



Park Primary School

SEND Information Report

Reviewed	Consultation with parents	Review cycle	Next review
September 2024	March 2022	Every year	September 2025

Park Primary School is a mainstream school for children aged between 4 and 11. We are a friendly school who aim to support every child in reaching their full potential. The questions and answers below illustrate the provision we make. If you have any unanswered questions, please contact the school SENDCos. If your child is in Year R, 1, 2 or 3, Mrs Eleanor Parry is your point of contact. If your child is in Year 4, 5 or 6, Miss Emma Leather is your point of contact. Both of our SENDCos can be contacted on 01252 324159.

Q: How does the school know if children need extra help and what should I do if I think my child has a Special Educational Needs or Disability (SEND)?

At Park Primary School, the children are identified as having SEND through a variety of ways:

- We liaise with pre-schools and previous schools
- We have rigorous monitoring in place that tracks the progress our learners make in all areas of the curriculum. We use data and other forms of assessment to identify additional needs and celebrate achievement.
- Our staff are vigilant at supporting and raising any concerns.
- Parents/carers are encouraged to speak to the class teacher about any concerns they have.
- We liaise closely with a wide range of outside agencies including Speech and Language Services, Educational Psychologists, Specialist Teacher Advisory Service, Primary Behaviour Support Service and Paediatricians.

Q: How will I raise concerns if I need to?

The first point of call is the class teacher.

The SENDCos, Miss Leather and Mrs Parry, are also happy to discuss any concerns you may have about your child.

Q: How will school support my child?

The class teacher plans differentiated work for each child with additional needs within lessons to ensure that progress is made in every area. The progress of all children requiring additional support is overseen by the SENDCos to ensure that differentiation and interventions are successful.

Children may be supported in class by a Learning Support Assistant (LSA).

Children may also take part in specific intervention programmes working outside the classroom. The class teacher will explain any additional provision to you.

Parents of children on the SEND register can have meetings with the SENDCo during parents evening. In addition, meetings can be organised at any time with the class teacher or SENDCo if parents have concerns.

Q: How are governors involved and what are their responsibilities?

Our governors play an active role in monitoring the quality of our special educational needs provision. There is a named governor responsible for SEND who meets regularly with the SENDCos, ~~at present this is Tom Varley~~. The SEND governor reports to the full governing body about provision but individual confidentiality is maintained at all times.

The Governors work with the Headteacher and SENDCos to agree spending priorities within the SEND budget to ensure that the school delivers a value for money service, which allows all children to receive the support they need.

Q: How will the curriculum be matched to my child's needs? What is the school's approach to differentiation and how will that help my child?

The class teacher is responsible for planning appropriately pitched work for every child in their class. Differentiation is embedded in our curriculum and practice. Regular Pupil Progress and SEND review Meetings with the Headteacher and SENDCos monitor this and support the class teacher in planning the best next steps.

All of the interventions we put in place are research informed and evidence based and measured to monitor impact against expected rate of progress.

Where we feel something is not working, we are quick to respond and find alternatives through dialogue with the child and their family. All our additional support programmes are overseen by the SENDCos.

Q: How will I know how my child is doing and how will you help me to support my child?

We believe that children learn best when school and home work together in partnership. You are welcome any time to make an appointment with the class teacher, who is your first point of contact should you wish to discuss your child's progress.

In addition to meetings for children on the SEND register, we also share with you your child's Personal Learning Plan (PLP). This is created with the individual needs of your child in mind and where appropriate, the plan will contain suggestions for additional ways to support your child at home.

Children with more complex needs may have an Education Health and Care Plan (EHCP). This means that more formal meetings are held, with reports being shared with Hampshire Special Needs Service.

Transition Partnership Agreements (TPAs) are written for some children when they transition to Secondary School or when they move from nursery into year R or to another school.

Q: How does the school know how well my child is doing?

In addition to formal end of Key Stage assessments, teachers continually assess the progress of children in their class. Six times a year, progress is reviewed in Pupil Progress ~~and SEND review~~ meetings between the class teacher, SENDCos and Headteacher.

Children are assessed against national age expectations and where the need for additional support is identified, a plan will be put in place. Progress on existing interventions will be discussed and analysed to ensure the correct provision is in place.

We have other systems to track the progress and attainment of pupils working below the expected level for their year group so we can measure and celebrate their progress against their starting points. We aim to narrow the gap between a child and their peers.

Q: What support will there be for my child's overall well-being?

We are an inclusive school and we welcome diversity. We have a caring ethos within our school and all staff are committed to developing the whole child.

We have a number of spaces available within the school, where we are able to provide children with additional support with their overall well-being. These spaces are used for ELSA interventions but are also areas where the children can take time to calm, or talk to an adult about things that might be worrying them.

All staff are regularly trained to provide a high standard of safeguarding and pastoral support.

We have a TALA (Therapeutic Active Listening Assistant) trained Family Support Worker, called Tanzy, who provides support to both children and parents. She is also available to signpost parents to available services, which can offer help and support.

We offer Draw and Talk sessions with Dale Lansey and have a trained ELSA who works with small groups of children or on a 1:1 basis, depending on the needs of the children.

Q: How does the school manage the administration of medicines?

We have a medical policy in place, which is available on the school's website. Miss Nash in the school office is the first point of call if medicines need to be administered during the school day and she will liaise with the class teacher.

Relevant staff are trained to support medical needs. Where necessary all staff are aware of individual medical needs of children with due regard to confidentiality.

Training for all staff is requested from the school nurse and other agencies if we have children with a specific need e.g. EpiPen administration.

Q: What support is there for behaviour, avoiding exclusion and increasing attendance?

We have a very clear and positive behaviour policy, which all the children within the school understand. We have a friendly but firm approach to discipline to which our children respond well.

Our Behaviour Policy is available on the website; it includes guidance on expectations, rewards and sanctions. It is fully agreed and followed by all staff.

If children have significant behaviour difficulties, we work closely with parents to create an individual behaviour plan. Where necessary, we will liaise with external agencies to receive expert advice.

We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence. All unexplained absences are followed up on the first day by a phone call or text message. Children and parents are reminded of the importance of regular school attendance if children are to make good progress.

Q: How will my child be able to contribute their views?

Learner voice is central to our ethos and this is encouraged in our weekly assemblies, PSHE lessons and frequent pupil conferencing.

We have a school council, which meets regularly and communicates views from each class.

We have annual pupil and parent questionnaires and all students are encouraged to approach either the Headteacher or Deputy Headteacher if they have a problem that they feel cannot be resolved in class. The small friendly nature of our school means that children rapidly feel confident to speak to staff. Children will also self-refer to Tanzy if they have personal concerns.

Children with a Personal Learning Plan (PLP) or Education Health and Care Plan (EHCP) may be offered the opportunity to attend review meetings. If preferred, they can contribute their views in advance of any meeting.

Q: What services and expertise are available at or accessed by the school?

Miss Leather and Mrs Parry have completed the National SENDCo Award: both are qualified teachers. Our SENDCos attend regular SEND updates and training events. The school is also an active partner in the local Aldershot SENDCo cluster.

We have a number of established relationships with professionals in health and social care. All external partners we work with are vetted in terms of safeguarding and when buying in additional services we monitor the impact of any intervention against cost, to ensure a value for money service

These partners include Behaviour Support Advisors, Health Professionals (GPs, School Nurse, Clinical Psychologists, Paediatricians, Speech and Language Therapists, Occupational Therapists, Social Services), Family Support Service, Specialist Advisory Teachers, Early Help Hub, Social Workers and Educational Psychologists.

Q: What training have the staff had in order to support children with SEND?

We regularly invest time and money in training our staff to improve wave 1 (whole class) provision and develop enhanced skills & knowledge in delivery of wave 2 (small group) and wave 3 (individual) interventions.

We have a very experienced team of Learning Support Assistants who are trained in a range of interventions and classroom support. [We have a team of staff trained to deliver Read Write Inc \(RWI\) 1:1 tutoring for children who are still learning phonics. LSA's are also trained to develop children's fluency in KS2, through paired reading interventions.](#) In addition, we have staff members who deliver ELSA and nurture interventions.

We regularly update our staff on matters pertaining to Special Educational Needs and Disability at staff meetings for both teaching and learning support staff.

Q: How will my child be included in activities outside the classroom including trips?

Our Inclusion Policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom. Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met. Where necessary additional staff will accompany a visit in order to keep children safe and allow maximum learning from the activity.

Q: How accessible is the school environment?

We have a full Accessibility Plan in place and our modern school building is fully wheelchair accessible. We are vigilant about making reasonable adjustments; where possible including such adaptations as ceiling surfaces to support hearing impaired children. Our policy and practice adheres to and embraces The Equality Act 2010.

Q: How will the school prepare and support my child when joining and transferring to a new school?

We have a full induction programme for new Year R children involving a series of activity afternoons at school in the summer term before September entry. Our Year R staff also complete 1:1 meetings with parents and children in September before they start school. We visit the local nurseries to meet the children and find out about any additional needs they may have.

We liaise with feeder schools about any special needs that children may have before starting school.

We also liaise closely with any schools if children transfer in or out of our school in order to achieve a successful transition for them.

We have very close links with our local Secondary School, Alderwood School and organise additional transition activities and days for children with special needs where appropriate. We also liaise with other local Secondary schools to ensure that transition is as smooth as possible

Transition Partnership Agreements (TPAs) are written for children with complex needs, when they transition to Secondary School or when they move from nursery into Year R. A transition meeting will be arranged with the new school, parents and any relevant professionals in order to go through the TPA.

Q: How are the school's resources matched to SEND needs?

The needs of children with SEND are met as fully and to the best of the school's ability as far as school funds allow.

The SEND budget is allocated on a needs basis; those most in need are given most support and staff are allocated accordingly. We aim to ensure value for money service, so all interventions are costed and evaluated.

Q: How is the decision made about what type and how much support my child will receive?

Decisions are made on an individual basis through consultation with parents, class teacher, SENDCos and any relevant outside agencies. All interventions are monitored for impact and outcomes are defined at the start of any intervention. Interventions and support time will be increased or decreased as outcomes are reviewed. Our aim is to enable children to reach age expected levels and/or make good progress from their starting points

Q: How do we know if it has had an impact?

We constantly track children's progress against age related expectations (ARE) using internal tracking systems and against individual targets on Personal Learning Plans. We have systems in place for pupils working below ARE so we can measure and celebrate their progress against their starting points. We aim to narrow any gap between a child and their peers.

All our programmes have been selected because they have a carefully researched and evidenced track record of success and are recommended by Hampshire Special Needs Service. If we find that a particular intervention is not working for a specific child, we will change strategy and intervention programme.

We will give feedback about the success of interventions at parent consultation meetings or during less formal conversations between class teacher or SENDCos and parents.

Q: Who will I contact for further information?

We whole-heartedly believe in a two-way dialogue to support a child/young person's learning, needs and aspirations. We operate an open-door policy.

Parents are invited to contribute through a number of means, including through parent representation on the governing body.

In the first instance, parents/carers are encouraged to talk to their child's class teacher as the first point of contact. For short conversations, the teacher is happy to talk at the beginning or end of the school day. Longer meetings can be arranged when the teacher does not have responsibility for children in the classroom.

Parents may also arrange a meeting with the SENDCos, Miss Leather or Mrs Parry. Please telephone or visit the school office to arrange a meeting. Additionally, we are often available on the school playground at the beginning and end of the school day.

Further information on our Special Needs Provision can be found in our Special Educational Needs and Disability Policy, available on our website.

Other sources of information are -

Hampshire SENDIASS (Impartial Special Educational Needs and Disability Information, Advice and Support): <https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds/support4send>

IPSEA (Independent Parental Special Education Advice): www.ipsea.org.uk

Hampshire Local Offer (SEND) <https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>