SEND Information Report 2026-2027

Welcome to SEND at The Park Primary School

At The Park Primary School, we are committed to ensuring that every child belongs, enjoys learning, achieves their potential and thrives within our inclusive school community. We work in partnership with families, children and professionals to provide support that enables all pupils to participate fully in school life and prepare successfully for their future. The Park Primary is federated with Parkwall Primary School and forms part of the MOSAIC Partnership Trust, allowing us to share expertise and strengthen provision for all children.

Our vision is:

"Working together to empower children to become aspirational, global citizens."

What is SEND?

A child or young person has Special Educational Needs and Disabilities (SEND) if they have a learning difficulty or disability that requires special educational provision to be made for them.

The SEND Code of Practice identifies four broad areas of need:

Communication and Interaction

Including speech, language and communication needs and differences in social communication.

Cognition and Learning

Including general learning difficulties and specific learning difficulties such as dyslexia.

Social, Emotional and Mental Health (SEMH)

Including emotional regulation difficulties, anxiety, attention difficulties, relationships and mental health needs.

Sensory and/or Physical Needs

Including hearing or visual impairments, sensory processing differences and physical disabilities.

How do we identify children with SEND?

We believe that early identification is key to helping children succeed.

Needs may be identified through:

- Ongoing teacher assessment and observation
- Monitoring progress against age-related expectations
- Screening and assessment tools
- Discussions with parents and carers
- Feedback from children
- Input from external professionals
- Concerns raised by school staff or families

Children do not need a diagnosis to receive support. When concerns arise, we use a graduated approach known as **Assess, Plan, Do, Review (APDR)** to identify needs and evaluate provision.

What support is available?

Universal Support - Available for Every Child

High-quality inclusive teaching is the foundation of our SEND provision.

This may include:

- Clear routines and expectations
- Adaptive teaching approaches
- Visual supports and scaffolds
- Accessible learning resources
- Reasonable adjustments
- Support for communication and emotional regulation
- Regular assessment and monitoring

Every teacher is a teacher of children with SEND.

Targeted Support

Some children require support that is additional to or different from the universal offer.

This may involve:

- Small group interventions

- Individual support programmes
- Personalised resources and strategies
- Individual targets and Support Plans
- Additional monitoring and review
- Advice from the SENDCo and Inclusion Team

Support is carefully monitored to ensure it is having a positive impact on participation, independence and progress.

Specialist Support

For children with more complex needs, specialist advice may be sought from external professionals.

This may include:

- Educational Psychology
- Speech and Language Therapy
- Occupational Therapy
- Health professionals
- Social care professionals

Specialist advice helps us develop effective strategies and appropriate provision while strengthening inclusive classroom practice.

Education, Health and Care Plans (EHCPs)

Most children with SEND have their needs met through SEN Support.

For a small number of children with significant and complex needs, an Education, Health and Care Needs Assessment may be requested from the Local Authority.

An EHCP:

- Is a legal document
- Identifies a child's needs
- Sets outcomes
- Specifies provision required

EHCPs are formally reviewed annually with children, families and professionals contributing to the process. Having a diagnosis does not automatically mean a child

requires an EHCP, and children do not need a diagnosis to receive SEND support in school.

How do we work with parents and carers?

We believe successful SEND provision depends upon strong partnerships with families.

Parents and carers can expect:

- Regular communication
- Opportunities to share views and concerns
- Meaningful involvement in planning and reviews
- Honest discussions about progress
- Celebration of strengths and successes
- Information about next steps and support available

Children receiving targeted SEND support have formal Support Plan reviews at least three times each year.

How do we support Looked After and Previously Looked After Children?

We recognise that children who are Looked After (LAC) or Previously Looked After (PLAC) may face additional barriers.

Where children also have SEND, we work closely with:

- Families and carers
- Social workers
- The Virtual School
- Other professionals

The SENDCo also acts as Designated Teacher for Looked After Children to ensure support is effectively coordinated.

How do we support transitions?

We know that changes can be challenging, particularly for children with SEND.

We provide carefully planned transition support for:

Starting Reception

- Preschool visits
- Home visits
- Teddy Bears' Picnics
- Stay and Play sessions
- Parent information events
- Virtual school tours

Moving Between Year Groups

- Shuffle Up transition sessions
- Teacher handovers
- Additional visits where needed
- Personalised support for identified pupils

Moving to Secondary School

- Extra transition visits
- Close liaison with receiving schools
- Transition resources and workshops
- Individual programmes where required

Our aim is for every child to feel prepared, confident and included during periods of change.

What does success look like?

At The Park Primary School, success is about much more than academic attainment.

We want children with SEND to:

- Feel safe, valued and included
- Attend school regularly
- Access an ambitious curriculum
- Build confidence and independence
- Develop positive relationships
- Make progress from their starting points
- Be ready for their next stage of education

Successful SEND provision is measured by the difference it makes to a child's participation, progress, independence and wellbeing.

What should I do if I have concerns?

If you have concerns about your child's progress or SEND provision:

1. Speak to your child's class teacher.
2. Arrange a meeting with the SENDCo if required.
3. Work with us through the Assess, Plan, Do, Review process.
4. Refer to the school's complaints procedure if concerns cannot be resolved informally.

We aim to ensure all concerns are listened to, understood and addressed appropriately.

Further Information

Families can find additional support through:

- South Gloucestershire SEND Local Offer
- The Park Primary SEND Policy
- Supporting Pupils with Medical Conditions Policy
- Behaviour Policy
- Accessibility Plan

These documents provide further details about our inclusive practice and wider support available to children and families.

Contact Information

SENDCo: Dominique Hanlon
School Office: 01454 866536
Email: parkprimary@sgmail.org.uk
Website: www.parkprimaryschool.co.uk

For support, advice or to discuss your child's needs, please contact the school office and request an appointment with the SENDCo.