

SEND Information Report 2024-2025

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| **Contact Details** |
| **Special Educational Needs/Disabilities Coordinator and Assistant Head:**Mr Ian Singletonisingleton@parkhigh.penninetrust.org **Assistant SENCo**: Mrs K Fosterkfoster@parkhigh.penninetrust.orgMs C Soliscsolis@parkhigh.penninetrust.org**Designated Teacher for Children Looked After**: Mrs K Baines kbaines@parkhigh.penninetrust.org |

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| **The kinds of SEND provided for:** |
| Park High School is a seven form entry, mainstream academy. We are an inclusive school and aim to provide every student with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice 2015. We aim to actively include student with a broad range of special needs and to ensure that all pupils, regardless of their specific needs, make the best possible progress in a mainstream setting wherever possible.  **How we identify SEND** The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils. All students are assessed regularly within their classes and progress is tracked and monitored. Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators, have social or emotional difficulties, are vulnerable or have specific diagnosed needs will be monitored.  At Park High School we have students with a range of SEN. We support these students in many different ways to ensure that they have access to a broad and balanced curriculum. They may have additional needs in one or more areas as set out in the SEN Code of Practice, 2015.  **Communication and interaction** We have a number of students who experience speech and language difficulties. Consequently, we have teachers and teaching assistants who support student in a 1-1 situation or small group settings. This may include pupils who find it difficult to understand what others are saying or have difficulties with fluency or forming sounds, words or sentences. We have a range of resources which are used to support student’s speech and language development and we work closely with Speech and Language Therapists. **Cognition and learning** We are experienced in supporting students with cognition and learning difficulties through high quality teaching and effective differentiation. This includes students with Specific Learning Difficulties (SpLD) such as dyslexia (specific difficulties with reading or spelling), dyscalculia (specific difficulties with maths) or dyspraxia (specific difficulties with coordination). We also support student with moderate learning difficulties / global delay and students on the Autistic Spectrum. For example, we support students by breaking down activities into smaller, achievable chunks; providing appropriate resources including the use of technology or multisensory learning activities and through providing additional adult support. We also run a number of interventions. The SENCo, in conjunction with Faculty Leads and Heads of House, plans a school provision map which outlines the needs of individual pupils which require additional support and the provision in place to meet these. This is monitored by the SENCo and support team to ensure effectiveness. **Social, emotional and mental health difficulties** For some students, difficulties in their social and emotional development can mean that they require additional or different provision. We support these students through quality first teaching and the nurturing pastoral system in school, which starts with the form tutor. Each form has two tutors which allows additional support to check in with pupils at the start of each day. Pupils then return to their form tutor for the last lesson of the day allowing for further support. This allows form tutors to become a key point of contact for students. The school Wellbeing Team can also offer further student mentoring and school accesses the services of a counsellor for two days per week. Further interventions such as Lego Therapy, Nurture Group and social skills interventions are also utilised in school. We involve outside agencies such as ELCAS (East Lancashire Child and Adolescent Service) and alternative provisions if necessary. **Sensory or/and physical needs** We work closely with outside agencies and Specialist Teachers to provide support for students in our school who have sensory or physical difficulties. Where necessary, we make adaptations and reasonable adjustments to the curriculum or environment in order to make lessons and learning opportunities accessible to all. We hold regular meetings with outside agencies and parents to review the approaches that are in place. Assistive technology is accessed and used where advised to support accessibility and maximise progress.At Park High School we endeavour to achieve maximum inclusion for all students whilst ensuring all their individual needs are met. Teachers provide differentiated learning opportunities and provide materials and resources appropriate to the student’s interests and abilities. This ensures that all students have full access to a broad and balanced curriculum. All members of staff in school have a responsibility for maximising the achievement and opportunity of all learners, including those with SEND. Staff are aware of their responsibilities towards all learners and a positive and sensitive attitude is shown towards all pupils at all times. Park High School provides a nurturing environment for all students.  |

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| **Who should I speak to about my child’s special needs?**  |
| **Class Teacher** | Always discuss any concerns about your child with the class teacher first of all. Responsible for: * Checking on the progress of your child and identifying, planning and delivering any additional help your child may need within their subject (this could be things like targeted work, additional support) and letting the Special Education Needs/Disabilities Coordinator (SENDCo) know as necessary.
* Personalised teaching and learning for your child as identified on the school's provision map. Ensuring that the school's SEND Policy is followed in their classroom and for all the students they teach with any SEND.
* Contributing to reviews of progress for pupils with SEND
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| **Form Tutor** | Responsible for:* Key point of contact for your child each day
* Monitoring of attendance, behaviour, organisation and general wellbeing
* Mentoring of students within their care
* Sharing of information and liaising with parents on whole school issues
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| **Special Educational Needs Coordinator (SENCo) (in collaboration with Head of House)** | Responsible for: * Developing and reviewing the school's SEND policy
* Coordinating all the support for students with special educational needs or disabilities (SEND)
* Ensuring that you are:

(i) involved in supporting your child's learning (ii) kept informed about the support your child is getting  (iii)involved in reviewing how they are doing. * Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
* Updating the school's SEND register (a system for ensuring

that all the SEND needs of pupils in this school are known) and making sure that records of your child’s progress and needs are kept. * Providing specialist support for teachers and support staff in the school so that they can help students with SEND to achieve the best progress possible.
* Once a student has been placed on the special needs record they will monitor his/her progress and liaise with teachers about the type of support that can be provided.

You can contact the SEND team via email (send@parkhigh.penninetrust.org) or via the school office on: 01282 865200  |
| **Senior Leader with responsibility for SEND** | Our Senior Leader with responsibility for SEND is Mrs J Casper-Smith, Assistant Head, in conjunction with Mrs Bridges, Assistant Head. Responsible for: * The Senior Leader will give responsibility to the SENDCo and class teachers, but is still responsible for ensuring that your child's needs are met.
* Meeting regularly with the SENCo to ensure she is up to date with all matters related to SEND, and the monitoring of progress of students on the SEN Register
* The Senior Leader must make sure that the Governing Body is kept up to date about issues relating to SEND.

You can contact Mrs Casper-Smith through the school office - 01282 865200 |
| **SEND Governor** | Our SEN Governor is Mrs Lynne BraddockResponsible for: * Making sure that the necessary support is given for any student who attends the school, who has SEND.
* Meeting with the SENCo to monitor provision and progress of students with SEND
* Keeping the Governing Body up to date with issues related to SEND

You can contact Mrs Braddock through the school office – 01282 865200 |

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| **How does the school know if student/young people need extra help and what should I do if I think my child/young person has special educational needs?**  |
| At Park High School student are identified as having SEND (Special Educational Needs and Disabilities) through a variety of ways, usually a combination, which may include some of the following: • Liaison with previous school or pre-school setting • Consistently performing below ‘age expected’ levels or equivalent (e.g. percentile rankings) • Concerns raised by a parent • Concerns raised by a teacher: for example, if behaviour or self-esteem is affecting performance • Liaison with external agencies e.g. for a physical/ sensory issue, speech and language • Use of tools for standardised assessment through the specialist teacher – Mrs Woodcock • Students with an EHCP (Education Health and Care Plan) already have many of their needs clearly identified. Their placement at our school is a decision that is made by the Local Education Authority. Talk to us – contact your child’s class teacher about your concerns initially. If you feel that you would like to speak to a senior member of staff, ask to arrange an appointment with the SENCo. Appointments can be arranged in person, by phone or by email. Please see the school contact details at the top of this report. At Park High School the attainment and progress of all students is carefully tracked and monitored throughout the school year by the class teachers. This process is overseen by the Heads of Faculty, Senior Leadership Team and the SENCo, Mr Singleton, who then analyse and act upon the data. Teachers evaluate their lessons on a daily basis and consider whether individual students are making the expected progress within their lessons. If teachers have any concerns regarding a student in their class they will discuss these concerns with parents and also with the SENCo. The targets of students who have Personalised Learning Plans or Pupil Passports are reviewed termly and teachers are formally asked at these key points of the year to reflect upon the progress of student on the SEN Register and to identify any other student of concern. Regular dialogue between teachers, teaching assistants and the SENDCo take place. During these dialogues, pupils of concern are discussed and progress/provision of all students on the SEN Register is discussed in detail in order to inform future provision and priorities. Where concerns have been raised, the student may be added to the SEN Register at the ‘Expression of Concern’ level so that their progress can be closely monitored and additional support be put in place as necessary. The SENDCo will liaise with the relevant outside agencies as necessary. This determines whether any further formal assessments need to be carried out in order to identify key areas to target and to evaluate the effectiveness of any interventions that are put into place. These assessments could be repeated following an intervention programme to evaluate whether progress has been made. If you continue to be concerned that your child is not making progress you may wish to speak to the special educational needs/disabilities co-ordinator (SENDCo).The school’s SEN Governor, Mrs Lynne Braddock, can also be contacted for support through the school office on 01282 865200 |

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| **What arrangements does the school make for consulting with students/young people with special educational needs and disabilities about - and involving them in - their education?**  |
| At Park High School we believe that students should play a major part in the target setting process and are involved in planning and evaluating their Learning Profiles and Pupil Passports. Furthermore; • Teachers / Teaching Assistants will discuss targets with each student and they will be involved in setting and agreeing these • Students will be invited to termly and annual reviews along with their Parents / Carers • Students complete questionnaires termly about their thoughts surrounding the provision in place for them and how they are included in school life. This information is then used to inform future practice within the school, classroom and with the individual student.• Students are also encouraged to write (or verbalise) a review of their targets termly as part of the monitoring process of the graduated response. These are recorded on the Individual Learning Plan (ILP)  |

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| **What arrangements does the school make for consulting with the parents & carers of students/young people with special educational needs and disabilities and involving them in – their child's/young person's education?**  |
| Parents are welcome to come into school to discuss any concerns they have with their child. Alternatively, teachers may invite parents into school to discuss concerns about the student’s education. This may also be discussed at parents evening and would then be passed onto the SENCo. **Arrangements in place for student receiving SEN support** - • Provision mapping is used to effectively plan provision; this is regularly evaluated and updated • 1:1 meeting with keyworker / SENCo / senior member of the support team at least termly to discuss specific needs • SENCo is available during the week to discuss provisions with parents and class teachers. We do ask that appointments are made with the SENCo due to teaching commitments, although will always endeavour to meet with you whenever possible • SENCo or SEND staff, will complete 1-1 meetings as part of an annual review.**Arrangements for reviews of EHC (Education Health Care) plans –** Annual reviews take place for those students who have EHC plans alongside termly reviews: • All relevant parties are invited to attend and to make contributions during the review process • Written advice is requested from all parties • The Teacher, student and SENCo review ILPs (Individualised Learning Plans) termly and shares with parents, who are then invited to make their own comments about the progress of their student which is recorded on the IEP. • Provision mapping is used to effectively plan provision   |

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| **How will the curriculum be matched to my child/young person's needs?**  |
| If the learner is identified as having SEN, we will provide support that is ‘additional to’ or ‘different from’ the differentiated approaches which are provided as part of high quality, personalised teaching. As part of the new Code of Practice 2015, we will engage in the four stage process: Assess, Plan, Do and Review. **Assess** - take information from parents or carers, class teachers and their assessments and the student where appropriate. **Plan** – identify barriers to learning, intended outcomes and details of support. This information will be recorded on an Action Plan (Expression of Concern) or PLP (SEN Register) which will be reviewed at least termly.  **Do** – provide the additional support. The class teachers are responsible for working with the student on a day to day basis which includes overseeing interventions undertaken via their subject. Teachers work closely with the teaching assistant delivering the intervention to discuss progress and to ensure links are made with classroom teaching. **Review** - measure the impact of the support provided and consider any changes which may need to be made. All of those involved with the student will contribute to this review which will happen at least termly. This additional support will be tailored to meet the student’s needs and will target the area of difficulty. These interventions may be within class, with a small group of student with similar needs or on a one to-one basis. The support provided, and its impact, will be monitored closely and shared regularly with student and with their parents or carers. For a small number of learners, their needs may require access to technology e.g. modified ICT equipment, recording devices or larger print etc. While the majority of students will have their needs met in this way, some may require an EHC (Education, health & care) needs assessment to determine whether it is necessary for the Local Authority to make provision in accordance with an EHC plan. Resources and extra support will be assessed and provided for if required, for individuals based on their needs.  |

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| **How accessible is the school environment?**  |
| Our school has an adopted accessibility policy (available on the school website) The original school building dates back to the 1950s and since that time, in order to meet the growing needs of the community, the school has been extended and modified on a number of occasions. The school was originally built to house 500 students, however the roll is now approximately 1000, therefore space is at a premium. The school is accessible for wheelchair uses for the majority of classrooms, however there remains some areas that cannot be used as they are unsuitable for lift or ramp access. In school there is a main lift to the second floor where English is taught. Other areas are accessible via outside routes or via ramp lifts up three steps, which does require adult support to operate. Wherever possible students are roomed on the ground floor to avoid having to use the lifts. There are disabled toilets on the ground floor at both sides of school. Furniture is modern and of a suitable height appropriate to the age group of students being taught in each classroom. If you have any concerns or questions, please contact us to discuss your child’s needs.  |

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| **How are the school resources allocated and matched to students/young people's special educational needs and disabilities?****How is the decision made about the type and quantity of support my students/young person receives?**  |
| Our inclusive approach to provision means that the majority of pupils have their needs met by differentiated planning that is used across the school. To ensure personalised learning takes place, lessons are structured to provide a varying range of activities, along with personalised aspects of support within the classroom. Class Teachers have responsibility for enabling all pupils to learn. To achieve this, they: * liaise with the SEND Department to ensure they have up to date knowledge on individual needs and the strategies needed to support them

• have high expectations of all pupils and plan appropriate work / activities for their pupils • ensure that support is available for all student (inclusive 'quality first' teaching) differentiate the curriculum to take account of different learning styles, interests, abilities • ensure that all student can be included in tasks / activities monitor individual progress • celebrate achievement • identify those students who require additional or different support in order to make progress• contribute to the reviewing of individual targets and the setting of new ones • teachers are familiar with the relevant equal opportunities legislation covering the protected characteristics: race, gender, disability, sexual orientation, religion or belief and age.  The school adopts a flexible approach to support provision in order that a student's individual needs can be met. The support provided usually falls into one of the following categories: • In class support • Focused withdrawal support from the classroom* 1:1 tuition to meet individual need

 • Nurture / blended learning curriculum This support may be provided by Teaching Assistants, Teachers, SENCO or external agencies.  The role of staff supporting students is: • through high quality teaching – • support the teachers in enabling students with SEND to have access to an appropriate curriculum • encourage and promote independence in the student • liaise with the Class Teacher regarding progress and further needs• help to prepare resources and adapt materials • lead interventions to close the gap for students experiencing difficulty * promote the inclusion of all students in all aspects of life at school.
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| **How will both you and I know how my child/young person is doing and how will you help me to support their learning?**  |
| The SEN Code of Practice (2015) recognises that ‘Special educational provision is underpinned by high quality teaching and is compromised by anything less’. At Park High School our priority is to ensure that all students, including students with SEN, have access to good or outstanding lessons which are appropriately adapted and personalised to meet the needs of individual students. We also recognise that some students will require educational provision that is ‘additional to’ or ‘different from’ this. To achieve this, we engage in a cyclical four-stage process: ‘Assess, Plan, Do and Review’: - Assess: The class teachers and, if necessary, the SENCo or professionals from external agencies, assess the needs of the individuals. - Plan: We identify the barriers to learning, intended outcomes and plan appropriate support and intervention to meet those outcomes. - Do: We provide appropriate support either within the classroom or as part of a targeted intervention programme. This could involve the provision of a resource, a change in an approach to learning, access to technology or working with an adult. - Review: We evaluate the impact of the support provided and consider whether changes to the support needs to be made. A small number of students may require specific adaptations to the learning environment. Examples include the provision of modified equipment, individual workstations, picture cards, sensory equipment etc. Through consultations with teachers, TAs, parents, students and the Headteacher, the SENCo and SLT link makes decisions regarding the most effective allocation of resources in order to most effectively meet the needs of the student with SEN within the school. Teaching Assistants are allocated carefully according to their skills and the needs of the students. Students’ progress is measured at least termly by class teachers in conjunction with the Teaching Assistants and SENCo and this is fed back to parents and pupils during Pupil Progress Meetings, to inform the level of provision which is required. This will include suggestions for activities that can be used at home.• School Governors are also involved in the monitoring process. • The whole school assessment system is used to measure progress for the majority of students, however where pupils are working below this then Age-Related Expectations for KS2, KS1 or PIVATs 5, which measures their progress in smaller steps• Adjustments may be made to their 1-1 support/intervention programmes as their needs change • The SENCo monitors progress throughout the year and reviews the SEN register termly.  |

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| What training have the staff had in supporting students/young people with SEND had or may they have? What specialist services or expertise are available at or accessed by the school?  |
| All of our teaching assistants have had training for the interventions that they deliver and work closely with the class teachers and SENCo to monitor impact. At the start of the year the SENCo and her team deliver a presentation to all staff regarding individual needs and the provision required to meet these needs. A ‘live’ version of this is then made available to all staff to refer to, so all information is current and relevant. All staff are given regular SEN updates and support from the SENCo and Associate SENCo, who is also a specialist teacher within cognition and learning. The school also has its own wellbeing team who are trained to work with students to maintain positive mental health. The SENCo attends regular cluster meetings and also relevant training events which is then cascaded down to other staff. Designated staff have undertaken relevant First Aid Training, including Emergency Aid and First Aid at Work. A number of relevant staff have had EpiPen and Diabetes management training through the School Nurse or other NHS professionals. Staff are trained on any medical care that is needed in order to treat a student in school and Care Plans are written in conjunction with medical professionals for staff to refer to. If students fail to make progress, despite targeted, reactive intervention over a period of time, outside agencies may be requested, with the parents’ consent. This may include: services from our own specialist teacher, the Local Authority, Child Action North West, Speech & Language Therapy Services, Occupational Therapy, Physiotherapy, an Educational Psychologist or health services such as a paediatrician or ELCAS. There is also a counsellor who is in school for 5 days per week. These outside agencies will be contacted by the SENCo, GP or the Parents and will work with the student in and out of school on individual programmes. These professionals will also be invited into annual reviews to meet with the parents or carers. Some students will require specialist, termly visits from outside agencies and these will be arranged within school time.  |

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| **How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?**  |
| Change can be challenging for all students, particularly students with SEN. Therefore, at Park High School we have lots of procedures to support the transition of student with SEN as they join our school, move to new classes within the school, transfer to new schools or leave for Post -16 at the end of Year 11.  **Joining our school**: We work closely with primary settings to support the successful transition of all of students as they begin their school journey with us in Year 7. Our transitions team visits the students in their primary setting and the students come into school for a transition day. We also offer an enhanced transition programme for those students who are identified by their primary school as needing this to enable a settled move. This includes additional visits, sample lessons, tours of the school, meet and greet with key staff and other students who they will meet in September. In order to support students and families of students with SEN, we also offer meetings in the term before the student starts school with the SENCo, teacher, parents, and representatives from the primary setting in addition to any other professionals that are supporting the student or family. This ensures that we are well informed about the student’s additional needs and can plan appropriate provision for when the student starts at school. At this meeting, we can also agree any other strategies that could support a successful transition including photo books, extra visits to the school and home visits. The school also hosts a transitions meeting in May for all Year 6 teachers so they can come along and further discuss pupils in detail. If a student with SEN is part-way through their school career, we will arrange for parents to meet with the SENCo and Head of House to discuss the student’s needs. We will also liaise with the student’s previous school to discuss strategies and support that have been effective in the past. If necessary, we can arrange extra visits to support a student’s transition to us. **Moving into the next year group:** Moving into the next year group often involves a number of changes of teachers and classrooms, and may also involve a change of form tutors, although this is kept as stable as possible for students. For those students who find transitions difficult we aim to go through their new timetable as soon as it is published in the Summer Term. This then allows meetings to be set up with receiving teachers to facilitate a smoother transition. Teachers are given faculty time to meet and share information about each student, including effective approaches and strategies for meeting the needs of students with SEN. Where necessary, students with SEN are supported by social stories to prepare them for the changes ahead. For students with complex additional needs or for student who will find the transition particularly challenging, a meeting is arranged with parents and both the previous and new form tutors. **Transferring to a new school:** Moving on to Post 16 can be an exciting but daunting time for all students so at Park High School we ensure that the students are well prepared for the transition. We have good links with the local Post 16 providers within the area and involve them in school from the start of Year 7. Where necessary, additional support arrangements such as extra visits and transition projects can be put in place to support a successful transition to Post 16. For students with Special Educational Needs and for student who are likely to find the transition more challenging the SENCo will meet with the College Learning Support Team to discuss needs, and accompany the student and parents on additional visits or interviews if required. If a student with SEN is moving to a new school before the end of Year 11, we ensure that all relevant paperwork is forwarded to the receiving school and a conversation or meeting has taken place with the receiving SENCo.   |

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| **How will my child/young person be included in activities outside the classroom, including school trips?**  |
| All students are included in all parts of the school curriculum and we aim for all students to be included on school trips, including those abroad. We will provide the necessary additional support to ensure that this is successful and will discuss this in advance with parents. A risk assessment is carried out prior to any off-site activity to ensure everyone’s health & safety will not be compromised. In the unlikely event that it is considered unsafe for a student to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment, wherever possible. The school has its own breakfast club and a variety of school clubs are provided after school that are open to all. We aim for these to be as inclusive as possible and may provide additional staff or sessions in order to achieve this. Some student finds the break and lunchtime periods challenging. Depending upon their needs, it might not be appropriate for them to eat in the dining hall with a large number of students or spend long periods of time outside, therefore alternative bases are provided for this. Each student’s needs will be considered on an individual basis.  |

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| **What support will there be for my child/young person's overall well-being?**  |
| Park High School is a very nurturing school and we understand the importance of student’s emotional and social wellbeing. We have an excellent pastoral team which includes Form Tutors, Wellbeing Key Workers and access to a counsellor. We are also a Rainbow’s School which offers tailored support to those students who have experienced significant loss or trauma.Where difficulties persist, despite targeted, reactive intervention over a period of time, outside agencies may be requested, with the parents’ consent. This may include: services from the Local Authority, Behaviour Specialists, Clinical Psychologists and Educational Psychologists. We are an inclusive school that holds a student’s emotional development as a priority and work with parents and students to achieve this:• The Form Teachers have responsibility for the pastoral, medical and social care of every student in their class • The school has members of staff who have extensive nurture training and are experienced in supporting children’s wellbeing needs• Any additional staff working with vulnerable students requiring support during the school day, will work under the direction of the Director of Student Support. • The school has a policy regarding the administration and managing of medicines, which is available on the policy page of the school website. Parents can request a ‘hard copy’ of this policy from the school office • Parents need to contact the school office if prescribed medication is recommended by healthcare professionals and needs to be taken during the school day. Any medication must be given to the school in the packaging that it was dispensed in by the pharmacy, with the student’s name and administration information clearly shown. A form must also be completed by the parent and medicines handed into and collected from the school office • On a day-to-day basis, the Wellbeing Team generally oversee the administration of any medicines. Another member of staff will always witness any administration • As a staff, we have regular training and updates on conditions and medication affecting individual student, so that all staff are able to manage medical situations • There are a number of named first-aiders in school who hold first aid qualifications, which are updated regularly.   |

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| **How do you evaluate the effectiveness of the provision made for children and young people with special educational needs?**  |
| The Head of Faculty, Heads of House and the Senior Leadership Team monitor the progress of all students every term, to measure the amount of progress made within their individual subjects. In addition to this, Heads of Faculty, Teaching Assistants and the SENCo monitor the effectiveness of individual interventions at least termly or earlier for intensive interventions. Other evaluation procedures utilised within school are: * Regular evaluation and updating of student’s individual targets with teacher’s
* Parent and pupil voice sought termly.
* SEN work book scrutiny
* Pupil Progress Meetings
* Annual reviews with parents, students and outside agencies if applicable.
* SEN report to Governors, termly
* Parent and SENCo 1 to 1 meetings
* Review of the interventions in faculty areas both with progress data and with narrative progress from the teacher
* CAF / TAF process
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| **How do you involve other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of children/young people with SEND and in supporting their families?**  |
| Park High School has a specialist teacher who attends the school every half term, this specialist works mainly with students with communication or social communication difficulties (such as Autism).Our school has also commissioned additional Educational Psychologist support via an external provider (Acorn Psychology). Our SENDCo works very closely with the team at Acorn to ensure that provision in school is robust for students with SEND. Acorn also support the school through the Assess, Plan, Do, Review process which might lead to a student needing the support of an EHC Plan.Within the school we have a culture of sharing good practice and expertise; this enables us to ensure our staff have as much knowledge as possible within the field of supporting student with SEND. As a school we work closely with any external agencies that we feel are relevant to supporting individual student’s’ needs within our school including: Health services including: GPs, school nurse, ELCAS/CAMHS (Children and Adolescent Mental Health Service), clinical psychologist, paediatricians, speech and language therapists, occupational and physiotherapists; Student’s Services including: Early Help locality teams, social workers, educational psychologists and specialist advisory teachers. Parents will always be consulted before any additional agency involvement is sought.Further information on voluntary organisations can be found on the school website via the FIND newsletters and Lancashire Local Offer. |

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| **What arrangements do you make in relation to the treatment of complaints from students/young people and their parents/carers with special educational needs concerning your provision made?** |
| Please speak to the SENCo in the first instance General information relating to SEND can be found on the school website, included within the SEND policy. This can be found on the policy page of the school website. Further information is available from the Head teacher, or, in exceptional circumstances, the SEN Governor. The school has a complaints policy, which is available on the policy page of the school website.You might also wish to visit the following websites: • Lancashire County Council’s Local Offer, outlining services available for student and young people who have SEND, can be found at<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/> • Contact the Information, Advice and Support team (formerly Parent Partnership) on: <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/information-advice-and-support/> • Contact IPSEA (Independent Parental Special Education Advice) [www.ipsea.org.uk](http://www.ipsea.org.uk) |

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| Where can I find the contact details of support services for the parents of children/young people with SEND?  |
| The information in this report feeds into Lancashire County Council’s Local Offer which details support, opportunities and services available to children and young people in their area that have SEND. This can be accessed at: <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>The Information, Advice and Support team (formerly Parent Partnership) can also provide information, support and advice to the parents or carers about their child’s special educational needs. To contact them please call 0300 123 6706 or visit <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/information-advice-and-support/> |

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| Where can I find information on where the local authority's local offer is published?  |
| Our Local Offer – See School policy page on the website. Lancashire County Councils Local Offer - <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>  |