

# **Park Lane Academy**



**PARK LANE**  
A C A D E M Y

## **Special Educational Needs Information for Parents/Carers**

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## Park Lane Special Needs Department 2016-17

Sally Rayner: SENCo (SRR)	Gillian Grice: HLTA delivers KS4 alternative curriculum. Deputises for SRR and has additional responsibilities (GGE)
Julie Mitchell: LSA and English departmental Support (JML)	Diana Bancroft: LSA and Science departmental Support (DBT)
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### What are Special Educational Needs? (SEN)

A special educational need can be a number of different things. For example, your child may be having problems with reading, maths or behaviour, which school can help with by putting extra support in and by working in partnership with home. It may also be due to a disability which makes it harder for a child to use the same educational facilities that the school provides for the majority of children. For some children this may be a temporary difficulty, while others may have a long term need for additional support.

#### **Types of special educational needs can include:**

- ❖ General Learning Difficulties – children whose learning progresses at a slower rate
- ❖ Speech and Language Difficulties:
  - Dyslexia (difficulties with reading, writing and spelling)
- ❖ Behavioural Difficulties
- ❖ Sensory Difficulties
- ❖ Dyscalculia (difficulties with number work)
- ❖ Autism
- ❖ Social and Communication Difficulties
  - ADD/ADHD
- ❖ Other Physical/Medical Needs
  - Fine and gross motor skills

#### **Did you know?**

At one point in their lives up to 20% of children/young people (1 in 5) need support for a Special Educational Need.

At Park Lane Academy we always strive to promote student independence. We believe this is pivotal in achieving academic and social success in our students' lives. We are also extremely caring and nurturing, making sure all our students feel safe and valued.

We have three Teaching Assistants who are attached to the core faculties. This facilitates planning, preparation, as well as enhancing subject knowledge. All of these factors are crucial to promoting student progress.

The remaining Teaching Assistants support a range of students across the curriculum. In this way students become familiar with different members of the support team and do not become over-reliant upon individual members of staff. Consequently, this further promotes students' emotional and social resilience.

We deploy the majority of the support into class and only withdraw students for specific and necessary intervention. For example, students may receive two hours a week of reading intervention. We also provide intervention based upon the recommendations of the objectives in the Statements and EHC plans. So for example, a student may have fine motor or touch typing as an intervention if this is highlighted as an area of need. If students are identified as vulnerable and have emotional/learning difficulties on entry in year 7, they may access the nurture provision which provides approximately two hours a week of structured intervention.

In addition to this, we have keyworker sessions with students (on a 1:1 basis), which is a targeted and focused intervention.

In year 7 we also have a nurture stream class, which is for students who are identified as having more complex special needs and are working significantly below their peers. This is taught by the SENCo for 15 periods a week, following the schemes of work from the mainstream curriculum, but with a high level of differentiation and increased adult support.

We also provide structured, supervised support at break and lunch time (in G4) for students with SEND and vulnerabilities. Breakfast and structured games are available during these times.

## How are Special Educational Needs Identified?

**Anyone involved with a student may express concerns that he / she may have special educational needs. This could be:**

- ❖ Yourself, as parent or carer
- ❖ Class teachers and pastoral staff
- ❖ A health visitor
- ❖ Another medical professional

**From notification of the initial concern the SENCo will assess the following:**

- ❖ What your child is good at and what they need help with
- ❖ What your child would benefit from learning
- ❖ How best to help your child learn

**Students thought to have special educational needs will be placed on the school's SEN Register and receive one of three levels of support:**

- ❖ Quality First Teaching SEN (in class)
- ❖ SEN Support (some additional support)
- ❖ Statutory Assessment / Education, Health Care Plan (EHCP) (Legal documentation outlining needs and an allocated amount of funding)

The level of support received may change throughout their time at school. School staff will inform you if any changes take place and will ask you for your input.

## What is Quality First Teaching?

If a low level barrier to your child's learning has been identified it may only require small scale additions and modifications to the quality first teaching that all children receive in the classroom.

For most children this level of action will be enough for them to make appropriate progress.

If this is not the case the SENCo may suggest your child is moved to SEN Support.

## What is SEN Support ?

If quality first teaching has not helped your child overcome the barriers to their learning then the next step along the graduated response route will be taken. At this stage:

- ❖ Your child's class teachers will be finding ways to support them in class such as:
  - Changing the way lessons are planned and delivered
  - Matching activities to the ability / need of your child (differentiation)
  - Adapting learning materials such as worksheets, books and activities to suit your child's needs
- ❖ Small group support
- ❖ The teacher will work in partnership with you and the SEN Team to find ways to support your child with their needs, including giving you ideas on how you can help your child at home
- ❖ School staff will set targets for your child that will be shared with you, either during Parents' Evening or a review meeting.
- ❖ Depending on the level of the barrier to learning being experienced by your child the interventions could also include seeking additional advice from outside specialists such as health professionals, specialist teachers or educational psychologists who would:
  - Carry out further assessment of your child's needs
  - Provide advice to schools on how to best support your child
  - Suggest resources that would help your child make progress

Your views are important in planning for your child's education. Progress will be reviewed regularly either at Parents' Evenings or during review meetings with the school SENCO.

For many children this level of action will be enough to enable your child to overcome any barriers to their learning and enable them to make progress.

A very small number of children (about 2%) may need further support and the school may suggest applying for a Statutory Assessment

## What is Statutory Assessment/Education Health Care Plan?

If your child's needs are very complex and/or severe the school may ask the Local Authority to carry out a Statutory Assessment:

- ❖ This is a very detailed assessment of your child's needs. Parents or carers, the school and a range of professionals will all be asked to provide written reports.
- ❖ At the end of the assessment phase the Local Authority will consider these reports to help decide whether or not to issue an Education, Health Care Plan (EHCP).
- ❖ As a parent/carer you also have the right to ask the Local Authority to carry out this assessment although it is usually best if you can do this with the support of the school.
- ❖ Statutory Assessment is only appropriate for a small number of children. Your school SENCO or the Parent Partnership Service will be able to advise you about this.

### **What is an Education Health Care Plan?**

If the Statutory Assessment shows that your child needs an Education Health Care Plan they will produce a detailed individual plan advising schools what they must do to support your child.

### **If your child has an Education Health Care Plan the school must:**

- ❖ Hold an Annual Review Meeting to which you and other professionals must be invited.
- ❖ Provide your child with the full range of support specified in their statement. This may be group or individual support (The School organise this in different ways according to the needs of your child)

**We appreciate this is a very complicated process so please seek advice from your school's SENCO or your Parent Partnership Service.**

**We hope this information has helped you to understand how Park Lane supports children with Special Educational Needs.**

**If you are concerned that your child's Special Educational Needs are not being met or your child isn't making progress, please talk to your child's class teacher or the school's SENCo – Sally Rayner**