Parkwood Hall Cooperative Academy SEN Information Report 2017-2018

An SEN Information Report will be updated annually to reflect changes and plans within the school. The report states the current provision within Parkwood Hall Co-operative Academy.

What are the kinds of special educational needs for which provision is made at Parkwood Hall?
This is a state-funded special school, providing day and weekly boarding places for children aged 8-19 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.

Our admission criteria are very 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, and who has a statement of special educational needs or EHC plan. 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. However, 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 can be found in the admissions policies on the website.

What are the school's policies for the identification and assessment of pupils/students attending the school?
All pupils who attend the school will have a Statement of Special Educational Needs or an Education Health and Care Plan (EHCP).

When we are consulted by an LA for a student placement we consider the needs of the pupil and our ability to meet those needs. If we feel we may be able to meet the students' needs we then offer a Placement Suitability evaluation opportunity. For day students this includes 2 days at Parkwood and for residential students 2 nights and 3 days in school. This ensures our admissions panel can make an informed judgement when considering a placement offer.

We continue to work with students' Local Authorities to transfer all our pupils' statements of special educational needs to Education, Health and Care Plans. All families of children that involved in this process will receive information on the process and be supported by school throughout via our Student Liaison and Inclusion Manager, Chris Prisk.

Further information on the admissions and evaluation processes to our school can be found on our website.

Arrangements for consulting parents of and involving them in their children's education
Parkwood's Student Liaison and Inclusion Manager, Chris Prisk, coordinates parent and student liaison. She is parents' first port of call of information regarding all aspects of their child's provision. She is able to signpost parents to the person within school who could best provide the answer to their questions and also provides support in liaising with outside agencies.

Termly Joint Review Meetings are held with parents. Parents discuss progress with the class teacher and set joint targets based on what is the most important next step for their child. Joint Review targets are set termly.

We actively encourage parents to be involved in the education of their children/young adults through:

- Initial visits to school and home visits by our Student Liaison and Inclusion Manager (SLIM)
- Home/school contact books for information exchanges and key messages
- Parent workshops and training
- Parent surgeries
- Parental representation on Governing Body
- Termly Reviews
- Annual Review meetings, including a pre-meeting consultation with our SLIM
- Parent involvement in changes in school through informal and formal consultations

Arrangements for consulting young people with SEN and involving them in their education

- **Students are consulted** prior to their annual review about aspects of their time at school.
- **Residential students** have the opportunity to speak to their key worker regularly.
- **Students are encouraged** to discuss their progress and targets with their class teacher and support staff regularly.
- Where students raise concerns, which can't be resolved by the class teacher they can discuss these with the Cluster Lead, SLIM or Deputy Principals.

The assessment and annual review process of statements of SEN and EHC Plans includes the consideration of the views of students.

Students have weekly targets which they discuss with their teacher. Residential students have separate targets for on-house. Achievement is rewarded with stamps from the leadership team and Gold achievements can be exchanged for a prize or saved for a monetary required at the end of the year. Students work towards their weekly target, develop pride in their achievements and resilience when they do not receive a gold award.

Student Council enables students to contribute and decide on aspects of school life. The school council meets ½ termly and with the support takes feedback from the school community.

Arrangements for assessing and reviewing pupils' progress towards outcomes

We follow a **bespoke curriculum** which reflects the needs of our diverse students and the philosophy for the school to skill students for adulthood. The curriculum is based around the practical application of skills for life.

We assess pupils using our own Parkwood Skills Continuum. Every step along the road to achieving a skill is celebrated and valued using our framework. Students are assessed against the Numbers for Life, Words for Living strands and Independence areas of our curriculum. For each statement students are assessed as Emerging, Developing, Secure or Mastered, this ensures that small steps in achievement are recorded.

Students' progress is reviewed termly in joint review meetings. One meeting per year is the annual review of the statement or ECHP. We recognise that not all targets can be achieved in a short, fixed time period and use a sliding scale to evaluate progress against the targets. Our targets are deliberately focussed on what is important for the students, what engages them and what will skill them for adult-hood.

Reports are submitted for annual reviews from class teachers and therapists involved. For residential students, reports are written by house staff on progress in life skills and independence. These reports form the basis of an evaluation of pupil progress.

At the end of the year pupil progress will be reported to parents. We use a descriptive approach which summaries what students can do and areas for development.

We do not use levels to report on our pupils. This coming year we will be developing a system of visual reporting individual pupil's strengths and progress through the assessed curriculum strands.

Where a student is in year 2 or 6 we will provide Key Stage data to the DFE in line with our statutory duty as a maintained school.

Students post year 9 have their learning accredited through The Open College Network (OCN) and students may sit functional skills assessments (OCR) which accredit their English and mathematical skills. Students also have the opportunity to undertake Arts Award accreditation and we support students to complete their portfolios.

More information is available in our Assessment Statement document.

Arrangements for supporting pupils moving between phases of education and preparing for adulthood

To support students transferring to our school we:
- Have early contact with the student's family
- Arrange informal visits to see the school
- Arrange Placement Suitability Evaluation days for students prior to offering a placement
- Are clear with parents and students of our expectations
- Develop home school links via our Inclusion Manager

As students progress through our school we review their placement, and our suitability for their ongoing education. Some pupils transfer from Parkwood to other settings, often at the end of a key stage. Our classes are clustered by broad needs and often students are taught within a mixed year group class. Our clusters are titled Pathway, Gateway and Gatehouse; each reflecting the needs and development of the students. Students may move between classes and clusters.

We support these pupils during transition by:
- Providing support for parents in seeking alternative provision
- The preparation of information for the receiving provision
- Facilitating visits to the new provision
- Providing students with travel training if appropriate

Preparation for Adulthood and life beyond Parkwood

Time after time, whether through formal surveys, or via feedback during Annual Reviews of their child's progress, parents tell us that one of their main priorities is the development of independence. For some students, this is more of a challenge than others, nevertheless, we try to ensure that every student develops key independence skills commensurate with their ability and needs, and that they have ample opportunity to practice those skills before they leave us. This is a significant part of the way in which we prepare students for life after Parkwood.

The Gatehouse Project

This year we have established a separate provision for our upper 6th form students in year 13 and 14. The gatehouse project seeks to better prepare our young people for the world of work and independent life skills, through practical, real-world activities. Students are divided into work teams, undertaking construction, catering, grounds maintenance and hair and beauty activities across the year. Students not only get to apply their skills but also earn credits towards OCN preparation for Work Related Qualifications.

Many of our sixth form students attend K College in Tonbridge for one day per week. They attended a range of courses including Creative Arts, Media and Mechanics. Students are accompanied by their Parkwood Hall staff to K College so they continue to be assisted by adults who understand their needs.

We have also formed a relationship with The Lodge in Bromley where students who do not attend K College will undertake additional work-related activities, including work experience with the wider community.

Sixth form students also undertake work placements in their final years at Parkwood. Students are increasingly supported in planning for their transition from school to adult life. Parkwood works with the local authority transition teams to identify with students and parents what is available after leaving Parkwood.

What is the provision for pupils/students at Parkwood and how is it evaluated?

At the core of what we do at Parkwood Hall School is our mission statement:

"Growth through Personal and Social Development".

This does not just apply to the students with whom we work; we believe that we must constantly develop and grow as professionals, individually and collectively.

All staff have a responsibility to meet the needs of all students at Parkwood.

To achieve our vision, we are:

- **Optimistic** – we look for the best from ourselves and our students. Many of our students are "differently-abled" rather than disabled.
- **Nurturing** – meeting a person's basic requirements for physical well-being and security as well as their emotional needs enables them to achieve more
- **Opportunistic** – we look for the occasions when we can "seize the moment" and make the most of it.
- **Student-focusse**d – everything we do should focus on meeting individual needs and result in improved outcomes for our students.

Our curriculum is based in our own version of the "three Rs", learning should be **R**elevant, **R**ealistic and **R**ewarding. As a consequence, we do not describe learning and teaching in terms of traditional school subjects and use the following 8 headings instead:

- **Communication** – via speech, symbol, gesture, signing or electronic means
- **Independence** – gradually developing ability to take responsibility for oneself
- **Numbers for Life** – relevant and realistic application of everyday maths
- **Words for Living** – literacy within the young person's scope and context
- **Understanding and Exploring the World** – making sense of where we are
- **Keeping Healthy and How Things Work** – encompassing aspects of technology and science
- **Understanding Ourselves and Society** – one's own and, wherever possible, other people's
- **Performing and Creative Arts** – raising self-esteem, confidence and teamwork

A 24-hour Residential Education

For residential students we are committed to the principle that the boarding experience enhances the quality and quantity of education that students receive.

The reasons why students board at Parkwood Hall vary greatly, but it is very much the minority who do so for what might be called "social reasons". This is because, despite the pressure on education budgets, the local authority or the SEND Tribunal have recognised the invaluable contribution that a highly-structured residential education curriculum makes to the development and future life chances of the individual student.

Sometimes called a "waking day curriculum", this allows students to continue to learn and practise key skills from the end of the school day through to the start of the next. Social skills, communication skills and learning for independence benefit particularly from the residential education curriculum and the residential team is led by Chris Allan, who is a qualified and experienced teacher with a Master's degree in autism studies.

Day students have many opportunities to benefit from elements of this "total learning environment" – whether from lunchtime enrichment activities or staying on for after school groups. Parents seek boarding places for their children because they want their children to get the maximum benefit from the limited time that they are in full-time education and to prepare them for life after school.

In addition to our deeply-held belief in the positive value of a residential education, we also believe in the importance of family life, whether with birth or adoptive parents or with a foster family. Consequently, every student comes into school on a Monday morning, rather than Sunday night and goes home every weekend on a Friday afternoon. We also take the same holidays as maintained mainstream schools.

Further details of all areas of our school curriculum and assessment processes can be seen on our website.

Provision at Parkwood Hall

At Parkwood staffing levels are enhanced so that pupils are usually taught in small classes, the size of which depends on the needs of the students with at least one teaching assistant and an appropriate number of additional teaching assistants to meet the needs of the class group.

We have a team of health professionals, tutors and therapists to provide support for pupils within the school including:

- Speech Therapist (1 Senior, 2.5 therapists)
- Speech therapy Assistants,(1.1 SALT assistant)
- Occupational Therapists (1 full time)
- Physiotherapist (1 day per week)
- Music Therapist (2 days per week)
- Music Tutors
- 2 Part time Psychotherapists (Art and Play therapist)
- Full Time School Nurse
- Clinical Psychologist (1 day per week)

The school also receives advice from a range of health and educational professionals in order to meet the needs of the students.

Training accessed and skills of staff in relation to the needs of students at Parkwood

All staff have clear job descriptions which detail the required qualifications for each post in school. Staff have access to ongoing professional development. Training is specifically related to the needs of students in our school and also as required by statutory

guidance. We continue to commit to having qualified trainers in school for Team-Teach and Makaton.

We have staff trained in:

- The TEACCH approach
- Pharmacy-Medication delivery
- First Aid
- Sensory Integration
- Makaton
- British Sign Language
- Positive Handling (Team Teach)
- AAC communication (symbols and ICT based)
- Epilepsy support
- Diabetes support

Safe guarding training is updated for all staff annually and for new staff on starting work at Parkwood.

Equipment and facilities provided to support students at Parkwood

Parkwood School is a Victorian Building and has been adapted to be a school after a number of uses across the years. We do have some areas which remain inaccessible, but many areas of the school building can be accessed by pupils with mobility needs. We have two lifts in the building to aid access to upper floors and residential accommodation.

We are continually reviewing and updating our equipment.

Each class has the opportunity to engage in a sensory circuit each morning which is set up in the gym. Students also have access to an adventure playground, outdoor gym, trampoline and sensory room. We are developing outdoor learning areas for our Pathway classes.

Our wider environment is a rich resource for learning, with 79 acres of land, much of which is wooded and wild. We have two forest school sites where students can experience outdoor learning in a managed environment, one focussed on the needs of our less ambulant and younger students We also use the resources in the wider local community to support pupils learning for adult hood. Classes undertake weekly learning in the locality that includes elements of travel training.

We have a number of students who use Alternative Communication Aids and we support the use of iPad using Widget Go and Proloquo2go. We facilitate these communication devices being used at home and at school.

Our Arrangements for dealing with complaints from parents/carers of pupils/students in relation to the provision made at Parkwood Hall?

We would aim to resolve most complaints through informal means including contact with our SLIM and regular dialogues between the class teacher, support staff, parents and residential staff.

Where this is not possible the procedures set out in the Complaints policy must be followed by both the complainant and the school. The complaints policy is available online.

How does Parkwood involve others in meeting the needs of students and in supporting their families?

Parkwood works in partnership with health, social services and local authorities to meet the needs of our students. We provide opportunities for parents to hear form and meet local Voluntary Sector Support Networks at our half termly parent's forums.

Our SLIM, Chris Prisk is often the first point of contact for external agencies. We work closely with local authorities Children and Young People's Disability Team and Adult Social Care to ensure our students get access to appropriate support outside of school.

Transport to school is organised by the Local Authority not the school. Transport staff are employed by the transport companies.

Where there are difficulties contacting or liaising with services we provide families with support in doing this.

Where is the information on the local offer published?

We work with students from a number of local Authorities across greater London and Kent. We feature in the local offer of the Royal Borough of Kensington and Chelsea as a former RBKC school.

If you have any queries or requests for policies or information relating to this report please contact

Stephen Forder Deputy Principal