

School name:	Park Aspire Alternative Provision Academy
Establishment Number	3801103
Website:	http://www.parkaspire.co.uk/
Headteacher:	Mr Richard Morris
SENDCo:	Mr Martin Byron
SEN Governor:	Mrs Melissa Sellars
Address:	Avenue Road, Bradford, BD5 8DB
Email (office)	office@parkaspire.co.uk
Email (SENDCO)	martin.byron@parkaspire.co.uk
Telephone:	01274 735298
Age range:	5-14 years old
Funding:	Local Authority Day Rate Top Up funding
Policies for identification and assessment of pupils with SEN:	Special Educational Needs and Disability Policy Safeguarding Policy inc. Code of Conduct Teaching and Learning Policy Assessment for Learning Policy Remote Learning Policy Relationship (inc Behaviour) Policy Complaints Policy

Park Aspire SEND Information Report 2025-2026

Park Aspire is a Pupil Referral Unit offering provision for up to 90 pupils who have been Permanently Excluded from their mainstream school.

All students who attend Park Aspire are equally valued and are entitled to have access to a broad, balanced and relevant curriculum, which is adapted to meet individual needs. Park Aspire is committed to equal opportunities, with students being encouraged to achieve their full potential, whatever their abilities, through the provision of a balanced and challenging curriculum. We believe childhood is a very special and wonderful time and no one gets a second chance at it. Being successful is at the heart of our ethos. Our aim is to do the very best for children by creating a productive and nurturing environment which can allow their individuality and uniqueness to flourish while feeling safe and secure within the school environment.

Many of our pupils have found it difficult in mainstream but develop a new attitude towards education. Park Aspire have a proven system of rewards and incentives, underpinned by strong structures and boundaries so that everyone develops self-belief and sees themselves as a successful citizen. With smaller classes, Park Aspire offers opportunities to really know a pupil's needs and build relationships. We are staffed by highly qualified and experienced teachers and staff who have expertise in dealing with SEND particularly Social, Emotional, Mental Health and Communication and Interaction Needs. We have access to support from professionals such as Educational Psychologists, CAMHS, Children's Services, Early Help, etc. Park Aspire aims to ensure full inclusion for all pupils in all school activities by ensuring consultation with health and social care professionals in order to meet the needs of students, working cooperatively in partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all our pupils. Park Aspire are also very conscious that education is a partnership between home and school, believing children are happiest and learn more effectively when there is a strong partnership between home and school. We welcome input from parents and carers regarding anything that can enhance their child's progress and wellbeing.

Aims

To promote learning and enable pupils to:

- Access a safe and stimulating learning environment.
- Access a broad and balanced curriculum that is challenging and accessible to all.
- Access personalised and adaptive learning opportunities.
- Adopt a 'can do' attitude towards learning
- Improve self-esteem and levels of motivation.
- Develop skills and strategies to promote positive choices.
- Raise levels of achievement.
- Nurture individual strengths while supporting areas of difficulty.
- Promote an ethos of high expectations.
- Experience success and recognition of achievement.
- Celebrate achievement.
- Develop skills for life.
- Access support of partner agencies.
- Be successful in transitions to other educational settings.

Objectives

- To identify and provide appropriately for all pupils' special educational and additional needs.
- To ensure Park's SEND Policy is implemented consistently by all staff.
- To identify barriers to learning and participation.
- To meet and support the behavioural, emotional, social and mental health needs of all pupils.
- To meet and support communication and interactions needs of all pupils.
- To meet and support other identified needs of all pupils.
- Work in partnership with pupils and parents to promote improved outcomes.
- Guide and support pupils and parents on SEND issues.
- To actively involve parents in their child's SEND needs.
- To actively involve pupils in their SEND.
- To work in collaboration with external agencies to support the needs of all pupils.
- To develop positive relationships with parents/carers, the local and wider community and other educational settings.
- To develop an ethos of respect for others and for different cultures, an ethos in which everyone is valued equally
- To work within the guidance of the SEND Code of Practice, 2014.

SEND Information required according to Schedule 1 Regulation 51	Park Aspire's response
1. The kinds of special educational needs for which provision is made at the school.	Park Aspire make provision in school for the pupils in the four broad areas of SEND: <ul style="list-style-type: none"> • Cognition and Learning • Communication and Interaction • Social Emotional and Mental Health • Physical/Sensory
2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.	Some children admitted to Park Aspire will already have identified special education needs. Additional needs may also be identified from previous school information, parental/carer input and staff observation. Further assessments will be undertaken should any concerns be identified. This will ensure that pupil needs are recognised and understood and allow for appropriate provision, and pathways, to be established to promote progress. (also see Pathway Flow Protocols)
3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including:	
(a) how the school evaluates the effectiveness of its provision for such pupils;	Pupils' academic progress will be monitored half termly through class teacher assessment. The Social, Emotional and Mental Health Assessment Tool will also assess progress on a termly basis. Provision will be evaluated at these half termly intervals but also on an ongoing basis through discussions with teachers, pastoral team and SLT. Throughout school, all students will be provided with high quality teaching that is adaptive to meet the needs of all learners. The quality of classroom teaching provided to students with SEND is monitored through a number of processes that include: classroom observation by the school leaders, ongoing assessment of progress made by students with SEND, work sampling and scrutiny of planning to ensure effective matching of work to student need; teacher meetings with the Leadership Team to provide advice and guidance on meeting the needs of students; student and parent feedback on the quality and effectiveness of interventions provided; attendance and behaviour records
(b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;	Updates on progress are recorded on Placement Reports. Placement Reports are reviewed on a half termly basis to ensure accurate assessment of progress and to enable relevant targets to be set to promote further progress. CASPA is used as a means to measure progress based on starting point and SEND. Social Emotional and Mental Health needs assessment form will be completed at Admission and review points to measure SEMH progress.
(c) the school's approach to teaching pupils with special educational needs;	SEND support strategies and suitable environmental adjustments for children with SEND, particularly social emotional and mental health needs, and communication and interaction needs, (including: structured approaches, bespoke curriculum, familiar and predictable tasks and structured work systems to maximise independence, use of over-learning to improve progress and maximise engagement, and use of pre-learning activities to increase predictability.)
(d) how the school adapts the curriculum and learning environment for pupils with special educational needs;	Staff who are trained and experienced in working with children with social and emotional mental health needs and communication and interaction needs.

<p>(e) additional support for learning that is available to pupils with special educational needs;</p>	<p>Teachers plan using pupils' achievement levels, adaptive learning to ensure progress for every student in the classroom. The curriculum and the learning environment will be adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily. These adaptations may include strategies suggested by in-school specialists and/or external specialists.</p> <p>Enhanced teacher pupil ratio (not more than 1:10) with additional adult support within a specialist setting (1:6) for 6 hours per day to facilitate access to all learning opportunities.</p> <p>A level of consistent support to reduce pupils' anxiety and develop their sense of security within the learning environment.</p> <p>Daily reading interventions which promotes pupils' abilities and enjoyment in relation to reading and helps them build relationships with key members of staff.</p> <p>Programmes such as Read, Write Inc or Fantastic's to support pupil's literacy skills. (Several times per week in line with the specifications of the individual programme)</p> <p>One to One SEN Teaching Assistant to provides individualised support inside and outside of the main class group – this will be flexible to reflect presenting need.</p> <p>When necessary, advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent/carer consent has been obtained and may include referral to: Bradford Education Psychology Team, Child & Adolescent Mental Health Service, Social Care Health partners including School Nurse and Speech and Language Therapy.</p>
<p>(f) how the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs; and</p>	<p>Park Aspire ensures it has sufficient staff expertise to ensure that no student is excluded from any school provided activity.</p> <p>SEN specific support for children with Sensory and Physical needs is implemented, including the use of specialised equipment where necessary, differentiation of activity, adaptation of activity.</p> <p>Adults modelling use of appropriate sensory strategies, linked to a curriculum designed to support sensory and emotional regulation (e.g. Zones of Regulation).</p> <p>One to One SEN Teaching Assistants provides individualised support specific to the needs of the pupil to enable access to all aspects of the curriculum and to the school environment.</p>
<p>(g) support that is available for improving the emotional, mental and social development of pupils with special educational needs.</p>	<p>SEN specific support for children with SEMH needs.</p> <p>Structured transitions at the start and end of the school day.</p> <p>Provision of structured approaches and predictability, with visual resources used to reinforce social and behavioural expectations.</p> <p>Personal, Health, Social and Economic (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.</p> <p>Relational approaches from an attuned adult who is trained in techniques including Emotion Coaching, in order to develop pupils' self-awareness, whilst validating their feelings and developing their sense of trust.</p> <p>Communication Scripts for Emotion Coaching are used consistently by all adults.</p> <p>Availability of quiet/calming areas in school, break out areas attached to each classroom/sofas outside of the classroom, to support pupils when they may be feeling overwhelmed by their emotions or when they need to work with quiet focus. Pupils offered limited simplified choices and consequences to help them to understand cause and effect</p>

	<p>Intervention to develop self-awareness and emotional regulation (Zones of Regulation) that is taught directly but also reinforced holistically with the use of regular check ins and a tool-box approach.</p> <p>One to One SEN Teaching Assistant support that is flexible to reflect presenting need.</p> <p>Bespoke Play Therapy/Directed Therapeutic Intervention/Creative Arts for identified pupils.</p> <p>Pastoral Team support to aid understanding of emotions, difficult events, risks and dangers.</p>
<p>4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN co-ordinator.</p>	<p>Mr Martin Byron martin.byron@parkaspire.co.uk 01274 735298</p>
<p>5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.</p>	<p>The Local Advisory Board will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Headteacher and SENDCo.</p> <p>The SENDCo and Headteacher will keep fully up to date about special education needs issues through attendance at training and cluster meetings. In addition, the SENDCo will develop their skills through attendance at specialist training workshop and discussions with outside specialist.</p> <p>Park Aspire's SENDCo, Martin Byron, has completed the National Award for SEN Co-ordination Postgraduate Certificate in line with statutory requirements.</p> <p>The wider teaching staff will be kept up to date informally by the SENDCo and formally at staff meetings or training delivered/coordinated by the SENDCo and Headteacher.</p> <p>Whole staff training opportunities will be identified to ensure SEND knowledge and skills are maintained and enhanced across the school.</p> <p>Individual SEND training opportunities will be provided to members of the school staff to support CPD, develop understanding of SEND and enhance provision within school.</p> <p>All staff trained in Emotion Coaching and use of Zones of Regulation.</p> <p>Staff training in aspects relating to SEND including – Epi-pen training, Understanding diabetes, Resilience, Impact of Trauma, Adverse Childhood Experiences.</p> <p>Continued training from commissioned Educational Psychologist related to Mental Health and Wellbeing.</p>
<p>6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.</p>	<p>The Local Advisory Board will ensure that any specialist equipment required for pupils to access the school curriculum and environment successfully is provided.</p> <p>The use of any specialist equipment will be discussed with external specialist agencies and parents to ensure its correct usage for the benefit of the pupil.</p>
<p>7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.</p>	<p>Parent/carers will receive weekly verbal updates on progress from class teachers. Updates on progress are recorded on Pupil's Placement Reports. Placement Reports will be reviewed on a half termly basis to ensure accurate assessment of progress and enable relevant targets to be set to promote further progress. Copies of pupils' half termly targets will be shared with parents /carers and will also be discussed during regular communication between class teachers and parents/carers. Parent/carers' views are actively sought and encouraged.</p>

	<p>Discussions on pupils' SEND are actively sought by the school SENDCo, in collaboration with parents and SENDCo will determine the appropriate individualised provision a pupil with possible SEND may require and whether a referral for an Education Health and Care Assessment may be required. SENDCo will complete EHCA referrals as per Braford SEN protocols.</p> <p>Pupils' Education, Health and Care Plans will be reviewed annually or more often where necessary. Parents/carers will be invited to attend reviews along with other involved professionals. The Annual SEND Review is an important opportunity for everyone involved with a child to assess and share pupil's progress and ensure each child's needs are being met appropriately.</p> <p>There are other opportunities to discuss progress such as at our parent/carers consultation event but contact from parents/carers is welcomed at any time.</p>
<p>8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.</p>	<p>Pupil Profiles Class group Forum Teacher discussion, including target setting</p>
<p>9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.</p>	<p>Any parents of a pupil with SEND with concerns regarding provision at Park Aspire should in the first instance discuss this with their child's class teacher. Should a class teacher be unable to assist then the school SENDCo will be advised to discuss provision with parents further.</p> <p>In the event that parents' concerns cannot be resolved by the SENDCo the Headteacher will be informed. Should staff within school be unable to resolve parent concerns, they should then contact the School's Local Advisory Board. The School Reception Team will be able to provide details of how to contact the Chair of Park Aspire's Local Advisory Board.</p> <p>The School also has a Complaints Policy which is available on the School Website</p>
<p>10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils</p>	<p>In order to meet the special education needs of Park Aspire pupils the school works closely with a number of linked agencies. Agencies include:</p> <ul style="list-style-type: none"> • Educational Psychology Team • Speech & Language Therapy Team • School Nursing Team • Child & Adolescent Mental Health Team • Children's Social Care • West Yorkshire Police • Education Social Worker • Youth Justice Team
<p>11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.</p>	<p><i>Section 32 states:</i> <i>Advice and information</i> (1)A local authority in England must arrange for children and young people for whom it is responsible, and the parents of children for whom it is responsible, to be provided with advice and information about matters relating to the special educational needs of the children or young people concerned.</p>

	<p>(2) A local authority in England must arrange for children and young people in its area with a disability, and the parents of children in its area with a disability, to be provided with advice and information about matters relating to the disabilities of the children or young people concerned.</p> <p>(3) The authority must take such steps as it thinks appropriate for making the services provided under subsections (1) and (2) known to—</p> <p>(a) the parents of children in its area;</p> <p>(b) children in its area;</p> <p>(c) young people in its area;</p> <p>(d) the head teachers, proprietors and principals of schools and post-16 institutions in its area.</p> <p>(4) The authority may also take such steps as it thinks appropriate for making the services provided under subsections (1) and (2) known to such other persons as it thinks appropriate.</p> <p>For a comprehensive list of Local Authority and voluntary support services please refer to 'The Guide', which is the Bradford and District Local Offer. This can be found at: https://localoffer.bradford.gov.uk or a printed copy of the booklet can be obtained from Bradford Families Information Services by calling 01274 439261 or email LocalOffer@bradford.gov.uk</p>
<p>12. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.</p>	<p>Park Aspire liaise closely with schools from which pupils have been Permanently Excluded from to gain as much information to support any Special Educational Needs or Disability. Liaison will continue with relevant agencies that are supporting pupils at admission and beyond.</p> <p>Pupils transferring through the Fair Access Protocols (FAP) are supported through Bradford's Reintegration after Permanent Exclusion (RAP) process to allow any SEND to be shared and discussed and relevant provision to be made to ensure pupils are able to access mainstream provision and be supported appropriately.</p> <p>Pupils with EHCPs transferring through the SEND Placement Consultation process are supported through phased reintegration into their new setting, whether that be a Mainstream Provision, a Resourced Provision or a Specialist Provision. Phased Reintegration will be bespoke for each pupil's needs and be agreed in consultation with Park Aspire, the receiving provision, parent and pupil.</p> <p>Information relating to SEND will be shared by Park Aspire with the receiving provision, this information will include current EHCP, Placement Report, relevant assessment completed at Park Aspire, any referrals submitted to external agencies, any Educational Psychology Reports, Diagnostic Reports and any other reports that will support in informing a pupil's next provision.</p>
<p>13. Information on where the local authority's local offer is published.</p>	<p>https://localoffer.bradford.gov.uk/</p>

As of 10.11.25	Year Group									Total Number (Previous Report in Brackets)
	1	2	3	4	5	6	7	8	9	
Pupils on Roll		2	4+1	7	14	10+1	8+1	13+1	18	76+ 4
Children on SEND Register at K status			2	2	6	5	4	12	14	45
Children with Educational Health Care Plan (EHCP)		2	2	5	8	5	4	1	4	31
Children with Draft Educational Health Care Plan (EHCP)			1					1		2
Children within Educational Health Care Assessment (EHCA excluding Drafts)			1			1		2	9	13
Children Permanently Excluded from previous school			3	7	14	9	7	12	18	70
Children within the Reintegration After Permanent Exclusion process (Dual Registered with another school)(RAP)										
Children awaiting outcome of Fair Access Panel (FAP)					1			7	4	12
Looked-After Children/previously Looked After (LAC/PLAC)			1						2	3
Children with English as an Additional Language (EAL)									1	1
Pupil Premium (PP)										48
Free School Meals (FSM)										46
Children on Alternate Placement at Park Aspire (Step Out)		2	1			1	1	1		6