

# Park Road Primary School

## SEND Information Report

### School Ethos and Approach

#### ***'Unique Individuals Learning Together'***

At Park Road, we know that the best way to support your child is through the school and parents/carers working together, along with your child. We endeavour to be an open school, providing lots of opportunities for you to be involved with your child's learning. We aim to work together, as a team, ensuring that your child has the best possible experience whilst in our care. Through this support, we know that children make good progress from their starting point, and leave our school well equipped for their next stage of their journey. Our goal is to ensure that all children can access the same opportunities as their peers, regardless of their ability or need. As such, we will adapt and scaffold opportunities throughout their time in our school, resulting in all children being given the opportunity to access leadership roles (such as the happiness team, values team, eco team) and enrichment opportunities (such as sports clubs and events, crochet club, dance and performing arts), as well as the core opportunities within their class.

#### **Key Contacts:**

**Head Teacher:** Nicky Parkinson

**SENDCo:** Kathryn Quigley

**SEND Governor:** Steph Kidd

The SEND Policy, Accessibility Plan and Local Offer can be found on the school website, within the SEND Section, and also via links at the bottom of this document.

#### **Which special educational needs can the school provide for?**

At Park Road Primary School, with the support of outside agencies providing specialist advice when required, we aim to meet the needs of all children who enter our school.

There are currently 19\* children across school being support via the SEND register. ***\*This is correct as of Summer 2022, but will be subject to change throughout the year.*** Staff at Park Road Primary School, support pupils across the 4 areas of need from the SEN Code of Practise 2014. These are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

#### **What will the admission arrangements be for my child?**

Once a place at Park Road CP has been allocated to your child, the SENDCo will meet with you to discuss the specific support needs of your child. This meeting determines how best to support their transition into school and what arrangements should be made prior to the start date. An individual action plan may be drawn up with you and would include any recommendations from external professionals. Any adjustments that may be required within the school structure or resources to support the successful transition into school for your child

will be considered and put into place. The SENDCo, teacher or TA may spend time getting to know the child before he/she starts if this is appropriate. When your child leaves Park Road CP we make the experience as positive as possible. We identify who may be vulnerable during the transition to high school and offer 1:1 or small group mentoring which may include extra visits and planned sessions in school. We arrange meetings with the SENDCo or SEN coordinators of the receiving school to plan a smooth transition.

### **If my child has, or develops, a special educational need how will it be identified?**

Teachers meet with the Headteacher and SENDCo termly to discuss all children's progress and progress towards targets set. The first member of staff to recognise that your child may have a special educational need is usually your child's class teacher. Teaching staff receive regular training on the identification of specific needs. They use this information, together with continual assessment of your child's rates and patterns of progress, plus any information provided by you, to identify any concerns that may arise. Should your child's class teacher become concerned about your child in any way, they will speak to you and the school's Special Educational Needs Coordinator (SENDCo) who will offer further advice in line with the Graduated Response. During this time, staff will use the Graduated Response Approach to provide support, gather further information and assessments, and plan/deliver appropriate provision to support your child to make progress. Following this Plan, Do, Review approach, the teacher will feedback to the school SENDCo regarding the impact of this support.

<b>Early Identification of Need</b>	Staff receive training on, and use, the Oxford Materials for early identification. They will meet with the school SENDCo to discuss their observations during this time.
<b>Graduated Response</b>	
<b>Quality First Teach</b>	Good quality teaching is provided for all learners, and learners with the most difficulties are taught by skilled teachers. Teachers will ensure that barriers to learning are not through gaps in provision – this will be checked via the Oxfordshire Identification Materials. Low attaining children will not be identified as having SEN.
<b>Plan, Do, Review</b>	Teachers will plan, deliver and review interventions to ensure that they are having an impact on targeted learners. Teachers will use intervention tracking sheets, alongside baseline and outcome assessments to assess impact. Assessments materials used, include, but are not exclusive to, are: Strengths and Difficulties questionnaires, formal assessment which provide a standardised scores, PIVATs Assessment (this is our small steps assessment system) and Power Maths assessments. Children may be given a One Page Profile at this stage
<b>SEN Assessment and External Referrals</b>	Internal assessments may be undertaken, such as dyslexia screens. Referrals to outside professionals may be made at this stage, such as: Speech and Language, Orthoptist, Educational Psychologist, Occupational Therapy, Complex Case Panel. A One Page Profile will have been in place for 2 cycles, and evidence of Plan, Do, Review will have been gathered.
<b>SEND Register (K) and EHCP (E)</b>	All children at this stage will have a One Page Profile in place. Parents will meet with teaching staff, at least 3 times per year to review provision and targets. <b>These children will be identified as K on a One Page Profile.</b> For children on the SEN register, a provision map will be held by the SENDCo. <b>For children with an EHCP, detailed LA Provision Maps will be in place</b>

## **How will the school meet my child's needs?**

The school follows the statutory guidelines outlined in the new Special Educational Needs and Disability Regulations 2014. This means that, in discussion with you and with your permission, we will start the process of documenting your child's needs and how we intend to meet them within the school. In this school, for this purpose, we currently use One Page Profiles (OPP). The OPPs are written by your child's class teacher with you, your child and sometimes the SENDCo. The SENDCo oversees all OPPs and monitors the use of these across the school year. The OPP includes information about what your child is good at, what is important to/important for your child, the short term targets for your child's progress, the support in place to help achieve those targets and how you can help your child.

Extra support often takes the form of specific working strategies within the classroom. It may also be provided via small group work or individual support, either within or outside of the classroom. Any work undertaken outside of the classroom is overseen by the class teachers and implemented by teaching assistants fully trained to deliver that specific area of support. Wherever possible, the classroom environment is adapted to meet the needs of individual children within the whole class setting. This includes for example, quiet areas, whole class visual timetables, changing the background colour of interactive whiteboards and the use of ICT software/hardware.

## **What if the school needs more expertise to support my child?**

Your child's progress, and how this is recorded against the OPP targets, is continually being monitored and is reviewed at least termly. This review will be a meeting that you are invited to attend, along with your child and the class teacher. If the support being offered does not seem to be sufficient to meet your child's needs, the school will discuss with you the possibility of requesting advice from agencies/services outside of the school. This could include for example, a specialist teacher, educational psychologist, speech and language therapist or a paediatrician. In a few cases, the SENDCo may discuss with you the possibility of asking the Local Authority to recognise your child's needs in a formal assessment / document called an Education, Health and Care Plan (EHCP). The process and implications for this will be fully discussed with you and your views will be paramount. Each child and family's needs are different and require individual consideration.

## **What happens if my child moves to another school before Y6?**

All moves to and from other schools / settings are managed by the school to ensure that transition for your child is as smooth as possible. If your child moves from Park Road to a different setting, we liaise as much as possible with the new setting and pass on all the records of support your child has received whilst attending our school. Extra visits and activities are arranged for those who may need extra support.

## **How will my child's social, emotional and mental health needs (SEMH) be supported?**

As a school, we have a whole school approach to SEMH, following a waved approach. Staff have received training for supporting children with SEMH needs and receive regular update training.

For most children, Wave 1, will support their needs sufficiently. However, for some children they may require additional support. This could be through in class nurture or social group support either 1:1 or in small groups. For some children they may receive support from a member of staff who has had further training in specific approaches. This will normally be 1:1 and away from the classroom. When needed, the school access the support of a play therapist which children may be referred to following discussion with parents/carers. At this stage, parents/carers will meet regularly with the play therapist to review progress as well as with the school.

### **Complaints and concerns**

If your child is on the SEND register and you have a complaint or concern regarding the support your child is receiving then please make an appointment to see the SENDCo, Mrs Quigley. You can do this by either calling or emailing the school office. If you are still unhappy after speaking to Mrs Quigley, then please make an appointment to speak to the headteacher, Mrs Parkinson. As a school we would hope to resolve the majority of concerns via this process, however, parents can also follow the school's Complaints Procedure following these meetings.

### **Useful Websites:**

[www.warrington.gov.uk/localoffer](http://www.warrington.gov.uk/localoffer)

[www.warringtonchildren.org.uk](http://www.warringtonchildren.org.uk)

<https://www.legislation.gov.uk/ukpga/2014/6/section/69>