



THE PARK
COMMUNITY
SCHOOL

SEND
Information Report
2020/21

The Park Community School

Under the new Special Educational Needs and Disability Code of Practice (2014) schools and settings are required to produce a SEND information report. This needs to be published on the school's website, kept up-to-date with changes and revised at least annually.

Please note that for ease of reference the term:

- **schools** has been used to represent all schools, colleges and settings that are required to have regard to the Code of Practice (2014)
- **parent** has been used to represent both parents and carers
- **student** has been used to represent the term pupil and student

Regulation Information: Children's & Families Act: SEND CoP Regulations, 2014 PART 3 Duties on schools Regulations 51-52

SEND information report: Prescribed information that must be included in SEND information report

Regulation 51

For the purpose of section 69(3)(a) of the Act the SEND information which the governing body or proprietor of every maintained school, maintained nursery school and Academy school (other than a special school that is established in a hospital) must include in a report containing SEND information is set out in Schedule 1.

SCHEDULE 1: Information to be included in the SEND information report

1. The kinds of special educational needs for which provision is made at the school.

The Park Community School is a mixed mainstream secondary school which caters for students in the age range 11-16 years. It currently caters for students with a wide range of needs, namely:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

The SEND policy embraces students who may need some support within the classroom and within the differentiated curriculum.

2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of students with special educational needs.

The role of the SENDCo at The Park Community School

- Overseeing the day-to-day operation of the SEND policy alongside other school-based professionals
- Coordinating provision for SEND students and reporting on progress
- Advising on the graduated approach to providing SEND support – Assess, Plan, Do, Review
- Advising on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Planning, implementing and monitoring relevant SEND CPD for all staff
- Overseeing the records of children with special educational needs and ensuring they are up to date
- Liaising with parents/carers of children with special educational needs
- Attending Parent Partnership at Park to inform parents of SEND issues at Park
- Contributing to the in-service training of staff
- Being a point of contact with external agencies, especially the local authority and its support services
- Liaising with other schools, educational psychologists, health and social care professionals and independent or voluntary bodies
- Liaising with potential next providers of education to ensure a student and their parents/carers are informed about options and that a smooth transition is planned
- Planning and monitoring the impact of interventions provided for students with SEND
- Leading on the development of high quality SEND provision as an integral part of the School Improvement Plan
- Working with the Headteacher and the school Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Lead on the exam access arrangements for students sitting exams.

The role of the SEND Governor at The Park Community School

- Be the Local Governing Body's "champion" for students with SEND and those with inclusion needs.
- Support and challenge the school to ensure no student is denied less favourably, denied opportunity or left behind because they have additional needs.
- Liaising with the SENDCo to understand how the SEND budget is used and what impact it has on the progress and attainment of learners.
- Monitoring the SEND information report.

The SEND Team 2020-2021

Special Educational Needs and Disabilities Coordinator (SENDCo) Assistant SENDCo	Caroline Hill Suzanne Howard
Learning Support Unit (LSU) Behaviour Manager	Lloyd James
Higher Level Teaching Assistant (HLTA) for Behaviour Support	Simon Borrington, Sam Saintey
HLTA for SEMH	Nadine West
HLTA for Literacy	Margaret Carroll
HLTA for Numeracy	Krisztina Borbely
HLTA for S&L	Rachel Beaman
SEND Administrator	Kirsty Jenkins
Educational Psychologists: Chris Wardle Educational Welfare Officer: Linda Paige School Nurse: Jacqui Bentley Careers South West Adviser: Natalie Bray	

There is also a team of subject based Teaching Assistants, LSU Mulberry Teaching Assistants and one Meal Time Assistant (MTAs) based in the Study and Support Centre.

How does the school track student progress?

The tracking of student progress begins in Year 5 with attendance at Annual Reviews by the SENDCo and HLTA for Transition. This is repeated in Year 6. Student progress is then tracked and reported to parents via school monitoring systems at least every term with a report to parents once a year and a Parents Evening once a year (twice for Year 7). Additionally, students with SEND in Year 7, 8 and 9 (identified as having SEND from primary liaison meetings) have literacy screening twice a year through Lucid Lass and NGRT and AMTi for Numeracy. In the Summer term of Year 9, identified students may have a range of tests in order to assess for GCSE Access Arrangements conducted by a qualified SpLd specialist (in accordance with the JCQ Access Arrangements and Reasonable Adjustments 2020-21). Some students will also be recommended for sheltered accommodation, rest breaks and enlarged papers.

Both in Key Stage 3 & Key Stage 4 student progress is measured via the school monitoring systems with the SENDCo tracking all SEND students' progress through regular assessments where appropriate.

A datafile is kept on the school ICT system which is confidential to staff only. This details every intervention and monitoring of all SEND students as well as highlighting needs.

What system is in place to respond quickly to difficulties in learning?

What systems are in place for identifying students who may have unidentified needs (as opposed to missed opportunities or insufficient high quality teaching)?

A referral to the weekly Care Meeting is made by a Head of House and signposting discussions will ensure a referral is made for an intervention for **whatever type of need within the four designated needs according to the SEND Code of Practice 2014** (if a student has not already been identified via robust systems already identified above). Each classroom teacher is expected to contribute to this referral through a discussion with the Head of House or Teaching and Learning Leader or SENDCo / Head of LSU Mulberry Centre / Learning Mentor.

How does the school decide when a student is having difficulties in accessing learning?

Students will already have been identified by the robust primary school liaison programme which starts in Year 5 for those with more complex needs. Our nine partner feeder Primary Schools and other Primary Schools outside of our catchment, work with us to provide analysis of needs on transition. These assessments are both quantitative and qualitative. Some are designed specifically for analysis of behaviours some for resilience and some for assessing cognitive functioning.

With regards to in-year admissions, liaison takes place between the student's previous school and testing is carried out (if not provided by the previous school) via CAT testing, NGRT, AMTi & Lucid Rapid testing to determine any difficulties in accessing learning. If a student joins who has been identified as having SEND, there will be a discussion between the SENDCos (current and previous SENDCo) to identify strategies which enable the student to access learning.

What additional support is offered to a family in relation to accessing education and what are the links with outside agencies?

When appropriate we seek advice from advisory services and outside agencies in order to gain a better understanding of a student's needs. The following list of services and agencies has been accessed during the last academic year and will be accessed during this academic year:

- **0-25 SEN Team**
- **Babcock Behaviour Support Team**
- **Babcock LDP SEN support services including The Educational Psychology Service and Educational Welfare Service**
- **CAIRB (Communication and Interaction Resource Base)**
- **CAMHS (Child and Adolescent Mental Health Service)**

- **Careers South West**
- **Devon County Council advisory teachers**
- **Devon Youth Service**
- **Ethnic Minorities Achievement Service (EMAS)**
- **FIG (Families in Grief)**
- **Family Intervention team (FIT)**
- **Inspire South West**
- **Integrated Children’s Services based at Roundswell, Barnstaple**
- **Intercom Trust**
- **MASH (Multi Agency Referral Hub)**
- **NDA (North Devon Academy Narita House)**
- **NDDAS (North Devon Domestic Abuse Service) – now SPLITZ**
- **Occupational Therapy and Physiotherapy services**
- **Parent Support Adviser**
- **Police liaison and PCSOs (Police Community Support Officers)**
- **REACH (Service for those at risk of exploitation)**
- **School Health Service**
- **Social Care based at the Civic Centre**
- **Specialist Teacher for Specific Learning Difficulties**
- **Speech and Language Service**
- **TFS (Targeted Families Support)**
- **Y Smart (Drugs Education)**
- **YOT (Youth Offending Team) YISP (Youth Inclusion Support Service)**

3. Information about the school’s policies for making provision for students with special educational needs whether or not students have EHC Plans, including—

a) how the school evaluates the effectiveness of its provision for such students;

- Clear systems are in place for evaluating the quality of provision by reviewing staff expertise through on-going teaching and learning monitoring systems
- Autumn Term Pupil Passport reviews and Annual Reviews evaluate the impact of SEND provision on the progress, attainment and well-being of SEND students
- Attendance and exclusion data for SEND students is analysed weekly by the Educational Welfare Service, daily by the school Attendance Officer in partnership with the Assistant Headteacher Student Welfare, Behaviour & Safety.
- The SENDCo, LSU Manager and SEND administrator monitor the impact and success of specific interventions through comparison of pre and post intervention data, especially Behaviour Improvement Goals (BIGS), Time Out Room data, Supportive Schooling and Disruptive student data, Transition Project scaling data, screening tests.

- The SENDCo uses the feedback from the Devon SEND audit for Primary and Secondary schools to inform the evaluation of provision
- The SEND Department and the LSU Mulberry Centre have a well-designed and comprehensive departmental plan that accounts for specific development of SEND provision and addresses any areas of weakness. These are reviewed with line managers throughout the year.

b) the school's arrangements for assessing and reviewing the progress of students with special educational needs;

How will parents/carers know how a child is doing and how will they be helped to support a child's learning?

Student progress is tracked via school monitoring systems at least every term with a report to parents once a year and a Parents Evening once a year (twice for Year 7).

In addition, small group intervention is tracked; postcards are sent home to celebrate progress and next steps.

Annual Reviews for students with EHC Plans are held in the Autumn term for Year 11 (as required by Devon LA) and Spring term for Years 7, 8, 9 and 10, with Year 9 having priority in February for the purposes of option choice monitoring. Pupil Passport reviews are also held regularly.

The SEN/D team is available for an appointment, should you require further support.

Every student and their parent/carer with a EHC Plan have the opportunity to complete a student and parent voice questionnaire and every Early Help meeting there is the opportunity for student/parent voice on preferred outcomes.

These meetings clearly set out ways in which the parent/carer can contribute to a child's learning.

c) the school's approach to teaching students with special educational needs;

How will the school staff support my child?

How will the curriculum be matched to my child's/young person's needs?

What is the education setting's approach to differentiation and how does that support children/young people?

Each Department approaches differentiation of teaching materials and topics to support learning in ways appropriate to that subject. The school has a Teaching and Learning Toolkit for teachers to use to ensure lessons are delivered to support all learners.

Teaching Assistants supporting in any class focus on promoting independent, resilient learners (only 1:1 when appropriate e.g. practical tasks especially on the grounds of Health and Safety).

They may act as scribes, readers, prompts and also as critical friends during lessons so students build metacognitive skills and resilience.

Each child with an EHC Plan has a Pupil Passport which is accessible to staff via Class Charts. This identifies very specific individual needs relating to that child's SEND and provides suggested strategies for each teacher to use in class to maximise that child's potential. The aim is to help the student to make progress by highlighting key areas of need potentially across all four categories mentioned in the SEND Code of Practice 2014. There will also be key documents available from CATS testing. These analyse learning profiles of all of our children in Year 7. These can create a profile of a child's learning capacity in verbal, non-verbal, spatial and quantitative reasoning.

The BLEST staff use observation journals to support behaviour as well as BIGS (Behaviour Improvement Goals) to find out how students present in the classroom and where any challenging behaviours need addressing. These have significant impact by allowing staff to address any underlying needs relating to social and emotional and mental well-being.

How does the school approach the identification of need and the matching of those needs to appropriate provision?

Each week, a Care meeting is held which is chaired by the Senior Assistant Headteacher. This brings together a member of the Leadership Team, DSL, SENDCo, the BLEST Behaviour Manager, a representative from Learning Mentors and the school nurse. Here referrals are taken from Heads of House which ask for support for students from different areas of the school. Signposting discussions determine the best form of support for that student and this is reviewed at subsequent meetings, especially focusing on feedback regarding school plans and Early Help Plans which are monitored by the SEND administrator. The identification of learning need from Year 6 is explained in the SEND policy.

How is the school developing its high quality teaching?

Quality Assurance takes place for each Department through consistent monitoring using our T&L toolkit; increasingly staff have access to incremental coaching supporting reflection and self improvement.

Teaching staff are observed by Leaders and observations include commentaries upon their use of support staff in the classroom. Tutor time and PHSEE lessons are also observed for each house in a similar way. Cohort reports are produced with feedback given to staff.

The appraisal system for all teachers in the school includes a target for all teachers to develop the inclusion provision either in the classroom, across a department or the school depending on the role. In addition, the Teaching and Learning Toolkit specifically references strategies for inclusion that are used through teacher development coaching and CPD.

The Teaching and Learning meeting chaired by Deputy Headteacher (Curriculum) also contributes to curriculum professional development for Teaching and Learning Leaders to disseminate good practice to all staff. The quality assurance cycle specifically embraces teaching students with SEND across all Departments and not as a separate entity aimed at

the SEND Department alone. This is commensurate with the SEND Code of Practice 2014 in that every teacher is responsible for teaching students with SEND in every classroom.

d) how the school adapts the curriculum and learning environment for students with special educational needs;

At The Park Community School, we are committed to ensuring equality of education and opportunity for all students, staff, parents and carers receiving services from the school, irrespective of race, gender, sexual orientation (LGBTQ+), disability, faith, religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of students will be monitored by age, race, gender and disability and we will use this data to support students, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At The Park Community School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.”

We will make “reasonable adjustments” to allow fair access for all who express a preference to attend The Park Community School as expected by the Local Authority. This currently includes:

- Provision of a lift to the gym with a specialist changing room attached for ease of access
- Provision of private and disabled toilet facilities
- Provision of lifts to access Science, Maths and IT departments Provision of specialist equipment in Technology especially in Food Technology
- Evac chairs for Fire evacuation with a PEEP (Personal Emergency Evacuation Plan) for identified students
- Two defibrillators; one in the school office and a second outside of the Sports Hall.
- Liaison with the Visual Impairment and Hearing Impairment and IT teams for specialist equipment from Babcock LDP and DCC.
- Liaison with our IT providers for specific or specialised computer access
- Liaison with all medical professionals namely GPs, school nurse, Cystic Fibrosis nurse, diabetes nurse, CAMHS, Physiotherapists and Occupational therapists for specialist advice regarding access to the mainstream curriculum
- Liaison with outreach staff at Lampard Community School and the Communication and Interaction Resource Base for specialist teaching resources, student observations, part time off site provision
- Provision of laptops, dictaphones, mini whiteboards and reading pens
- A variety of intervention schemes in the Study and Support Centre
- A vocational Curriculum Option with extra literacy, numeracy and basic skills lessons
- Homework Club after-school for two evenings with support.
- Study support for those with English as an Additional Language; those Year 10 and 11 students unable to follow previous option patterns when transferring from another school; those Year 9, 10 and 11 students who are not following a full National Curriculum by negotiation with parents and carers

e) additional support for learning that is available to students with special educational needs;

Targeted small group intervention in Literacy
Targeted small group intervention in Numeracy
Targeted small group intervention in SEAL
In class support, as appropriate and available.
Targeted behaviour support using THRIVE strategies.
Exit cards

f) how the school enables students with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs and;

How will my child be included in activities outside the school classroom, including school trips?

All students have access to the information on the extra-curricular activities that are available for students at the school in the special booklet provided at the beginning of each new school year. Students with SEND will be able to access all of these activities in school unless there is a medical report which advises otherwise. Parents and carers, where appropriate, are involved in planning for any activities or trips off-site alongside the member of staff responsible for the activity and the school's Educational Visits Coordinator and SENDCo if specialist provision has to be made. This will always be done at least two weeks in advance of the trip or activity and in the case of a residential experience at least two months in advance.

If the trip is overseas, then advice will initially be sought by the Educational Visits Coordinator and the member of staff leading the trip from the provider before the parent or carer is asked to provide specialist information for a medical condition. As far as possible, support will be provided from within the school staff for individual students with special educational needs which is not part of the normal staffing ratio OR a parent may accompany their child provided the Disclosure and Barring Service checks approve the support.

The Study and Support Centre provides a staffed sheltered facility during lunch and break times and at the beginning and end of the school day. This involves homework club on Wednesdays and Thursdays after school, games, access to computers, social activities and a general "haven" for any student feeling vulnerable for any reason.

Every tutor is expected to support children with SEND to contribute to all parts of school life, including School Councils or roles of responsibility within their house or tutor group with support from any attached support staff. Students are fully integrated into all physical activities sometimes with the support of a Teaching Assistant working with them. Equipment is specialised where necessary.

Target setting is seen as a vital part of this role where students may set targets relating to their own personal contribution to school life. Students with EHC Plans or Statements of SEN are encouraged to contribute to their own targets and always attend every review as far as possible.

Work Experience for students with an EHCP is supported including letter writing in the first instance, visits and feedback reports. The SEND Department also has a prize for Year 11 Outstanding Personal Achievement at the school's Annual Awards Evening.

g) support that is available for improving the emotional, mental and social development of students with special educational needs

What support will there be for my child's overall well-being?

Please refer to our policy "Supporting students at school with medical conditions" which sets out policies which have due regard for the new Government document "Supporting students at school with medical conditions" DfE April 2014.

The First Aid supervisor is the first line of enquiry for students with medical conditions.

The tutor is responsible for day-to-day pastoral care of **all** students in their care irrespective of need. If the tutor feels that the social and emotional well-being of the student is of concern then a referral will be made to the Head of House for further investigation. This will usually result in contact with parents (unless doing so puts the child in danger) and then a referral to the Care meeting as outlined on page 7 of this report. If a Child Protection concern emerges from any member of staff then the Designated Safeguarding Lead or Deputy Safeguarding Lead will act upon the concern following DCC guidance.

Students are able to contribute their views including those with SEND and to contribute to all parts of school life, including school councils or roles of responsibility via tutor groups. All students with an EHCP complete a personal questionnaire with a familiar member of the support staff before every Annual Review and they also have the opportunity to contribute with parents and carers each Autumn term to their learning profile when they are invited to a meeting with the SENDCo.

Pastoral Mentors work with students who may have barriers to learning at some point in their school life. Typically a Pastoral Mentor's caseload will relate to working with students who may have:

- high anxiety and stress levels relating to home or school circumstances
- anxieties around eating, bereavement, sexuality
- had traumatic experiences
- been placed in care

Pastoral Mentors work closely with other agencies previously mentioned (pages 4 and 5) and with parents and carers. They attend meetings out of school to support students.

There are currently 8 members of staff who have taken part in Thrive training which is designed to consider concerns for the development of social and emotional well-being and how to assess and address those concerns.

An Academic Learning Mentor works with students for whom an Assertive Mentoring model aims to improve attainment and consolidate good progress.

SEN/D Safeguarding.

Pupils with SEND are more susceptible to safeguarding risks as they are less able to protect themselves from abusers; if a pupil with SEND experiences difficulties, they may feel they have no one to confide in. Other reasons why pupils with SEND can be more at risk include the following:

- They may be afraid to confide in someone
- They have an increased risk of being bullied – they spend time in respite so the opportunity for bullying or abuse is increased
- Some pupils with SEND rely on adults for everything, including personal care, and this vulnerability puts them at a greater risk of being harmed or abused
- If they have been harmed before they may not want to speak out again in fear of being disbelieved or blamed
- Staff may not be able to spot the signs of abuse in children with SEND

What support is there for behaviour, avoiding exclusions and increasing attendance?

Initially, the focus is on creating a learning environment that is suitable for all learners. This starts with high expectations for all and clear strategies for inclusion.

Further support is given from the BLEST in a variety of ways and parents/carers are fully informed by telephone contact, invitations to meetings or letters home:

- Support in class for a short amount of time to help the student settle into a good pattern of behaviour and to support the teacher with strategies to maintain this
- Classroom observations and support for the teacher to help curriculum professional development
- Reward systems tied to a behaviour contract process
- Management of school and Early Help Plans
- Restorative meetings between students and staff and students
- Disruptive Student Intervention referrals from teaching staff via Heads of Department and the Care Meeting for a period of 2 weeks. This allows time for reflection with a HLTA on reasons why behaviour in specific classes is not acceptable and how improvements can be made
- Management of EHCPs when the need is specifically behaviour related
- Full range of report card systems including Leadership Team referral for specific students
- Implementation of projects with Inspire South West and PETROC for alternative programmes off site. These aim to support avoidance of exclusion and a more creative curriculum for those students for whom challenging behaviour is not conducive to a full academic curriculum.
- Intervention programmes with Shoreline (AP School) for students at risk of Permanent Exclusion.

- Intervention programmes through the school's own pre-exclusion provision - the LINC.
 - This includes intensive periods of work with our BLES team off the normal curriculum timetable before being reintegrated into the main school curriculum.
- Liaison with local police for Anti-social behaviour clinics held in school

All of the above provisions are designed to support students for whom exclusion is a reality, to support staff in managing these students and to support parents and carers in understanding the vital role they have to play in ensuring positive engagement in school. A student spends approximately 83% of their life at home and 17% of their life in school, hence the tremendous potential for parents/carers to work with school to effect change.

A Time Out Room is used by staff on a lesson basis for students who are unable to work positively in class. This gives the teacher and other students the opportunity to work in a more conducive atmosphere to learning on a short term basis. This is monitored by Heads of House, Heads of Department and the BLEST. All students are expected to reflect upon their behaviour whilst in Time Out with the Time Out leader

Attendance is managed by the Senior Assistant Headteacher and supported by our in-house Attendance Officer. Each Head of House meets every two weeks to discuss attendance difficulties with the Educational Welfare Officer and a full range of sanctions open to the Educational Welfare Service including warning letters, fines and court appearances are supported by the school for non-attendance. However, phased reintegration into school via the Study and Support Centre, positive attendance report cards, attendance shields, 100% attendance awards are all used as incentives for good attendance. Discussions with the SENDCo, Senior Assistant Headteacher will take place when medical needs or Child Protection issues are at the forefront of reasons for non-attendance.

4 Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

What specialist services and expertise are available at or accessed by the school?

Pages 4 and 5 of this document describes the range of services already accessed this academic year or in the past 12 months.

What training have the staff supporting SEND had or what training are they having?

The school's approach to training and development of staff (including whole school training) to enable them to support children with special educational needs is based around staff meetings which are: five INSET Days which are held in one academic year; discussion forums at Pastoral Council, Curriculum Council, the Teaching and Learning meetings. In addition, the SEND Department lead short CPD sessions in morning briefing.

Manual Handling Training completed at least annually for specifically identified staff; epi-pen and asthma awareness training every year held by the school nurse; departmental meetings for all staff including Teaching Assistants and SEND Department meetings led by

the SENDCo which focus on their role in enhancing teaching and learning. These meetings are not exclusively for training relating to SEND but typically embrace focussed discussions as appropriate determined by the Headteacher and the Senior Leadership team. The budget for training is managed by Deputy Head (Teaching, Learning and Progress) with the Headteacher. The SENDCo would prepare for a child coming to the school who has needs that have not previously been supported by conducting liaison visits with the previous school or through contact with other SENDCos, Educational Psychologist or Advisory teachers.

The SENDCo has completed through Bath Spa University the Postgraduate Certificate for Special Needs Coordination and is a Child Protection Officer (Level 3). In their previous roles they spent 10 years as a SENDCO in Bristol.

5 Information about how equipment and facilities to support children and young people with special educational needs will be secured.

How accessible is the school both indoors and outdoors?

The building is mainly wheelchair accessible which has improved in 2017 with the new lift improving the accessibility to English. There have been improvements in the visual environment through new buildings for the Study and Support Centre. Blinds are fitted in classrooms for visual acuity. There are disabled changing and toilet facilities as previously outlined (page 8). The school has disabled parking bays and clear signage. Please refer to page 8 of this document for a list of facilities and equipment. The Advisory teachers from Babcock International and DCC are our main source of advice for specialist equipment providers as well as Occupational Therapy and Physiotherapy services.

6 The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.

How are parents involved in the school? How can I get involved?

Who can I contact for further information?

All parents are invited to join the Friends of Park Association and the Parent Partnership at Park (particularly for the parents of new Year 7 students). The Assistant Headteacher (Safeguarding, transition and admissions) will welcome anyone wanting to participate in supporting other parents and friends of the school in Fundraising or social activities. Each new academic year a series of six introductory workshops are held at the beginning of the new term for new Year 7 parents in particular. Input from the SENDCo and a tour of the Study and Support Centre is always part of this series of information events as is information from Mulberry Centre Leader and Head of IT.

Arrangements for consulting parents about the special educational needs of their children begin in Year 5 when the SENDCo (or their representative) and the HLTA for Transition attends all Annual Reviews of potential students and again in Year 6. Alongside this are the arrangements for primary liaison after the National Offer Day of 1st March each year when the Senior Assistant Headteacher and Lead for student Transition visit all students who have been awarded a place at our school. Parents become involved in this process at this stage on invitation from the Primary School. Year 6 parents attend an Open Evening in

June each year with access to the SENDCo/Lead for Student Transition for specific informal discussion.

The SENDCo, a member of the Leadership Team or Lead for student transition will conduct tours for parents of students with SEND who have been unable to attend Open Mornings or the Evening in September by appointment via the school office.

As described on pages 4 and 5 of this report parent voice at Annual Review, Parents' Evenings and learning profile meetings alongside consultations arranged by the school with any of our support services outlined on pages 4 and 5 are an important part of our partnership with parents. At the Year 6 Induction Open Evening appointments with the tutors are secured and introductions to Heads of House, Deputy Heads of House, tutors, School Nurse, Educational Welfare Officer and Parent Partnership at Park representatives are seen as a developing the partnership with parents.

7 The arrangements for consulting young people with special educational needs about, and involving them in, their education.

All of our children with a school, Early Help or an Education Health Care Plan (EHCP) are all expected to attend every meeting which allows them to contribute personally to a student-centred discussion. Students also have the opportunity to share their views in advance of such meetings with a Teaching Assistant, Learning Mentor or with parents and carers. For those students who find such meetings quite daunting and who are not comfortable in this larger arena, these close contact smaller 1:1 discussions allow for their views to be known.

From time to time small focus group discussions are held by the Lead for student Transition, the Senior Assistant Headteacher and SENDCo The school council is always open for nominations for all of our children as are Community Awards and Child of Achievement Awards.

New Year 7 students will have had two taster days before entry but also our vulnerable students with SEND are given the chance for an extra half day of shadowing in Year 6 with a personal invitation to bring a friend and to join a class where they will meet a former student of their primary school or a positive role model in current year 7. This serves two purposes: confidence building and also as a source of information about any adjustments which will need to be made the following year.

8 The school's arrangements for supporting students with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.

Annual Reviews for students with EHCPs in Year 9 and 11 are arranged at specific times of year: Year 9 in February and Year 11 in the Autumn Term. This allows for key professionals to attend those reviews and plan for a successful transfer between Key Stage 3, Key Stage 4 and Key Stage 5. Our Careers South West Personal Adviser attends all of these reviews. Representatives from PETROC and any other post 16 provider nominated by a student are

invited to attend Year 11 reviews. Pre-admission visits are arranged with advisory teachers or health professionals as well, particularly for those with sensory or medical needs.

Students in Year 9 are given advice by the SENDCo and other SEND staff both in lesson times and at the Year 9 Options Fayre (for parents and carers as well) regarding option choices and extra study support irrespective of whether they have an EHCP.

Please refer to the new SEND policy on the school's website for information regarding transfer from Key Stage 2. We therefore endeavour to:

- Develop an appropriate person-centred planning approach to all transitions between schools or key stages where the student and family will be at the heart of the planning process.
- Begin transition planning as early as required
- Establish clear links with the receiving or feeder school or setting.
- Monitor the ongoing transition process, building on previous assessments and reviews
- Carry out annual reviews through an appropriate person-centred planning processes
- Identify aspirational key outcomes and secure appropriate provision to achieve outcomes
- Ensure that planning and provision takes into account the student's next phase of education or transition into adulthood and takes steps to prepare the student

9 How the Governing Body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of students with special educational needs and in supporting the families of such students.

The main source of support for Governors, staff, students, parents and carers is the Local Authority and particularly:

- Devon Association of Governors
- The 0-25 SEN Team based in Exeter
- Integrated Children's Services based at Springfield Court, Fishleigh Road, Roundswell
- Parent Partnership mediation services
- Social Services based at the Civic Centre, Barnstaple
- Early Help Team

Babcock International also support our school providing Educational Psychology Services, Advisory Teacher Teams and Educational Welfare Services

10 Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of students with special educational needs concerning the provision made at the school.

The SENDCo should be the first point of contact if a parent wishes to discuss something about their child's special educational need and the setting's general approach to resolving concerns. A parent can also talk with the student's tutor or Head of House if they are worried.

The formal complaints policy can be found on the school website. Our SEND Governor and our Safeguarding Governor are happy to be contacted via the school office for any further concerns.

11 The contact details of support services for the parents of students with special educational needs, including those for arrangements made in accordance with section 32.

At The Park Community School we seek to signpost parents / carers / young people to organisations, services etc that can provide additional support via the support service which we provide in school (Study and Support Centre, BLEST, Pastoral Mentors, Careers South West, School Nurse, First Aid supervisor). Each support service has access to all of those services named on pages 4 and 5 of this report. The child's tutor or Head of House would be the first point of contact if a parent wanted to discuss something about their child/young person of a general nature. Parents should contact Admissions in Exeter if they are considering whether a child / young person should join the school or, for an informal discussion, the Headteacher. The SENDCo, will also discuss admissions of a child with SEND to offer advice.

12 Information on where the local authority's local offer is published.

A link to the local authority local offer is to be found on the school website in the SEND section of the Parents' tab www.devon.gov.uk/send

Acknowledgement and Thanks to Plymouth City Council "The Plymouth Local Offer- school Element" and Hampshire "Illustrative Regulations as a guide for schools completing SEN Information report"