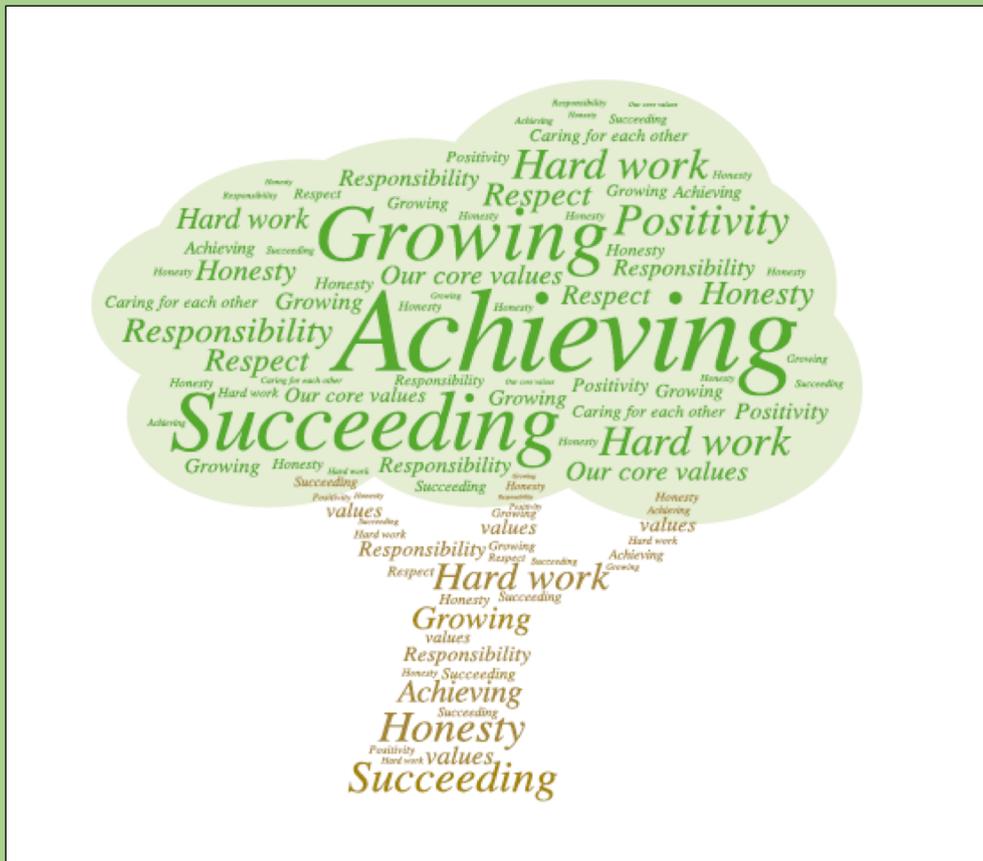


Park End Primary School



Special Educational Needs and Disabilities Information Report

February 2019

Review Date	Type of Review	Comments	Initials
Sept 2016	New	New report	JR/KR
Feb 2019	Update		KR

Park End Primary School recognises a child has Special Educational Needs and Disabilities if they:

- have a learning difficulty or disability which calls for special educational provision to be made for him or her
- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which 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

This SEND information report aims to inform parents/carers of the provision offered by Park End Primary and which needs/how the school can best meet the needs of children with SEND.

The kinds of SEND that are provided for at Park End Primary

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia, moderate/severe/profound and multiple learning difficulties
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), autism
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties

Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular half termly assessments of progress for all pupils and identify those whose progress:

Is significantly slower than that of their peers starting from the same baseline

Fails to match or better the child's previous rate of progress

Fails to close the attainment gap between the child and their peers

Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

If teachers have any concerns regarding children in their class, they will have a consultation meeting with the Special Educational Needs and Disabilities Coordinator (SENDSCO). Parents can also request a consultation meeting with the SENDSCO if they have concerns they wish to discuss.

When deciding whether special educational provision is required, we will start with informing parents of the school's initial concerns. Expected progress and attainment will be discussed including the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If additional support is identified as needed, together with staff and parents, we will follow a four stage graduated approach to meet the child's needs. This involves:

Assess – The teacher, teaching assistant(s) and SENDCo will assess the child's needs in great depth. This may include observations, assessments carried out in the classroom or assessments by external professionals such as educational psychologists. Parents will also have input into the assessment stage, if they wish.

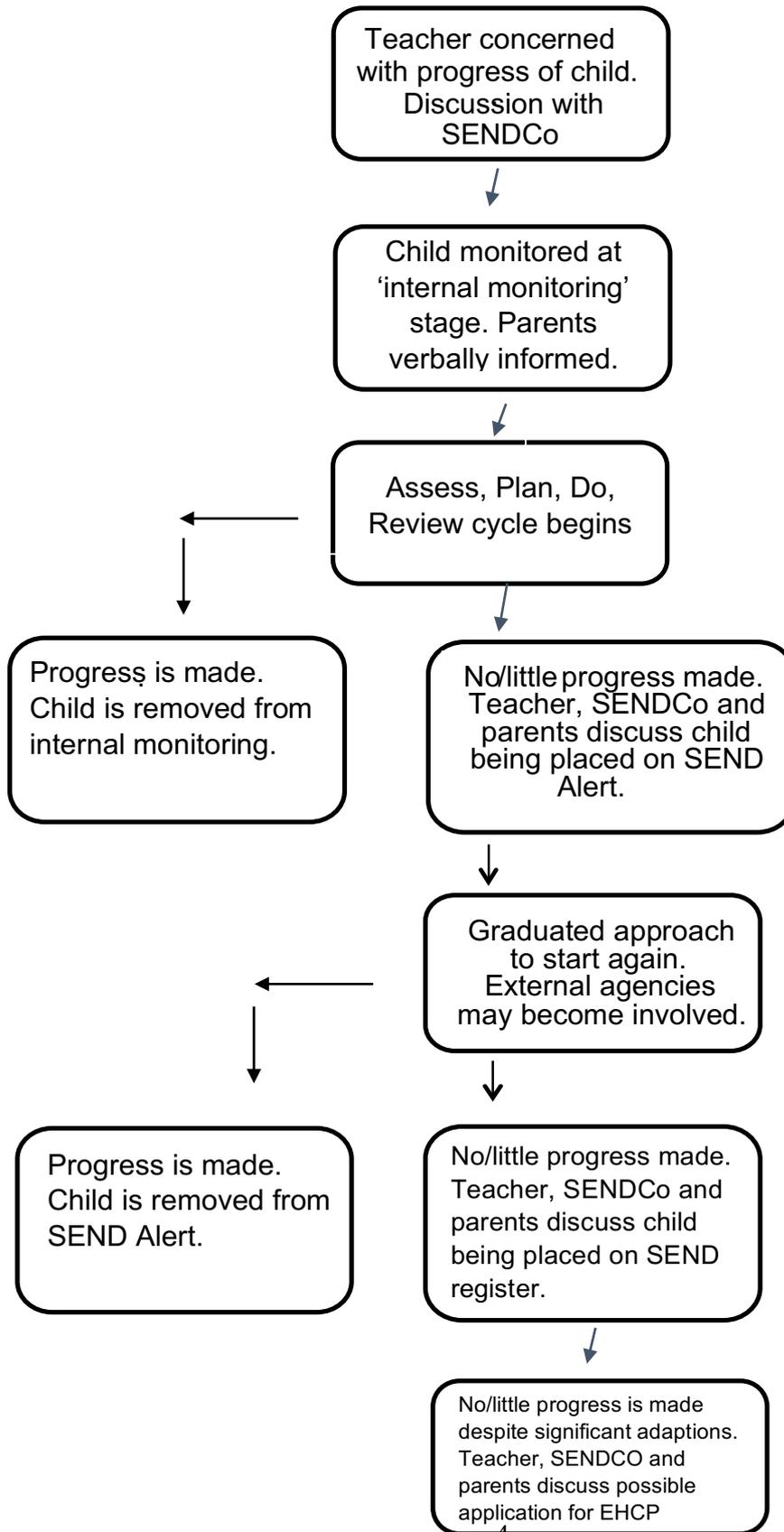
Plan- The teacher, teaching assistant(s), SENDCo and parents will plan the support/intervention that will be put in place based on their assessments.

Do – The support/intervention will be put into place and completed.

Review – The impact of the planned support/intervention will be reviewed by the teacher, teaching assistant(s), SENDCo and parents. If the impact was successful and teachers no longer have concerns, children will be removed from initial monitoring/SEND alert. If the support did not have the desired impact, a child may be placed on the *SEND register* at this stage, with parents' consent. The graduated approach will then be repeated to ensure the needs of the pupil are being met.



The following flow chart demonstrates the procedures followed when staff/parents have concerns over a child's progress:



How do we involve parents in planning for those needs?

Parental involvement and support is crucial for meeting the needs of children with SEND. Park End Primary School values the input of parents in all aspects of their child's education. The school and SENDCo will keep parents involved regarding their child's progress by:

- Termly parents' evenings with class teachers to discuss areas of concerns
- Keeping parents informed and involved at each stage of the SEND identification process (Internal monitoring, SEND Alert, SEND registration, EHCP)
- Parents may be invited to attend meetings with external professionals, such as educational psychologists or speech and language therapists, to discuss their child's progress
- Parents of children who are on the SEND register meet with the class teacher to set termly targets for their child 3 x a year
- Parents are encourage to be part of the graduated approach, working in partnership with school
- If a child's needs are complex and involve multi-agency support, they will be placed on a SEND support plan, which will be reviewed three times a year with parents.
- If required, an Education, Health and Care Plan (EHCP) is applied for with parents. A range of professionals involved with the child contribute to the process.
- Feedback from assessments by outside agencies

These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Support

All teachers in school have responsibility for the progress of children in the class, including children with SEND. The SENDCo has overall responsibility for pupils on the SEND register.

The team of adults who work with the child (teacher, teaching assistants, SENDCo) will plan support through the graduated approach. This process involves monitoring and evaluating the impact of support.

The SENDCo oversees support across school, ensuring it meets the needs of vulnerable learners.

Targets for children with SEND are reviewed three times a year with parents.

Children on a SEN Support Plan will have reviews three times a year.

Children with an EHCP will have an annual review in school.

SEND Resources

Every child receives base funding and extra funding is available based on a child's level of identified need.

All resources are allocated according to assessed need and matched using data that the school holds about each pupil.

Park End Primary School has a range of SEND provisions and interventions which are matched to support a child with a special educational needs, this is financed through the SEND budget.

Applications for Higher Needs Funding is a resource available for eligible pupils with SEND who may require additional support compared to that which a classroom teacher can provide.

An Educational, Health and Care Plan is required if a child's special educational need is significantly higher than other children; requiring the local authority and school to provide additional support.

Supporting pupils moving between phases and preparing for adulthood

We will share and hand over information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Foundation Stage and KS1

- On preparation to a child starting nursery, nursery staff will do a home visit. This allows an opportunity to meet parents/carers and answer any questions and to read and sign school forms.
- When children start nursery parents/carers are able to stay with their child and play until they feel their child is comfortable in their surroundings. Nursery staff support parents/carers and children during this transition.
- Before nursery children start full time reception class, parents are invited in to have lunch with their child. This helps the child feel settled in the dinner hall.
- During the Summer Term, Reception children are invited into Year 1 each week to meet the teachers and to play in areas – allowing children to become familiar with the new teachers and setting.

Primary to Secondary School

- Open days are available for parents and children to visit prospective Secondary Schools before selecting preferred choices
- A range of practices are carried out at Park End Primary School which help to support children's transition from Primary to Secondary School including the sharing of information between schools, joint social events and taster days
- Park End Primary School shares information on Key Stage 2 results, attendance and special educational needs of individual pupils with the secondary schools
- Visits to secondary schools are held during the summer term, where children can see examples of work and sample lessons

- The SENDCo will ensure communication is made between Park End and the SENDCo at the chosen secondary school to allow for a smooth transition
 - If a child with special educational needs is applying for a place at a special secondary setting, the SENDCo will support and advise parents
- Children joining Park End Primary in the middle of the academic year do so by arrangement with the Headteacher.

Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide carefully interventions to meet a range of needs and accelerate progress.

Adaptations to the curriculum and learning environment

All children access the National Curriculum, set by the Government. Park End follows a creative curriculum approach, matching learning to the interests and engagement of children.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

For those children who are working significantly below age related expectations, teachers will tailor lessons and support so the child will be making accelerated progress at an accessible and appropriate level.

Accessibility

Please see school's accessibility policy.

Park End Primary School has been modernised in order to create access for all. There is disabled parking at the front of the school and all visitors are able to access the main reception via an accessible entrance. There is a disabled toilet on the ground floor of the school and a shower room is available next to the sports hall.

When required, ICT is used to help our pupils access the curriculum and there are interactive whiteboards available in every class.

Link to the LA transport policy: <http://www.middlesbrough.gov.uk/?articleid=5270>

Additional support for learning

All staff are trained to deliver interventions. Some teaching assistants will support pupils on a 1:1 basis. Some teaching assistants will support pupils in small groups for interventions and class work.

We have a nurture provision named 'Olive class' to support the children's social, emotional and mental health in school. Please refer to SEMH graduated approach document.

We work with the following agencies to provide support for pupils with SEN:

- Educational psychology
- Language and Learning team
- Speech and Language
- Occupational Therapy
- REACH counselling
- CAMHS
- Bereavement services
- Headstart

Expertise and training of staff

Our SENCO has 6 experience in this role and is an Assistant Headteacher and Designated Mental Health Lead.

The SENDCO is non class based to manage SEND provision.

We have a team of teaching assistants, including a number of higher level teaching assistants (HLTAs) who are trained to deliver SEND provision.

We have a care team dedicated to supporting the mental health of children across school

We use specialist staff for Thrive and ELSA support.

Staff training is planned half termly, based on the current need in school. If a need arises for whole staff training on SEND, the SENDCo will coordinate this. An example of the extensive training staff have or are having are:

- National Award for SEND coordination being completed by Miss Rennison
- Dyslexia Trust training for the SENDCo
- SENDCo experienced in the Education, Health and Care Plans multi agency panel
- Educational Psychologist training – ASD, ADHD
- All teachers have qualified teacher status and teaching assistants have a minimum of level 2 qualification
- All teachers are trained in 'Team Teach' which ensures staff are able to use positive handling strategies when necessary to ensure the wellbeing of pupils
- All support staff have been trained on indicators of dyslexia and visual stress by the Language and Literacy teacher
- 4 members of the support staff are trained to diagnose visual stress

- The new SEND code of practice update by the SENDCo
- Whole staff training on visual stress and dyslexia friendly environments by the SENDCo
- The SENDCo attends regular training with the Local Authority surrounding SEND support
- Staff have a range of qualifications in curriculum subject areas
- Park End Primary School is a member of the Middlesbrough Schools Teaching Alliance
- PSA training to deliver 'Incredible Years' programme for parents

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after each half term
- Using pupil/ parent questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding termly meetings for pupils on the SEND register
- Holding term reviews for pupils with SEND Support Plans
- Holding annual reviews for pupils with EHC plans
- External SEND reviews
- Comparing end of key stage progress and attainment with non-send, local and national outcomes

Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s).

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEND or disability unless parents request this.

The local authority local offer

Our local authority's local offer is published here:

<http://search3.openobjects.com/kb5/middlesbrough/fsd/localoffer.page?familychannelnew=8>

Overall Well Being

Medical

All staff are made aware of Health Care Plans. Photos and information of a child's medical need are placed in the medical room and shared with class teachers. Briefings and annual updates are held and photos with description of medical need are displayed in classrooms.

Administration of medicines:

A 'request for school administration of medication' form needs to be signed by a parent/carer and authorised by the head teacher in order for school to administer medication. The medication needs to be prescribed by a doctor.

School Nursing Service provide a number of health and well-being workshops during the school year. If a member of staff has a medical concern about a child they can complete a referral form for the School Nursing Service.

Social Support:

All adults working with or on behalf of children have a responsibility to protect children. Within Park End Primary School the following individuals have special responsibilities to co-ordinate all matters relating to safeguarding/child protection issues: -

Mrs Richardson (Designated Safeguarding Lead); Mrs Walker (Parent Support Advisor) ;
Miss Rennison (Deputy Designated Safeguarding)

Pastoral support meetings are held in school with senior leaders, SEND staff, Care team and Parent Support Advisor (PSA) to discuss and monitor the welfare of vulnerable children.

A PSA is employed full-time to support parents, liaise between home and school and monitor attendance.

Further information:

Park End Primary School
Overdale Road
Park End
Middlesbrough
TS3 0AA

Telephone: 01642 314309

E-mail: parkendprimary@middlesbrough.gov.uk

Headteacher: Mrs Julia Rodwell

Deputy Headteacher: Mrs Sharon Armes

SENDCo/Assistant Headteacher: Miss Kate Rennison

Speech and Language Coordinator: Mrs Lianne Richardson

Designated Safeguarding Lead/Assistant Headteacher: Mrs Lianne Richardson

Assistant Headteacher: Miss Suzanne Wallis

Parent Support Advisor: Mrs Noreen Walker

If you need to contact school please contact our School Business Manager: Janet Wainwright on the telephone number above.