

Parkside Community College



SEND Information Report 2024-25

Introduction

This SEND Information Report aims to give an overview of the SEND systems in place at Parkside Community College. It links to Cambridgeshire County Council's Local Offer, and should be read in conjunction with the School's Special Educational Needs and Disability Policy

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1. Contact information

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2. Cambridgeshire County Council Local Offer and Ordinarily Available Provision:

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer>

This outlines all support services in the area and has information regarding SEND, assessment, complaints, services, schools and support that can be accessed.

[SEND OAP Toolkit - Learn Together \(camblearntogether.co.uk\)](http://camblearntogether.co.uk)

This defines what provision should ordinarily be available in schools for children and young people with SEND.

3. The Equality and Intervention Department

All members of the Equality and Intervention department work collaboratively and strategically with colleagues across the School to identify and support additional needs and

promote inclusion. The team is made up of fourteen well qualified and experienced staff members:

- SENDCo
- Deputy SENDCo
- SENDCo Assistant
- SEND Administrator
- Intensive Pastoral Support Worker
- Literacy Specialist Higher Level Teaching Assistant
- Transition Specialist Teaching Assistant
- 6th form support Teaching Assistant
- Eight in class support Teaching Assistants

Mental Health support is overseen by Tara Lazenby, Assistant Principal. A qualified counsellor works under her guidance at Parkside one day a week, offering talking therapy to some students.

4. Our SEND students

As of September 2024, Parkside Community College has the following numbers of students with SEND:

Year Group	Educational, Health Care Plans (EHCP)	SEN Support (K)	Boys	Girls	Total
7	7	24	20	11	31
8	5	24	16	13	29
9	2	26	18	10	28
10	4	22	15	11	26
11	3	27	15	15	30
13	1	4	4	1	5
Total	22	127	88	61	149

Local and National Picture:

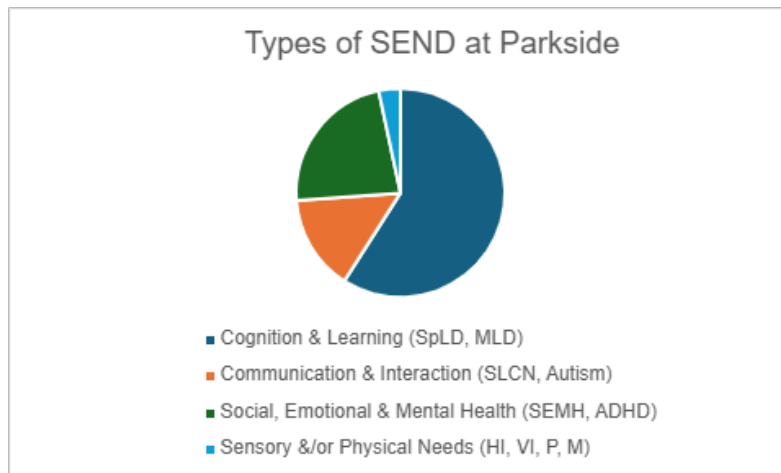
	Parkside	National (Secondary)
Students with an EHCP	3.19%	2.2%
SEND Support	18.55%	11.9%

The SEND Code of Practice defines SEND as falling into four key areas:

- **Cognition and learning:** Specific learning difficulties (SpLD) - including dyslexia and dyspraxia; Moderate learning difficulties (MLD)
- **Communication and interaction:** Speech language and communication needs (SLCN); Autism (ASD)

- **Social emotional & mental health difficulties:** includes ADHD
- **Physical and sensory difficulties:** Hearing Impairment (HI); Visual impairment (VI); Medical Difficulties (M); Physical difficulties (P)

The chart below shows the proportion of students at Parkside in each category, based on their primary need only. Please note that many students have co-occurring needs, for example their primary need is dyslexia, but they are also autistic.



5. Admissions

At Parkside we pride ourselves on being an inclusive setting where students feel safe and thrive to meet their potential. We welcome open and honest dialogue with any parent and student with SEND who wishes to potentially attend the School.

Students with SEND will apply to Parkside in the usual admissions process, as outlined in our Admissions policy. Those with an EHCP will request a placement through their Phase Transfer Annual Review at the end of Year 5 or early in Year 6. We at Parkside are open to discussions with parents, the young person and professionals involved prior to making the decision on which placement parents would request; this is to ensure that Parkside is the most suitable environment and can offer the most appropriate provision for the young person to succeed and meet their potential.

Where Cambridgeshire Local Authority proposes to name Parkside in an EHCP, made in accordance with section 324 of the Education Act 1996, the school will be sent a consultation and will outline whether the student's needs can be met and whether a place will be offered or not. If it is deemed that it would be incompatible with the provision of efficient education for other children, this will be outlined in the consultation response to the Local Authority.

No student will be refused admission to Parkside based on his or her special educational needs. In line with the Equality Act 2010, we will not discriminate against disabled children in respect of admissions for a reason related to their disability.

6. Identification of and response to need

At Parkside we identify the needs of students in a range of ways:

- At transition from primary school, we liaise with families and Key Stage 2 staff who know students well, so that we have a good understanding of their needs. We meet students with SEND both in their primary schools and as part of an additional induction morning.
- SATs results, MidYIS, NGRT reading tests and baseline Maths and English testing give an indication of need.
- In collaboration with colleagues across the School, the SENDCo regularly looks at the data of all students to monitor the progress of those with SEND.
- Staff log concerns about student barriers to learning which the SEND team investigates.
- Where necessary, we make referrals to other professionals to assist us in identifying need, for example the Speech & Language team, the Educational Psychologist or the CAMHS neurodevelopmental service.
- We use a range of standardised and other recognised assessments in school to identify challenges our students face in the areas of reading, writing, numeracy, spelling, processing, and working memory.
- Parents are encouraged to contact the school if they have concerns about their child's needs.
- Student voice is at the centre of all our work: we ensure we talk to the young people about their needs, their learning and their well-being at every step of our identification and support processes, throughout their time at the School.
- All of the above help us to know the students well and to build up a picture of their needs. This information is communicated to all staff through the Strategy Sheet – an individualised document stating students' strengths, challenges, strategies, reasonable adjustments and adaptations needed to support them and any interventions offered. This Strategy Sheet is regularly updated by the SEND team, together with the students; input from parents is welcomed.

In line with the SEND Code of Practice, a graduated response through an ongoing process of Assess, Plan, Do, Review informs next steps in the identification and support of students' needs. This process sits within a pyramid model of intervention support, shown here and detailed below:



7. Our Universal Offer

All staff at Parkside Community College endeavour to meet the needs of the students through our universal offer of high quality teaching in every lesson. This is underpinned by clear inclusive teaching strategies and is informed by Cambridgeshire's Ordinarily Available Provision toolkit (link in section 2, above). Adaptations are made to accommodate the different needs of individual students, as outlined in their Strategy Sheets.

High quality inclusive teaching is complemented by our pastoral and personal development programmes. All students are warmly invited to and encouraged to attend a range of clubs, as well as day and residential trips away from school.

8. Targeted Support

Sometimes students will need some extra support, known as intervention, to help them make progress. New interventions are developed in response to pupil need. Those currently offered include:

- € Teaching Assistant support in lessons
- € Small group or 1:1 numeracy support
- € 1:1 Phonics teaching
- € Small group literacy support, including reading fluency, comprehension and spelling
- € Homework support as part of the School's Study Hall
- € Transition support
- € Additional support with school trips

We will always discuss with students and families the reason for the intervention and what it is meant to achieve. The SENDCo and teaching assistants will review how well the intervention is working and make adjustments as necessary. We follow the APDR cycle set out in the SEND Code of Practice: first we assess what the student's needs are, then we plan an intervention; after the intervention has been done, we review its success.

Students with an EHCP are matched with a Teaching Assistant who acts as their keyworker, overseeing their progress, holding regular individual support sessions and communicating regularly with the students' families.

Students with Social, Emotional and Mental Health needs, and some other vulnerable students, may be supported by our Intensive Support Worker. They will have access to Engage, a calm space for the use of a small number of students before and after school and during break and lunchtimes, or to support with re-integration into school where needed.

9. Specialist Support

Our Deputy SENCO is a qualified specialist in Specific Learning Difficulties (dyslexia) and Access Arrangement Testing. She administers standardised testing to identify SEND and provides specialist teaching for the highest literacy needs.

We also refer to and liaise with a wide range of external services, embedding their advice in our practice. These include but are not limited to:

- Our local authority link and other educational psychologists
- CAMHS
- The local authority Speech and Language Therapy (SALT) team
- OT services
- Physiotherapists
- Hearing and Vision specialists
- MHST
- The Cambridge Acorn Project
- Centre 33
- Private Counsellors (where employed by individual students' families)
- Private and NHS approved assessors of neurodiversity (Autism and ADHD)
- GPs and NHS medical specialists
- Family Workers

10. Exam Access Arrangements

At Parkside we endeavour to ensure that students who require extra support in their exams receive this. This is based on diagnostic testing as well as collating evidence of a history of need and a student's normal way of working. All Access Arrangements are decided in line with the JCQ: [Access Arrangements, Reasonable Adjustments and Special Consideration - JCQ Joint Council for Qualifications](#)

11. Governing Body

The SEND Governor and the SENDCo have meetings throughout the year to discuss SEND provision offered at Parkside, including new developments, successes and areas for future development.

12. Partnership with parents and carers

The role played by the parents and carers of students with special educational needs is essential to the well-being and progress of their children within school. We welcome communication with parents and carers and aim to work in partnership with them. We invite them to meet with the SENDCo as part of the regular parent consultation evenings, and with the SENDCo, Deputy SENDCo and other members of the Equality and Intervention Team at additional times depending on need. Parents and carers attend all Annual Reviews for students with an Education, Health and Care Plan. We send copies of students' Strategy Sheets home for review annually, and additionally where updates have been made.

13. Transition

Transition arrangements are very important. To support a smooth transition to Year 7, the SEND team and other pastoral staff communicate closely with families and visit feeder primary schools to share relevant information and to meet students. In addition to the universal offer of different transitions events, students with SEND are also invited to an extra induction morning prior to starting with us. Those with an EHCP are offered a bespoke transition programme, according to need.

We also liaise with post-16 education providers to share information about students' needs as they move on from Parkside.

For mid-term arrivals, we work with the pastoral team to get to know each student, liaising with families and previous settings to gain a good understanding of need and to enable us to respond to these promptly.

14. Staff training

The SENDCo works closely with the Senior Leadership Team, Heads of Department and Heads of Year and to ensure that SEND is a key focus in every aspect of school life. Regular learning walks by these colleagues, as well as talking with teachers, teaching assistants and students, enables us to assess the quality of inclusive teaching to establish further training needs. The SENDCo and Deputy SENDCo input into all planned staff training, including regular department and Head of Department Teaching and Learning Community meetings; whole school weekly deliberate practice sessions, and school conference days. Knowledge of and good practice in responding to SEND is therefore embedded into all aspects of CPD. Additionally, staff are signposted to resources for further self study, including Cambridgeshire's Ordinarily Available Provision toolkit.