

# SEND INFORMATION REPORT 2023



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Version: 1

*Aim High, Work hard, Dream BIG!*

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## THE PARKLAND FEDERATION SEND INFORMATION REPORT

### About this report (SEND CoP 6.81)

In the 2014 Children and Families Act it says that all maintained schools must publish a Special Educational Needs (SEND) Information Report every year. This report explains how our school meets the needs of children with SEND. It will be shown on our school website and in the 'local offer' on [www.eastsussex.gov.uk/localoffer](http://www.eastsussex.gov.uk/localoffer) .

In this report, we explain how we meet our duties towards pupils with Special Educational Needs and disabilities. We will keep this report up to date. The governors will also review the report every year, and will involve parents and pupils. If you want to give us any feedback about this report please contact the school office.

School policies related to this report:

- Accessibility Plan
- Behaviour Principles Statement
- Child Protection Policy and Procedures
- Early Years Foundation Stage
- Equality Information and Objectives Statement
- Supporting Pupils with Medical Conditions

## THE PARKLAND FEDERATION SEND INFORMATION REPORT

### Who do I contact? (SEND CoP 6.79 bullet 5)

Your first point of call is your child's class teacher.

The Special Educational Needs Coordinator (SENCo) is responsible for managing and coordinating the support for children with special educational needs, including those who have Education Health Care Plans (EHCP). They also provide professional guidance to school staff and work closely with parents and other services that provide support for the children in the school.

The SENCo at Parkland Junior School is Mrs Rachel Moran, who has achieved the EYFS SENCo award, holds a Bphil in Special Education and has achieved QTLS (Qualified Teacher Learning and Skills status). Miss Alex Jewell, who is the Inclusion Lead (SEND), is a qualified teacher who holds a Master's in Special Needs and Inclusion and has completed her National Award for SEN Coordination. Mrs Moran and Miss Jewell work across both schools to support children with special education needs and disabilities.

KS2 SENCo: Rachel Moran

Contact through the school office: 01323 502620

SENCO Email: [rachel.moran@swale.at](mailto:rachel.moran@swale.at)

Assistant Headteacher/Inclusion Lead (SEND): Alex Jewell

Assistant Headteacher/Inclusion Lead (Pastoral): Alison Das

Family Liaison Officer: Dawn Wingett

## THE PARKLAND FEDERATION SEND INFORMATION REPORT

### Which pupils does the school provide for? (SEND CoP 6.79 bullet 1)

We are a junior school and are part of the Swale Academies Trust. We admit pupils from age 7-11 years.

We are an inclusive school. This means we provide for children with all types of special educational needs, including but not limited to children receiving SEND support and children with an Education Health Care (EHC) plan.

There may be instances where a child's needs are significant and/or complex and we will need to seek advice from outside agencies or additional resources. After discussions with parents, we may also request a statutory needs assessment from the Local Authority. This will be to ensure that the appropriate provision and/or setting is identified.

If you want a place for a child with an EHC plan, contact your Assessment and Planning Officer at East Sussex County Council. If you want a place for any other child with special educational needs, you should apply as normal and your application will be considered in the same way as applications from children without special educational needs.

Please see our School Admissions Policy or alternatively follow the school's website link:  
<https://www.theparklandfederation.com/copy-of-visions-aims-4>

East Sussex Admissions:

<https://www.eastsussex.gov.uk/educationandlearning/schools/admissions/>

## THE PARKLAND FEDERATION SEND INFORMATION REPORT

### How does the school meet the needs of pupils with SEN and disabilities? (SEND CoP 6.79 bullet 5, SEND CoP 6.80 re looked after child)

#### **School Vision**

*At the Parkland Federation, we strive for excellence in all we do. Learning is exciting, inclusive, dynamic and challenging. The highest standards of behaviour are always promoted. Here, the children are supported to succeed through taking risks and learning from mistakes. Pupils are prepared to become responsible, informed and creative global citizens who will contribute with insight, understanding and compassion to the rapidly changing world we live in.*

#### **Motto**

Aim High, Work Hard, Dream BIG!

Ensuring that all children are able to participate in educational activities, known as inclusion, underpins our every action at Parkland. We are committed to providing an appropriate and high quality education for every child. In order to do this, many steps are taken to support children

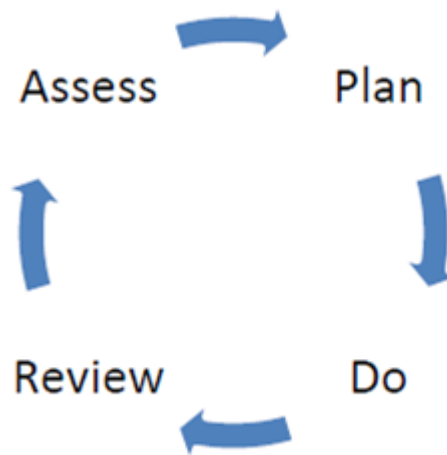
through their learning. High quality teaching is vital. For some children however, there are occasions when additional support may be required to help them achieve. We make reasonable adjustments for pupils with additional needs and ensure we meet our responsibilities in line with the Children and Families Act 2014 and Equalities Act 2010

The first response to less than expected progress will always be high quality teaching targeted at the pupil's area of weakness. All teachers are responsible for every child in their care, including those with special educational needs.

### *Additional Needs Plan*

In our school, SEND support takes the form of a four part cycle: assess, plan, do and review. We involve pupils and their parents at each stage of the review cycle.

Decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.



**Assess:** Children are regularly assessed by the class teacher as part of the whole school approach. We monitor the progress and development of all pupils. Children may also be assessed using specific assessments, including dyslexia screeners, maths and reading assessments and memory screeners. This allows us to gain more information about children's needs and their areas of development.

**Plan:** For children on the SEND register, targets will be created with teachers, parents, children and other professions to ensure that everyone involved and working with the child knows the desired outcomes. Targets are discussed and agreed three times a year during Structured Conversations.

**Do:** Teachers plan for individual children as part of the whole class planning, adapting lessons to include pupils with SEND. Targeted intervention may also be put in place for needs or targets that cannot be worked towards within whole class activities. Most interventions are managed by the Inclusion Team.

**Review:** Children's progress against the targets and outcomes is regularly reviewed as part of an ongoing process. Parents are invited to meet with class teachers three times a year at Structured Conversations. Meetings are supported by the SENCo.

#### *Additional Needs Plan - Targeted*

Pupils on the SEND register who continue to make little or no progress or to work at levels considerably below those of their peers may be moved to an Additional Needs Plan Targeted. This follows the same assess, plan, do, review cycle, but is a more comprehensive plan that includes short and long term targets. These are reviewed at least three times a year with a member of the SEND Team and with the teacher.

#### *Education, Health and Care Plans*

Where a child has not made expected progress following SEND support, consideration will be given to requesting an Education, Health and Care assessment. This request can be made by the school or by parents.

In considering whether an EHC needs assessment is necessary, the Local Authority will consider the evidence of the action already being taken by the school to meet the child's SEND. An EHC needs assessment will not always lead to an EHC plan.#

If a child with SEND is looked after by the local authority, they will have a Care Plan including a Personal Education Plan (PEP) and Health Plan. We will coordinate these plans with the SEND Support plan and involve parents and carers as well as foster carers or social workers in discussions.

## THE PARKLAND FEDERATION SEND INFORMATION REPORT

### **How does the school identify pupils' special education needs? (SEND CoP 6.79 bullet 5)**

We aim to identify children's special educational needs as early as possible so that each child achieves the best possible outcomes.

A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Children may have one or more broad areas of special educational need.

- **Communication and interaction** – this includes children with speech and language needs and Autism
- **Cognition and learning** – including developmental delay, specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.
- **Social, emotional and mental health difficulties** –including difficulties with behaviour, attention deficit hyperactivity disorder, attachment disorder or anxiety.
- **Sensory and/or physical needs** – including visual and hearing impairment, dyspraxia, cerebral palsy and other physical or medical conditions which affect a child's learning.



Through transition meetings, handover meetings and meetings with parents, we gather as much information as we can regarding a child's additional needs. Upon entry to the school, we assess each pupil's current skills and level of attainment. Then, throughout the year, we carry out regular assessments of progress for all pupils. Progress is monitored by class teachers, supported by the SENCo and the Senior Leadership Team.

The first response to less than expected progress will always be high quality teaching targeted at the pupil's area of weakness. Assessments and progress tracking seeks to identify pupils making less than expected progress given their age and individual circumstances. This is progress which:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better the child's previous rate of progress;
- fails to close the attainment gap between the child and their peers;
- widens the attainment gap.

In order to track progress, we use a range of assessments, including Read, Write, Inc Assessments, SATs papers, NFER Tests, as well as specific assessments. These include Speech Link, Language Link, dyslexia screening tests, Boxall Profiling, YARK assessment of Reading and Comprehension and Maths Sandwell Assessments. For higher levels and/or complex needs, we may seek support from outside agencies for specialist assessments.

In identifying a child as needing SEND support, the class teacher, working with the SENCO, will carry out a clear analysis of the pupil's needs including the individual's development in comparison to their peers and what is expected in their year group. We will assess whether the pupil has SEND according to the broad area of need identified in the SEND Code of Practice, 2015. The ESCC SEN digital matrix also supports this process.

We are alert to emerging difficulties and respond quickly. For some children, SEND can be identified at an early age. However, for other children difficulties become evident only as they develop.

Where it is decided to provide a pupil with SEND support the decision will be recorded in our school records and we will formally notify parents.

## **THE PARKLAND FEDERATION SEND INFORMATION REPORT**

### **How does the school teach and support pupils with SEND? (SEND CoP 6.79 bullet 7)**

We set high expectations for all our pupils, regardless of prior attainment. We deliver high quality teaching, based on agreed teaching strategies, for all pupils including those with SEND.

We support pupils with SEND through our whole school approach, with targeted intervention and, where identified as appropriate, personalised intervention. SEND support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes.

The class teachers plan high quality lessons, ensuring that all children, including those with SEND, are catered for. There are opportunities for the children to learn in a multi-sensory way, e.g. using playdough, sand, visual prompts, models and ICT. Our support staff are deployed based on pupils' needs across the whole school. Sometimes it is necessary for us to use particular resources or specialist equipment to help children to access the curriculum; for example, writing slopes, dual handled scissors, talking tin lids and pencil grips.

Pupil Progress Meetings take place throughout the year. At these meetings the class teacher shares the progress that all the children in their class have made. The senior leadership team, including the SENCo, are present in the meetings to offer advice and celebrate achievements. If a class teacher feels that a child is not making expected progress, then advice and plans for support may be discussed. At these meetings, the impact of any extra support can be measured for its effectiveness in the classroom.

### **Intervention Group**

Intervention groups are run by trained members of staff or outside services. Parents and children are consulted at our structured conversations/parents evenings. Intervention groups, or one to one sessions, are regularly assessed for effectiveness using the assess, plan, do, review cycle. Groups vary in lengths of time, depending on the needs of the child. Groups **may** include:

### **Communication and interaction**

- **Language Link** - to develop basic language skills. E.g. barrier games to develop listening and comprehension and language steps to develop the child's vocabulary and understanding of concepts
- **NELI (Nuffield Early Language Intervention)** - oral language intervention for children in nursery and reception
- **Speech Link** – a programme to develop children's speech sounds
- **Talkabout** – a social skills development programme

### **Cognition and learning**

- **Maths Support** - small groups or 1:1 sessions, independent ICT programs: 1st Class @ Number

### **Social, emotional and mental health difficulties**

- **Nurture** - small group nurture sessions to give children time to talk.
- **Thrive** – a programme to develop resilient confident children
- **Zones of Regulation** - framework to develop identifying, expressing and regulating emotions

### **Sensory and physical**

- **Sensory Circuits** – an intervention to support sensory integration
- **Jump Ahead** - a physical development programme to develop fine and gross motor skills and attention and listening
- **Sensory Room** - access to a range of sensory equipment and resources

We follow the East Sussex Matrix <https://www.eastsussexmatrix.co.uk/> advice developed by East Sussex County Council to ensure that our teaching conforms to best practice..



**How will the curriculum and learning environment be matched to my pupil's needs?  
(SEND CoP 6.79 bullet 8)**

All pupils have access to a broad and balanced curriculum which is suitable for all our pupils. We set high expectations for all pupils.

We adjust the curriculum for each child with SEND to make sure they can access all subjects and make progress. Our staff use inclusive and adaptive teaching strategies to ensure that all children are able to access the learning. For some children, work may need to be differentiated to meet their needs and their attainment levels. All activities, including differentiated work, will be carefully planned to build on prior learning and to give children opportunities to apply and challenge new knowledge. We will look at the child's level of achievement and see what support they need to make good progress and reach their potential. We will use our in-school formative (day-to-day) and in-school summative (termly) assessment systems to do this.

We will talk with children and parents as part of our support cycle (assess, plan, do, review)

Please refer to our termly newsletters and our website for details of our curriculum.

<https://www.theparklandfederation.com/communication>

## **THE PARKLAND FEDERATION SEND INFORMATION REPORT**

**How are parents and carers involved in reviewing their child's progress and planning support?  
(SEND CoP 6.79 bullet 3 and 5)**

Parkland is committed to working in partnership with parents and carers.

We will:

- listen to the views, wishes and feelings of parents;
- meet with the parents of children at least three times each year;
- agree outcomes with parents and plan support to help children reach agreed outcomes;
- ensure reviews have a focus on pupils' progress towards outcomes;
- support parents to help their children;
- provide parents with useful information;
- provide an annual report for parents on their child's progress;
- make reasonable adjustments for parents with disabilities.

The effectiveness of the SEND support on the child's progress and a child's next steps will be recorded and reviewed with parents during a Structured Conversation Meeting. Parents will receive records of these meetings.

### **Reviewing an EHC plan**

EHC plans are reviewed every 12 months as one of the three SEND meetings. The review will focus on the child's progress towards achieving the outcomes specified in the EHC plan.

Before the meeting we will:

- send invitations to attend at least two weeks before the meeting and seek advice and information about the child;
- send out any advice or information gathered to all those invited at least two weeks before the meeting.

We will prepare and send out a report of the meeting to everyone invited within two weeks of the meeting.

Where a child is looked after by the Local Authority, we will endeavour to synchronise EHC plan reviews with social care reviews.

### **Inclusion Parent Council**

Parkland's Inclusion Parent Council meets throughout the year to discuss provision and opportunities across the school for children with SEND and their families. Ideas and experiences are discussed in order to create actions for the school.

## **THE PARKLAND FEDERATION SEND INFORMATION REPORT**

### **How are pupils involved in reviewing their progress and planning support? (SEND CoP 6.79 bullets 4 and 5)**

Parkland is committed to involving children/young people with SEND in decisions about their learning.

We will:

- listen to the views, wishes and feelings of children;
- provide children with information and support to help them make decisions;
- support children with their development and help them achieve the best possible; educational and other outcomes, preparing them effectively for adulthood.

Opportunities for children to be involved in reviewing their progress and planning support include:

- Self-assessment during lessons;
- PSHE lessons;
- School Council meetings;
- Pupil Voice activities including surveys;
- Pupils are invited to SEND Meetings with parents;
- Pupils with SEND representation on the School Council.

## THE PARKLAND FEDERATION SEND INFORMATION REPORT

### How does the school prepare and support pupils to transfer to a new school/college or the next stage of education and life? (SEND CoP 6.79 bullet 6)

The great majority of children with SEND or disabilities (with the right support) can find work, be supported to live independently, and participate in their community. We encourage these ambitions right from the start.

Our SEND support includes planning and preparation for the transitions between phases of education, key stages, year groups and preparation for adult life. We agree the information with parents and pupils that will be shared as part of this process.

As part of the transition to secondary school we liaise closely with the receiving secondary school by holding meetings between SENCOs of each school, in addition to the meetings our teachers hold with the school. Our SENCO liaises with local secondary and primary schools to support a positive transition and arranges additional support if required. SEND records, including any current plans, are sent securely to the new school in preparation for the child joining. Teachers work with the SENCO to identify children that may require additional transition visits and children are supported and encouraged to attend.

We support children so that they are included in social groups and develop friendships.

If a child has an EHC plan, this will be reviewed and amended in sufficient time prior to moving between key phases of education.

## THE PARKLAND FEDERATION SEND INFORMATION REPORT

### What training do school staff have? (SEND CoP 6.79 bullet 6)

When we plan support for a child, we think about the knowledge and skills their teachers and support staff will need. If necessary, we plan training for the staff member(s) or arrange an INSET training day.

The school plans training to reflect the whole school development plan. This plan is reviewed annually by senior leaders, governors and teaching staff.

#### **2022-2023 SEND training included:**

- Makaton (Level 1, 2 and 3)
- Understanding and Supporting Pupils with a PDA profile
- Good Autism Practice
- Inclusive and Adaptive Teaching
- Dyslexia
- Pre-Key Stage Standards
- Attention Deficit Hyperactivity Disorder (ADHD)

- Autism Spectrum Condition
- Sensory processing disorder
- Global Developmental Delay
- Speech and Language difficulties
- Therapeutic Thinking
- Child Protection: Designated Safeguarding Lead training
- Social, Emotional and Mental Health difficulties
- Adverse Childhood Experiences

**2021-2022 SEN training included:**

- Dyslexia training
- Language and Speech Link training
- Zones of Regulation training
- Monitoring Precision Teaching
- Child Protection: Designated Safeguarding Lead training
- Boxall Profile training
- Mental Health First Aider training
- Lego Based Therapy training
- Engagement Model training
- Comic Strip Conversation training
- Adaptive Teaching training
- Jump Ahead and Sensory Circuits training
- Communication Friendly Environment training

**2020-21 SEN training included:**

- ELSA training
- Educare
- Emotional regulation
- Supporting transition
- SEND provision mapping
- Amazing Me
- DSL training
- Draw and Talk
- First Aid training
- Epilepsy Training
- Tracheostomy care training
- Resuscitation training
- 

The SENCO is a qualified teacher. The Inclusion Lead is also a qualified teacher and has completed the National Award in Special Education Needs Coordination.

**THE PARKLAND FEDERATION SEND INFORMATION REPORT**

**How does the school measure how well it teaches and supports children with SEND?  
(SEND CoP 6.79 bullet 10)**

We regularly and carefully review the quality of teaching for all pupils to make sure no-one underachieves. We look at whether our teaching and programmes of support have made a

difference. We use information systems to monitor the progress and development of all pupils. This helps us to develop the use of interventions that are effective and remove those that are less so.

The school has a three layered provision management system:

- Layer 1 provides a strategic overview of all interventions taking place according to the four broad areas of need in the SEND CoP, 2015.
- Layer 2 identifies quality first teaching strategies and intervention entry/exit data to meet the additional needs of groups or individuals in each class.
- Layer 3 is used by support staff to record intervention target work and progress and this information informs outcomes in layer 2.

Intervention delivery is monitored by the Inclusion Team using drop in sessions and written feedback provided.

Layer 2 interventions and exit data are rag rated and discussed during strategic review meetings to inform future planning. We use a child-centred approach to entry and exit data to ensure a child's individual baseline and progress is measured and analysed.

The Inclusion Team maintains regular contact with the SEND governor to review provision against strategic priorities. The agreed report template is then completed and submitted to the governing body.

Leaders review the quality of teaching and learning for all pupils with SEND through lesson observations, learning walks, book looks and pupil voice.

The Trust SEND Leadership Group supports us in regular self evaluation and this informs our school SEND action plan.

Senior leaders hold regular meetings with the Inclusion Team to maintain a strategic overview and to facilitate a consistent, professional dialogue in order to plan next steps.

We send home a parent questionnaire every year and this helps us to inform the school development plan.

We also invite parents to provide feedback at meetings, through attending our Inclusion Parent Council and through the OFSTED parent view website <https://parentview.ofsted.gov.uk/>

## THE PARKLAND FEDERATION SEND INFORMATION REPORT

### **How accessible is the school and how does the school arrange equipment or facilities that pupils need? (Section 69 Children and Families Act 2014)**

At Parkland we recognise our responsibilities under the Equality Act 2010. We have adopted an Accessibility Plan and Equality Policy (please see website under policies section). This plan is prepared under paragraph 3 of Schedule 10 to the Equality Act 2010.

At Parkland:

- \* There are ramps placed in school to aid wheelchair access.
- \* There is a toilet for disabled users.
- \* We have wider doorways to enable wheelchair access.
- \* Tarmacked level playground.
- \* Wider outside paths to allow access to all areas.

We fully support pupils with medical conditions and meet regularly to review Health Care Plans.

All of our staff have received first aid training. We also have a number of staff with qualifications in paediatric first aid and administering medicine.

Outside agencies are also consulted when necessary for their expertise and advice, (e.g. The Sensory Needs Service Team, Occupational Therapy and Physiotherapists.)

Specialist equipment or resources may be sourced by the Inclusion Team to enable identified pupils to access all aspects of the curriculum, e.g. Braille books/paper. These resources will be purchased using the notional SEND funding.

## THE PARKLAND FEDERATION SEND INFORMATION REPORT

### How are pupils with SEND included in activities with other pupils, including school trips? (SEND CoP 6.79 bullet 11)

Our current accessibility plan and equalities objectives can be found on the school's website.

- We have a commitment to every pupil being included in all activities, including physical activities, extra-curricular activities and school trips.
- Through careful planning and reasonable adjustments, pupils with SEND engage in the activities of the school together with those who do not have SEND and are encouraged to participate fully in the life of the school and in any wider community activities.
- The destination and nature of off-site visits will be taken into account when considering the needs of pupils with SEND and the relevant risk assessments will be written to reflect any additional needs.
- We work with parents/carers and pupils to listen to their views, feelings and wishes with the expectation that they will allow their child's full participation.
- Parents may be invited to accompany their child during visits or agree to flexible arrangement such as different transportation or adjusted timings.
- Reasonable adjustments are made to ensure that pupils with SEND are able to participate alongside their peers during performances or sports days.

## THE PARKLAND FEDERATION SEND INFORMATION REPORT



**What support is there for pupils' overall well-being, and their emotional, mental and social development?  
(SEND CoP 6.79 bullet 12)**

We are an inclusive school that holds a child's emotional and spiritual development as a priority. The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class.

Our school values underpin everything we do at Parkland.

*'Positivity, aspiration, resilience, honesty, cooperation'*

We support the emotional, mental and social development of all children, including those with SEN and disabilities. We have a Pastoral Team which consists of the Pastoral Lead (Assistant Headteacher) and other wide-ranging roles including: a school counsellor, therapist, family liaison officer and thrive practitioners. In addition, all staff have Thrive training and we have Thrive trained practitioners.

Based on children's identified needs, we provide additional pastoral support arrangements. We also work closely alongside the East Sussex Education Support, Behaviour & Attendance Service (ESBAS) to support pupils with more complex needs.

We are part of the ESCC mental health support pilot programme which gives us access to a mental health support practitioner allocated to our school. Referrals to the service are made by the pastoral lead.

We offer pastoral support at Parkland in many different ways. This includes:

- Daily assemblies with a special celebration Assembly on a Friday, where successes are shared and celebrated as a whole school.
- Whole-school PSHE Scheme of Work with a focus on mindfulness, emotional intelligence and development of resilience.
- We use Zones of Regulation across the school as a way for children to identify express and regulate how they are feeling.
- We have play zones in the playground at lunchtimes. These are run by play leaders.
- We have a nurture group for children who are experiencing emotional upset and/or home difficulties.
- Thrive sessions for individual pupils.
- Family Thrive Courses to support the parents of children who are receiving Thrive
- External counselling.
- Extended Parenting Support for identified families to support with personalised issues within the home context.
- If a family has a keyworker, they may occasionally visit the child in school.

The school also participates in events such as Anti-bullying Week, Children's Mental Health Week and E-safety Day.

How does the school manage the administration of medicines?

- The Academy Trust has a policy regarding the administration and management of medicines, which is available on the policy page of the school website. Parents can request a 'hard copy' of this policy from the school office
- Parents need to contact the school office if prescribed medication is recommended by healthcare professionals and needs to be taken during the school day. Any medication

must be given to the school in the packaging that it was dispensed in by the pharmacy, with the child's name and administration information clearly shown. A form must also be completed by the parent and medicines handed into and collected from the school office

- A number of staff are trained for the administration of medicines.
- As a staff, we have regular training and updates on conditions and medication affecting individual children so that all staff are able to manage medical situations
- A number of teaching assistants hold first aid qualifications, which are updated regularly.

Please also see our policies on Behaviour, Safeguarding and Supporting Pupils with Medical Conditions.

## THE PARKLAND FEDERATION SEND INFORMATION REPORT

### What specialist services does the school use to support pupils and their families? (SEND CoP 6.79 bullet 13)

Parents are always involved in any decision to involve specialists. We may involve specialists at any point to advise on early identification of SEND and effective support and interventions. Together, we agree the needs of the child, responsibilities and the outcomes to be achieved through the support, including a date by which it is reviewed. We will always involve a specialist where a child makes little or no progress over a sustained period or where they continue to work at levels substantially below those of pupils.

Where a child is looked after by Local Authority, we will work closely with other relevant professionals involved in the child's life as a consequence of being looked after.

Please refer to the East Sussex Local offer website (LINK) for services available to schools.  
<https://localoffer.eastsussex.gov.uk/>

#### East Sussex Health Services

<https://www.kentcht.nhs.uk/service/school-health/school-health-service-east-sussex/>

#### Expertise currently available at, or accessed by, Parkland

- \* Communication, Learning and Autism Support Service (CLASS)
- \* ESBAS – Education Support, Behaviour and Attendance Service
- \* Children's Integrated Therapy Service, Speech and Language, Occupational Therapy and Physiotherapy
- \* Early Years' Service
- \* School Nurse
- \* Family Keywork
- \* Child and Adolescent Mental Health Service
- \* Social services
- \* Eastbourne District General Hospital
- \* Hearing Impairment Service
- \* Educational Psychologist
- \* CAMHS
- \* Mental Health Support Team

- \* Education Support Assistants (ESA)
- \* Sensory Needs Service

## THE PARKLAND FEDERATION SEND INFORMATION REPORT

**Where can I get information, advice and support?**  
**(SEND CoP 6.81 re local offer, Children and Families Act regulation 51, schedule 1 (11) - re advice)**

**The 'Local Offer' on the internet**  
<https://localoffer.eastsussex.gov.uk/>

**SEND Information, advice and support service**

Impartial advice and help for children with special educational needs and disabilities and their parents and carers.

Amaze SENDIASS: 01273 772289 (you will be asked to select East Sussex)

Email: [eastsussex@amazesussex.org.uk](mailto:eastsussex@amazesussex.org.uk)

CLASS+ Weekly Parent/Carer Telephone Advice Line Mon 10-1pm, Friday 12-3pm

01273 336887

Ask for CLASS+ advice line

## THE PARKLAND FEDERATION SEND INFORMATION REPORT

### What do I do if I am not happy or I want to complain?

If there are any disagreements with parents about SEND support for their child, we will work with them to try to resolve these. If parents have a complaint they can use the school's complaint procedure.

Details about this are available from the school office or on the school website.

The first point of contact is the child's class teacher.

Should you need to meet for a more detailed discussion relating to SEND and additional needs, the school's SENCo will be involved.

If parents or carers continue to be unhappy they can use the Swale Academies Trust Complaints Policy, which is available to view via a link on the school website.

## THE PARKLAND FEDERATION SEND INFORMATION REPORT

### Glossary

ADHD	Attention Deficit and Hyperactivity Disorder
ASC	Autistic Spectrum Condition
CAMHS	Child and Adolescent Mental Health Service
COP	Code of Practice
CP	Child Protection
EAL	English as an Additional Language
EHC	Educational Health Care Plan
EP	Educational Psychologist
FSM	Free School Meals
IBP	Individual Behaviour Plan
IEP	Individual Education Plan
LAC	Looked After Child
LEA	Local Education Authority
LSA	Learning Support Assistant
MLD	Moderate Learning Difficulty
NC	National Curriculum
OT	Occupational Therapist
PCSO	Police Community Support Officer
SaLT	Speech and Language Therapist
SDQ	Strengths and Difficulties Questionnaire
SEMH	Social Emotional Mental Health
SEN	Special Educational Needs
SENCo	Special Educational Needs Co-ordinator
SEND	Special Educational Needs and Disability
SpLD	Specific Learning Difficulty
YCP	Youth Crime Prevention