

Principal: Anna Mansaray

Parkwood Hall
Co-operative Academy
Beechenlea Lane
Swanley
Kent
BR8 8DR

Telephone : 01322 664441

Fax: 01322 613163

PARKWOOD HALL CO-OPERATIVE ACADEMY

Parkwood Hall Co-operative Academy

"Growth through Personal and Social Learning"

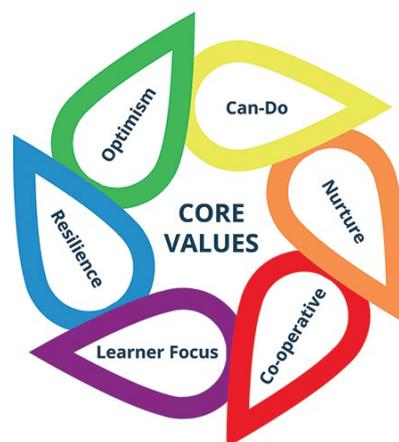
Statutory Policy File

SEND POLICY

Index No: 14 (v1.0)

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



CONTENTS

1 Special Educational Needs Policy..... 2

2 The principles of the Code of Practice include: 2

3 Referrals by Local Authorities: 2

4 What are the kinds of special educational needs for which provision is made at Parkwood Hall?..... 3

5 Identification and assessment of students: 3

6 Our Approach to Support: 4

7 Managing Students’ Needs: 5

 7.1 Annual reviews:..... 5

 7.2 Responsibility for Annual Reviews: 5

 7.3 Amendments to the EHCP are likely to be recommended if:..... 6

8 Additional reporting to Parents: 7

9 Working with outside Agencies:..... 7

10 Working in partnership with Parents 7

11 Medical Needs 8

12 Monitoring and Evaluation 8

13 Reviewing the Policy 8

SEND POLICY

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 part of our educational offer for all, although only the boarders get the benefit of the full waking day curriculum.

The school 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 for two principal reasons:

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 cannot be met locally.
2. Parents have visited Parkwood and have "expressed a preference" for Parkwood Hall. Because we are a state-funded academy, parents have the legal right to "name" the school 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) admissions panel. If it is felt that the student's needs can be met at Parkwood, the next step will be to organise an assessment of the child or young person. Following the assessment by the school a decision is made whether 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, both girls and boys aged 7-19 years. Boarding places are offered to secondary aged pupils only. Students are provided with an appropriately differentiated curriculum. Our approach is 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 have a Statement of Educational Need and/or an Education & Health Care Plan (EHCP).
- At Parkwood Hall we can meet the needs of children with SEND as follows:
- Students whose cognitive ability falls within the range from low average, through moderate learning difficulties, to severe or complex needs.
- Students may have a diagnosis of Autism, along with speech, language, and communication needs
- Students may have additional diagnoses including ADHD or syndromes including Downs, Ehlers-Danlos
- Students may have complex needs where two or more conditions which overlap and interlock, creating a complex profile requiring a highly individualised approach.
- Many students may display some challenging behaviours which arises from their learning needs like Autism. And the school can address the behaviours through provision which is a better matched with their needs e.g. TEACCH , sensory diet.

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 the school undertakes a full assessment of the child's needs.

- 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.

6 OUR APPROACH TO SUPPORT:

- When a student starts at Parkwood we will have already discussed and identified the level of support required. All students are taught in small classes led by a teacher and a minimum of two teaching assistants. Students with more complex needs will be provided with 1:1 support funded through their EHCP plan.
- The school has two learning pathways so that those in Pathway One are usually non-verbal and have more severe and complex SEND. These classes have a maximum of 6 pupils. In Pathway Two students have more moderate to severe learning needs and classes and have between 8 and 10 pupils maximum in a class.
- For all students we make regular assessments of needs and make the necessary adjustments to the learning environment or provide modified strategies for the child.
- 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.
- All pupils have IEPs with individual targets linked to their EHCPs and these are reviewed once a term, involving parents and the pupils wherever possible. 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.
- 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. This is a strength of working in a co-operative learning environment.
- The key process for all parties in evaluating the appropriateness of support is the Annual Review meeting where the EHCP is reviewed.

6.2 Integrated Therapy Team

- 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.

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.
Occupational Therapist(s):	Provide individual support for named children and general advice on matters such as sensory issues.
School Nurse:	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.
Art and Play Therapists:	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.
Music Therapist:	We employ a music therapist, on a sessional / contract basis, who works with individuals and small groups to develop their social communication through music.
Family Liaison Officer (FLO):	This role is key in coordinating initial parental contact, and ongoing home school and family support. She liaises closely with the Deputy Principal, Safeguarding Lead and is actively involved in supporting parents and students up until their transition from Parkwood.

7 MANAGING STUDENTS' NEEDS:

7.1 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. 4 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 EHCP. For students in their leaving year the review is timetabled for the autumn term.

7.2 Responsibility for Annual Reviews:

- The Principal shares the responsibility for attending and chairing Annual Reviews with the Deputy Principals, who share the reviews across the year.
- The school's Family Liaison Officer (FLO) is active in advocating for parents. Parents meet with the FLO 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 can 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 the FLO and written feedback from parents if the parent cannot attend.

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

- Do the contents of the EHCP remain appropriate?
- Are any amendments to the EHCP required?
- 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.

7.3 Amendments to the EHCP are likely to be recommended if:

- Significant new evidence has emerged which is not recorded on the 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 ADDITIONAL REPORTING TO PARENTS:

A summative annual report is given to parents in July, commenting on progress made by their child during the year.

For Year 6 students this report will also give details of Teacher Assessments and, where appropriate, results of National Tests. For older students in KS4 and 5 this will include accreditation achieved like Functional Skills qualifications in English and Maths.

9 WORKING WITH OUTSIDE AGENCIES:

Multi agency work is important and we work in collaboration with various agencies.

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*)

Visually Impaired Service: Provide individual support for named children.

Hearing Impaired Service: Provide individual support for named children.

10 WORKING IN PARTNERSHIP WITH PARENTS

At Parkwood Hall we are committed to having a close and positive working partnership with our parents and families. We aim to be a welcoming and open school.

- Home and school adopt a joint approach to concerns.
- Parents are actively encouraged to be part of the learning support for their child.
- Each child has a home /school contact book and parents are encouraged to communicate with the school.
- Parents contribute to termly progress meetings, and the Annual Review.
- Our FLO 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 communicate regularly with parents either by the contact book or by telephone.
- Parents are invited to school for performances and concerts.

11 MEDICAL NEEDS

- Many of our students have medical as well as learning needs. Our school nurse works full-time and amongst her duties she trains staff in how to ensure that students have their medical needs fully met.
- Several 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.

12 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.

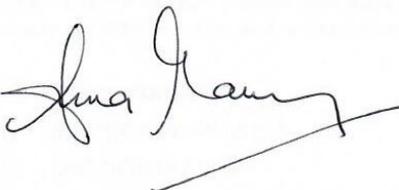
13 REVIEWING THE POLICY

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 and the local offer.
- We will publish a yearly SEND report / statement on the Website.

APPROVAL

This Policy was written for Parkwood Hall Co-operative Academy and will be reviewed on a 3 yearly basis.

Date Policy Reviewed:	19/11/20
Date of Next Review:	18/11/23
Signature of Governor: (for statutory policies only)	Signature of Principal:
	
Date: 10/12/20	Date: 10/12/20

Version and Date		Action/Notes
1.0	19/11/20	Updated policy – approved FGB 10/12/20