



SEND Information Report 2023-24

Approved by	Headteacher	Date 1.3.2024	Spring term 2024
Next Review due by September 2024			Autumn term 2024

Contents

List of Acronyms..... 2

Introduction 2

What type of school are you, what special educational needs do you cater for?..... 2

How are the needs of students identified and monitored? 2

How is the decision made about what type and how much support my child will receive? 3

What support will there be for my child’s overall well-being? 4

Who are the SEND team? 4

How can I let the school know if I am concerned about my child’s progress in school?..... 5

How will the curriculum be matched to my child’s needs? 5

What opportunities will there be for me to discuss my child’s progress? 5

What opportunities are there for consultation with SEND students?..... 5

How are staff trained to support students with SEND?..... 5

How do you evaluate the effectiveness of your provision? 6

How will Parkfield prepare and support my child to join the school, transfer to a new school, or transition to the next stage of life? 6

How accessible is Parkfield? 7

How will my child be included in activities including trips?..... 7

What if the child I am caring for is Looked After by the local authority (CLA)?..... 7

What steps should I take if I have a concern about the school’s SEND provision? 7

Additional Websites 7



List of Acronyms

CAMHS	Child and Adolescent Mental Health Services	ICT	Information and Communication Technology
		Year R	Reception
		KS1	Key Stage 1
		KS2	Key Stage 2
CLA	Child Looked After	KS3	Key Stage 3
EAL	English as an Additional Language	KS4	Key Stage 4
EHCP	Education and Health Care Plan	TA	Teaching Assistant
ELSA	Emotional Literacy Support Assistant	MFL	Modern Foreign Languages
SEND-GR	Special Educational Needs and Disabilities Graduated Response	PEEP	Personal Emergency Evacuation Plan
RS	Reach South	SEND	Special Educational Needs and Disabilities
HLTA	Higher Level Teaching Assistant	PS	Pastoral support Team
HOY	Head of Year	Parkfield	Parkfield School
EP	Educational Psychologist		

Introduction

At Parkfield:

- all young people are valued and included regardless of ability, need or behaviour.
- all young people are entitled to a broad, balanced and enriching curriculum which is adapted as appropriate to meet individual needs.
- all young people can learn and make progress.
- effective assessment and provision for students with SEND will be developed in partnership with the student, parent or carer, local authority and other external agencies.
- maintaining student's safety and wellbeing is fundamental to their development.

What type of school are you, what special educational needs do you cater for?

Parkfield, located in BCP, is a member of Reach South Academy Trust. The number of students entitled to free school meals (FSM) is 28 % (2023-2024). The national average is 23.8 % (2023)

At Parkfield, we support students with a range of SEND within the following areas:

- Cognition and Learning
- Communication and Interaction
- Specific Learning Difficulties
- Social, Emotional and Mental Health

How are the needs of students identified and monitored?

To ensure that Parkfield actively identifies students who may have a specific learning difficulty, the SEND team uses data and the agreed graduated response to establish needs.

The school uses CAT testing which includes spelling, reading, working memory, processing and reading comprehension. This data is used as part of the graduated response.

Our core values: Respect, Integrity, Ambition. Dedication, Professional



At Parkfield, all staff endeavor to monitor the progress and outcomes of students through our SEND Graduated Response,

If at any stage during a student's time at Parkfield a parent or carer has concerns about their child having a SEND, a long-term mental health or physical health condition, then they must contact their child's tutor in the first instance.

Our SEND Graduated Response (SEND-GR) is a model of action which recognises that there is a continuum of need and that, where necessary, increasing specialist expertise should be brought to bear on the challenges that a student may be experiencing.

Our SEND-GR encompasses an array of strategies which are underpinned by 6 core central principles:

- All students are entitled to high-quality teaching.
- All students can learn and make progress.
- All teachers are teachers of SEND.
- A differentiated curriculum is not SEND provision – differentiated learning opportunities should be given to all learners.
- Provision for a student with SEND should match the nature of their needs.
- There should be regular recording of a student's SEND, of the planned outcomes, of the action that the child is taking, of the impact of those actions and the outcomes achieved. At Parkfield we are introducing the Provision map management system Edukey to manage SEND systems.

How is the decision made about what type and how much support my child will receive?

In line with our SEND-GR, at stage 1, Universal Provision refers to adjustments, interventions and support accessible to all students, delivered at a whole school level. If a classroom teacher has concerns at stage 1, they will work collaboratively with their Head of Department at stage 2.

At stage 2, 'First Concerns' refers to a concern that, despite good Quality First Teaching (QTS), there is a possible emerging need due to ongoing concerns. Classroom teachers alongside Heads of Department, will monitor and review progress to identify whether there is a need that requires further intervention. If, following early intervention, there continues to be a need, Heads of Department will work collaboratively with the Inclusion team.

At stage 3, Targeted Additional Support refers to support overseen by Heads of Year will the support from classroom teachers, Head of Departments, SENCo, and Senior Leadership.

At stage 4, Targeted Intensive Support, where the inclusion team identifies needs through the assess, plan, do, review cycle on an individual education plan (IEP).



Assess, Plan, Do, Review cycle of the graduated approach



Stage 5, over and above stage 4, students with an Education Health Care Plan (EHCP), EHCPA or accessing alternative provisions overseen by the SENCo and the Assistant Headteacher.

For more information on the SEND graduated response, please refer to the [Parkfield SEND Policy](#).

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

At Parkfield, we have a dedicated Pastoral Team which includes:

- Ms. Dunn- Primary lead
- Mr. Beck – Key Stage 3 lead
- Mrs. King – Key Stage 4
- Mrs. Zygo -Teaching assistant
- Ms. Baymont – Teaching assistant
- Mrs. Bleach – (First Aid and Medical)
- Mr. Henwood – Place to be councilor – Student Receptionist
- Mr. Yeats – Mental Health and Wellbeing Lead

Mental Health and Wellbeing Lead: send@parkfield.bournemouth.sch.uk

Students can access Student Welfare for 'drop ins' during break and lunchtime. At Parkfield, we want students in lessons, or in an intervention. To support this, students can work with the PT to RAG their timetable. RAG stands for red, amber, green and this means that together discuss key lessons and the PT.

The PT works closely with the SEND team both within Inclusion to implement IEPs and Pupil Passports using the assess, plan, do, review process to ensure the needs of every student are at the forefront of any interventions.

At break and lunch, designated areas within the upper Key stage learning environments supported by staff provides a haven and supervised support for students to develop social integration and friendship whilst accessing a range of team building activities.

Our core values: Respect, Integrity, Ambition. Dedication, Professional



Medicines are administered by staff with basic first aid training. The PT, work closely with the school nurses in the community who can provide advice and support for students experiencing medical and/ or emotional difficulties.

How can I let the school know if I am concerned about my child's progress in school?

Talk to us.

We have an open-door policy where you are welcome to make an appointment to meet with your child's tutor to discuss how your child is getting on. We believe that your child's education should be a partnership between parent or carer and teachers.

If you require further support with your concerns, please contact your child's Head of Year (HOY).

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

Teachers plan lessons according to the specific needs of all groups of students in their class and will ensure that your child's needs are met. Specific resources and strategies will be used in conjunction with pupil passports to support students individually and in groups. Planning and teaching will be adapted on a lesson-by-lesson basis to ensure the needs of all students are being met. Our SEND Graduated Response enables staff to understand any barriers to learning and accessing of teaching and learning to enable the curriculum to be developed to meet the needs of individuals as well as groups of children.

What opportunities will there be for me to discuss my child's progress?

Our partnership with families is very important to us. Arrangements for consulting with parents or carers of children with SEND will initially be by telephone conversation, with a request to meet to discuss concerns. Alongside this, parent or carers will be consulted through:

- Parents' Evenings
- Progress reports
- Year 7 Settling In Evening
- Year 9 Option Evening
- Annual review meetings for students with an EHCP

What opportunities are there for consultation with SEND students?

Students will be wholly involved with their own education. We are determined to provide the opportunity for students to share their thoughts, wishes and feelings. Provision includes:

- Daily interaction with tutors
- Access to external agencies if required.
- Annual reviews for students with EHCPs

How are staff trained to support students with SEND?

Our core values: Respect, Integrity, Ambition. Dedication, Professional



Parkfield staff aim to provide quality first teaching to all our students. Teachers provide schemes of work and lessons which support the learning and progress of all students through a variety of methods, both creative and traditional. Staff adapt their teaching to meet the needs of students, particularly those with additional needs. TA's have experience of working with a variety of needs.

- TA's have a systematic training programme and are encouraged to take part in additional training as part of ensuring Parkfield is a well-led school.
- The SENCo takes part in networking meetings with the local authority.
- Parkfield also subscribes to the Educational Psychology Service and other professional support services to provide additional support and further training.
- At Parkfield, we seek out the most effective training to support the needs of our students.

How do you evaluate the effectiveness of your provision?

We systematically monitor and review our work within the whole school's systems, which includes student voice. Our Graduated response, ensures that we move students on to the next level of support where required, and where we have evidence of positive impact, allowing the student greater independence. We evaluate the effectiveness of the provision for our students with SEND by:

- An annual review of the [Parkfield SEND policy](#);
- A termly review of students' individual plans.
- A termly review of the impact of interventions.
- Holding annual reviews for students with EHCPs;
- Systematic observations of the provision in lessons for SEND students;
- Regular discussions and feedback from external professionals working with students.

How will Parkfield prepare and support my child to join the school, transfer to a new school, or transition to the next stage of life?

When students with SEND prepare to start at Parkfield, transition visits will be set up and SENCo will attend professional/annual reviews and transition meetings.

Additional arrangements include:

- Some students may require more individual support which will be set up by the SENCo
- Year 7 students commence their education in September, alongside year 11 students, a day before the majority of the rest of the school community.
- Key workers for students with EHCPs.

When students start to prepare for their next stages of life at college or in an apprenticeship, transition visits will be set up with education settings to ensure they are aware of the student's needs.

Additional arrangements include:

- Some students may require more individual support transitioning to college, and this will be set up by the SENCo
- Additional support with applying to college or for an apprenticeship. Mrs. Walton is our Career Pathway lead.

Our core values: Respect, Integrity, Ambition. Dedication, Professional



- Information and advice on careers and accessibility to a range of colleges
- Independent advice is also sought through liaison with businesses, career days, assemblies, and mock interviews

How accessible is PARKFIELD?

- All buildings have wheelchair access via several entrances.
- There are two lifts: one in the reception area and one in the secondary area of the school
- Regular health and safety audits are carried out by our site manager.
- During a fire evacuation, all students with limited mobility will follow their Personal Evaluation Emergency Plan (PEEP). It is the parent and carer's responsibility to meet with the school prior to sending their child in on either crutches, in a wheelchair or with any restriction of mobility. This is so that we can ensure a Personal Emergency Evacuation Plan (PEEP) can be developed which will enable the students to safely exit the building during an emergency.

How will my child be included in activities including trips?

We openly encourage all students to participate in extracurricular activities and trips. We regard Parkfield as an inclusive school and therefore every student, regardless of need, has access to our extra-curricular clubs, during and after school. Trips are also inclusive; we provide for students who want to take part in any of these activities.

What if the child I am caring for is Looked After by the local authority (CLA)?

Parkfield has a Looked After Designated lead who is currently the SENco. They will work with the child, carers and wider professionals as appropriate. In the case of a child who is in care, we will work with their careers, allocated social worker and Independent Reviewing Officer (IRO) to create a package of support which meets all their needs. Each term the CLA lead will meet with the student, carer and social worker to complete a Personal Education Plan (PEP) and to review progress.

Designated Safeguard Strategic lead and CLA – Mr Yeats
Operational safeguarding lead -Mrs. Green

What steps should I take if I have a concern about the school's SEND provision?

At Parkfield, we endeavor to meet the needs of all students but if there are any concerns, we encourage you to contact your child's tutor in the first instance. The Headteacher will be informed when necessary.

[Parkfield Complaints Policy](#)

Please note our communication policy. We will respond to all emails as soon as we can, however, please allow up to two working days for an initial response.

Additional Websites

- [BCP Local offer](#)
- [SEND Code of Practice](#)
- [BCP SENDIASS](#)

Our core values: Respect, Integrity, Ambition. Dedication, Professional

