

What type of support is available for my child?

- Small teaching groups
- Quality First Teaching
- Appropriate, accessible and concentric curriculum
- Safeguarding & Pastoral Team support
- Individual Learning Plan (ILP)
- EHCP Annual Reviews
- Holistic planning involving all those important to your child
- Key workers
- Exam access arrangements
- Daily PSED (Personal, Social and Emotional Development) sessions
- Outreach support at home schools
- SALT support

How does the school support my child with transition?

On entry – Home visits, parent/carer meetings, school visits, induction process, creation of Pen Portrait & Individual Learning Plan (ILP) targets, induction report shared with parent/carer & home school

On exit – Personalised transition plans, outreach support in home school, Post-16 transition support, EHCNA Referrals, exit report shared with parent/carer & home school

How does the school communicate with me?

- Regular phone calls
- Raedwald Trust Website & social media pages
- Weekly Progress Reports
- Placement Review Reports
- Letters, emails and texts
- Positive feedback via phone calls/postcards
- Parent/carer meetings
- EHCP Annual Review process
- Involvement in meetings with outside agencies
- Exit Report

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

Head teacher:

Kirsty Osborne

SENCo & DDSL:

Emma Osborne

DDSL:

Kayleigh Southgate

Form Tutor



SEND Information
Report Summary
Parkside Academy KS4
2023-24

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

- Nurturing environment
- Daily meet & greet on arrival
- Breakfast Club
- Supported social times
- Mentoring
- School Nurse support
- Monitoring attendance
- Home visits
- Anti-bullying & E-safety
- Risk assessments
- 1:1 Time with key staff
- Positive achievement postcards
- PSHE Curriculum
- PSED Sessions
- Creative activities
- Fitness activities
- Mental Health First Aiders
- PCSO

How does the school identify and assess students with needs?

- Information from parents/carers
- Information from home school
- Information from outside agencies
- EHCPs (Education, Health & Care Plan)
- Induction process with baseline assessments
- Information from teachers (review meetings)
- Information from students (questionnaires, regular discussions with staff)

How does the school meet my child's needs?

- Detailed baseline assessments and induction process on entry
- Communication and interaction – supported activities during social times, ELKLAN strategies, visual timetables & resources, input from Speech & Language Therapist commissioned by Raedwald Trust
- Cognition and learning needs – small teaching groups, targeted literacy & numeracy interventions, Dyslexia friendly approach, daily reading sessions, use of assistive technology, SEND classroom toolkit resources
- Social, emotional & mental health – nurturing environment, supported social times & social skills activities, PSHE curriculum, Mentoring, bespoke PSED sessions, intervention with Drawing & Talking Practitioner, access to time out, activities/strategies to support self-regulation
- Sensory &/or physical – accessible toilet, Irlen friendly environment, coloured paper/overlays, sensory resources, Gym sessions, sensory breaks, 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.