



**Parkland**  
Primary School

Learning together

## SEND Information Report

Revised and updated October 2017

<b>School Name:</b>	Parkland Primary School		
<b>Address:</b>	St Thomas Road, South Wigston, Leicestershire, LE18 4TA		
<b>Telephone Number:</b>	0116 278 2142	<b>Email:</b>	admin@dsatparkland.org
<b>Name of Head Teacher:</b>	Mrs Sarah Bishop		
<b>Website:</b>	www.parklandprimary.co.uk		
<b>Facebook Account Details:</b>	N/A		
<b>Twitter Feed:</b>	@parklandsch		
<b>School Specialism:</b>	N/A	<b>Age Range of Pupils:</b>	4 - 11
<b>Date of Last Inspection: (OFSTED)</b>	May 2014	<b>Outcome of Last Inspection: (OFSTED)</b>	Good
<b>Does the school have a DSP (Designated Specialist Provision):</b>	N/A		
<b>Total Number of students with identified SEND:</b>	56	<b>Nos with EHCP/ Statement:</b>	6
		<b>Nos with SEND Support Plan:</b>	4
		<b>Nos with SEND Support (Monitoring):</b>	46
<b>Information on Local Authority's local offer</b>	<a href="https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability">https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability</a> <a href="https://www.facebook.com/Leicslocaloffer">https://www.facebook.com/Leicslocaloffer</a>		



## SEND Information Report

### Question

### Answer

What is the SEND Information Report?

The SEND Information Report will describe the types of support and provision available in Parkland Primary School for supporting all children to reach their potential. It aims to answer questions parents / carers may have and also outlines what this would look like for children. We have broken this down into 4 sections. Firstly, what Policies the school publishes in support of SEND, the roles and responsibilities of staff in school in relation to SEND, the different levels of support for children within Parkland Primary School and finally, some Frequently Asked Questions.

What Policies you may find useful?

“Policy”

- The school SEND Policy.
- The School First Aid Policy
- The school PSHE Policy.
- The school Anti Bullying Policy.
- The school Accessibility Plan.
- The school Pupil Premium Policy
- The school Assessment Policy
- The school Marking and Feedback Policy
- The school Complaints Policy

All these policies are available on the school web site or upon request from reception

Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Needs and/or Disability (SEND)?

“Who's Who”

**If you have concerns about your child's progress you should speak to your child's class teacher initially.**

•If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENDCO or Head Teacher.

**If your child is then identified as not making progress the school will set up a meeting to discuss this with you in more detail and to:**

- Listen to any concerns you may have.
- Plan any additional support your child may receive.

### **Class/subject teacher**

#### **Responsible for:**

- Checking on the progress of your child and planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and let the SENDCO know as necessary.
- Writing a Personalised Provision Plan (PPP), and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that all staff working with your child in school are able to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and across year groups.

### **The SENDCO, Miss Helen Pugh**

#### **Responsible for:**

- Coordinating all the support for children with Special Educational Needs and/or Disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are concise records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school enabling them to help children with SEND in the school achieve the best possible progress.

#### **Ensuring that parents/carers are:**

- Involved in supporting their child's learning.
- Kept informed about the support their child is getting.
- Involved in reviewing how their children are doing.

### Head Teacher, Mrs Sarah Bishop

#### **Responsible for:**

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- The Head Teacher will give responsibility to the SENDCO and the class teachers but is still responsible for ensuring that your child's needs are met.
- The Head Teacher must make sure that the Governing Body is kept up to date about any issues in school relating to SEND.

What are the different levels and types of support available for children with SEND at Parkland Primary School?

**“Levels of support available for all children”**

**Every child will have access to Quality First Teaching - targeted whole class, group and individual teaching delivered by the class teacher and other adults supporting in the classroom.**

#### **For your child, this would mean:**

- That the teacher had the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, understands and can do.
- At times the teacher may direct the class based Teaching Assistant (TA) to work with your child as part of normal working practice.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENDCO or outside staff) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child may have 'gaps' in their understanding/learning and needs some extra support to help them make the best possible progress.
- Specific group work, or intervention group work, with in a smaller group of children, led by a teacher or TA.

All children in school should be getting this as part of excellent classroom practice when needed.

**With all of the above support there may still be concerns regarding your child's progress and through consultation with yourself, the class teacher and the SENDCo the decision may be made to place your child on the school's SEND register at the 'SEND Support' level, so that we can monitor the progress of your child more carefully. At this level, additional 'specialist' input may be required instead of, and in addition to, Quality First Teaching and intervention groups.**

**For you and your child, this would mean:**

- Parents/carers will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- Parents/carers may be asked to give permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist, Specialist Teaching Service professional or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.

The specialist professional will work with your child to understand their needs and make recommendations, which may include:

- Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better.
- Support to set better targets which will include their specific expertise.
- A group run by school staff under the guidance of the outside professional e.g. a social skills group.
- Group or individual work with a specialist.

The school may suggest that your child needs some individual support in school. They will tell you how the support will be used and what strategies will be put in place. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

**The next stage of the process, if evidence shows that your child is still not making adequate progress despite intervention work and support, is to investigate another layer of support in addition to what is already in place. The Local Authority can provide short-term financial support to schools if they feel that a child has sufficiently complex or high needs that warrants this. This financial support is**

**called Top-Up Funding and is available for the child until the end of the current key stage that they are in.**

**For you and your child, this would mean:**

- The school submits current and historical evidence showing the need for additional funding to meet a child's needs.
- The Special Educational Needs Service consider the request for financial support and the plans submitted for how it would be used above and beyond the school's current budget.
- If successful, funds are made available for the school which would usually be used to provide additional adult support for a child for a set number of hours per week.
- This need is regularly reassessed and if the needs persist beyond the end of a key stage, funding is reapplied for.

**If your child presents with lifelong, severe needs, Specified Individual Support can be sought via a statutory assessment for an Education, Health and Care Plan (EHCP). This means your child will have been identified as needing a particularly high level of support above which the school is able to finance from its budget and this is agreed by the Special Educational Needs Assessment Service at the Local Authority.**

**For you and your child, this would mean:**

- The school or parents can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all the professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support at SEND Support
- After the reports have all been sent to the Local Authority, they will then decide if your child's needs are severe, complex and lifelong and that they need more specified extra

	<p>support in school to make good progress. If this is the case they will write a Statement of Special Educational Needs or Education health Care Plan (EHCP). If this is not the case they will ask the school to continue with the support at SEND Support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.</p> <ul style="list-style-type: none"> <li>• The Statement or ECHP will outline the number of hours of individual/small group support your child will receive from the Local Authority and how the support should be used and what strategies must be put in place. It will include short term and long term outcomes for the child. The additional adult may be used to support your child with whole class learning, run individual programmers or run small groups including your child.</li> </ul>
<p>“Frequently asked questions”</p>	
<p>How accessible is the school environment?</p>	<ul style="list-style-type: none"> <li>• The school is accessible to children with physical disability via ramps and power assisted doors.</li> <li>• We ensure that equipment used is accessible to all children regardless of their needs.</li> <li>• There are double doors strategically placed around the building to allow wheel chair access</li> <li>• If your child requires specific equipment due to a diagnosed SEND or medical need, we will work with the appropriate agencies to accommodate these requirements.</li> </ul> <p>*Please refer to the school Accessibility Plan*</p>
<p>How are children identified as having Special Educational Needs?</p>	<p>At Parkland Primary School children are identified as having SEN in a variety of ways e.g.</p> <ul style="list-style-type: none"> <li>•Concerns raised by parents /carers</li> <li>•Concerns raised by teachers</li> <li>•Concerns raised by the child</li> <li>•Changes in a child's behaviour or self -esteem affecting progress</li> <li>•Difficulties observed with a child's learning</li> <li>•Information received from outside agencies and pre- schools e.g. speech and language therapist, Paediatricians etc....</li> </ul>
<p>How are parents/carers kept informed about the support the school have put in place?</p>	<p>If a pupil has needs related to more specific areas of their education, such as reading, spelling, handwriting, numeracy or literacy skills then the pupil will be placed in a small</p>

focus group. This will be run by the teacher or teaching assistant. The length of time of the intervention will vary according to need but will generally be for a term. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.

These interventions will be recorded on the **Personalised Provision Plan** (this is a record of the support and interventions, timings, and impact of the intervention). Parents are notified about these interventions by the class teacher. Parents of pupils with SEND should meet with the class teacher a minimum of 3 times a year to discuss progress and provision for that pupil; this will usually occur more often as and when needs occur and these meetings can involve the SENDCo if required/requested.

Occasionally, a child may need more expert support from an outside agency such as the Speech and Language Therapist, Educational Psychologist or Paediatrician. In these cases, parents will be fully involved in the referral, assessment and provision that results from this process through regular meetings.

How is the curriculum differentiated and matched to a child's needs?

When a child has been identified with special educational needs their work will be differentiated by the class teacher to enable them to access the curriculum more easily.

Teaching assistants may be allocated to work with the child in a one to one, or small focus group, to target more specific needs.

If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencils grips easy to use scissors or coloured overlays for reading.

The class teacher works with all children in his/her class. The class teacher will plan the work for the teaching assistants to implement. All support staff receive internal or external training for the areas of SEND support that they carry out.

How is progress measured?

Staff at Parkland Primary School communicate regularly with parents. You are welcome at any time to make an appointment to meet with the class teacher, family liaison workers, SENDCo or Senior Management Team. We can offer advice and practical ways that you can help your child at home.



All pupils at Parkland Primary School have their progress measured as part of the whole school assessment systems as detailed in our Assessment Policy. For some pupils, additional measures are used that can identify small steps progress in academic subjects as well as social and emotional development.

If your child is on the SEND register they will have a Personalised Provision Plan (PPP) which will be shared with parents at least 3 times a year. The PPP's are used to highlight next steps and targets, based on the previous support and progress recorded. These documents are accessible to all adults in school for them to add directly to it as and when required. PPP's are written by the class teacher and both children and parents are encouraged to contribute to this process. Progress is measured against the individual targets set.

If your child has complex SEND they may have a EHCP, which means that a formal meeting will take place with you, and all agencies involved, to discuss your child's progress and a report will be written. This is called an Annual Review.

How are wellbeing, personal and medical needs supported in school?

We offer a wide variety of pastoral support for children who are encountering emotional difficulties. We are a caring, understanding school who look after our children and parents. We fully recognise that children may go through crisis in their lives for short or longer periods of time. We aim to utilise the staff and systems we have in school to support all children through these times NOT just the ones identified as having SEND needs.

Your child's class teacher is the first person to contact with concerns about your child's overall wellbeing.

If further support is needed the class teacher will liaise with the SENDCo who will give advice and support and put a plan of action into place. This may involve support from our in school Family Liaison Workers or Counsellor.

If a child has a medical need then a detailed Health Care Plan is compiled by the SENDCo in consultation with parents/carers and the school nurse (where appropriate). This is discussed with all staff who are involved with the child.

	<p>If your child has a medical condition that requires medication, a meeting will be held with parents/carers to explain our Health and Safety Policy, First Aid Policy and procedures. Parents and all staff members who agree to administer medicines will sign a medication agreement form to ensure the safety of both child and staff member.</p>
<p>How do children contribute to the everyday life of the school? How are their views gathered?</p>	<p>We encourage every child to contribute and to express their thoughts and ideas which we value, respect and celebrate. We do this in different ways throughout the school year:</p> <ul style="list-style-type: none"> <li>•In class , children are encouraged to contribute to lessons</li> <li>•There is a School Council meeting every half term where issues or viewpoints are discussed.</li> <li>•We have pupil questionnaires to gather ideas and opinions about curriculum topics</li> <li>•Children who have PPPs discuss their targets with their class teacher.</li> <li>•Children with Statement of SEN or EHCP share their views before and during the review meetings.</li> </ul>
<p>What expertise and specialist services are available through the school?</p>	<p>As a school we can refer to and work closely with external agencies that we feel are relevant to individual children’s needs within our school including: -</p> <ul style="list-style-type: none"> <li>• Educational Psychologist</li> <li>• Speech &amp; Language Therapy</li> <li>• School Nurse</li> <li>• Social Care</li> <li>• Occupational Therapy</li> <li>• Learning Support Service</li> <li>• Counsellors</li> </ul> <p>Once a referral has been obtained via a GP, we can also work closely with further NHS service including:</p> <ul style="list-style-type: none"> <li>• Paediatricians</li> <li>• CAMHS (Child &amp; Adolescent Mental Health Service)</li> </ul> <p>Parkland Primary School accesses Educational Psychology services through EPIC (Educational Psychology In Communities) and is allocated a number of sessions per year.</p>

	<p>The psychologist normally only works with children whose needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them.</p>
<p>What training do staff receive?</p>	<p>Our SENDCo achieved The National Award for SEN Coordination in May 2016.</p> <p>The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND, to ensure consistency of the school's approach and/or individual training requirements.</p> <p>Individual teachers and teaching assistants attend training courses directly linked to the needs of specific children in their class e.g using visual strategies, hearing impairment needs, challenging behaviour management, ASD, ADHD , speech and language.</p> <p>Training takes place on a regular basis. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, the SENDCo can make this information available to you.</p>
<p>How are school trips and activities outside the classroom organised? How does the school ensure that pupils with SEND are included?</p>	<p>Activities, school trips and residential are a very important part of every child's learning experience at Parkland Primary School.</p> <p>Risk assessments are carried out and procedures are put in place to enable all children to participate. It may be that an individual child requires an individual risk assessment, to ensure specific procedures are in place.</p> <p>If a child has an identified 1:1 teaching assistant he/she will accompany them on the trip. However, if this is not the case and it is deemed that an intensive level of 1:1 support is required, a parent or carer may be asked to accompany their child during the activity.</p>
<p>Does the school offer before and after school services? How does the school ensure that pupils with SEND are included</p>	<p>At Parkland Primary School we run a great deal of before and after school clubs which pupils with SEND have equal access to. We also run a number of SEND specific activities such as sports clubs that enter SEND specific tournaments.</p>

How are children supported when changing schools or transferring to other education, employment or training?

We recognise that 'moving on' can be difficult for a child with SEND, so take steps to ensure that any transition is as smooth as possible.

### **Home - Foundation Stage**

A home visit is carried out for our Foundation Stage children. All Parents and carers of Foundation Stage children are invited to attend a Welcome Meeting with the Foundation Stage teachers.

### **Foundation Stage – KS1**

Children have a familiarisation day in July.

The SENDCo, and when possible Class Teachers, visit pre-school settings where SEN has already been identified.

For children with SEND, we would encourage further visits to assist with the acclimatisation of the new surroundings. We would also visit them in their current school or setting.

### **Year 6 – KS3**

Where possible, the SENDCo will attend the Primary Transition Day to discuss the specific needs children with the SENDCo of their secondary school, and the specialist session for students with an ASD, as appropriate.

Your child will attend a small 'Transition' group in school, to support their understanding of the changes ahead.

Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in their current school.

We liaise closely with Staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.

### **Moving to another school before Year 6:**

	<p>We will contact the new school's SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child.</p> <p>We will make sure that all records about your child are passed on as soon as possible.</p>
<p>How are resources matched to a children's needs?</p>	<p>The Head Teacher and SENDCo decide on the budget for SEND in consultation with the school governors, on the basis of the needs of the children currently in the school.</p> <p>All resources/training and support are reviewed regularly and changes made as needed. We ensure that all children who have SEND have their needs met to the best of the school's ability with the funds available. Teaching assistants deliver programmes designed to meet groups of children's needs. The budget is allocated on a needs basis. The children who have the most complex needs are given the most support often involving a teaching assistant.</p>
<p>How does the school decide how much support is provided?</p>	<p>The class teacher, alongside the SENDCo, will discuss the child's needs and what support would be appropriate. External agency advice will be taken into account.</p> <p>Different children will require different levels of support in order to progress towards age-related expectations. This will be through on-going assessment and discussions with parents.</p>
<p>How can I find out about support services?</p>	<p>The school office/ SENDCo would be happy to sign post parents to specific support services.</p> <p>Leicestershire's Local Offer, where you can find a directory of services and upto date information, can be found at:</p> <p><a href="https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability">https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability</a></p> <p><a href="https://www.facebook.com/Leicslocaloffer">https://www.facebook.com/Leicslocaloffer</a></p>
<p>What do I do if I want to make a complaint to the school?</p>	<p>If you wish to make a complaint, please contact the school office and request our Complaints Policy which will give you clear procedures about how to contact our relevant Governor.</p> <p>Our complaints policy is also available on our website here:</p> <p><a href="http://www.parklandprimary.co.uk/wp-content/uploads/2012/07/Complaints-Policy_reviewed-April-2016.pdf">http://www.parklandprimary.co.uk/wp-content/uploads/2012/07/Complaints-Policy_reviewed-April-2016.pdf</a></p>