

The principles within our SEN POLICY

We seek to:

- ⇒ Have an awareness of the student as a whole person and to see him or her in the context of the other factors in life which contribute to learning, behaviour and state of mind
- ⇒ Value all students equally
- ⇒ Improve student standards
- ⇒ Enable all students to fulfill their potential
- ⇒ Encourage all departments to include learning support in their improvement plans
- ⇒ Build confidence and foster positive attitudes amongst peer groups



For further advice or information please contact:
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More detailed information about SEN can be found in the document called Special Educational Needs (SEN) A Guide for Parents and Carers' at www.dfes.gov.uk/sen

PARKWOOD ACADEMY



A PARENTS GUIDE

THE SPECIAL EDUCATIONAL NEEDS DEPARTMENT

What are special educational needs

The term “special educational needs” has a legal definition. Children with special educational needs have learning difficulties or disabilities that make it harder for them to learn than most children of the same age.

Children with special educational needs may need extra help because of a range of needs, such as thinking and understanding, physical or sensory difficulties, emotional and behavioural difficulties, or difficulties with speech and language or how they relate to and behave with other people.

Many children will have special educational needs of some kind at some time during their education.

A few children will need extra help for some or all of their time in school.

Special educational needs could mean that a child has difficulty with:

- ⇒ All of the work in school
- ⇒ Reading, writing, number work and understanding information.
- ⇒ Expressing themselves or understanding what others are saying
- ⇒ Making friends or relating to adults
- ⇒ Behaving properly in school
- ⇒ Organising themselves
- ⇒ Some kind of sensory or physical need which may affect them in school

Working within the Guidelines of the Special Educational Needs Code of Practice (DfES 2001)

School Action...

Where students require some kind of additional or different support from that which is normally provided. The next section describes the variety of support which we can offer, according to individual needs.

School Action Plus...

In consultation with parents, we may feel it would be in the best interests of the student to see advice and support from an outside agency, for example an Educational Psychologist, a Behaviour Support teacher, a Speech and Language Therapist an Occupational Therapist or a Support Teacher for the Sensory-Impaired.

Learning Support Reports...

Provided by the Learning Support Services, this information includes:

- ⇒ Summary/apparent nature of difficulties
- ⇒ Phonological awareness
- ⇒ British Picture Vocabulary Scale
- ⇒ Alphabet Knowledge
- ⇒ WRAT Reading , Spelling and Arithmetic Age
- ⇒ Suggestions for Approaches

Statements of Special Educational Needs...

In a small number of cases, a child's needs are severe and or complex and a Statement is drawn up by the LEA. Support will be provided the monitored and evaluated through the Annual Review process, with additional Transition Plans from the age of 14.

How do we support your child?

- ⇒ We will contact you if we have concerns about your child
- ⇒ We will listen to your concerns and those of your child
- ⇒ We will work with you to meet the needs identified

We may offer...

- ⇒ Withdrawal for learning support
- ⇒ In class support from our Teaching Assistants
- ⇒ Mentoring
- ⇒ ASDAN , life skills or other alternative accredited courses
- ⇒ Homework Clubs

