

# Park End Primary School



# Special Educational Needs and Disabilities Information Report

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
November 2023	Update		KR/AD
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**Approved By: D Jackson**

**Date: 17.11.25**

**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.**

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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 the SENDCo or shadow SENDCo 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.

Park End Primary School works in partnership with Middlesbrough Local Authority to run a satellite resource base provision called Beverley Park. Beverley Park caters for pupils with ASD or Speech, Language and Communication difficulties. The provision is based in Hemlington and places are managed by the Local Authority. Children who attend Beverley Park are dual registered with their home school and Park End Primary School.

## 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 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 communication needs.

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

When deciding whether SEND support is required, parents and carers will be informed of the school's initial concerns.

If additional support, greater than what is ordinarily available for all pupils, is identified as needed, together with staff and parents, a four-stage graduated approach will be followed to meet the child's needs. This involves:

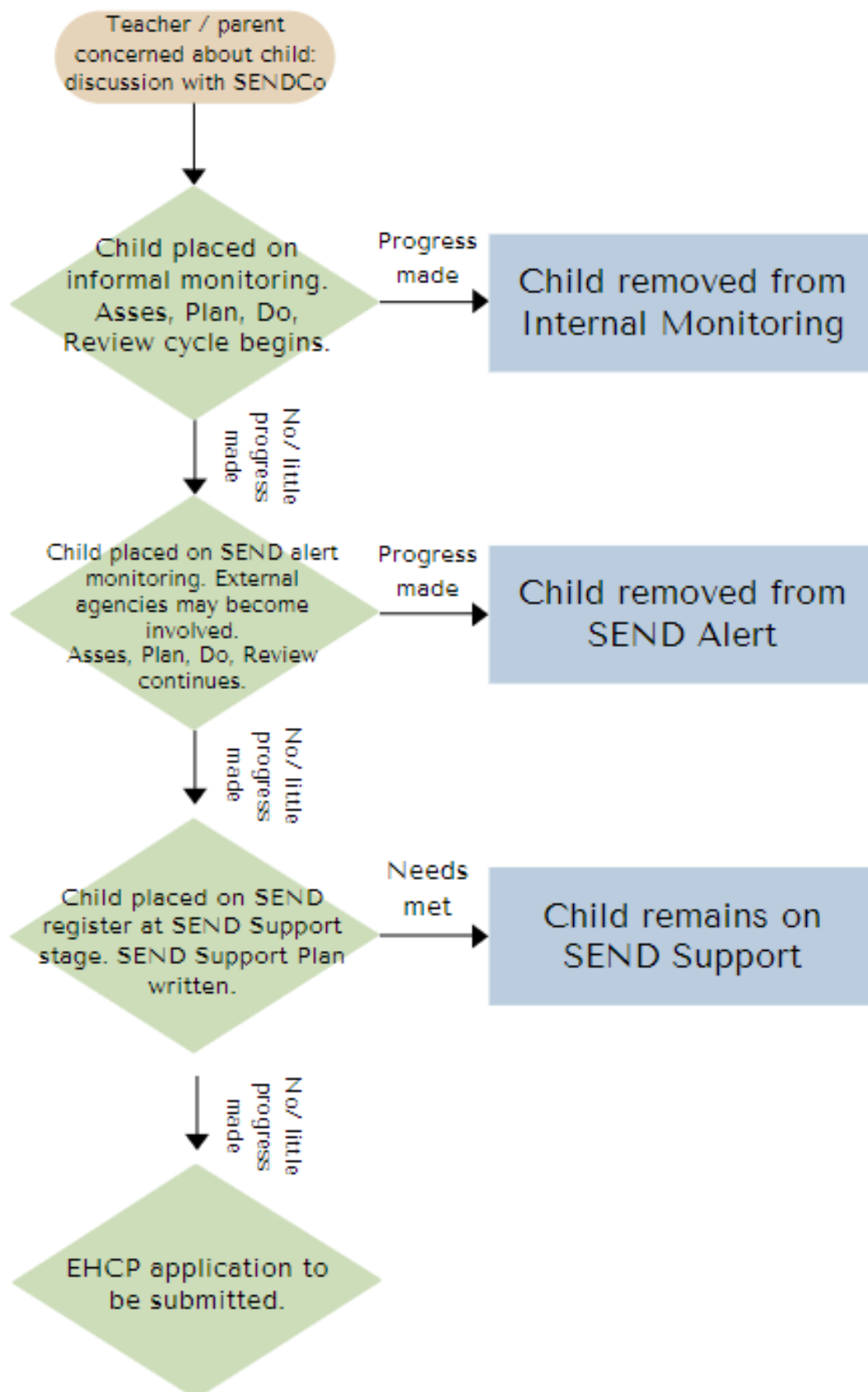
**Assess** – The teacher, teaching assistant(s), parents, external agencies (if required) and SENDCo will assess the child's needs in great depth. This may include observations, assessments by class teachers, assessments carried out in the classroom or assessments by external professionals such as educational 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 SEND Support Plan will identify areas of need, provision required beyond ordinarily available provision and personalised outcomes linked to area of need. The graduated approach will be repeated to ensure the needs of the pupil are being met through their SEND Support plan.





The following flow chart above demonstrates the procedures followed when staff/parents have concerns over a child's progress and the process followed within the graduated response.



## 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 and review SEND Support Plans
- 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 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.
- Annual reviews for pupils with EHCPs
- Feedback reports and meetings from assessments by external agencies

These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty and their needs
- Parents' views are captured and understood
- Everyone understands the agreed outcomes for the pupil
- Everyone is clear on provision in place for the pupil

## Whole school approach to teaching pupils with SEND

Where possible, all children will be included in the national curriculum offer for pupils alongside their peers. However, we understand that pupils with SEND may need adaptations to help them access their lessons and the school environment. Children's SEND Support Plans will identify what this will look like.

For some children, they may require a more personalised and differentiated timetable in school, for example, access to therapies, or small group teaching. Children's SEND Support Plans will identify what this will look like.

For children with complex needs, they will follow a curriculum and timetable catered to their individual needs. Children's SEND Support Plans / EHCPs will identify what this will look like.

# 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. Referrals can be made at any point to the service.
- **Future Steps Private Occupational Therapy (OT):** Future Steps work with school weekly to provide assessments for pupils internally, 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. Referrals can be made at any point to the service.
- **Educational Psychology Service (EP):** Park End Primary buy in support from the Local Authority EP service. We are allocated 18 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. Referrals can be made at any point to the service.

- **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.
- **Private Therapy Service:** School fund therapists for 2 days per week to work in school to support children with their emotional wellbeing. Referrals can be made at any point to this service.

## 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, based on a child's level of identified need.

All resources are allocated according to assessed need. This will be agreed on a pupil 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. Parents can also self-refer by emailing [sen@middlesbrough.gov.uk](mailto:sen@middlesbrough.gov.uk) . It is advised to discuss this with school prior to making the referral.

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.

## Our approach to teaching pupils with SEND

Our vision is simple: Park End Primary is committed to providing the best educational experience for every child in our school. We want all pupils to be educated within their local, mainstream primary school, regardless of additional needs or disability. We firmly believe that every child has the right to a high-quality, broad, inclusive and balanced curriculum.

Pupils with SEND are offered an education which is inclusive, adaption focused and aspirational. Our offer is driven by equity, not equality.

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.

## 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 identify pupils who would benefit from enhanced transition and share this information with their intended secondary school during summer term.

SENDCos from secondaries are invited to the final Y6 SEND Support Plan review meeting at school.

The SENDCo will hand over all SEND files electronically 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 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 requested by parents.

## 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: [send@parkendprimary.co.uk](mailto:send@parkendprimary.co.uk)

Headteacher: Mrs Julia Rodwell

SENDCo/Assistant Headteacher/Designated Mental Health Lead: Miss Kate Rennison

Assistant SENDCo: Miss Amelia Deakin

Speech and Language Coordinator: Mrs Shazia Yazin

Deputy Designated Mental Health Lead: Miss Beth Race

Designated Safeguarding Lead/Assistant Headteacher: Mrs Lianne Richardson

Safeguarding and Pastoral Officer: Mr Kumar