

SEND Educational Setting and Contact Details:

Park Road Primary School
01925 723550
office@prps.omegamat.co.uk

Type of Educational Setting:

Mainstream: Primary School age 5-11

Head Teacher: Kathryn Quigley
SENDCo - Sophie Akinyemi
SEND Governor - Peter Finch
HLTA - Sandra Harding
Pastoral Lead/Early Help - Karen Wilkinson
ELSA trained TA - Joanne Robinson

What are special educational Needs and disabilities?

The term SEND has a legal definition. Children who have SEND all have difficulties or disabilities that make it harder for them to learn than most children of the same age.

These children may need extra help or different help from that given to most children: Special education needs and provision fall under four broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and /or physical

What expertise do staff have to ensure SEND pupils receive the support required?

- Teaching staff have accessed regular training for QFT and SEND during the academic year.
- Training this year, has had a particular focus on providing Quality First Teaching for all and developing an inclusive classroom for all learners through the use of adaptive teaching strategies.
- Teaching assistants access regular training in school via the SENDco, HLTA, other leaders of specialisms working within the school, or via outside professionals. This training has been highlighted based on staff questionnaires, and monitoring and evaluation by the SLT. They have also received training to deliver intervention programmes for English and Maths

such as First Class for Number, as well as for delivering Speech and Language programmes;

- The school has two specialist teachers trained to deliver Every Child a Reader.
- The school has a trauma informed practitioner who where needed delivers bespoke intervention. We also have a trained ELSA who supports with emotional literacy.

Do children with SEND make progress at Park Road Primary School?

Children in the previous academic year, made good progress from their starting points and all achieved, or exceeded personal targets set.

Progress for these children is evidenced through the use of PIVATs, SALT/OT/Physio targets, Strength and Difficulty Questionnaires and personal learning journals.

What is the school's approach to evaluating the effectiveness of SEND provision?

The impact of quality first teaching in the classroom is regularly monitored and evaluated through lesson observations, book scrutinies and the monitoring of planning. Effectiveness of additional adult support is evaluated through observations conducted as part of the appraisal process. All personalised provision is monitored through termly pupil progress meetings, as well as ongoing evaluation between the SENCO, class teacher and teaching assistant. Assessment and test outcomes for pupils with SEND are monitored by the SENCO and head teacher and reported to the Governing Body.

What do I do if I think my child has special educational needs?

The class teacher is the first person to speak to about any concerns you have. If further advice is needed you would speak to the SENDCO or to the Head Teacher. Appointments can be made via the school office.

How does the school know if my child has SEND?

- Teachers may raise concerns if limited progress is being made or if there is a change in pupil's behaviour or progress. We use ongoing assessments and tracking of children's progress; staff follow Oxfordshire Materials for SEND identification
- Some of our concerns may be around behaviour, self-esteem or communication skills which may be affecting progress and the ability to access learning, so we

have systems in place to assess and support emotional needs, behavioural needs and speech and language needs. If we feel it is appropriate, your child may receive support for this from a suitably trained TA, the pastoral lead, or where necessary external referrals will be made. (see waved approach for SEMH document)

- If a child is new to our school, the school will work with parents and the child's previous school and use information received to inform any assessment and address any additional needs.
- If your child already has an Educational, health care plan (EHC) school will ensure appropriate support systems are implemented in line with the recommendations from the EHCP

How will staff support my child?

- All teachers have a responsibility for teaching children with SEND; work will be adapted and differentiated to meet the needs of the child
- Individual targets may be given; these will be recorded on a One Page Profile. Profiles are reviewed and evaluated at least 3 times a year. To us, these are a working document and will be reviewed as and when within the term to ensure your child's needs are met. These will be shared with parents and carers outside of parents evening.
- Most classrooms have a teacher and teaching assistant. Within the teaching assistant's role, there is time allocated for children with SEND. We promote the use of teaching assistants for in-class intervention as part of Quality First Teach. If needed, a child may receive intervention away from the classroom. A record of interventions is kept so that the impact and effectiveness of an intervention can be gained. This is the teacher's responsibility, and will be shared with the SENDCo following the allocated timeframe set for intervention.
- Occasionally a child requires assessments or support from an outside agency e.g. Educational Psychologist. This will be discussed with parents and a referral form will be completed followed by an assessment. This will provide further evidence or advice needed to support the child.

How will the curriculum at Park Road be matched to my child's needs?

If a child is identified as having SEND they will:

- Be entered onto the school SEND register which is reviewed half termly
- They will have specific targets and provision planned for them
- They will have a One Page Profile outlining their strengths and targets for the term
- Discussion will take place at least 3 times a year with parents and class teacher.
- Specialist equipment may be provided to help your child and work may be differentiated or presented differently
- Pre and post learning opportunities may be offered if appropriate.

What adaptations may be made to allow my child to be included?

The curriculum/learning environment may be adapted by:

- Groupings that target specific levels of progress;
- Differentiated resources and teaching styles;
- Additional adult support;
- Personalised strategies to ensure access to learning and develop key skills
- Access arrangements for tests and/or examinations

Any adaptations will be set out in the One Page Profile, which is completed for all pupils with SEND in consultation with parents/carers and the pupil. Some children may have a One Page Profile, but not be registered as SEND. Teachers will make this clear to parents/carers when meeting to discuss provision.

Which external agencies have been consulted to support children with SEND?

- Educational Psychologist
- Learning Support Team, including use of a SEN specialist teacher.
- Visual Impairment Services
- Hearing Impairment Services
- Occupational Therapist
- Speech and Language Therapists
- Family Support Workers
- Play therapist
- School Health Advisers
- Consultant Pediatrician

If an external agency is coming to support your child, provision will be made for you to contribute to discussions. Any recommendations will be discussed with parents and pupils.

What support will there be for my child's overall emotional wellbeing?

We work closely with parents and carers to support children's emotional wellbeing. We employ a school Early Help worker who is able to support families who require help from external agencies. We have previously worked with CAHMs, Play Therapists and Bereavement Counsellors. We also employ a TA, who has undertaken extensive therapeutic counselling training, who takes on the role of Pastoral Lead, and will support children with emotional needs when required.

How are staff trained to support children with SEND?

There are a range of training opportunities for staff both within school and through outside agencies these include:

- In - house coaching and mentoring
- Our Pastoral Lead, is a Specialist Leader for ASD, and has supported a number of schools in Warrington
- Speech and Language Programme - Targeted Teaching Assistants work with Speech and Language therapists
- Ongoing SENDCo training with other local schools, the LA and outside professionals.
- Allocated staff meeting time.
- The SENDCo attends regular network meetings.
- The Pastoral Lead attends regular training linked to SEMH.
- Staff have worked with, and been supported by outside professionals for a variety of SEN CPD.

How will my child be included in activities outside the classroom?

- Park Road Primary School is an inclusive School and has received the Committed to Inclusion Award since joining the scheme.
- It is our aim to include children in all activities and we work closely with parents and carers to ensure that children can take part in all trips, activities outside the classroom and afterschool clubs.
- Risk assessment may need to be completed for individual children to ensure that the correct provision is in place. This may include additional adult support being deployed to support the class.

What are the admission arrangements for children with SEND?

Our admissions policy can be found on our website; we follow the Warrington Local Authority Admissions Policy. Perspective parents are welcome to visit our school. If your child has SEND please talk to us about their needs and we will work together to ensure that everything is in place before your child starts school. We are happy to tailor a personal induction programme for children with SEND who may need more visits to prepare them for school.

If you require any further information, or wish to discuss your child's needs further, please contact the Head or the SENDCo, via the school office.