



SEND

SEND vision statement

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her (Code of Practice, 2015). We aim to ensure that the special educational provision which is made for children removes barriers to learning to enable them to reach their full potential. With the correct tools and support children with additional needs can achieve great things. Many leaders in the world of science and business have additional needs which do not act as a hindrance but rather act as an asset to achieve huge success. By channelling children's interests, providing them with the physical tools to access learning and strategies to support emotional needs children with special educational needs can reach their full potential. It is our responsibility to find what works for each individual child as, 'The shoe that fits one person, pinches another; there is no recipe for living that suits all cases' (Carl Jung). We believe differences should be celebrated and nurtured to allow children to achieve all they are capable of.

Curriculum Intent

Parkside's curriculum is at the heart of all learning that takes place within our Academy, therefore we believe that it is vital for children to access an enriching, broad and balanced curriculum which links intrinsically to our core values of:

- Courage
- Aspirations
- Resilience
- Excellence

Parkside caters for children with a range of needs including:

- Cognition and learning – working memory, Global developmental delay, dyslexia
- Communication and interaction – ASD, selective mutism
- Physical and/or sensory – PKU, vision impairment
- Social, emotional and mental health – ADHD, anxiety, attachment disorder

We Set high expectations for pupils with SEND and ensure individual needs are met through an inclusive approach. At Parkside we recognise for some children it can be difficult to access learning as part of a whole class. Therefore, some children access learning as part of a nurture group. We believe that working from nurture principles gives our students the best chance of making progress in their learning, both academically and in terms of their social, emotional and behavioural development. A nurturing approach recognises that positive



relationships are central to both learning and wellbeing. A key aspect of a nurturing approach is an understanding of attachment theory and how a child's early experiences can have a significant impact on their development.

The nurture principles that underpin our pedagogy and all curriculum learning are:

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives

Within the nurture group the curriculum is adapted in order to meet the individual needs of each pupil by respecting their differences and working with them in order to create bespoke learning experiences. Students are placed in nurture according to their ability and need and taught on a stage not age basis. The curriculum is driven by rich literacy opportunities in order to support students to have the knowledge, understanding and skills to access other areas of the curriculum. We understand the importance of developing reading skills as research shows children with reading difficulties are at greater risk of developing mental health problems later in life, including depression, anxiety, behavioural problems, anger and aggression. Pupils in the nurture group have personalised timetables which are adapted to allow them to access learning as part of the mainstream classroom according to their level of need. Children in the nurture class are taught by a teacher/SENDCO alongside support staff.

We have high aspirations for our pupils and use our curriculum to respond to their evolving needs and remove their barriers to learning so that they are able to achieve and make progress. Therefore, the staff working with the children have an in depth knowledge of their needs and strategies which are effective in supporting them to make progress not only academically but also in their social and communication skills.

The nurture curriculum is split into 6 themes and is well planned to build knowledge and skills in a continuous and progressive way.

Not all children with SEND require access to nurture provision and needs are met within the mainstream classroom. Throughout all subjects we focus on improving communication and social skills and supporting pupils to develop positive relationships with peers, staff and the community. Promoting health and wellbeing and supporting pupils' development of emotional literacy allows them to better understand those around them. The curriculum provides opportunities for all pupils to learn, achieve and become resilient to academic and personal setbacks in order to continue on their learning journey. This is irrespective of social background, culture, race, gender, differences in ability and disabilities as defined as protected characteristics in the Equality Act 2010. Through our curriculum our wish is for our pupils to become literate, numerate and well read. We hope to develop confident learners and promote problem solving. We instil values that equip our young people to be able to enter society as productive, self-motivated, responsible citizens.



Pupils are exposed to cultural differences which are discussed in a sensitive way as research shows that advocating and exposing children to diversity requires active promotion. Wolpert (2005) states that we tend to assume that inclusion alone creates respect for differences, however, it is active conversation and support for children's understanding that guards against the development of the stereotypes and prejudice. Pupils with SEND are given opportunities to develop their responsibility in a variety of ways such as junior leaders and monitor roles in order to prepare them for later life. Parkside has high expectations of behaviour for pupils with SEND in order to promote values which support children to become respectful citizens and make a meaningful contribution to society. However, reasonable adjustments are made for pupils with SEND as 'It may be unlawful to apply a behaviour policy that treats all pupils the same if a pupil's disability makes it harder for them to comply with the policy than other pupils' (Dfe, 2018)

Through the continual monitoring and observation of pupils we ensure provision is in place within the classroom to meet pupils needs. The quality of teaching and learning is monitored in order to set targets for improvement. Assessments are used to identify starting points, trends and common barriers. For some children support can be adapted in mainstream lessons to meet individual needs for example, through allowing sensory breaks to support SEMH needs or chunking learning to support cognition and learning needs. Through continual monitoring, support staff and resources are deployed to ensure children's individual needs are met. Early identification of children in EYFS ensures the correct support is put in place to support children to make progress. Children are assessed though constant monitoring alongside assessments such as NELLI and Welcomm. The information gained from observations and assessments is proactively used to inform planning.

The main area of need is communication and interaction as 58% of children on the SEND register have difficulties in this area. Supporting children to develop communication skills is therefore a high priority as evidence suggests communication disorders affect social relationships which are important for maintaining mental and physical health in later life (Palmer et al, 2016). Pupils are supported to develop communication and interaction skills through a range of interventions such as Nessy, NELLI and Welcomm in addition to interventions to support children with ASD such as the Friendship Formula and Time to Talk.

All SEND children are known by all staff to ensure up to date knowledge of needs and strategies to support learning. For example, lunchtime staff are given training to ensure they are aware of children's individual needs. This includes children with sensory needs who may struggle in the dining hall and also children with SEMH and communication and interaction needs who may struggle during unstructured times. Staff training regularly takes place to further develop knowledge and skills in relation to SEND. The training takes many forms focusing on the four areas of need such as ASD, ADHD, Trauma and attachment and speech and language. In addition, staff receive regular training focusing on developing outcomes for children to ensure the correct provision is detailed in their School Focused Plans/EHCPs.

