



Park and Parkwall Primary Federation SEND Information Report

Working together to empower children to become aspirational, global citizens

This version dated	Summary of changes	Next review date
Sept 2023	Reviewed with change of staff	Sept 2024

School Information Report for children and young people with Special Educational Needs and Disabilities (SEND)

At The Park Primary School and Parkwall Federation, we are committed to supporting all our children to enable them to reach their full potential at school. We believe every child is entitled to an education and opportunities that enable them to enjoy, achieve and thrive at school and beyond into adulthood. We are committed to ensuring that all children, including those with special needs and difficulties (SEND), receive their right to high quality education that is accessible, ambitious and well balanced both academically and socially.

Quality first teaching, including adaptations to meet varying need, is an expectation and right for all children. However, for some children, further additional and highly adapted support may be required to meet their very specific or complex need.

Who are the best people to talk to about my child's difficulties with learning or additional needs and what are their roles?

Executive Head teacher of the Federation: Kathryn Absalom responsible for:

- Ensuring implementation of the Federation vision for SEND
- Challenging all to have high expectations for SEND
- Ensuring Heads of School manage their staff teams effectively to meet need
- Ensuring children's needs are met by the Inclusion Leader and Team
- Making strategic plans for the future to continually improve SEND provision
- Ensuring staff work within the requirements of the Code of Practice
- Keeping the governing body informed with any issues relating to SEND
- Possessing up to date knowledge of the Federation's SEND provision including funding and deployment of staff resources and ensuring that this is constantly monitored and reviewed

Heads of School, Paul Rowsell (Park) and Gary Risdale (Parkwall) are responsible for:

- Delivering and promoting the shared vision of equality and best practice for SEND across their school.
- Championing inclusion and ensuring all staff are responsible for SEND
- Effectively managing all aspects of their school which includes support for children with SEND
- Making effective use of staff to ensure that children's learning needs are met and adapting staff structures in response to need.
- Ensuring all children including those with SEND are fully involved in all aspects of school life
- Monitoring SEND provision in their school to ensure it is of high quality
- Monitoring SEND outcomes in their school
- Supporting the Inclusion team to fulfil their roles as expected
- Chairing and contributing to Annual Reviews of EHCPs
- To attend and contribute towards annual Educational Psychologist planning meeting

Federation Head of Inclusion Leader (Deputy Head) : Libby Lines (based at The Park)

Strategic lead of inclusion across the Federation responsible for:

- A shared vision of equality and best practice for SEND across the Federation
- Managing the inclusion team
- Staff training relating to SEND
- Monitoring and reviewing the quality and impact of interventions
- Leading and monitoring Support Plans and provision across the Federation
- Ensuring staff and parents are involved with the process of identifying and supporting children with additional needs, including as a part of the 'Assess, Plan, Do, Review' cycle
- Liaising with outside agencies when appropriate to ensure the best support for your child
- Ensuring accurate information and records of children's needs, provision and progress are kept and SEND registers are reviewed and updated on a regular basis

- Ensuring quality first teaching for SEND children across the federation
- Monitoring and analysing data relating to SEND to ensure that they are making expected or accelerate progress from their individual starting points
- Creating and managing SEND Development Plan for the Federation
- Ensuring the use of effective funding for SEND
- Maintaining up-to-date knowledge of national and local initiatives and the support available within the local community and cluster
- Strategic Lead of The Federation's alternative provision base, The Leap and Little Leap.
- Triaging concerns raised by staff and allocating support

Deputy SENCos: Sarah Turner (Parkwall) and Hayley Onslow (Park Primary) are responsible for;

- Ensuring a shared vision of equality and best practice for SEND across the Federation, rooted in quality first teaching for all
- Reporting to Head of Inclusion
- Communicating with parents regarding the process of identification of additional needs
- Supporting in the implementation of Support Plans, working with staff members and parents so they are involved in the 'Assess, Plan, Do, Review' cycle
- Liaising with outside agencies when appropriate to ensure the best support for your child
- Keeping information and records of children's needs, provision and progress to ensure that SEND registers and provision is up to date
- Discussing strategies and targets with class teachers and coordinating support
- Analysing assessment data and supporting next steps
- Planning, implementing and supporting and monitoring class teachers and those leading intervention groups for pupils with SEND, and evaluates their effectiveness
- Reviewing EHCPs with parents and carers
- Involved in the triage process when concerns are raised

Class Teachers are responsible for:

- **Being the first port of call for concerns about children**, able to inform parents of current progress and liaise with the Inclusion team about initial concerns
- Raising any concerns regarding SEND by submitting a record of concern to the Inclusion team
- Continually monitoring the progress of all children to identify any areas of concern
- Providing high quality teaching for all pupils in their class, adapting and tailoring lessons and support when required
- Monitoring and adapting the classroom environment and resources to meet the needs of all children.
- Taking an active part of the Assess, Plan, Do, Review process to identify the needs of children, ensuring provision is in place in consultation with the SENDCo and consulting and sharing this with parents
- Contributing to, monitoring and reviewing children's support plan and updating parents termly
- Providing regular target work for children identified with SEND, ensuring targets are achievable and relevant to the child's individual needs
- Working in partnership with parents, carers and outside agencies to ensure all are aware of needs, provision and that practise is consistent
- Managing the additional adults in their year group / classroom to ensure they are used effectively to support the needs of all children

Educational Support Staff are responsible for;

- Promoting, supporting and facilitating inclusion by encouraging participation of all pupils in learning
- Liaising with the class teachers and inclusion tem to support the needs of all children including those with SEND
- Communication their knowledge and understanding of pupils to the class teachers and inclusion tem, so that informed decision making can take place on intervention and provision
- Taking responsibility for ensuring that their knowledge and understanding is relevant and up to date
- Demonstrating expertise and skills in understanding and supporting the needs of all pupils

- Contributing effectively to the adaptation and delivery of support to meet individual need
- Being flexible to meet the needs of the whole school

SEND Governor is responsible for:

- Working in conjunction with the Executive Headteacher, Heads of School and Head of Inclusion to decide the Federation's policy and approach to meeting the needs of all pupils
- Having up to date awareness of National SEND policy and Code of Practice and knowing how this should be upheld in schools
- Ensuring that provision for SEND pupils is made and that it promotes high standards.
- Ensuring that an Inclusion Leader and SENCo are appointed and supported in overseeing the provision and monitoring of progress for all children
- Monitoring data relating to SEND pupils to ensure sufficient progress is being made

How will my child's additional needs be identified?

Teachers continually monitor and gather evidence of progress for all the children in their classes. This is done through a range of processes including:

- Progress measured against age related expectations considering children's academic starting points.
- Scrutiny of children's work
- Discussions with the class teacher
- Views of the parent/carer
- Views of the child
- Observations of children in classrooms
- Pupil Progress meetings
- SENCO surgeries
- Data analysis
- Where appropriate, an EHAP or TAF meeting can be used
- If there is an existing SEND condition this can be discussed with parents, available through EHCP paperwork or through medical documents
- Outside agency assessment e.g. Educational Psychology
- Screening tools such as Dyslexia screening
- Assessment tools to unpick specific learning difficulties eg. CAT4, WRAT, Emotional Literacy Assessment, Boxall Profile
- Speech and Language assessments such as the WELLCOMM language assessment
- Pre-school or previous school pupil records which may include reports from external agencies

Concerns will be discussed with parents/carers at the earliest opportunity. If it is clear from evidence and monitoring that progress is not being made over time despite intervention, either academically or socially, then the possibility of Special Educational Needs will be investigated. Sometimes a child may need some short-term help if there is a change in circumstance e.g. a bereavement or family break down. Please talk to your class teacher, the SENDCO, Inclusion Lead or the Head of School

How will you support my child who has been identified as having additional needs?

When children have identified SEND (Special Educational Needs and Disabilities) we ensure that all members of staff working with your child in school are aware of your child's individual needs and/ or conditions, and what specific adjustments need to be made to enable them to be included and make progress

- We work closely with other professionals involved with your child and use this information to help us to best support and manage their SEND in our school setting
- We set targets and outcomes and support staff in how this can be best supported
- We ensure that the staff working with your child in school are supported in delivering the planned

work/programme for your child, so they can achieve the best possible progress

- Children with an Education Health Care Plan and those identified and assessed as SEND support will be placed on the SEND register
- Children identified as causing a concern are logged and monitored
- Annual reviews will take place for any child with an Educational Health Care Plan
- All children on the SEND register will have a Support Plan which will be reviewed through a meeting with parents three times a year in line with our provision cycles. Further updates from the teacher will also be provided termly so parents are kept fully informed
- Review meetings such as an EHAP or TAF can be used to support children whose needs require a multi-agency approach
- Provision maps are put in place for every year group. Interventions and provision is then regularly reviewed and updated to ensure that the child is making progress and receiving the best support to meet their needs

How are parents kept up to date about their child with additional needs?

- If your child is not making expected progress or if there is another indicator of concern, the school will share this with you. School will discuss any interventions or referrals to outside professionals with you. Strategies and advice will be shared
- Children who are SEND support or have an Education Health Care Plan will have a Support Plan.
- We review targets and support plans for children on the SEND register and share this with parents and children termly
- As a school, we welcome regular communication between parents and school on how a child's day has been. A Home/School communication book may be used to record what is happening daily to monitor behaviour at home and at school
- Support Plan Review meetings will be provided for parents/carers of children with additional needs. These meetings happen three times a year. During the other terms, parents will be contacted called by the teacher and updated on their child's progress towards targets and the impact of the current provision in place
- If you require further information or have any concerns a meeting with the Inclusion Leader/SENCo or class teacher can be arranged via the school office
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How do we adapt the curriculum and the school environment so that we meet the varying needs of children within the class?

- All staff plan their lessons to ensure that work is based on the appropriate academic level for that individual child; adapting the curriculum as appropriate to meet your child's individual needs and their style of learning
- Staff have been trained to adapt the school environment and learning to meet the needs of a range of SEND – Autistic Spectrum Disorder (ASD), Attention Deficit Disorder (ADHD) Speech, Language and Communication Needs (SLCN), Attachment and Trauma, Dyslexia and Positive Handling
- Staff training is continually updated and reviewed to ensure that they are able to meet the needs of the children in their care
- The classroom environment and resources may be adapted to suit individual needs e.g. providing a work station, calm area or a visual timetable
- Extensive use of visual support
- Chunked learning support
- Weekly support from Speech and Language Therapy with our Speech and Language Lead, Holly Wintle, employed by the Federation
- Implementation of specifically tailored support programmes and strategies, eg. devised by the Educational Psychologist, Occupational Therapist, Physiotherapist or Speech and Language Therapist
- We use iPads for children with communication difficulties as well as other ICT equipment and programs to support specific needs (e.g. Clicker8)

- Individual timetables and behavioural cue cards
- Positive Handling plans and sensory diet programmes
- Pre-teaching of new concepts and vocabulary, post-tuition, pupil conferencing and overlearning sessions with an adult
- Implementation of specifically tailored support strategies and programmes
- Provision of aids to enhance independent learning and self-scaffolding, including; sand timers, easy grip scissors, check lists and word mats
- Dyslexic friendly resources such as coloured overlays, reading windows and dyslexic friendly text
- Provision of specialist equipment or modified resources

How do we assess pupil progress towards the targeted outcomes for children?

How do we review this progress so that children stay on track to make at least good progress?

- For those in Year 1 or above working below National Curriculum levels we use EYFS and nursery/ pre-nursery level descriptors. For some individuals we use pre key stage descriptors to assess progress in smaller steps and at a slower pace
- We use the AET progression framework to support staff in identifying learning priorities, set key learning intentions and track progress for individual children
- We use regular meetings each term and further one to one meetings with the Assessment Lead to moderate the writing throughout the school to check that our judgements are correct for children at all levels
- We use Target Tracker to identify and target children not making the expected progress and adjust the level of support and type of provision each term using the assess, plan, do, review approach
- We check how well a child understands and makes progress in each lesson through marking feedback, conferencing, assessments and evaluations
- The Federation Leadership Team (FLT) monitor the progress of all children in every class frequently throughout each term through data analysis, learning walks and book looks. We discuss what we are doing to make sure they make good progress and that individual needs are being met and how support may need to be adapted
- FLT, Inclusion Lead and the SENCo annually monitor SEND provision through class observations, provision maps, monitoring of intervention groups, data analysis, target book scrutinys, book and planning scrutinys with a focus on SEND. FLT members attend year group PPA each week monitoring that SEND needs are understood and supported
- When we run interventions we set clear outcomes and then monitor progress towards it, assessing impact and planning for next steps. This is reviewed formally by the Inclusion team, each cycle of support
- For children on the SEND register, teachers discuss their progress with parents at the Support Plan Review meeting. Children with an Educational Health Care Plan will also have an annual reviews each year which is reported to the annual authority

What specialist services can the school access?

We have access to a very wide range of specialist services, as follows; Educational Psychologists, Occupational Therapists, School Nursing Team, Paediatricians and GPs, Speech and Language Therapist, Inclusion Education Officer and Special Needs and Autism Advisor

- We have a Speech and Language Lead who works across the Federation
- We have a Family Support Worker who works across the Federation supporting families, children and staff
- We have a Play Therapist who works across the Federation
- We have an ELSA trained member of staff across The Federation
- We have a Pastoral Support Worker who works full time across The Federation.
- We are able to request support from Cluster enabling us to access further services

- We access support and assessment from C&D Speech and Language therapy service three times a year, which is in addition to the support from the NHS Sirona speech and language service.
- We can make referrals to the Educational Mental Health Practitioner
- We access support from South Glos Parents and Carers

How will we support your child's overall well being?

- We are an inclusive school and your child's wellbeing is paramount. We believe that children having high self-esteem is crucial to their learning both socially and academically. All staff are committed to ensuring your child is treated with care and respect and that their overall wellbeing is considered in all that we do
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class. You will be able to discuss any needs with them as your first port of call. The teacher is able to liaise with the SENDCo for further support
- Staff across the Federation have received trauma training. This has allowed us to help develop a greater understanding of the impact of trauma and attachment disorders and how best to support all children with their emotional and social needs
- Staff have been trained in Emotion Coaching and are aware of a range of techniques to support children with identifying and managing their own feelings and behaviours
- Staff have received a package of training linked to aspects of Autism
- Children's views will be gathered at every review point and are considered to be of paramount importance to the Assess, Plan, Do, Review cycle. The child's voice will be heard whenever possible

How do we best support/modify behaviour?

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- • Consistent school wide implementation of the school's behaviour policy
- • Consistent use of the Behaviour Flow Chart by all staff members
- • Use of the Zones of Regulation resource across the school to help deepen pupils' understanding of how to self-regulate
- • Behaviour recording systems that are used by all staff. Regular monitoring and analysis of this data by the Inclusion Team and the Federation's Behaviour Lead.
- • Adaptions and modifications to the school day and environment to enable children to better manage and regulate their emotions and behaviour.
- • Individual pastoral plans to address and support children's behavioural needs and requirements.
- • Home/School books to monitor behaviour and aid communication between school and home.
- • Individual behaviour systems that can be implemented both at school and at home.
- • Mentoring one to one support where children have dedicated time to work with a specific adult.
- • Access to 'The Den' a structured play club during lunchtimes.
- • Bespoke support from our Behaviour Lead to teachers, parents and children to support behaviour both at school and at home.
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How are children with medical needs are supported?

- Contact is made from specialist school nurse/ medical professional when a health care plan is deemed as appropriate to support medical needs
- Needs are recorded on the medical register which can be accessed by staff. This is monitored and updated
- The administration of medicines and the provision of personal care is carried out by well trained staff. If any child's needs require specific training then this will be provided. Staff are trained in the use of epipens
- Liaison with medical professionals, (eg. GPs, hospital consultants and mental health practitioners) providing ongoing treatment to children in the school

- Health care plans will include a photograph of the child and detail the child's condition and, where relevant the required medication. This will be shared with the staff involved with the child. All medical needs and actions will be uploaded on to Arbor for all staff to access with a password.
- Individual protocols for children with significant medical needs
- Key staff will be trained in First Aid and specific medical conditions
- Information about each child is confidential but this will be shared when deemed appropriate with permission
- Each teacher will have a class list of the medical conditions
- Medicines to be administered in school will need to be signed for by parents

How do we support children during unstructured times of the day including personal care?

- Individual lunchtime supervision if required.
- Buddy system.
- Provision of specialist equipment.
- Support by individual members of staff for children with special toileting requirements.
- Targeted support and supervision in the outdoor area for children with disabilities.
- Access to 'The Den' a structured play club during lunchtimes.

How do we support children in their transition into our school and when they leave us?

New to the school

- Information will be gathered regarding any SEND and any necessary support will be put in place on their entry into our school from previous schools or settings or parents.
- Additional visits are encouraged for those children who may find this transition difficult.
- Meetings are arranged with nursery and pre-school providers to ensure good transition arrangements are in place and school are fully aware of individual children's needs.
- A plan regarding the transition into school will be put in place in discussion with parents
- A member of staff will be assigned to ensure that new children to the school and their parents are aware of expectations and are welcomed to the schools

Moving within the school i.e. new year group

- Transition meetings are arranged with the new teacher, current teacher, parent and child.
- Information will be passed on to the new class teacher in advance
- Targets and Support Plans will be shared with the new teacher
- Additional transition visits will be put in place and transition books and social stories will be used for those who will find the change challenging

Year 5/6 to secondary

- During year 5 the SENCO is happy to support parents with their secondary school decision and can be available to visit schools with them
- During year 6, transition meetings are arranged with the secondary school so that they can come in and meet the children. SENDCO's from each school also meet to discuss individual children with SEND
- The Inclusion Team maintain good partnerships with SENCOs from local schools
- Additional visits will be arranged with the new school. A key adult should be identified at this stage at your child's new school
- Additional interventions, resources, social stories, transition books and support put in place for those identified
- All records will be securely transferred between schools to ensure essential information is made available. Meetings arranged when required

How does additional funding work? What is an EHCP?

- Schools receive funding for all children including those with Special Educational Needs and Disabilities and these needs are met from this.
- If the assessment of a child's needs identifies something that is significantly different to what is usually available, there may be additional funding allocated. This will have to be applied for and agreed by the Local Authority.
- An Educational Health Care Plan is put in place for children who have a very high level of need. The Local Authority may contribute more funding if the cost of meeting an individual child's needs is more than £6,000 per year.
- You can request a statutory assessment leading to an EHCP yourself. This request can also be made by school if the need for one has been identified through the Assess, Plan, Do, Review cycle.
- A statutory assessment will only be considered by the Local Authority if all evidence proves that the child's needs are severe, complex and lifelong and that a high level of additional support is required in school to make good progress. These are likely to be specific learning needs that create barriers to learning that cannot be overcome through quality first teaching or intervention.
- The statutory assessment is a legal process that will outline the amount of support needed and should be provided for your child. If the assessment finds that the child's needs are severe, complex and lifelong and that a high level of additional support is required they will put an EHCP in place. An EHCP will specify the amount of funding provided to the school and what support is required through objectives set. This will sometimes come with an allocation of additional funds.
- If your child is in receipt of additional funds, parents and children will have a say in how this is used through planning meetings. You will be told if this

Helpful web links

Helpful web links

- www.supportiveparents.org.uk
- <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- <http://www.autism.org.uk/about-autism/autism-and-asperger-syndrome-an-introduction/what-is-autism.aspx>
- <http://www.bdadyslexia.org.uk/>
- <http://www.dyscalculia.me.uk/>
- <http://www.dyspraxiafoundation.org.uk/>
- <http://www.youngminds.org.uk/>