

Park End Primary School



Special Educational Needs and Disabilities Information Report

2022-2023

Review Date	Type of Review	Comments	Initials
Sept 2016	New	New report	JR/KR
Feb 2019	Update		KR
Sept 2020	Update	Updated in line with Covid restrictions	KR
Sept 2021	Update		KR
Nov 2022	Update		KR

This Special Educational Needs and Disabilities (SEND) information report details how Park End Primary School will implement the SEND Policy and support children and young people with SEND at our school.

The Special Educational Needs and Disabilities Coordinator at Park End Primary School is:

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What is the SEND information report?

Each school is required to produce an information report for parents and carers, outlining how we implement our SEND policy.

The information required in the SEND Information Report is set out in the Special Educational Needs and Disabilities Regulations 2014.

We hope the SEND Information Report is informative and answers any questions you may have when considering if our school can meet the needs of your child. If you would like any additional information, please contact Miss K Rennison on the contact details above.

Overview of Park End Primary School

Park End Primary School is a larger than average Local Authority Maintained primary school, in Park End, Middlesbrough. We cater for pupils aged between 2-11 years old. We have 600+ pupils on roll. Our Pupil Admission Number is 72 pupils per year group. The proportion of disadvantaged pupils, those known to be eligible for the pupil premium, is much higher than the national average.

Park End Primary School's values are:

- Respect
- Responsibility
- Positivity
- Hard Work
- Honesty
- Caring

Currently, we do not have any specialist provision on site.

Definition of SEND

Park End Primary School recognises a child has SEND 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

Special educational provision is additional to, or different from, any provision made generally for other children or young people of the same age by mainstream schools.

Which SEND needs do we provide for at Park End Primary?

Our school currently provides provision for a range of needs, including:

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

Which legislation and guidance informs this report?

This SEND information report is based on the statutory SEND Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report

Identifying pupils with SEND and assessing their needs

Class teachers 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

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 discuss this with the Special Educational Needs and Disabilities Coordinator (SENDCO). Parents can also request a meeting with the SENDCO if they have concerns about their child.

When deciding whether SEND support 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 (where appropriate) and their parents.

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), parents, external agencies (if required) and SENDCo will assess the child's needs in great depth. This may include observations, assessments by class teachers, assessments carried out in the classroom or assessments by external professionals such as educational psychologists. Parents will also have input into the assessment stage.

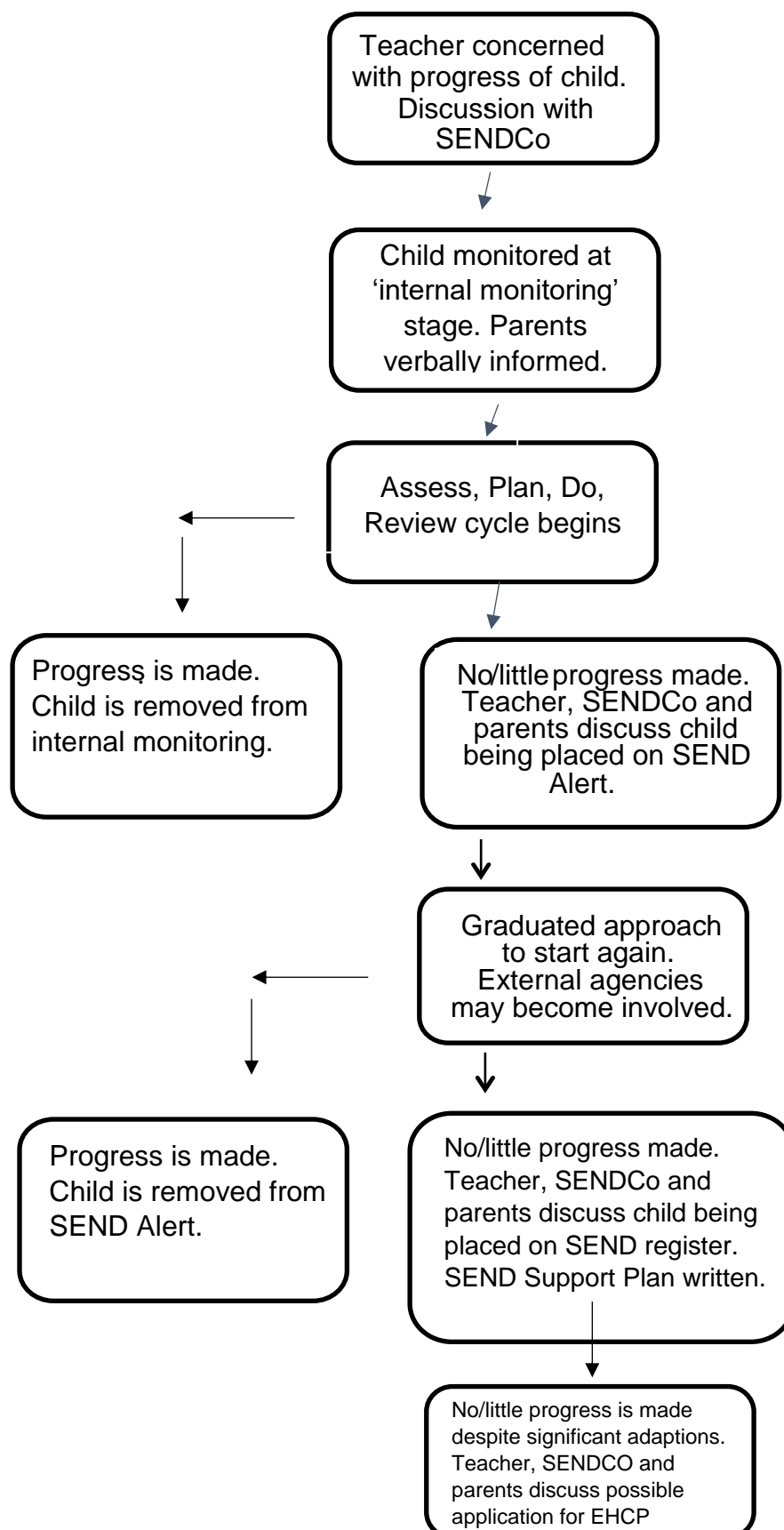
Plan- The teacher, teaching assistant(s), SENDCo, parents and external agencies (if required) will plan the support/intervention that will be put in place based on their assessments.

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, external agencies (as required) and parents. If the impact was successful and teachers no longer have concerns, children will be removed from initial monitoring list. If the support did not have the desired impact, a child may be placed on the SEND register at this stage, with parents' consent and a SEND Support Plan will be written. The graduated approach will then be repeated to ensure the needs of the pupil are being met through their SEND Support plan.



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
- 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 review their SEND Support Plans at least 3 times a year
- Parents are encouraged to be part of the graduated approach, working in partnership with school
- 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 and their needs
- We take into account parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Whole school approach to teaching pupils with SEND

External specialists who support pupils at Park End Primary

Park End Primary School have a range of external agencies, who support our pupils:

- **Speech and Language Therapy Service (SALT):** SALT is an NHS run service who support our pupils with any communication difficulties. School can refer pupils in to the service at any point.
- **Occupational Therapy (OT):** The NHS have a pediatric OT service who will provide assessments for pupils externally, and advise school on any additional equipment or interventions pupils may need in school. OT services are there to support pupils with motor difficulties or sensory needs.
- **Educational Psychology Service (EP):** Park End Primary buy in support from the Local Authority EP service. We are allocated 20 days of service across the academic year. School hold termly planning meetings, where children are discussed and referred in to the service.
- **STARs – visually and hearing impaired service:** STARs support our pupils with hearing or visual impairments. They are a Middlesbrough based service who can be referred in to at any point in the year.
- **Children and Adolescent Mental Health Service (CAMHs):** CAMHs are an NHS funded service who externally support the mental health and neurodiversity of children. Referrals can be made at any point.
- **Inside Out Mental Health Support Team:** Inside out provide school with an Education Mental Health Practitioner, who works in school every week. They support the emotional well-being of our pupils at an individual and whole school level. Referrals can be made at any point to the service.
- **Outreach and Inclusion Service:** Every school in Middlesbrough has an allocated Inclusion Officer from the local authority, who is responsible for ensuring all pupils are included in school. School can make referrals at any point in the year if they have concerns that a pupil is disengaging with learning.
- **Learning and Language Team:** School fund a specialist teacher to work with the school for one day per fortnight, to support assessments of pupils who are struggling to make progress with their learning. This service can also diagnose specific learning conditions, such as dyslexia.
- **Future Steps OT Service:** School fund half a day per week private OT service to work with our most complex pupils, to meet their sensory and physical needs.
- **Incredible Years:** In partnership with CAMHs, the school offer parents the opportunity to complete a 16 week, evidence based parenting programme, aimed at supporting pupils with early signs of conduct disorder.

SEND Resources

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

Every child on the SEND register receives funding through the school's SEND notional budget. For pupils in Acorns – Nursery, additional funding is available through the Inclusion Development Fund. For pupils in Reception-Year 6, additional funding is available through the Local Authority Higher Needs Funding or Exceptional Funding channels, based on a child's level of identified need.

All resources are allocated according to assessed need. This will be agreed on a pupils SEND Support Plan or EHCP.

What happens if my child requires an EHCP?

If you believe that a child requires an EHCP, please discuss this with the school SENDCo.

If school believe a child would benefit from an EHCP, they will consult with parents and hold a referral planning meeting with all professionals involved in the child's support. The purpose of this meeting is to review support in place and agree if a child would benefit from an EHCP assessment or not.

If it is agreed that a child would benefit from an EHCP assessment, the SENDCo will make a referral to the Local Authority SEND team.

Parents can also refer their child for an EHCP, by emailing the Local Authority and requesting an assessment. It is advised to discuss this with school prior to making the referral.

Our approach to teaching pupils with SEND

Our vision is simple: at Park End Primary, we are committed to providing the best educational experience for **every** child in our school. Any child, regardless of their additional needs, gender, disability, ethnicity, ability or social background has the right to a high-quality, broad, inclusive and balanced curriculum.

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 SEND. This will be differentiated for individual pupils who require adaptations to the curriculum. We believe in making reasonable adjustments and giving pupils the support they need to enable them to access the curriculum and wider school life, alongside their peers.

Some pupils will have additional interventions, to help them catch up on targeted areas of learning or social development.

Adaptations to the curriculum and learning environment

All children access the National Curriculum, set by the Government. Our aim is to give pupils with SEND the support they need, and make adaptations where necessary, to enable them to access the curriculum alongside their peers.

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

- Differentiating, as required, 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 to enable pupils to access learning
- Using recommended aids, such as laptops, recording equipment, visual timetables, larger font, etc.
- Differentiating our delivery of 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.

How do we support transitions?

Supporting pupils moving between phases or schools is an important part of our support for pupils with SEND. We will share and hand over information with the school, college, or other setting the pupil is moving to. It is a legal requirement that we do not keep or hold SEND information on pupils once they leave our school.

Transitions for pupils moving in school:

At the end of the school year, staff work with the SENDCo to identify pupils who may benefit from additional transition to their new year group. Pupils are given an enhanced transition package, where they may meet their new teacher earlier than others, visit their classrooms, take home a pack for over the holidays, etc.

Transitions for pupils moving to secondary school:

The SENDCo meets with the secondary SENDCo during summer term, to discuss any pupils with SEND transitioning to their school.

The SENDCo will arrange enhanced transition for identified pupils with their secondary school during summer term.

SENDCos from secondaries are invited to the final SEND Support Plan review meeting at school.

The SENDCo will hand over all paper documents and electronic copies to the secondary school at the end of the academic year.

The SENDCo will then contact the secondary school in September of the new year to 'check in' with how pupils have transitioned.

Pupils transitioning from Park End Primary to another primary:

The SENDCo will arrange a meeting with the SENDCo and share information about SEND needs and share paper and electronic documents.

The SENDCo will offer joint meetings or observation to the new school, if known in advance that the child is moving.

The SENDCo will 'check in' with the new school following transition.

Pupils transitioning in to Park End Primary:

If information has not already been shared by the initial school, the SENDCo will contact the previous school's SENDco and request all information.

The SENDCo will invite parents to a meeting to discuss their child's needs.

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.

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

School purchase equipment, as advised by external specialist, to support with any access to the wider school life or curriculum.

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

How are staff trained to support pupils with SEND at Park End Primary?

Staff training is planned linked to the school improvement priorities.

If a need arises for whole staff training on SEND, the SENDCo will coordinate this.

Targeted training is provided for staff support pupils with specific needs.

Evaluating the effectiveness of SEND provision

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

- Reviewing pupils' individual progress towards their targets each term
- Reviewing the impact of interventions at the end of each term
- Using pupil/ parent questionnaires
- Monitoring of SEND Support Plans
- Using provision maps to measure progress
- 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 SEND to engage in extra curricula activities

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:

<https://fis.middlesbrough.gov.uk/kb5/middlesbrough/fsd/localoffer.page?familychannelnew=8>

Contact details for support services for parents and carers

Middlesbrough's SEND Information, Advice and Support Service (SENDIASS) is provided by local charity, Barnardo's. SENDIASS offers free, confidential and impartial advice and support for children and young people with SEN and/or disabilities, and their parents. The service is there to help parents and carers make informed decisions around educational choices for children and young people with SEND. They will also offer help and support with related issues, such as health and social care provision, wherever possible.

It's very important that families are fully involved in their child's education. SENDIASS supports parents and carers in building and maintaining positive relationships with their child's school and the Local Education Authority, so they feel empowered and fully informed.

Children and young people can also contact SENDIASS directly, and are entitled to independent access to the free, confidential and impartial service provided by SENDIASS.

Further information:

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

Telephone: 01642 314309

E-mail: contact@parkendprimary.co.uk

Headteacher: Mrs Julia Rodwell

Deputy Headteacher: Ms 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

Safeguarding and Pastoral Officer: Mr Kumar