What type of support is available for my child?

- Small teaching groups
- Quality First Teaching
- Appropriate and accessible curriculum
- High ratio of adult support
- Individual Learning Plan (ILP)
- Pastoral Manager support
- Annual Reviews
- Holistic planning involving all those important to your child
- Exam access arrangements
- Community Groups

How does the school support my child with transition?

On entry – Home visits, parent/carer information meetings, home school meetings, induction process, creation of Individual Learning Plan (ILP)

On exit – Personalised transition plans, regular transition sessions in school, home school / Post-16 setting visits, Travel Training, EHCP Referrals

How does the school communicate with me?

- Phone calls
- Website
- Parent/carer meetings
- Person Centred Reviews
- EHCP Annual Review process
- Involvement in meetings with outside agencies
- Written reports
- Emails and texts
- Letters and postcards
- Exhibitions

Who do I talk to about my child's needs or if I have any concerns?

Head of School:
- James Benson

SENCO:
- Emma Osborne

Pastoral Manager:
- Alicia Mann

Community Group Tutor

RÆDWALD TRUST

SEND Information Report Summary

Parkside Academy 2020

What support will there be for my child's wellbeing?

- Nurturing environment
- THRIVE Action Planning
- Mentoring
- Life skills development
- School Nurse support
- Attendance monitoring
- Home visits
- Anti-bullying
- Risk assessments
- Key Workers in Community Groups
- Positive Achievement Certificates
- PSHE Curriculum
- Creative activities – music, art, etc
- Fitness activities
- Chaplain

How does the school identify and assess students with needs?

- Information from parents/carers
- Information from teachers (review meetings)
- Information from students (questionnaires, regular discussions with staff)
- Information from outside agencies
- Information from assessments and previous settings
- Observations
- EHCP (Education, Health & Care Plan)

How does the school meet my child's needs?

- Detailed baseline assessments on entry
- <u>Communication and interaction</u> – social times activities, ASD friendly approach, social skills activities, LEGO Therapy, ELKLAN activities & strategies, visual timetables & resources, input from Speech & Language Therapy
- <u>Cognition and learning needs</u> - targeted literacy & numeracy intervention programmes, Dyslexia friendly approach, ICT resources for accessing / recording information, small teaching groups, vocational learning activities
- <u>Social, emotional & mental health</u> - THRIVE Assessment & Action Planning, social skills development embedded as part of curriculum, resilience building activities, PSHE curriculum
- <u>Sensory &/or physical</u> – disabled toilet, coloured paper/overlays, sensory resources, Fitness activities, Occupational Therapy input, motor skills activities & resources
- Referral to specialist agencies as appropriate- Speech & Language, Educational Psychology, OT etc
- Staff receive regular training to update their knowledge regarding SEND
- Every child's needs are considered on an individual basis