



Park End Primary SEND Information Report/Local Offer

Identification of needs

1. a) How does the school identify children with special educational needs?

Teachers use a range of methods, both formative and summative, to monitor and assess the progress of children in their class. If they have any concerns surrounding progress, the class teacher will inform the Special Educational Needs and Disabilities Coordinator (SENDCo) and parent. Together, they 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. If this is the first time the graduated approach cycle has been applied, parents may be asked to sign a *SEND alert form* at this stage. This is a form to acknowledge that the school have concerns over progress and will be working together with parents to support this.

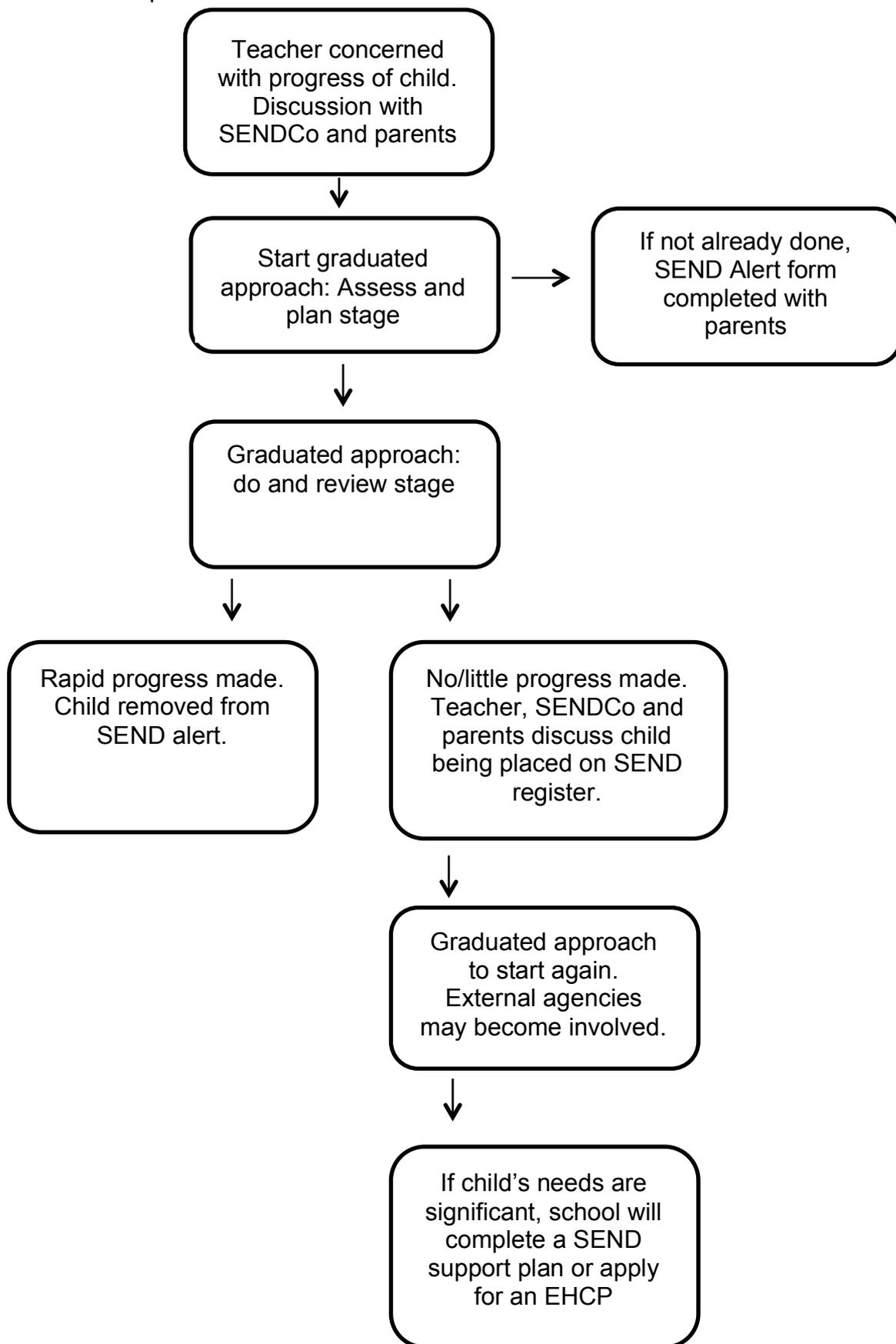
Plan- The teacher, teaching assistant(s), SENDCo and parents will plan the support/intervention that will be put in place based on their assessments.

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 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 SEND identification process:



b) How do we involve parents in planning for those needs?

Parental involvement and support is crucial for meeting the needs of vulnerable learners. 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
- Parents will be invited into school to meet with the class teacher/SENDCo before being placed on SEND Alert or the SEND register to discuss concerns
- 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 on a *SEND review form*
- Parents are encourage to be part of the graduated approach, working in partnership with school
- If a child's needs are significantly higher 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 written in close consultation with parents. A range of professionals involved with the child contribute to the process. The EHCP helps to determine what level of support your child needs.

Support

2. a) Who in the school will support my child and how will this be monitored and evaluated?

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.

b) How are the decisions made about the type and amount of provision a young person will need?

Park End Primary makes decisions about the support a child requires on an individual basis with the class teacher and SENDCo.

The support will be closely monitored and will be flexible to meet the needs of the child.

Decisions will also be based on data and on the advice from any other professionals who have been working with or assessing your child.

If a child has an EHCP, support will be in line with that stated in the document.

Curriculum

3. How will the curriculum be matched to the needs of the young person?

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.

Differentiation is the responsibility of all teachers. It is informed by data and information on each pupil. Teachers plan and deliver using different styles of teaching and meeting individual needs through a range of strategies.

Core subjects are set within ability bands and this leads to differentiation to the levels pupils are working at.

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.

Park End Primary is working towards becoming a visual stress and dyslexia friendly school. Any resources and materials will be visual stress and dyslexia friendly to meet the needs of learners with specific learning difficulties.

Accessibility

4. How accessible is the school environment?

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>

Parental Involvement

5. How will both the school and the parent know how the young person is doing and how will the school support the young person's learning?

Parents will be informed of their child's progress at the minimum of three times a year through SEND Review meetings. Parents will have the opportunity to plan next steps for their child with the class teacher or SENDCo.

The school and parents will work together to support their child using the graduated approach where the school has concerns about progress.

Homework is provided termly on a home learning grid which covers five areas of learning. It provides a balance for the target of basic skills home learning and also a context within which to practise a range of basic skills. It is intended to engage pupils in home learning, either on their own, or supported by their family.

Open Day is held in the summer term so parents can meet their child's teacher and look at their work in different subject areas.

Overall Well Being

6. What support will there be for the young person's well-being?

Medical

All staff are made aware of Care Plans. Photos and information of a child's medical need are placed in the medical room. 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 Hall (Designated Person); Mrs Richardson (Designated person); Mrs Rodwell (Nominated Deputy); Mrs Walker (Parent Support Advisor)

Pastoral support meetings are held in school with senior leaders, SEND staff 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.

Specialist Services

7. What specialist services and expertise are available at or are accessed by the school?

Park End has links with many specialist services and expertise. Currently, the school are accessing support from:

- A school-based counsellor (Alliance / Stockton) deliver a wide range of psychological therapies to children.
- Play Therapy counsellors deliver a wide range of psychological therapies to children
- Additional Support is available from Child and Adolescent Mental Health Service (CAMHS)
- An Educational Psychologist through Psychology Direct
- The Speech and Language therapy service is provided by a number of specialist therapists
- A Language and Literacy Support teacher works in school to support pupils with English difficulties. The service can support and diagnose specific learning difficulties, such as dyslexia.

Staff Training

8. What training are the staff supporting children and young people with SEND had or are having?

Staff training is planned half termly, based on the current needs 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.

Activities outside of school

9. How will the young person be included in activities outside of the classroom including school trips?

Park End Primary School is committed to providing all pupils with an enriched and extended curriculum. A variety of after school and half term holiday clubs cater for a range of interests and abilities and include; Year 1 activity club, Year 2 activity club, football, rounders, netball, homework club and choir.

Visits are organised to enhance and enrich the curriculum, such as; local theatres, art galleries, historic sites etc. All visits and residential holidays are efficiently planned through 'Evolve' an online tool for planning and managing educational visits to ensure all children, regardless of their special educational need, can attend.

Residential holidays are planned in KS2 so that all pupils, including those with SEND have an opportunity to take part. Staff who arrange a residential holiday will discuss with parents and the SEND staff the requirements and suitability of the visit. A member of the senior leadership team oversees all trips and will attend a residential to ensure students are safe and included where possible.

Transition

10. How will the school prepare and support the young person to join that particular school and how will it support the transition to the next stage of education and life?

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 head teacher.

SEND Resources

11. How are the school/college's resources allocated and matched to the young person's special educational needs?

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.

Further information

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Deputy Headteacher: Mrs Julia Rodwell

SENDCo: Miss Kate Rennison

Speech and Language Coordinator: Mrs L Richardson

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