



The Parkland Federation

Aim High, Work Hard, Dream Big

Inclusion Newsletter

Hello and welcome to another newsletter! It has been a busy term at The Parkland Federation and we have lots of information to share with you. We would like to take this opportunity to thank you for your continued support. Have a fun and rested Easter Break.

Sensory Room



We are thrilled to announce that we have received some funding for our new Sensory Room from the John Jackson Trust and from Mrs A Lacy - Tate Trust. We have ordered lots of resources, including a bubble tube, light up cushions, a projector and sequin wall panels, and are excited to share the finished room with you next term. Children from across The Federation will be able to access the room, which we hope will provide a safe space to regulate and calm.

SEND Parent Council

Thank you to the parents who attended the SEND Parent Council on Monday 21st March. At the meeting, we discussed after school clubs, information sharing, feeling listened to and the new sensory room. Your contributions were invaluable and we hope to action many of your suggestions in the future. The next SEND Parent Council meeting will be held on **Friday 10th June at 9:15am.**



Contact information

Alex Jewell (SENCO) - alexandra.jewell@swale.at

Rachel Moran (Deputy SENCO) - rachel.moran@swale.at





The Parkland Federation

Aim High, Work Hard, Dream Big

Inclusion Newsletter



The Graduated Approach - APDR

Feedback from the SEND Parent Council meeting suggested that more information was needed on the Assess, Plan, Do, Review (APDR) process. Students who continue to face challenges in their learning, despite receiving high-quality teaching, are likely to need additional strategies or different provision in order to meet their needs. This SEN support takes the form of a four-part cycle (assess, plan, do, review).

Using this cycle, actions are reviewed and refined as understanding of a student's needs and the support required to help them secure good outcomes increases. This is known as the graduated approach.

[Click here](#) to watch a video about APDRs, ANPs and EHCPs, recorded by Miss Jewell.

What is an EHCP?

An Education, Health and Care plan (EHCP) is a legal document which describes a child or young person's special educational needs, the support they need, the desired outcomes and the most appropriate educational placement.

Most children and young people with special educational needs and disabilities (SEND) will be supported in their local school without an EHC plan. For the majority of children, a support plan drawn up by their school is sufficient to help them achieve well. Nationally, just under 4% of children and young people have an EHC plan. These are the children and young people with the most complex needs.

The decision whether to issue an EHCP or not can only be decided after a child or young person has gone through the process of an Education, Health and Care needs assessment. The request for a needs assessment can come from a parent or from an educational setting.

For more information on EHCPs and the process, please visit the [local offer website](#).





The Parkland Federation

Aim High, Work Hard, Dream Big

Inclusion Newsletter

SWALE Trust SEN Audit

On Thursday 3rd March, three members of the Swale Academy Trust's SEND Team visited Parkland to review our SEND provision. During the visit, the team met with various members of staff, spoke to children, visited classrooms and looked through a wealth of paperwork and records. It was an extremely positive day and a great opportunity to showcase the provision and support available at The Parkland Federation. A number of key strengths were identified, including:

- SEND systems and provision (which were described as 'exceptional')
- Motivated, driven and united Senior Leadership Team and SEND Team
- Staff have high expectations of pupils with SEND and pupils have high expectations of themselves
- Clear roles and responsibilities
- Value of professional development
- Wide range of interventions
- Inclusive and adaptive teaching and learning strategies
- Strong provision management systems
- Robust personalised planning for students

The agreed suggested recommendations (all beginning with 'continue') are already being taken to embed these excellent practices.

Thank you those of you who completed the parent and carer survey. As always, your contributions are greatly appreciated.

Swale
ACADEMIES
TRUST





The Parkland Federation

Aim High, Work Hard, Dream Big

Inclusion Newsletter



SEND Team - Parent Drop in Session

At the beginning of the year, we sent out a parent survey. Responses showed that parents wanted an informal drop in session to discuss concerns with the SEND Team.

On Tuesday 29th March, the SEN team held a drop in session at The Sendak Studios. This offered parents an opportunity to discuss any concerns about their child and ask for advice.

Advice and information was offered around the graduated approach system used in school, processing time in children with autism, advice around managing anxiety and the interventions on offer at Parkland.

We are hoping to hold another drop in session soon, so watch this space!

iSEND Inclusion conference

On Thursday 24th March, Miss Jewell and Mrs Moran attended The Art of Inclusion Conference at the Amex Stadium. There were a number of workshops to attend, including ones on dyslexia, dyscalculia, ADHD and emotional school-based avoidance.



SEND Green Paper 2022

The review of the special educational needs and disability (SEND) Green Paper was published on Tuesday (29 March). The review states new national standards should be set across education, health and care to improve performance. The consultation on the plans will be open for 13 weeks. [Click here](#) to read the Green Paper. [Click here](#) to find out more about consultation events.

