

Park Lane Academy
Local Offer 2017-2018

Park Lane Academy is an inclusive school which values the abilities and achievements of all its students and is committed to improving the life chances of all students.

We have a whole school approach to meeting the needs of students who have Special Educational Needs. We firmly believe in the statement from the Code of Practice that, "All teachers are teachers of children with Special Educational Needs. Teaching such children is a whole school responsibility".

Depending on the level of need we may offer any of the following range of provision to support your child with communication and interaction, cognition and learning difficulties, social, mental and emotional health problems or sensory/physical needs. The support package will be tailored to individual needs following assessment by the school, and/or external agencies.

The following details Park Lane Academy's individual Local Offer (SEN Information Report as required in Schedule 1 of Regulation 51) and should be read in conjunction with the Core Offer found set out in Calderdale's Local Offer www.calderdale.gov.uk/localoffer which details the provision available in all Calderdale schools and academies.

School Name	Park Lane Academy
Principal	Miss Lisa Corrigan
SENCo	Mr Ian Edwards
SEN Govenor	Ms Fiona Woodhouse
Address	Park Lane, Halifax, HX3 9LG
Email (admin)	admin@parklane.calderdale.sch.uk
Email (SENCo)	edwardsi@parklane.calderdale.sch.uk
Telephone	01422 362215
Age range	11-16
Funding	Receive funding in line with LA formula funding policy for a maintained community

	Secondary school.
--	-------------------

Polices for Identification and Assessment of Pupils with SEN

Our SEN Policy is available on the school's website. The Policy has been adapted to reflect the current changes to SEN following the introduction of the new Code of Practice.

Below are frequently asked questions that parents/carers may ask about provision for children and young people who have special educational needs. The information aims to be clear and easy to understand however if you prefer to talk to a member of staff, please use the phone number and/or the email addresses above to contact school.

<p>How will Park Lane Academy support my child?</p>	<p>The support for students with SEN includes (although the list is not exhaustive):</p> <p>Wave One Quality First Teaching Differentiated curriculum planning, activities, delivery and outcome Differentiated materials/tasks/challenges Dyslexia friendly resources Supportive classroom environment to promote learning In class support from a teacher Focused group work with a teacher for example, guided reading/writing Whole school Behaviour Policy</p> <p>Wave Two In class support from TA Individual timetables Individual behaviour plans/reward charts Short class based intervention Friendship Groups Nurture Group</p> <p>Wave Three Individual curriculum – focused programmes for selected children with EHC Plans Outside agencies – including the ASD Team, Speech & Language Therapists and Occupational Therapists Literacy Intervention such as Corrective Reading Individual provision maps for selected children Specialist equipment & resources</p>
---	---

<p>How do we make all children reach their potential?</p>	<p>A joined up, whole school approach to SEN in line with the new Code of Practice High quality teaching Whole school understanding of SEN – staff receive regular training Full time strategic SENCo A range of support available for students Special exam arrangements SEN student profiles available for mainstream staff Rigorous tracking of student progress A variety of enrichment activities to provide memorable experiences A comprehensive sharing of vital student information via profiles and staff briefings Regular contact with parents/carers Zero tolerance for bullying An inclusive ethos Small school, all students are known well Use of positive behaviour for learning Reward systems</p>
<p>How do we help a child with physical needs?</p>	<p>We work with our local special school to ensure we have Moving and Handling Plans in place when needed The school is a modern building and meets DDA requirements Physically barrier free Disabled changing rooms/bathroom on all floors Showering facilities Specific ICT software Adaptive equipment provided, e.g. in Technology lessons Lifts Alteration of classroom arrangement for accessibility Classroom resources, e.g. laptops Individual Fire Evacuation Plans Fine motor skills programmes</p>
<p>How do we help a child with speech and language needs?</p>	<p>Liaison with Speech and Language Therapy Services Delivery of programmes devised by SALT (Speech and Language Therapy) Providing staff with a bank of strategies to support students with speech and language needs Resources provided by ASD services</p>
<p>How do we help a child with sensory impairment?</p>	<p>Seating plans Student profiles Alternative arrangements for fire drill Attention given to lighting Visual supports</p>

<p>How do we help a child who has social and emotional difficulties?</p>	<p>Cognitive Behaviour Therapy Nurture groups for identified students Structured support at break and lunchtime Small group work Peer mentoring Identified “go to” staff members for selected students Keyworker system Peer mentoring ASPIRE Learning Support Unit</p>
<p>How do we support students with Autistic Spectrum Condition?</p>	<p>Small group work Visual timetables Morning meet and greet Supporting students with transport at the beginning and end of the school day Students can leave lessons 5 minutes early and at the end of the day to avoid the rush and congestion on the corridors Anger management sessions Keyworker system Individual plans and profiles for students, with specific advice to staff Whole school training delivered on autism and how to meet needs Individualised timetables Input from ASD Services – termly meetings</p>
<p>How do we help a child who has behavioural difficulties?</p>	<p>Whole school Behaviour Policy Cognitive Behaviour Therapy Individual Support Plans One Page Profiles and Summary of Needs Forms to support staff in mainstream lessons Additional support Individual and group sessions on anger management, social skills and self esteem Identified “go to” staff for selected students Whole school training on managing students with behavioural difficulties Modified curriculum Staff trained in Team Teach de-escalation techniques Regular contact with parents/carers Individual reward systems ASPIRE Learning Support Unit Keyworker system</p>

<p>How do we help a child who needs support with literacy?</p>	<p>Whole school monitoring of literacy development Corrective Reading groups for students reading below 10yrs 5mths Handwriting/spelling group Diagnostic Reading Test to provide us with accurate reading age. Reading rulers and coloured overlays available for those who need them Cream/coloured paper and larger font size to aid students with dyslexia and visual difficulties Peer support readers Accelerated Reader programme Coloured filters on computer screens A learning support assistant with the qualification 'Developing Reading skills in learners with dyslexia' In school dyslexia screen Phonics training for staff</p>
<p>How do we help a child who needs support with numeracy?</p>	<p>Small group withdrawal sessions to reinforce basic number skills where appropriate</p>
<p>How do we support a child who has medical needs?</p>	<p>Individual medical plans in school Administering of medication Administering individual treatment programmes A number of staff qualified in first aid Liaising with medical services and school nurse Staff meetings to ensure coordination of plans Epi-pen training Undertake any necessary training</p>
<p>How do we support a child who has English as an additional language?</p>	<p>Buddying Whole school training Dictionaries available Keyworker system</p>
<p>Which specialist services do we access beyond the school?</p>	<p>Educational Psychology Child and Family Mental Health Team ASD Services Occupational Therapy Physiotherapy Specialist Inclusion Services (Hearing/Visual Impaired) Speech and Language Services Disabled Children's Team Social Care Medical Needs Team Early Intervention Panel Locala - School Nurse SENDIASS – Special Educational Needs and Disability Independent Advice and Support Service</p>

	C&K Careers
How do we include children in activities outside of the classroom?	<p>We monitor the activities students are involved in outside of the curriculum and school</p> <p>We have an extensive extra-curricular programme offering a variety of clubs</p> <p>School visits/risk assessments</p> <p>Extra staff deployed where necessary on school trips</p> <p>Planning</p> <p>Staff training</p>
<p>How do we support transition</p> <p>Year 6 to Year7</p> <p>KS3 to KS4</p> <p>KS4 to Post 16</p>	<p>Visits to year 6 schools by HOY and SENCo</p> <p>Identified students to attend additional transition visits over a three week period</p> <p>Complex students have an individualised transition programme which is flexible according to need.</p> <p>Student profiles created and shared with staff</p> <p>Transition booklet provided</p> <p>Additional meeting with SENCo, parents/carers and external advice agencies</p> <p>SENCo and Assistant Principal have individual meetings with parents/carers of identified students to discuss options</p> <p>SENCo has individual meetings with SEN students prior to options</p> <p>C&K Careers involved where appropriate</p> <p>Ensure all relevant stakeholders attend Annual Review</p> <p>School support in visiting different post 16 providers</p> <p>Extra transition visits</p> <p>Support with interview preparation</p> <p>Hand over meeting in final term</p>
How do we meet a child's personal care needs?	<p>Preserving dignity is paramount. The student is involved in discussions around the arrangements of his/her personal care needs</p> <p>Disabled changing facilities</p> <p>Student plans and medical plans</p>
How do we develop social skills throughout the school day?	<p>On the spot reward system to reinforce good social skills</p> <p>Modelling appropriate behaviours</p> <p>Teaching social skills in situation</p> <p>Through games at break and lunch in nurture classroom</p> <p>Peer support</p>
How do we allocate resources?	<p>One to one and small group interventions where appropriate and according to need</p> <p>Interventions/support as directed by the EHC plan</p> <p>4 HLTA's and 6 LSAs for students deployed as required</p> <p>KS3 reading programme intervention for students reading below 10 years 5 months</p> <p>Attainment, progress and well-being of all children are reviewed at least once per term to ensure provision is</p>

	<p>matched to need and termly evaluation of provision is carried out</p> <p>Evaluation Reports produced for reading intervention</p>
<p>How do we ensure all staff are well trained?</p>	<p>Planned whole staff Continued Professional Development (CPD)</p> <p>Support staff CPD schedule and appraisal cycle</p> <p>SENCo available for advice/training</p> <p>The Academy Improvement Plan (AIP) has a strategic SEN plan including training needs of staff</p>
<p>How do we involve children and young people?</p>	<p>Students are involved in contributing to their One Page Profile</p> <p>Pupil voice is seen as an essential part of the planning process and staff include them in as much of the process as they feel happy to be part of</p>
<p>How do we raise awareness of Special Educational Needs for parents/carers and the wider community?</p>	<p>Park Lane Academy SEN Information for Parents and Carers Booklet</p> <p>Individual meetings with staff and parent/carers</p> <p>Assemblies</p> <p>Review meetings</p> <p>Via the website</p> <p>Parents/Carers Evenings</p> <p>Via the termly newsletter</p>
<p>How we promote students' independence?</p>	<p>Review the support and progress regularly – to reduce support at appropriate stage</p> <p>Set targets for students which are monitored and reviewed regularly</p> <p>Whole school approach to promoting independent learning</p> <p>Start students off on a task, move away and re-visit</p> <p>Celebrate student success</p> <p>Appropriate differentiation and quality first teaching</p> <p>Provide reasonable adaptations so students can work independently</p> <p>Provide fluid adult support</p> <p>Utilise co-operative learning strategies in the classroom</p>