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# PARKWOOD HALL CO-OPERATIVE ACADEMY

## Parkwood Hall Co-operative Academy

"Growth through Personal and Social Learning"

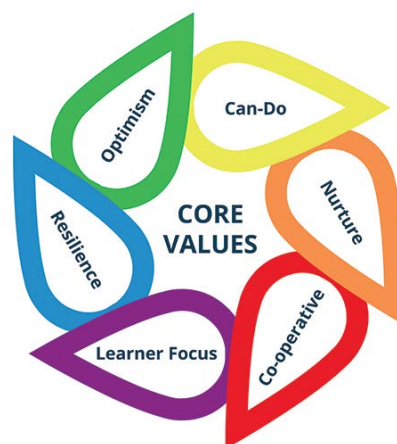
## Statutory Policy File

### SEND POLICY

Index No: 14

*Parkwood Hall Co-operative Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment'*

#### Our Core Values



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## SEND POLICY

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### 1 SPECIAL EDUCATIONAL NEEDS POLICY

Parkwood Hall Cooperative Academy is a state-funded day and residential special school which aims to offer all children an education that enables them to achieve the best possible educational and to prepare students for adult life. We refer to our boarding provision as "Residential Education" and elements of this are very much part of our educational offer for all, although only the boarders get the benefit of our full waking day curriculum.

The school fully subscribes to the principles underlying the SEND Code of Practice 2014 (updated January 2015). The Code of Practice sets out in some detail the practice that should be followed by all professionals working with children and young people who have SEN or disabilities.

### 2 THE PRINCIPLES OF THE CODE OF PRACTICE INCLUDE:

- taking into account the views of children, young people and their families
- enabling children, young people and their parents to participate in decision making
- collaborating with partners in education, health and social care to provide support
- identifying the needs of children and young people
- making high quality provision to meet the needs of children and young people
- focusing on inclusive practices and removing barriers to learning
- helping children and young people to prepare for adulthood

### 3 REFERRALS BY LOCAL AUTHORITIES:

Potential students are referred to us for two principal reasons:

Scenario 1 - Local Authorities submit papers to us for consideration because it is felt that the students' needs cannot be met in their present setting, or within the local authority's overall provision (the "local offer"). Usually, the LA will have considered a range of their own provision and even that in neighbouring authorities, before making a referral – although there are also times when the child/young adult has particularly complex needs which quite clearly cannot be met locally.

Scenario 2 - Parents have visited Parkwood and have "expressed a preference" for us. Because we are a state-funded academy, parents have the legal right to "name" us as their preferred school and the LA is obliged to consult with us.

The process of referral and/or expressing a preference can begin at any time during the year. Every set of papers received is considered by the Senior Leadership Team (SLT) and the

Admissions Panel of the Governing Body (who are the admissions authority). If it is felt that the student's needs can be met at Parkwood, the next step will be to arrange a Placement Suitability Evaluation (PSE) after which a report will be compiled and a decision made whether or not to offer a place. Students start at varying times across the school year and at varying times in their school career.

#### **4 WHAT ARE THE KINDS OF SPECIAL EDUCATIONAL NEEDS FOR WHICH PROVISION IS MADE AT PARKWOOD HALL?**

- We provide day and weekly boarding places for children aged 7-19 years. Students are provided with an appropriately paced and differentiated curriculum. Our approach is highly specialised and holistic, ensuring that all the professionals working with and on behalf of the students do so in a fully integrated manner.
- All students on roll will have a Statement of Educational Need and/or an Education & Health Care Plan (EHCP).
- Our admission criteria are broad and we are always prepared to consider any student whose cognitive ability falls within the range from low average, through moderate learning difficulties, to severe or complex needs.
- As a truly inclusive school, the diversity of the students we admit is very wide-ranging and it is probably easier to identify those students whose needs we would struggle to meet. However, children are individuals, not collections of syndromes and diagnoses, and we are always willing to consider an application in respect of any child or young person who would benefit from what we have to offer.
- We tend not to admit students whose special educational needs are described as profound and multiple (PMLD), or those for whom social emotional and mental health difficulties (SEMH) predominate. In the case of the former we tend to lack the highly specialised equipment and adaptations that are required and for the latter group their behaviour might present a threat to some of our more vulnerable students.
- We do admit students with very complex needs, including those with epilepsy and medical conditions which mean they have mild impairment of mobility, such as hemiplegia or loss of muscle tone. We also know that many students with special educational needs can have challenging behaviours which arise out of their learning difficulties and we have a very good track record in helping them learn to manage their own behaviour within the school context and the wider world.
- Further details with regards admissions to the school are within the admissions policies on the website.

#### **5 IDENTIFICATION AND ASSESSMENT OF STUDENTS:**

- When we are consulted by an LA for a student placement we consider the needs of the student and our ability to meet those needs. Parents of prospective students are contacted and invited to visit the school if they have not already done so. They get to see the school during the working day, have a tour of the school and have their questions answered. If we believe we may be able to meet the students' needs we then offer a Placement Suitability evaluation opportunity. This includes 2 days at Parkwood and for

residential students 2 nights and 3 days in schools this ensures our admissions panel can make an informed judgement when considering a placement offer.

- A decision concerning suitability is then communicated to the student's Local Authority, who then decides whether they will name Parkwood Hall as the student's school.
- We continue to work with students' Local Authorities to transfer all our students' Statements of Special Educational Needs to Education, Health and Care Plans. All our leavers, to educational placements, in summer 2015 left with an Education, Health and Care Plan. All families of children that are involved in this process will receive information on the process and be supported by school throughout via our Student Liaison and Inclusion Manager (SLIM), Chris Prisk.

## 6 OUR APPROACH TO SUPPORT:

- When a student starts at Parkwood we will have already discussed and identified the level of support required. Some students will be provided with 1:1 or even 2:1 support funded through their Statements/EHCP plan. Others will receive the basic entitlement; which is to be taught in a small class led by a class teacher who is usually supported by 2 teaching assistants.
- For all students we make regular assessments of needs. Some students require particular support at different times in their school day or on house.
- We provide small class sizes - typically between 4 and 8 students with a class teacher and 1 or 2 teaching assistants (in some classes there may be more TAs due to 1:1 support).
- Teachers are ultimately accountable for the progress of their students. This includes access to support from the teaching assistants assigned to that class (unless detailed specifically in Statements/EHCP)
- Personalised learning and teaching is the first stage in effectively supporting students at Parkwood Hall. Teaching is differentiated and responds to students' individual needs and next steps.
- Additional interventions and support complements good quality teaching.
- Students have Joint Review targets which are usually linked to broad outcomes detailed in their Statement / EHCP. These are reviewed termly in a review meeting where the student's progress against the targets is detailed and "next step" targets agreed which aim to develop students' future life skills. The key principle in setting Joint Review targets is - "What is most important for this student at this time?"
- Targets are regularly reviewed (three times a year) as is the quality of learning and teaching for all students, including those at risk of underachievement. Where necessary, we provide additional support to students for a period of time. This may include targeted interventions or support.

## 7 WE GROUP OUR STUDENTS IN CLASSES IDENTIFIED THROUGH THREE BROAD ABILITY CLUSTERS:

- **Nurture:** Students who require a higher level of support in a small class size focusing on early skills.
- **Intermediate:** Students of greater ability who continue to benefit from being in a group of similar students.

- **Functionally Independent:** Students who are able to complete some tasks without direct adult support and are working towards greater independence.
- **Apollo** is our leavers' group (year 14). Students are only in this class group if they are in their final year. These students continue to follow our curriculum with a greater emphasis on adulthood transition.
- Staff at all levels can draw on the advice and experience of their colleagues in identifying ways to support individuals, both with their learning in class and across the waking day. Staff should not feel uncomfortable when drawing upon the knowledge and experience of others; this is a strength of working in a co-operative learning environment.
- We have a dedicated team of professionals who provide advice and deliver direct interventions. These include Speech, Language and Communication Therapists, Physiotherapist, Occupational Therapist(s), Art and Play Psychotherapists. This team works as an integrated part of Parkwood Hall offering ongoing advice, support, assessment and counselling for identified students.
- The key process for all parties in evaluating the appropriateness of support is the Annual Review meeting where the Statement / EHCP is reviewed, along with termly Joint Review meetings (normally the Annual Review would constitute one of the three Joint Reviews per year).

## **8 MANAGING STUDENTS' NEEDS:**

### **8.1 Annual reviews:**

- Dates are set for the annual reviews at the beginning of the year. The responsible Local Authority is informed of the annual Review Schedule. 6 weeks prior to the date of the meeting parents, teachers, therapists and Local Authority receive an invitation to the review.
- The review date is normally the year anniversary of the Statement/EHCP. For students in the leaving year the review is timetabled for the autumn term.

### **8.2 Responsibility for Annual Reviews:**

- The Principal has delegated the responsibility for attending and chairing Annual Reviews to the Deputy Principals, who share the reviews across the year. The school's Student Liaison and Inclusion Manager (SLIM) also attends all reviews and is active in advocating for parents. Parents meet with our SLIM prior to the meeting at home and their views are represented jointly in the meeting.
- Students are actively involved in responding through questionnaires and, depending on their level of maturity, join in the review to express their personal views.
- We use visual review recording for our nonverbal students using a choice mat activity led by our SALT team.
- Contributions in writing are requested from the class Teacher, residential tutor and therapists involved with the student. Parents have the opportunity to present a written response also. Prior to the meeting all reports are circulated.

- When parents are unable to attend the meeting they are offered an alternative date. Under rare circumstances we will proceed with the meeting using the information collated by our SLIM and written feedback from parents.
- Where parents decline to attend a review the meeting will go ahead with teachers and other appropriate persons present.
- Parkwood Hall will always consider rearranging an annual review if key persons are unable to attend, and will explore other methods of enabling participation, such as phone conference or video conference (e.g. Skype, FaceTime) facilities. We will also consider holding the meeting closer to the family home if travelling to a meeting at school is difficult.
- A pre-agreed agenda is followed at the meeting. The chair of the meeting's role is to ensure that the statement/EHCP is reviewed and that new targets are set at the meeting.
- We set targets in line with our Joint Review system and review them using the same qualitative language.

Those present at the meeting should, in the light of the issues raised in the report and discussion consider:

- Do the contents of the Statement/EHCP remain appropriate?
- Are any amendments to the Statement or EHCP required?
- Should the LA continue to maintain the Statement/EHCP, or should the LA be recommended to cease it.
- The current targets will be discussed and any changes agreed.
- New targets set must meet the broad outcomes agreed in the EHCP
- At the meeting notes will be kept which detail persons present, their views about what is working well or not so well and a list of agreed actions

A review meeting may make recommendations on any of the matters listed above.

### **8.3 Amendments to the EHCP are likely to be recommended if:**

- Significant new evidence has emerged which is not recorded on the Statement/EHCP
- Significant outcomes recorded on the EHCP are no longer present
- The provision should be amended to meet the child's changing needs and the targets specified at the review meeting,  
or
- The student should change educational setting, either at point of transfer between phases, or when a child's needs would be more appropriately met in a different placement.

The meeting will consider all contributions including written contributions and any verbal contributions by those attending.

### **8.4 Action Following the Annual Review meeting:**

The school admin team keep detailed notes at the review. These are typed up to form the review report. They are then scrutinised by our SLIM and the chair of the meeting. Action points are collated and distributed along with copies of the reports which support the review

Tracking of these actions is undertaken and reviewed termly.

### 8.5 Joint Review meetings and target setting:

- All teachers have a termly meeting with one of the Deputy Principals and the student's parents to discuss the student's present areas of strength and difficulties. At these meetings any targets previously set are reviewed and new targets are set for the coming term. One Joint Review meeting per year is held as part of the annual review.
- Within the first term of a student beginning attendance at Parkwood targets will be set.
- Targets are drawn up with regard to the child's needs and the broad outcomes identified in the Statement/EHCP.
- Parents are actively encouraged to attend these meetings and to play a full part in the target setting process.
- All targets are reviewed using an agreed evaluative language. (See below)

We are clear that our targets need to take into account: (a) what is working well right now, (b) what a student can do (their strengths), (c) what are their current barriers to learning (which are their needs right now) and (d) the proposed next learning steps.

These next steps are deliberately **SCRUFFY** targets<sup>1</sup> (© Penny Lacey 2010). They are:

**S**tudent-led, **C**reative, **R**elevant, **U**nspecified and **F**un **F**or **Y**oungsters

They are designed this way because we recognise that wellbeing, engagement and enjoyment motivate our students to learn – in the words of our curriculum strap-line, learning should be **R**elevant, **R**ealistic and **R**ewarding. These targets are monitored across a term. They may change if a student makes significant progress and "secures" a target.

The Joint Review form has a section which records actions to support the student and what we may expect to see if progress is made.

### 8.6 Provision Mapping:

- A process of provision mapping is being undertaken.
- The provision map will identify the needs of the students and the support they are receiving from different therapists and in class.
- The aim of the provision map is to clearly identify the range of support students receive at Parkwood and link this support to outcomes and progress.<sup>2</sup>

## 9 ADDITIONAL REPORTING TO PARENTS:

A summative annual report is given to parents in July, commenting on progress made across the Parkwood Hall Curriculum.

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<sup>1</sup> This is in contrast to SMART targets which often do not meet the needs of our students and have in the past hindered learning rather than supported it

<sup>2</sup> In development February 2016



For Year 2 and Year 6 students this report will also give details of Teacher Assessments and, where appropriate, results of National Tests.

## **10 WORKING WITH OTHER AGENCIES:**

Multi agency work is important and we work in collaboration with all agencies, especially those concerned with education, health, welfare and social development to support the needs of children within the school.

We have good working relationships with the following agencies both from health service providers and Local Authorities. The list is not exhaustive and we may work with other agencies where this is appropriate in the best interests of our children:

**Social Services:** Many students have a named social worker. We work jointly with Social Care on Care Plans for looked after children.

**Learning Disabilities Team:** We support parents in making links with their local team and to gain services to support their child.

**Contracted Services** *(Delivered by Service Level Agreements)*

**Educational Psychologist:** A member of the Educational Psychology team from the Royal Borough of Kensington and Chelsea works regularly in school and is part of the in-school support for students, families and staff.

**Visually Impaired Service:** Provide individual support for named children.

**Hearing Impaired Service:** Provide individual support for named children.

**Physiotherapist:** We have a part time physiotherapist under an SLA with Bromley Healthcare, who supports students and advises teachers on programmes.

**Psychologist:** We have a Service Level Agreement with South London and Maudsley Mental Health Trust to provide psychology support for 1 day a week to help us ensure that the mental health needs of all students are met.

**Internal Support Teams** *(Directly employed by the school)*

**Speech, Language and Communication Therapists:** Provide individual support for named children and general advice and resources for all students, classes and staff. Our team consists of trained therapists and therapy assistants. They provide advice to teachers and support students with language needs and dysphagia.

|   |  |
|---|--|
| <b>Occupational Therapist(s):</b>                   | Provide individual support for named children and general advice on matters such as sensory issues.  |
| <b>School Nurse:</b>                                | Our full time school nurse gives general medical advice and support for students with more serious health problems. She develops and monitors Health Care Plans.   |
| <b>Art and Play Therapists:</b>                     | We employ, on a sessional / contract basis, a small number of therapists who work with identified students and support and develop their emotional and mental health.  |
| <b>Music Therapist:</b>                             | We employ a music therapist, on a sessional / contract basis, who works with individuals and small groups to develop their social communication through music.   |
| <b>Support Team:</b>                                | Our Support team works across both the school day and residential provision. They work 1:1 with identified students and with all students to support their access to learning both in class and on house. Our support team has a range of titles which reflect their specific roles but all staff have the key priority of supporting students in learning for independence and adulthood. (See specific policies and staff lists for more detailed explanation of roles and responsibilities) |
| <b>School Liaison and Inclusion Manager (SLIM):</b> | This role is key in coordinating initial parental contact, student admissions and ongoing home school interactions. Our SLIM also oversees the OT, Physio and other therapists. She liaises closely with the two Deputy Principals and is actively involved in supporting parents and students up until their transition from Parkwood. This is a key role and ensures that inclusion is at the heart of Parkwood's practice and the SLIM is a key member of the Senior Leadership Team (SLT). |

## 11 WORKING IN PARTNERSHIP WITH PARENTS

At Parkwood Hall we believe that links between home and school work best when parents are positively encouraged to come into school and to work closely with the school in order to benefit their child's. Links between home and school will be strengthened when

- Teachers take parents' views seriously
- There is good communication
- Parents do not feel threatened
- There are regular parent forums

- School is welcoming and encouraging.
- Home and school adopt a joint approach to problems.
- Parents are actively encouraged to be part of the learning support for their child.
- Before a child is admitted to the school parents are invited to visit the school and where possible our SLIM makes a home visit. All students have a Placement Suitability Evaluation which consists of at least 2 days attending Parkwood, and for residential students, 2 nights in school.
- The school encourages parents to be members of the school Parents Association and fundraising groups. There are regular fundraising and social events.
- Each child has a home /school contact book and parents are encouraged to communicate with the school. Parents may contact the school at any time to make an appointment to see our SLIM, child's teacher or a senior member of staff.
- Parents contribute to termly Joint reviews, one of these being the yearly Annual Reviews.
- Our SLIM visits parents prior to the Annual Review to gain their insight into their child's progress and their views on their child's needs in the spirit of the cooperative approach.
- Teachers will communicate with parents either by the contact book or by telephone if there is any minor query or problem.
- Parents are invited to school for performances and concerts.

## **12 MEDICAL NEEDS**

- Many of our students have medical as well as learning needs. Our school nurse works full-time (9.00am to 5.00pm) and amongst her duties she trains staff in how to ensure that students have their medical needs fully met.
- A number of staff are pharmacy-trained and can administer medication, including controlled drugs. Wherever possible, we aim to help students to take on an appropriate level of responsibility for administering their own medication.
- We have a small number of students with significant medical needs, which require safety-critical monitoring and may require skilled intervention in the event of an emergency. These include diabetes, epilepsy and dysphagia. Training is provided for staff, so that there is always at least one person with the necessary knowledge and skills with the relevant class / house group. This training is provided by the school nurse and the SaLT team.
- First Aid training is provided to sufficient staff to ensure that there is always at least one member of staff on duty with first aid knowledge and skills.
- In addition to ensuring that medical, first aid and key health and safety issues are effectively managed, the school nurse also takes a lead role in planning and delivering Sex and Relationship Education. This is an area that causes parents particular anxiety as their child goes through puberty – not least because of the high level of vulnerability that they have.

### **13 MONITORING AND EVALUATION**

The school monitors closely the progress and wellbeing of all students and the leadership team and governors monitor the quality of teaching, curriculum and student progress. We evaluate progress and outcomes against individual targets, assessment statements and the impact of our interventions and support for students. The evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all students.

### **14 REVIEWING THE POLICY**

The Policy will be reviewed every 3 years by staff and Governors in accordance with the following criteria so that it:

- Continues to support the provision of education for students within the school.
- Meets statutory requirements.
- Supports Local Authorities SEN Policy
- Gives information that is relevant for parents, staff and other professionals

We will publish a yearly SEND report on the Website to demonstrate how we are implementing this policy.

**APPROVAL**

This policy was written by Stephen Forder in March 2016.

It was approved by the Governing Body of Parkwood Hall Co-operative Academy on:

Signed \_\_\_\_\_

\_\_\_\_\_  
Principal

Signed \_\_\_\_\_

Chair of Governors