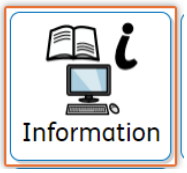
INFORMATION REPORT FOR SPECIAL EDUCATIONAL NEEDS OR DISABILITIES



At the Voyage Education Partnership and Park Academy, we strive to be fully inclusive.

We welcome everyone into our community and aim to support every child to reach their full potential.

This document is intended to give you an overview of the support and resources available in our academy- but it is by no means exhaustive! As the needs of our learners change, so do the resources and support available.

The Trust Inclusion Lead is Maxine Cunningham.

Park Academy Head Teacher and designated safeguarding officer is Kris Radford.

Park Academy Deputy Head is Charlotte McRae.

The Special Educational Needs Coordinator for Park Academy is Hannah Richardson.

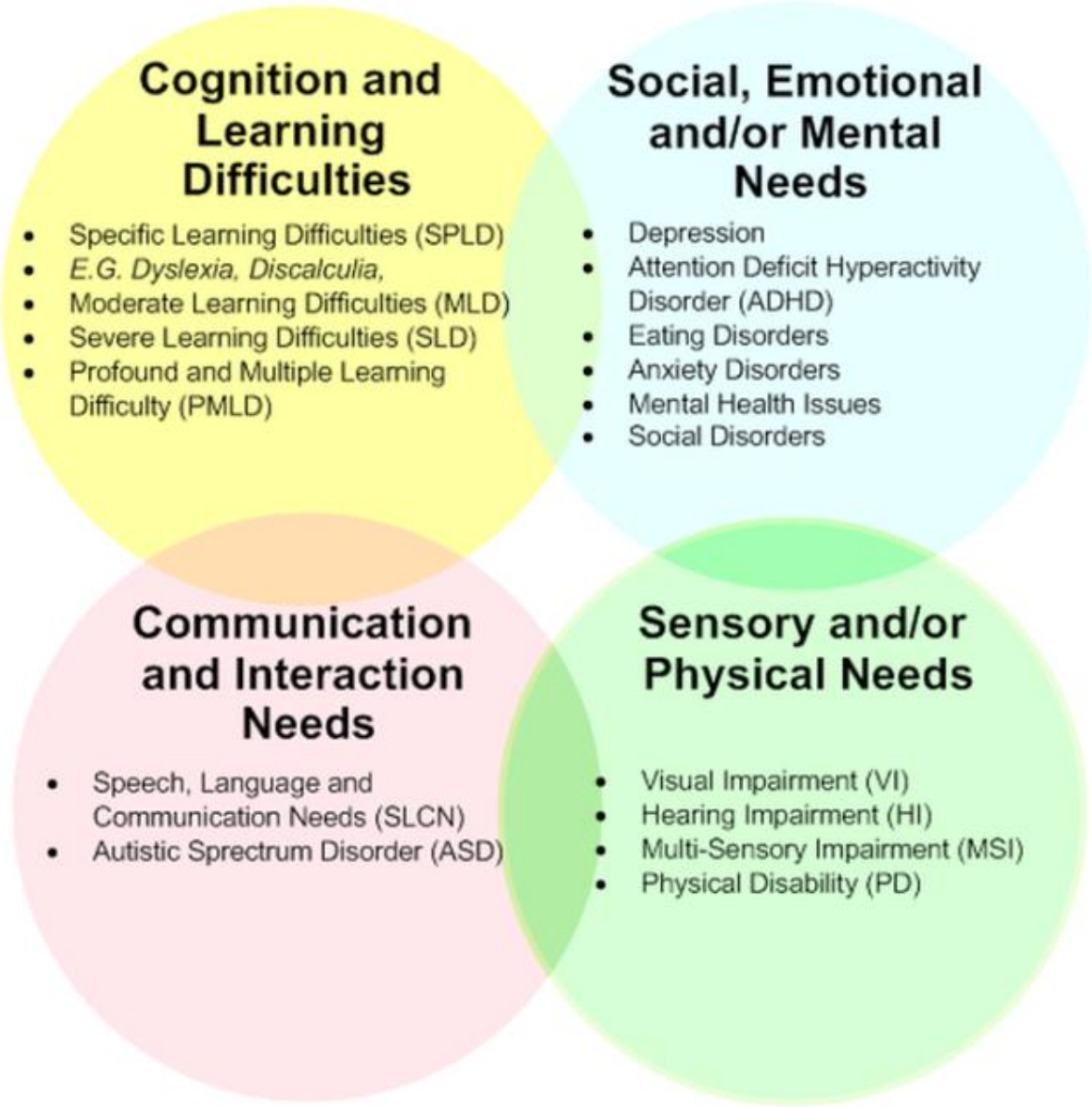
ACRONYMS and ABBREVIATIONS

The world is full of acronyms and abbreviations. In order to help you decipher this report, please see below the list of acronyms and abbreviations used in this document and beyond.

ADHD	Attention Deficit Hyperactivity Disorder
ASC	Autism Spectrum Condition
ASD	Autism Spectrum Disorder
COP	Code of Practice
EHCP	Education Health and Care Plan
EHCNA	Education Health and Care Needs Assessment
EP	Educational Psychologist
EWO	Education Welfare officer
LP	Learning Plan
OT	Occupational Therapist
PT	Physiotherapist
SALT	Speech and Language Therapy
SATs	Statutory Attainment Tests
SENCo	Special Educational Needs Coordinator
SEND	Special Education Needs and Disabilities
SEST	Sensory Education Support Team
STT	Specialist Teacher Team
TA	Teaching Assistant
LSA	Learning Support Assistant
WTT	Working Together Team
BOSS	Behaviour support service
PSP	Pastoral Support Plan
BIP	Behaviour Improvement Plan
PEEP	Personal Emergency Evacuation Plan

What is a special educational need?

There are four broad areas of need, as seen in the picture below. A learner is classed as having SEND when they require additional to or different from provision.



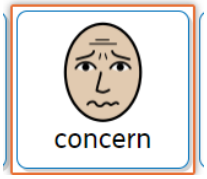
What should I do if I think my child has a SEND?

If you believe your child may have a SEND, then the first person to discuss this with is your child's class teacher who will be able to address your concerns in the first instance.

Alternatively, you may wish to speak to the SENDCo who will discuss your concerns with the class teacher on your behalf.

If your child is joining us part way through the year, you may wish to discuss your concerns directly with the SENDCo. This can be arranged by contacting the school office.

How will the academy respond to my concern?



Once a parent has raised a concern about their child, usually the class teacher would undertake additional assessment or observation of your child and then arrange a meeting to feedback their findings. This may or may not result in further intervention/ assessment taking place.

How will the academy decide if my child needs extra support?

In line with The Code of Practice 2015, The Voyage Education Partnership identifies learners as having a Special Educational Need if:

"…they (the child) have a learning difficulty and/ or disability which requires special educational provision to be made for them." (COP p15)

A child has a learning difficulty if: "…they have significantly greater difficulty learning than their peers." (COP p15)

A child's disability can be referred to as a special educational need if: "… (the disability) prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools." (COP p15)

If the class teacher feels that there is a need to investigate a learner's differences or difficulties further, then they will begin a cycle of provision review.

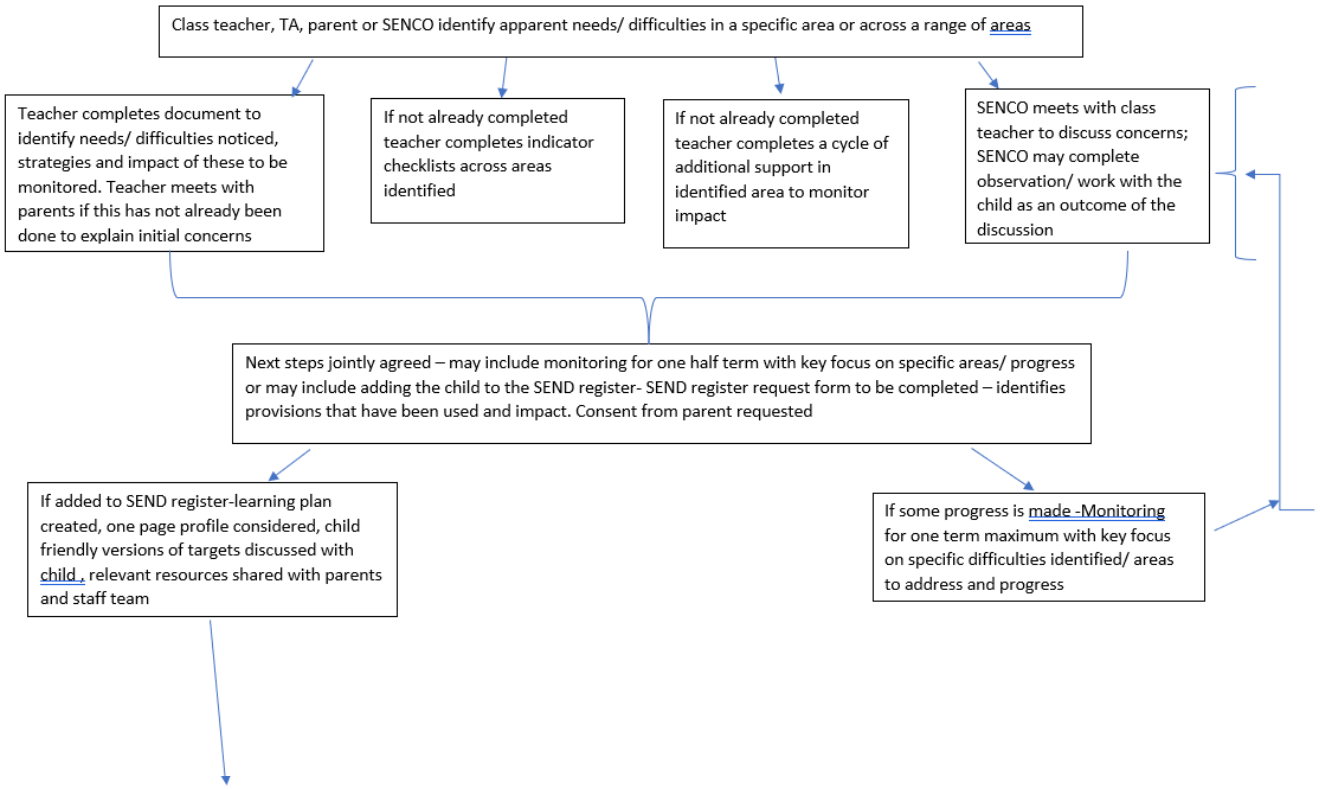
This process includes setting of targets for the learner and arranging some additional/different provision, aimed at helping them to achieve their targets.

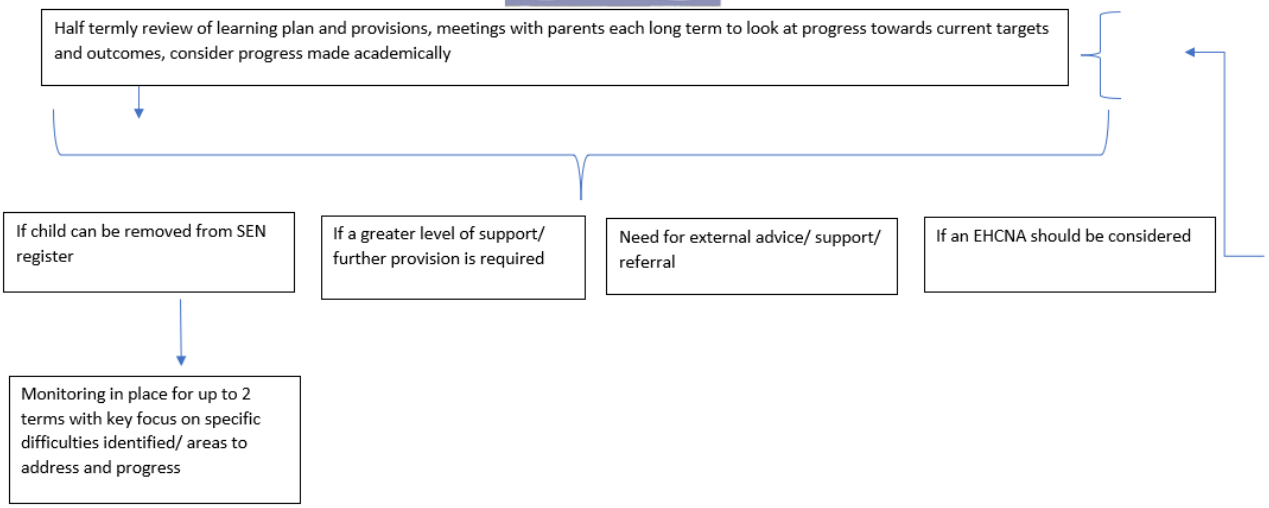
Following this period of provision, the teacher will assess the learner and ascertain how much progress has been made. If the targets have been met, then the decision may be made to discontinue the provision. If the targets have not been met, then another cycle of provision will be arranged, and new targets set.

If, after this cycle, progress is still slow then the decision will be made to move the learner to SEND Provision and they will be formally added to the academy's Special Needs Register.

After a further 3 cycles of support, if there continues to be little or no progress then further specialist assessments will be sought. These may be carried out by the Specialist Teacher or other relevant specialists.

Flowchart of actions following identification of SEND/ possible need





What will the academy do to support my child?

The class teacher remains responsible for planning the provision needed to help your child achieve their targets, whether these are for a special educational need or not. The support a learner needs may be in the form of a specialist intervention programme, delivered by a learning support assistant or teacher.

However, the provision may also take the form of adjustments to the learning environment, timetable or specialist equipment.

Who will support my child?

Depending on the needs of the child, support may be provided by the class teacher, a learning support assistant or a specialist advisor.

What support do you provide for children in looked after care?

Where a child is under the care of the local authority and an additional need has been identified, the graduated response will also be followed to ensure reasonable adjustments are made to support the child in making progress. The SENCO and the designated teacher for children in care will work closely together to ensure provision meets their needs.

What training and experience do staff have for the additional support my child needs?

The Trust Inclusion Lead holds the National Award for Special Needs Coordination and has been a SENCO for many years.

The academy's SENDCo holds the National Award for Special Needs Coordination and has been a teacher and SENCO for many years.

Currently, there are staff (teachers and learning support assistants) across the academy trained in:

- Diabetes- administration and supervision of insulin
- Epi-pen
- Positive handling
- Dyslexia
- Autism
- Makaton
- Speech and Language therapy
- Physiotherapy
- Injections
- Autism education level 1 and 2
- Autism and anxiety
- Demand avoidance

We also have a wealth of experience in supporting children with a wide range of conditions such as:

- Cerebral palsy
- Dyspraxia
- Autistic Spectrum Condition

- Hypermobility
- ADHD/ADD
- Epilepsy
- Tourette's syndrome
- Down's Syndrome
- Hearing Impairment/ Deafness
- Sight Impairment/ Blindness

Where specialist training is required to meet the physical needs of a learner, we will contact the relevant professional body who will support this.

Who else might be involved in supporting my child?

The Academy benefits from the support of a wide range of outside agencies including:

- Educational Psychologist
- Specialist Teaching Team
- Sensory Education Support Team
- Physiotherapists
- Occupational Therapists
- Working Together Team
- ESCO – Early Support Care Coordination
- Dyslexia Outreach.
- Behaviour Support Service
- EMTET – Ethnic Minority and Traveller Education Team
- Speech and Language therapy
- Mental Health Support Team
- Art Therapists
- Healthy Minds

Support from these agencies is initiated either by academy or parents (depending on their referral procedures) and then liaison with academy is led by the SENCO.

What support will there be for my child's social and emotional well-being?

When a learner has been identified as having a social or emotional difficulty, they will often be supported by the class teacher in the first instance. If, however, it is felt the need is greater they may be given support by the head teacher, the welfare team or an outside agency. Where appropriate, this may include support from the Mental Health Support Team.

Attendance is carefully tracked. Where a learner's attendance falls well below the expected level, parents are invited to attend Attendance Panel Meetings where support and advice to aid improvement is given. As an Academy, we do believe that a learner's SEND should not be a barrier to good attendance and as such, learners with SEND are subject to the same attendance procedures as all other learners.

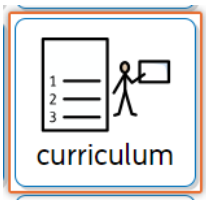
How will my child be able to contribute their views and how will he/she be involved in the process?

It is essential that, even from an early age, learners are included in decisions made on their behalf about their education. As a result, all learners are included in their target setting.

If a Learning Plan is implemented, then this plan will be discussed with the learner and their views will be considered and recorded.

All learners with an Education, Health and Care Plan (EHCP) are given the opportunity to contribute their views either verbally or in writing for an Annual Review Meeting. We always value the views of all individual learners and listen to their opinions about issues which affect their lives.

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



Adaptation and accessibility are key to meeting the needs of all learners and this is an essential part of what we call 'Quality First Teaching'. Teachers adapt and scaffold the opportunities in a variety of ways including changing the outcome, providing supportive resources and using adult support. By using adaptations and scaffolding, teachers can ensure they are meeting the needs of the learner appropriately therefore increasing the chance of success.

If a learner has a physical need, we are resourced to meet these needs, providing a variety of equipment for use by individual learners e.g. iPads, scanners, visualisers, light box.

What opportunities will there be for me to discuss my child's achievements? How will I know how well my child is progressing?

Parent/ Carer meetings are held termly when attainment and progress are discussed. Where children have a LP or EHCP in place, the targets for their LPs are discussed at these meetings.

When a learner has an EHCP, a review meeting is held, at a minimum, annually. All personnel involved with the learner are invited to this meeting and where they cannot attend, a report is usually provided.

An appointment with the teacher or SENCO can be made at any other time during the academic year in order to address any parental concerns.

Termly drop in coffee mornings/afternoons are also offered as an opportunity to discuss questions and gain further information about the SEND offer at Park Academy.

How does the academy know how well my child is doing?

Assessment is an on-going tool used by teachers to plan appropriate work for the learners in their class. Teachers use both summative and formative assessment. Summative is the assessment which is based on a test or quiz and tests the learner's knowledge on a particular subject. Formative assessment is assessment which teachers do every day, which comes from a variety of sources including what children say, what they write or activities they may complete.

Over a term, teachers gather the formative assessments they have made on a learner and consider where the learner's attainment is, in line with the expectations for their year group.

Statutory assessments are undertaken in Foundation Stage where learner progress is measured against the national Early Learning Goals. Phonic Screening is carried out in Y1 during the summer term. Statutory SATs assessments are administered to learners in Y6. The Multiplication Check takes place in Year 4.

For learners on the SEN register, the teacher and SENCo may feel it is appropriate to assess them against the expectations of a lower year group. For example, a learner in Year 4 may be assessed against the expectations of a Year 2 learner. For some learners, whose attainment is below the expectations of Year 1, the Pre-Key Stage standards are utilised alongside the use of Cherry Garden which helps to track smaller steps of progress.

How will my child be included in activities outside the classroom including academy trips?

Park Academy runs a range of extra-curricular activities. In order to be fully inclusive, additional support (where available) is provided for those learners for whom it is deemed necessary to help them access the club/activity.

When considering visits out of academy, including residential ones, all individual learner needs are taken into account e.g. 1:1 support, wheelchair access in theatres and on coaches. If it is felt appropriate, parents/carers are invited to accompany their child.

How accessible is the academy environment?

Park Academy is accessible to all, and our accessibility plan is in place to constantly review and improve our accessibility.

Where necessary, for learners with complex additional needs, Risk Assessments are agreed in consultation with the teacher, learning support assistant and SENCO to identify the needs and level of assistance that may be required in the event of an emergency incident necessitating the evacuation of the building.

Accessible toilet facilities are available at Park Academy. Park Academy also benefits from a specialist hygiene suite.

There are disabled parking bays provided for parents/carers to drop off and pick up their children, the academy has roadside parking which facilitates ease of access.

Further details of accessibility can be found in the accessibility plan for Park Academy which can also be found on our website.

My child is disabled; can they still attend your academy?

We are proud of the inclusive nature of Park Academy, and we will endeavour to ensure that all children can be admitted into our setting, regardless of any physical disability. As a public service provider, we are bound by the Equality Act (2010) to ensure that we make 'reasonable adjustments' to the facilities and activities made available to our learners. As such, there would be very few occasions where we would not be able to admit a child because of their disability.

How will the academy prepare and support my child to join the academy?

Prior to a learner entering academy in the Early Years Foundation Stage, the class teachers and/or SENDCo visit the pre-school settings where they meet with the key workers of any learners with SEND. The SENDCo may also meet with the Early Years Specialist Teachers and discuss learners with whom they have been working. The learners and parents/carers are invited into the academy in order to familiarise themselves with their new surroundings, routines and personnel.

When learners join mid-year, they are provided with a buddy to help them settle into the new environment. There is close liaison with the learner's previous school setting and all data and relevant information is exchanged.

How will the academy prepare and support my child to transfer to a new class or school?

At primary level, when learners move from one year group to the next, the learners will have dedicated transition time where they will go to their new classroom and meet their new teacher. The SENDCo and class teacher will arrange time for the new teacher to view the SEND files for the learners, so that they can familiarise themselves with the needs of the learner and the provisions which needs to be in place from September. We will plan for your child to meet new adults that they will be working with in the future. Adults new to learner may also observe learners in their familiar environments. Additional time is spent by teachers and SEND and Pastoral teams ensuring information and plans are handed over in a detailed way.

As learners prepare to move from Primary to Secondary education, there will be times when learners are invited to attend their new school, ahead of time. We may seek additional transition sessions and meetings between parents and both settings to ensure effective information has been shared and that the learners are well equipped to move successfully to their new setting. At each stage the learners will be encouraged to share their thoughts on what they feel they need supporting with, and this is then shared and discussed with the new school.

How can I be involved in supporting my child?

Parents and carers are fully encouraged to work in partnership with the academy to support their child's learning. Open communication is encouraged, and parents/carers are welcome to assist on academy visits and other occasions when help is needed.

Parents and carers are encouraged to support their children with their homework, e.g. reading and mathematical games.

How does the Trust monitor the effectiveness of the SEND support available?

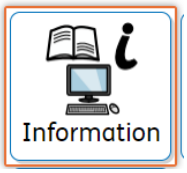
The academy is responsible for monitoring the effectiveness of SEND provision within the academy. The SENCO undertakes a variety of monitoring activities, supported by SLT, to ensure that provision meets the needs of all learners.

The Trust quality assures the provision on offer.

What should I do if I have a complaint about the SEND provision in my child's academy?

In the first instance this complaint should be addressed with the Head of Academy or SENCO. Following this, if you feel the situation has not been resolved, then Park Academy has a complaints procedure detailed on the website. Alternatively, a copy can be obtained from the academy office.

How can I access further information about SEND in Lincolnshire?



Support for parents/carers and families can be found at:

https://www.lincolnshire.gov.uk/send-local-offer

Who can I contact for further information?

	Location	Name	Telephone	Email
Head of Academy	Park	Mrs K Radford	01205 368805	enquiries@parkacademyboston.net
SENDCO		Mrs H Richardson		hannah.richardson@parkacademyboston.net
Trust SEND Improvement & Inclusion Lead		Mrs M Cunningham	01205 331900	maxine.cunningham@voyage-education.org

Updated: September 2025 Next update due: September 2026