The Parkside School

Communication, Self-Regulation, Independence

SEN Information Report 2025-2026

Publication Date: October 2025
Review Date October 2026

Our students will leave The Parkside School empowered and enabled to be happy, confident, valued and active members of their community. They will have an improved ability to communicate and self-regulate leading to greater independence where they will not feel limited by their particular needs and aspire to try new experiences.

This SEND information report details the range of provision and support which is available to meet the needs of our children and young people.

School Contacts

Headteacher & SENDCo: Mrs Carolyn Ellis-Gage

Deputy Headteacher: John Habershon

Assistant Headteacher: Fiona Webster-Lee (curriculum and outreach) Iain Mills (Personal Development)

Governor: Paul Stanley

To get in touch with any of the above please contact the school office

Glossary of Terms

SPLD: Speech and Language Difficulties

MLD: Moderate Learning Difficulties

SLD: Severe Learning Difficulties

PMLD: Profound and Multiple Learning Difficulties

SEMH: Social, Emotional and Mental Health

B: Behaviour

E: Emotional

S: Social

CYP: Children and Young People

Glossary of terms useful for reading the table but still tricky to read across and understand.

SLCN: Speech, Language and Communication Needs

HI: Hearing Impairment

VI: Visual Impairment

MSI: Multi-Sensory Impairment

PD: Physical Disability

ASD: Autistic Spectrum Disorder

DS: Down Syndrome

CYP: Children & Young People

SEND Provision at Parkside: Data Sept 2025

At Parkside we have provision for a diverse range of needs; please find below a breakdown of pupils according to their EHCP. This includes both primary and secondary needs as many pupils have co-occurring conditions and needs at Parkside.

All pupils that attend Parkside have Learning and Cognition as their primary need.

SPLD	MLD	SLD	PMLD	SEMH	B	E	S	SLCN	HI	VI	MSI	PD	ASD	DS
9	102	12	3	52	0	0	0	115	17	6	15	25	48	18

How We Evaluate the Effectiveness of Our Provision

At Parkside we assess formatively and summatively throughout the year. We hold annual reviews of EHCP outcomes for every CYP.

Formative Assessment

- Earwig: teachers are assessing as they go and are uploading and tagging subjects and EHCP outcomes daily to our online assessment platform Earwig where we are creating a qualitative learning journey for each CYP at Parkside. Parents are part of this journey and can log on to Earwig to see the progress of their child or young person (CYP) on a daily basis. Teachers are in daily contact with parents and carers.
- Teachers also link this qualitative evidence to quantitative data to create a bespoke progress picture for this CYP.

Summative Assessment

- There are 2 data drop points in the year: January & June where data is consolidated and reviewed.
- Termly CYP progress reviews: Each class teacher has a termly CYP progress review to look at each CYP to assess their progress and to highlight any particular areas of celebration or concern.

Wider Leadership Team (WLT) & SLT

- We have regular WLT meetings where we regularly assess the provision, we are a responsive leadership team where we are always striving to provide the best possible provision to meet the needs of the CYP. The SIDP & SEF outline our priorities for the year.

EHCP annual reviews

- Every CYP at Parkside has an annual review of their EHCP with the class teacher and/or senior leader. At this review meeting we take a detail look at the outcomes and the provision needed to meet need.

Integrated Therapeutic Curriculum

As a specialist provision Parkside has an Integrated Therapeutic Curriculum offer.

This offer includes Speech and Language Therapy, Emotional Literacy Support, Forest School Support, Occupational Therapy, Music Therapy and Educational Psychology support. Parkside uses Thrive approaches across the school.

As a specialist setting, Parkside follows a therapeutic approach and trains all staff in this.

The therapies in the school are generally delivered by a tiered approach, where Tier One is a whole school approach where best practice is delivered at class level, Tier Two where more bespoke arrangements are made for the individual either in or out of the classroom with the Third Tier being recourse to external professionals if this is required to support a young person's development.

Teaching & Learning at Parkside

In order to meet our diversity of need we have 4 different Departments with a Senior Teacher Lead as the head of each department at Parkside. Pupils are grouped according to their needs as outlined in their EHCPs

1. Sensory/SLD/ASC Department: Lucy Kent Senior Teacher
2. Junior Department: Jasmine Latta/Alice Platt Senior Teacher
3. Senior Department: Maxine Freestone Senior Teacher
4. 6th Form Department- Joe Harkness

Each department has a needs based and skills based curriculum which is informed by a variety of specialist teaching approaches and techniques. The curriculum, in turn, is informed at its core by the CYP's EHCP outcomes. As a result, CYP at Parkside have a very personalised learning experience. Embedded within the curriculum the classrooms are communication rich with a strong focus on self-regulation and independence.

Please see the curriculum padlets on our website for more information.

Teaching and Learning at Parkside (cont)

Subject Leaders (WLT)

The Curriculum at Parkside is broad and balanced with each curriculum area headed by a subject lead whose responsibility is to design the curriculum in such a way that it is flexible for each teacher to tailor to their classes needs. Subject leaders provide LTP & MTP for teachers and they are responsible for monitoring the effectiveness of their subject area and how this impacts positively on the CYP. They are responsible for sharing and developing evidence based practice in their area in response to the ever changing needs of the CYP.

Please see the padlets on our website under the curriculum tab.

Responsive Curriculum

Our Curriculum at Parkside is responsive and evidence based. Where the specialism for our CYP does not exist we develop our own for example we are developing Talk for Writing for SEN with Pie Corbett. The teaching and learning staff at Parkside are committed to learning experiences that are meaningful and produce the best outcomes for our CYP. We have created, developed and embedded our own assessment frameworks for each subject area that is bespoke to Parkside and this is constantly evolving.

Specialist Teaching

At Parkside we are constantly evolving and developing the teaching expertise in response to the changing needs of our CYP. Attention Autism is a teaching methodology that is used across the sensory and junior classes to teach many different aspects of the curriculum as a tool of engagement and enjoyment for learning. Colourful semantics and communication core boards can also be found across the school as a teaching strategy for literacy & communication. We have developed our own direct instruction phonics curriculum and methodology from the letters and sounds phonics approach. There is a long list of specialist teaching that you will find across the school.

Communication Rich School

Communication is a core value at Parkside and this is seen across all aspects of the school. Parkside is a Signalong school. Signing is used to support all aspects of communication. We have a communication HLTA, SALT and NHS SALT who work with and support the school to train and work with teachers and CYP. Visual timetables, visual cues, PECs, Social stories, Widgit and many other visual aids are in ubiquitous use across the school.

Adaptive Learning Environments

Learning Environments

Over the last couple of years we have worked relentlessly on creating enabling environments for communication, independence and self-regulation in classrooms, outdoor learning areas and distraction free communal areas to lessen the sensory load on our CYP. We had a whole school inset training Sep 21 on enabling environments which has had a demonstrable impact on our CYP learning and well-being. There are break out/sensory rooms in each sensory and primary class; this has been developed in response to the changing needs of our CYP who need these spaces for self-regulation and learning. The assembly hall has now been adapted for sensory/primary PE and sensory circuits in response to the increasing complexity of the needs of the CYP.

Parkside Health Club

Parkside has it's own gym, this has been created to meet the physical and mental health needs of our CYP. It is used daily across the school as a therapeutic tool for our CYP who need support with self-regulation and developing an understanding of their own physical health needs.

Outdoor Learning

Our outdoor learning areas are led and run by our forest school outdoor learning lead which enables our CYP to access a very different learning environment and ethos to learning, this is used as a therapeutic intervention. Forest schools and Outdoor learning are in development this academic year.

Technology

All CYP have access to a chromebook, there is a chromebook for each CYP many are touch screen. The use of digital technology in all learning is gradually being embedded across the school where appropriate. Parkside is committed to making learning a real and meaningful part of the CYP's school life which is in line with their life outside of school where we can teach online safety and life skills that will much needed when they become adults.

CPD for Parkside Specialist Teachers

All CPD is planned and developed in line with the school's special school status.

This year training for all staff include:

- Speech sounds and communication
- TALC levels and Core boards
- Specialist Talk for Writing with Pie Corbett
- Signalong Foundation Training
- Norfolk Step on and Step Up
- Approaches to support pupils with Pathological Demand Avoidance
- Phonics direct instruction
- Technology for communication

Supporting SEN CYP with SEMH difficulties at Parkside

At Parkside our central ethos regarding behaviour is informed by STEPs and Zones of Regulation. We come from the position that all behaviour is a form of communication and it is our responsibility to understand and support CYP with SEMH using a therapeutic and nurturing approach. Every incident of behaviour is an opportunity for both adults and the child to learn more about themselves.

Nurture Provision

Over the last few years our Behaviour and Pastoral lead John Habershon has created, developed and is now embedding our nurture provision across the whole school. Each CYP who is part of nurture has a 1-1 TA that changes every session and they are fully supported to be in the classroom with their peers. They also attend bespoke nurture sessions.

Therapeutic Interventions

We have a diverse range of therapies available for our SEMH pupils in addition to our Thrive work:

- Forest schools & Outdoor Learning
- Nurture
- ELSA
- Counselling
- Music therapy

- Please see the wider curriculum and therapeutic curriculum padlet on our website for more information.

Zones of Regulation

Across the whole school all classes use zones of regulation to aid their emotional and social development. The central tenet of this approach is to enable CYP to become self-regulating individuals where possible by the time they leave Parkside.

It focuses on identifying zones and what they feel in that zone and to support and develop strategies to manage and regulate their emotional selves.

This has been in place for over 3 years and from our most recent emotional checklist audit of all CYP where self-regulation came through as being one of the higher scores and some children coming out as above average in this area which shows the positive impact of this approach.

Funding & Budget Spend 25-26

Special schools have place based funding for all pupils and individual needs are audited every year and funding is awarded on an individual basis in accordance with the special school funding matrix and audit.

Consulting Parents & Annual Reviews

- At Parkside we have 3 Parent/Carer & Teacher meetings once a term.
- Class teachers are in daily/weekly contact with the parents/carers via email and phone keeping them up to date with the progress of their CYP.
- Earwig, our online assessment/learning journey platform, parents/carers have a login where they can see what their CYP has been learning that day. Parents logon to this daily.
- Annual Reviews: parents/carers attend the EHCP annual review where they can feed into the current outcomes and create new outcomes where appropriate. Parent and CYP views feed into this process.
- If a parent or carer has a complaint this is dealt with through our governing body and headteacher following the complaints policy as laid out on the website.

How are CYP contributing their voice at Parkside?

Parkside takes pupil voice seriously and all pupils are given opportunity to contribute their voice individually. A range of communication aids are used to support pupils including core boards, signing, choice mats etc.

This is facilitated by the teacher and Vicky Shingles

Pupil have opportunity to feed into the SEN youth forum and SEN Pupil Voice for the Norfolk Offer.

Support Services for Parents & Carers

At Parkside we have two PSA (Parent Support Advisors)

They provide practical and emotional support to our parents and carers.

They are based at Parkside and work flexibly to support our parents and carers.

They signpost services to them and support them completing forms, attending meeting and any other support that they may need.

Transition at Parkside

New Pupils to Parkside

- A member of senior leadership will visit the CYP in school and at home
- CYP will be invited to transition mornings in the summer term to meet their new teacher and classmates.
- Parents/Carers are invited to transition mornings to introduce Parkside and our expectations of parents and carers and to share information about Parkside to facilitate smoother transition for both parents and CYP.
- An admissions pack with a variety of information is also sent out to parents and carers.

Transition Between Classes

- CYP are prepared for transitions between classes and departments within Parkside in the summer term where they spend some mornings in their new classes with their new classmates.
- Social stories and information leaflets are prepared and sent out to parents and carers so they can support their CYP through their transition.

Transition to Post 16 Provision

Debbie Wickes is our Transition lead for Careers and Post 16.

Young people are prepared for post 16 from year 9 in annual reviews where parents and carers are directed to view and consider what would be the best provision for their young person. Debbie supports parents and carers in this process and is dedicated to ensuring that the young person moves onto the most appropriate provision to meet their future adult needs.

Parkside's curriculum is geared towards preparing our CYP for adulthood and the Career and Transition Lead is instrumental in driving this forward.

Pathways: Parkside's Post 16 Provision

Pathways is our two year sixth form placement for young people to prepare for transition to college. At Pathways' the curriculum focuses on creating a bespoke pathway for each young person to prepare them for the next step to college. All young people learn and build on independence, self-regulation and communication skills that will enable them to be a part of college life. Some will learn how to take public transport to college, shop and prepare food for themselves and learn a variety of skills to enable them to be as independent as they are able to be.

What is the Norfolk Local Offer?

“Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans.”

It has two key purposes:

1. To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it.
2. To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review.

It can be accessed by clicking on the link: https://www.norfolk.gov.uk/children-and-families/send-local-offer

This Parkside school SEN Information Report for 2023-24forms part of the Norfolk Local Offer for learners with Special Educational Needs (SEND).