

What type of support is available for my child?

- Small teaching groups
- Quality First Teaching
- Appropriate and accessible curriculum
- Safeguarding, Health & Welfare Team support
- Individual Learning Plan (ILP)
- Annual Reviews
- Holistic planning involving all those important to your child
- Key adult
- Exam access arrangements
- Online Student Hub
- Daily PSED (personal, social and emotional development) lessons.

How does the school support my child with transition?

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

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

How does the school communicate with me?

- Regular phone calls
- Raedwald Trust Website
- Parent/carer meetings
- Person Centred Reviews
- EHCP Annual Review process
- Involvement in meetings with outside agencies
- Written reports
- Letters, emails and texts
- Parental feedback surveys
- Positive feedback via phone calls/postcards

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

KS4 Head teacher:

Kirsty Osborne

KS3 Head of School:

Sian Sherman

SENCo:

Emma Osborne (KS4)

Sian Sherman (KS3)

Deputy Designated Safeguarding:

Nic Shaw (KS3)

Kayleigh Southgate (KS4)

Emma Osborne (KS4)

Form Tutor



SEND Information
Report Summary
Parkside Academy
KS3 & KS4 2022-23

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

- Nurturing environment
- Mentoring
- Breakfast Club
- Life skills development
- School Nurse support
- Monitoring attendance
- Home visits
- Anti-bullying & E-safety
- Risk assessments
- 1:1 Time with key staff
- Positive achievement postcards
- PSHE Curriculum
- Creative activities - music, art etc.
- Fitness activities
- Mental Health First Aiders
- PCSO

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)
- Induction assessments

How does the school meet my child's needs?

- Appropriate baseline assessments on entry
- Communication and interaction - social times activities, social skills development embedded as part of curriculum, LEGO Therapy, ELKLAN strategies, visual timetables & resources, input from Speech & Language Therapy
- Cognition and learning needs - targeted literacy & numeracy intervention, Dyslexia friendly approach, use of assistive technology, small teaching groups, vocational learning activities, daily taught reading sessions.
- Social, emotional & mental health - social skills activities, PSHE curriculum, resilience building activities, supported social times, emotional literacy support
- Sensory &/or physical - accessible toilet, Irlen friendly lighting, coloured paper/overlays, sensory resources, Gym sessions, Occupational Therapy input, motor skills activities & resources, sensory circuits
- Referral to specialist agencies as appropriate- Speech and Language Therapy, Educational Psychology, Occupational Therapy, Specialist Education Services.
- Staff receive regular training to update their knowledge regarding SEND.
- Every child's needs are considered on an individual basis.