SEND Information Report 2026/2027

At Parkland Primary School, we are committed to equal opportunities for all our pupils. We use our best endeavours to remove barriers to learning and provide an appropriate and high-quality education for all children which enables them to achieve their best, become confident individuals living fulfilling lives and make successful transition to their next phase of education.

What is the SEN information report?

In accordance with the SEN Code of Practice (2014) relating to Special Educational Needs and Disabilities (SEND), this document outlines the provision available to support children with SEND at Parkland. It will outline the ways in which we will work with the school community, to identify, support and monitor children with SEND. As a school we have a legal duty to update and publish our SEN information report on the school website, annually. Working with parents is extremely important to us and we would therefore welcome any feedback in the review process.

School Name:	Parkland Primary School		
Address:	St Thomas Road, South Wigston, Leicester, LE18 4TA		
Telephone Number:	0116 2782142	**Email:**	admin@dsatparkland.org
Name of Head Teacher:	Mr Andrew Hayes		
Name of SENDCo:	Mrs Clare Hill		
Website:	www.parklandprimary.co.uk		
Facebook Account Details:	Facebook.com/parklandprimary		
Twitter Feed:	@parklandsch		
School Specialism:	N/A	**Age Range of Pupils:**	4-11
Date of Last Inspection: (OFSTED)	September 2023	**Outcome of Last Inspection: (OFSTED)**	Good
Does the school have a DSP:	No		
Total Number of students with identified SEND:	96	**No. with EHCP: 17** **No. with high needs funding: 2** **No. with SEND Support (K): 77**	
Information on School contribution to the publication of the Local Authority's local offer	https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/where-to-start-with-send/what-is-the-local-offer		
Date of this SEN Information report (updated annually)	September 2026		

What are Special Educational Needs?

Special Educational Needs can be split into four broad areas of need:

Communication and Interaction
Speech, Language and Communication Needs (SLCN)
Autistic Spectrum Disorders (ASD)

Cognition and Learning
Specific Learning Difficulty (SpLD) e.g. dyslexia, dyscalculia, and dyspraxia
Moderate Learning Difficulties (MLD)
Severe Learning Difficulty (SLD)
Profound and Multiple Learning Difficulty (PMLD)

Social, Emotional and Mental Health Difficulties
'Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive, or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), or attachment disorder' (paragraph 6.32 SEN Code of Practice, 2014)

Sensory and/or Physical Needs.
Visual Impairment
Hearing impairment
Multi-sensory impairment
Physical Disability

According to the SEN Code of Practice, a child is considered to have special educational needs if they have 'a learning difficulty or disability which calls for special educational provision, namely provision different from or additional, to that normally made available to pupils of the same age'.

A child of compulsory school age or a young person has a learning difficulty if he or she:
a) has a significantly greater difficulty in learning than most others the same age, or
b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16s institutions."

For some children, it is possible to identify SEN at an early age, but for others, their difficulties only become apparent as they develop. As recommended in the SEN Code of Practice, at Parkland, 'the identification of SEN is built into the overall approach to monitoring the progress and development of all pupils.

What to do if you are worried about your child

If you have concerns about your child's progress, in the first instance we would always advise you to speak to your child's class teacher, who works with your child daily. If we have any concerns about your child, in terms of their rate of progress or wellbeing, we will set up a meeting with you to discuss these. During this meeting, you and the class teacher can share information from home and school and create a plan detailing how we are going to support your child moving forward.

If you are still concerned about your child, you should speak to the Special Educational Needs and Disabilities Coordinator (SENDCo), Mrs C Hill, who is responsible for coordinating the provisions for SEN children.

Creating positive relationships with parents is of paramount importance to us. We aim to be open and honest and hope that parents feel able to do the same with us.

SEN roles & responsibilities

Class Teachers

Responsible for:

- Assessing the progress of your child, planning and delivering any additional help your child may need and updating the SENDCo, as necessary.
- Writing the child's APDaR (Assess, Plan, Do & Review document), 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 can 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, to support the pupils, they teach who have SEND.

SENDCo – Clare Hill

Responsible for:

- Coordination and oversight of 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 and making sure that there are appropriate records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND achieve the best progress possible.
- **Ensuring that you are:**
    - Involved in supporting your child's learning.
    - Kept informed about the support your child is getting.
    - Involved in reviewing how they are doing.

SEN roles & responsibilities (continued)

Head Teacher – Andrew Hayes

Responsible for:

- The day-to-day management of all aspects of the school, including the support for children with SEND.
- The Head Teacher will delegate 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.

SEND Advisory Board member: Jade Kenny

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.

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

Every child will have access to class teacher input via excellent targeted classroom teaching also known as **Quality First Teaching**

For your child this would mean:

- That the teacher has 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, can do, and can understand.
- A communication friendly environment is in place in the school.
- At times the teacher may direct a Teaching Assistant or Learning Support Assistant to work with your child as part of normal working practice.
- Different approaches to teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning or completing adapted tasks.
- Specific strategies or scaffolds may be 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 has gaps in their understanding/learning and needs some extra support to help them make the best possible progress.
- Specific group work with a smaller group of children.
- This group, often called interventions, may be:
    - Run in the classroom or outside the classroom.
    - Run by a teacher or by a TA or LSA who has had training to run these groups.

The SEND Register

Initial Concerns

Initial Concerns is a stage the school is not required to report and is not part of the SEN Code of Practice. However, where we recognise children are having difficulties despite access to the universal provision available to all children, we may, with your agreement, monitor them for some time before formally placing them on the SEND register. This is part of taking a 'Graduated Approach' to Special Educational Needs. At this stage, children are usually placed in more targeted interventions and staff are monitoring their progress closely.

This will involve setting some small steps targets underpinned by 1 – 2 cycles of more targeted support. If your child then makes the progress expected and no longer requires the more targeted support, they may be removed from initial concerns. If they continue not to make progress or continue to require targeted support, then placing on the SEN register at SEN support, may be considered.

SEN Support (K)

With all 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 'SEN Support' so that we can monitor the progress of your child more carefully and 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:

- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist, School Nursing Team, Early Help, Family Support Practitioner, or an Educational Psychologist. This will help the school, and you, better understand your child's particular needs 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 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.
- A group, or individual work with 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 the universal provision available to all pupils.

Education, Health, and Care Plan (EHCP)

The next stage of the process, if evidence shows that your child is still not making adequate progress despite significant intervention and support, is to investigate a further layer of support in addition to what is already in place in school.

Specified Individual Support is usually provided via an Education, Health, and Care Plan (EHCP) or by SEN intervention funding (SENIF) where additional 'Element 3' funds are provided by the Local Authority. This means your child will have been identified by the class teacher or SENDCo as needing a particularly high level of support, small group or 1:1 input, which cannot be provided from the notional Element 2 SEN budget available to the school.

Usually, your child will also need support from professional outside the school. This may be from:

- Local Authority central services such as the Hearing or Visual Impairment Team, Social Emotional and Mental Health Team, Early Years Inclusion team, Autism Outreach Team
- Outside agencies such as the Speech and Language therapy (SALT) Service, Educational Psychologist

For your child this would mean:
The school, parents and carers, social worker or other professional can make a request that the Local Authority carry out an Education Health Care Needs Assessment to determine whether your child requires an Education Health Care Plan. This is a legal process which sets out the amount of support that will be provided for your child.

After the Local Authority have received a request, 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 reports outlining your child's needs.

After the reports have, all been submitted to the Local Authority (L.A), they will then decide if your child's needs are severe, complex, and lifelong, and that they need more specific extra support in school to make good progress. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue to monitor and support your child at 'SEND Support' level and may also set up a meeting in school to ensure a plan is in place to help your child make as much progress as possible.

The EHCP will outline the provision and associated funding your child will receive from the LA, how the support should be used and what strategies and provision must be put in place. It will also have long-term and short-term goals for your child. In line with the provision detailed in the EHCP, an additional adult *may* be used to support your child with whole class learning, run individual programmes or run small groups which include your child.

This type of support is available for children whose learning needs are:

- Complex and lifelong
- Meet the criteria set out in the SEN Code of Practice.

How are children identified as having Special Educational Needs?

At Parkland Primary School, children are identified as having SEN in a variety of ways, for example:

- Concerns raised by parents /carers
- Concerns raised by teachers
- Concerns raised by the child
- Changes in a child's behaviour or self-esteem which is affecting progress
- A child finds learning difficult despite appropriate Quality First teaching and interventions available to all pupils
- A child is performing *well below* age related expectations
- Information received from outside agencies and pre- schools e.g. speech and language therapist, Paediatricians etc

A graduated approach to SEN

Cause for concern: Class teachers can raise concerns regarding a pupil's progress at any point of the school year. A discussion with the SENDCo may result in a decision to offer some targeted intervention to support (either within class or externally) and to closely monitor progress. If little impact is evident, with parental support, we may decide to escalate support to SEN Support.

SEN support: At this stage, parents, and the child, where relevant, will meet with the class teacher and SENDCo to create an APDaR document. These plans are used to: 'Assess' where the child is currently. 'Plan' the outcomes we want to achieve for the child and agree what support will be in place to help them. 'Do'- Targets will be set and staff, with the support of the SENDCo will support the child in achieving these targets. 'Review'- At this stage, the targets and current support in place will be reviewed by everyone involved to see if it is working. If it is, it might continue, with new targets being set. If it is not, some of the arrangement might be changed and specialist support may be suggested.

SEN support with specialist involvement: With parental consent, we may feel that your child might benefit from additional specialist support. Specialist support services we can access include:

- Educational Psychologist
- School Nurse
- Paediatricians
- Education Inclusion Partnership
- CAMHS/CYPMHS
- Social Care
- Early Years Inclusion
- Specialist Teachers
- Speech & Language Therapy
- Occupational Therapy
- Early Help Team

Frequently Asked Questions

How accessible is the school environment?

- The school is accessible to children with physical disability via ramps.
- We ensure that equipment used is accessible to all children regardless of their needs.
- There are double doors strategically placed around the building to allow wheelchair access
- If your child requires specific equipment due to a diagnosed SEND need we will work with the appropriate agencies to accommodate these requirements.

Please also refer to the School Accessibility Plan

How are parents/carers kept informed about the support the school have put in place?

Each child's education will be planned by the class teacher. It will be designed and differentiated accordingly to suit the pupil's individual needs. This may include additional support by the teacher, teaching assistant (TA) or learning support assistant (LSA) in class.

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 may be placed in a small focus group. This will be run by the teacher, TA or LSA. The length of time of the intervention will vary according to need but will generally be for a half term at a time. 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 class provision map. The support children received will be discussed with parents by the class teacher.

Pupil Progress Meetings are held at least termly. This is a meeting where the class teacher meets with the Senior and Middle Leaders to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems for further support to be planned which will be discussed and implemented by the class teacher or SENDCo as appropriate.

Occasionally, a child may need more expert support from an outside agency. This would be discussed with parents / carers. Referral forms are then completed in conjunction with parents/carers and forwarded to the most appropriate agency. After a series of assessments and through advice, a programme of support may be provided to the school and parents/carers. The class teacher uses the programme to plan effective support for TAs / LSAs to implement.

How is the curriculum differentiated, adapted, and matched to a children's

When a child has been identified with special educational needs their work may be adapted, scaffolded, or differentiated by the class teacher to enable them to access the curriculum.

Staff may be allocated to work with the child in a 1:1 or small focus group to target more specific needs.

If appropriate, specialist equipment may be provided to the pupil at school e.g. thera-bands, wobble cushions, pen/pencils grips, easy to use scissors, coloured overlays for reading, talk tins, task management boards, word banks, etc.

The class teacher works with all children in his/her class. The class teacher will plan the work for support staff to implement. Support staff receive internal or external training appropriate to 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 to make an appointment at any time to meet with the class teacher and/or the SENDCo. We can offer advice and practical ways that you can help your child at home.

If your child is on the SEN register, they will have an APDaR (Assess, Plan, Do and Review document) which will be shared with you at least 3 times a year. The APDaRs are used to assess where the child is currently, plan any support, strategies or interventions that are going to be tried and show small, measurable targets for the child to work on. These are written by the class teacher and both children and parents are encouraged to contribute to this process.

The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed.

If your child has complex SEND, they may have an EHCP, which means that a formal Annual Review meeting will take place with you and all agencies involved to discuss your child's progress. Following the meeting, the SENDCo will submit a report to the Local Authority.

Will my child always be on the SEN Register?

Where attainment and progress significantly improve over a sustained period, the possibility of removing a child from the SEN register may be considered. The views of the teacher, SENDCo, pupil and parents will be considered, as well as that of any other professionals involved with the child. If it is agreed by all to take the child off the SEND register, then all records will be kept until they leave the school (and passed on to the next setting). The child will continue to be monitored through termly pupil progress meetings and the school's usual monitoring procedures.

How will my child manage tests?

All SEN children will have their test needs met by determining which access arrangements best suit the child. This may include:

- Different test room
- Additional time
- Having a scribe
- A break during their test
- Access to readers

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 staff who look after our children and parents. We fully recognise that children may go through crisis in their lives for shorter or longer periods of time. We aim to utilise the support we are lucky enough to 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 or pastoral team who will give advice and support and put a plan of action into place. This may involve support from one of our ELSAs (Emotional Literacy Support Assistant) or our school Inclusion Lead.

Children with medical needs

We have 68 fully trained first aiders. If a child has a medical need, then an Individual Health and Care Plan (IHCP) is compiled with oversight from the SENDCo in consultation with parents/carers, the school nurse or relevant medical professional (where appropriate) and the school's medical & first aid lead. This is discussed with all staff who are involved with the child.

If your child has a medical condition that requires medication, a meeting will be held with parents/carers, SENDCo and/or Medical Lead to explain our Health and Safety Policy, First Aid Policy, and procedures. Parents will supply care plans from their Health Care Professional that set out the actions to be taken in the event of a medical event. Where necessary, staff may undertake specific training and assessment to ensure they are fully trained in administering certain medications.

Does the school offer before and after school services for SEND pupils?

At Parkland there is a daily wrap around care club starting at 7:30am and running after school until 6:00pm.

Parkland also provides after school activities, which change seasonally, and Holiday clubs. All children are encouraged to attend clubs, with arrangements being made wherever possible to support children at the club activities.

How do children contribute to the everyday life of the school?

We encourage every child to contribute and express their thoughts and ideas which we value, respect, and celebrate. We do this in different ways throughout the school year:

- In class, children are encouraged to contribute to lessons
- There is a School Council meeting every half term where issues or viewpoints are discussed
- We have pupil questionnaires to gather ideas and opinions about given topics
- Children who have APDaRs discuss their targets with their class teacher.
- Children on the SEND register and those with Behaviour Plans also have One Page Profiles which summarise their views.
- Children with an Education Health Care Plan share their views before the review meetings.

What expertise and specialist services are available through the school?

As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: -

- Educational Psychologist
- Speech & Language Therapy
- School Nurse
- Social Care
- Occupational Therapy
- Paediatricians
- Learning Support Service including Autism Outreach
- Inclusion Team
- Oakfield Behaviour Forum
- Mental Health in Schools Team
- Counsellors
- Early Years Inclusion Team
- CAMHS

As a school, we buy in the services of an **Educational Psychologist** from the EPIC team. He/she would normally only work directly with children whose needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them.

What training do staff receive?

Our SENDCo is a qualified teacher and a member of the Senior Leadership Team. She gained the NASENCO award in November 2024.

We have 2 trained ELSAs (Emotional Literacy Support Assistants) working with our SENDCo and Pastoral Team.

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.

The SENDCo attends regular network meetings to discuss and share best practice. Individual members of staff attend training courses directly linked to the needs of specific children in their class e.g. using visual strategies, challenging behaviour management, ASD, ADHD and speech and language, Speech language and Communication, Blanks Level Questioning, Information carrying Words, Working Memory, Anxiety and Depression.

Training takes place on a regular basis. If you would like to know more about the training which is currently taking place or has taken place by the staff members in the school, please speak to the SENDCo.

How are school trips and activities outside the classroom organised for SEN children to be included?

Activities, school trips and residential visits are a very important part of every child's learning experience at Parkland Primary.

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.

If a child has an identified need for key adult support, a member of staff will accompany the child on the trip. It may also be appropriate for the parent to accompany the class during the activity where parent volunteers are participating in the trip.

The Head Teacher and SENDCo decide on the use of the budget for SEND, in consultation with the school governors, based on the needs of the children currently in the school and the provision set out in any EHCPs.

The Head Teacher and the SENDCo discuss information regarding:

How are resources matched to a child's needs?

-The children getting extra support already
-The children needing extra support
-The children who have been identified as not making as much progress as would be expected
-All resources/training and support staff have received or might need

We ensure that all children who have SEND, are met to the best of the school's ability with the funds available. TAs and LSAs deliver programmes designed to meet groups of children's needs, allocated on a needs basis. The children who have the most significant or complex needs are generally given the most support.

How are children supported when changing schools?

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

Home / Pre-school / Nursery to Foundation Stage

A pre-school / nursery or 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. Additional visits to the school are arranged for the pupil when needed.

Where SEN has already been identified, the SENDCo and/or class teachers will visit pre-school settings.

Foundation Stage – KS2

When moving classes in school:

- Children have familiarisation sessions towards the end of the academic year.
- Information will be passed on to the new class teacher in advance and in most cases, a transition meeting will take place between teachers. All APDaRs and relevant information, such as reports from outside agencies, will be shared with the new teacher.
- The SENDCo and Pastoral team will support the creation of a 'Transition' booklet to help children understand future changes where necessary.

If your child is moving to another school:

- We will contact the new school's SENDCo and ensure he/she knows about any special arrangements or support that needs to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

Transition to secondary

- The SENDCo will meet to discuss the specific needs of your child with the SENDCo of the secondary school. Year 6 teachers also have transition meetings with the Head of Year from the secondary school.
- Your child will attend Transition visits to the High School with the rest of their year group.
- 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 this 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.

How do school decide how much support is provided?

The class teacher, alongside the SENDCo, Senior Leadership Team and parents / carers will discuss the child's needs and decide what support would be appropriate.

Different children will require different levels of support to bridge the gap to achieve age expected levels.

How can I find support services?

The Pastoral team and the SENDCo are happy to sign post parents to specific support services. Resources are available on the SEND section of the school website, under the 'Our school' tab. SEND – Parkland Primary School

Leicestershire's Local Offer can be found at:
What is the Local Offer | Leicestershire County Council What is the Local Offer | Leicestershire County Council

Leicester City's Local Offer can be found at:
Family Information | SEND Local Offer (leicester.gov.uk)

Here you will find a directory of services that may be able to help you.

What do I do if I want to make a complaint to school?

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. The Complaints Policy is also available on the school website.

We hope that you found this document both useful and informative, but if you do have any further questions, please contact the office at admin@dsatparkland.org who will direct your queries to the appropriate person.

You may also find the following policies useful:

- the school's SEN Policy.
- the school's PSHE Policy.
- the school's Behaviour Policy
- the school's Anti-Bullying Policy.
- the school's Accessibility Plan.
- the school's Pupil Premium Policy
- the school's Assessment Policy
- the school's Marking and Feedback Policy
- the school's Complaints Policy

Copies of these can be found on the school website but can also be requested from the office.
School Policies – Parkland Primary School