We plan provision to achieve the objectives outlined in the EHCP for each individual pupil.
Where a period of differentiated curriculum support has not resulted in the pupil making adequate progress OR where the nature or level of a pupil's needs are unlikely to be met by such an approach, targeted intervention may need to be made. This extra provision would be indicated where there is evidence usually through baseline assessment that:

• There has been little or no progress made with existing interventions;
• Additional support is required to develop literacy or numeracy skills;
• Additional support is required for emotional, behavioural or social development; • Additional support is required for sensory or physical impairments;
• Additional support is required for communication or interaction needs.

Where needs are similar, it is appropriate to support these children within a group, focusing on the common needs. However, each pupil will retain individual targets. Both groups of children will have provision for their needs

Provision will run concurrently with differentiated curriculum support. The group may be taught by the class teacher and also supported by a LSA. The responsibility for planning for these pupils remains with the class teacher, in consultation with the SENDCo. Individual Education Plans will be reviewed termly, although some pupils may need more frequent reviews. The class tutor will take the lead in the review process.

Parents/carers and wherever possible, the pupil, will be informed and will be consulted about any further action.

How are parents involved in the school? How can I be involved?
At Parkside House School we believe in working in partnership with parents and carers to achieve the very best outcomes for pupils. We communicate regularly with parents/carers, through weekly emailed reports from class tutors, face to face meetings, educational progress meetings and Annual Reviews. We also communicate with

parents and carers via regular phone calls if needed as well as termly reports and news updates. It is our hope that parents/carers can be actively involved at all stages of the education planning process.

At Annual Review meetings with parents/carers we aim to ensure that the pupil's strengths as well as areas for development are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.

We strongly believe parents/carers should be supported so as to be able and empowered to:

- Recognise and fulfil their responsibilities as parents/carers and play an active and valued role in their child's education;
- Have knowledge of their child's entitlement within the SEN framework;
- Make their views known about how their child is educated;
- Have access to information, advice and support during assessment and any related decision-making processes about special education provision.

Parents/carers are always invited to contribute their views to the review process. All reviews will be copied and sent to parents/carers after meetings. Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request. As a school we welcome contact from parents/carers and would encourage parents to contact us, via the school office, if there are any questions or concerns.

Who can I contact for further information?

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Outcomes
First Group