

## **Park Primary School**

### **SEN information report.**

**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 SENCO, Miss Emma Leather 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 Special Educational Needs (SEN)?**

**At Park Primary School the children are identified as having SEN 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 have in-house specialist expertise in a number of areas of special educational needs and liaise closely with a wide range of outside agencies including Speech and Language services and Paediatricians.

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

The first point of call is the class teacher. However we have an open door policy, both the SENCO Miss Emma Leather and the Headteacher Miss Emma Grant are 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 to ensure that progress is made in every area. All progress of children requiring additional support is overseen by the SENCO to ensure that differentiation and interventions are successful.

Children on the SEN register are offered termly meetings with the class teacher. In addition meetings can be organised at any time with the class teacher, SENCO or Headteacher if parents have concerns.

Children may be supported in class by a learning support assistant. Children may also take part in specific intervention programmes working outside the classroom. The class teacher will explain any additional provision to you.

**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 SEN who meets regularly with the SENCO, at present this is Rev Tom Moore. The SEN governor reports to the full governing body about provision but individual confidentiality is maintained at all times.

The Governors work with the Headteacher and SENCO to agree spending priorities within the SEN 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 the class. Differentiation is embedded in our curriculum and practice. Regular Learner Progress Meetings with the Headteacher and SENCO monitor this and support the classteacher in planning the next best steps.

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

Where we feel something isn't 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 SENCO.

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

We have an open door policy and you are welcome any time to make an appointment with the class teacher, SENCO or Headteacher to discuss your child's progress. We believe that children learn best when school and home work together in partnership.

In addition to termly meetings for children on the SEN register we also share a Personal Learning Plan for children with more complex needs. This is created in partnership with parents. Where appropriate the plan will also contain suggestions for additional ways to support your child at home.

Children with more severe needs may have an IPA (individual partnership agreement) or an Education Health Care Plan. This means that more formal meetings are held with reports being shared with Hampshire special needs service

We host a number of curriculum evenings and learning events to help families understand what learning is expected and how they can best support their child's education. We also host meetings with outside agencies such as Behaviour Support and the ASD/ADHD nurse to enable parents to ask questions and receive advice on specific needs.

**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. At the end of each half term progress is reviewed in Learner Progress meetings between the class teacher, SENCO 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.

**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 nurture group in the school to provide additional support to children as necessary.

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

We have a Feips (Framework for enhanced individual pastoral support) trained Family support worker who provides support to both children and parents. All parents are welcome to come to Tanzy's twice weekly coffee mornings for advice, support from other parents or just a friendly chat.

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**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. Mrs Lamacraft and Mrs Cree in the school office are the first point of call if medicines need to be administered during the school day and they 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 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.

We have a behaviour support assistant who is Elsa (Emotional literacy support assistant) trained to support children to develop coping strategies and support all staff in maintaining

appropriate behaviour throughout the school. We encourage children to reflect on their behaviour and learn from their mistakes.

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. We have a prompt start to our school day so we emphasise the importance of arriving at school punctually for register at 8.50.

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

Learner voice is central to our ethos and this encouraged in our weekly circle times 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 or statement are 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?**

Our Special Needs Co-ordinator (SENCO) is working towards the National SENCO Award and is a qualified teacher. Our SENCO attends regular SEN updates and training events. The school is also an active partner in the local Aldershot SENCO 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 safe guarding 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 psychologist, paediatricians, speech and language therapists, occupational therapists, social services- locality teams, social workers and educational psychologists.

### **Q: What training have the staff had in order to support children with SEN?**

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 Learning support assistant trained specifically in supporting Speech and Language needs. We also have a team of staff trained to deliver the Better Reading Partnership programme led by our qualified Reading Recovery teacher. The Reading Recovery programme is a successful early intervention programme that supports Year 1 children who are not making good progress in the early stages of reading.

We regularly update staff our staff on matters pertaining to special educational need 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.

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, the Connaught School and we have additional transition activities and days for children with special needs. We also liaise with other local Secondary schools to ensure that transition is as smooth as possible

For all children with complex needs a transition meeting will be arranged with the new school, parents and any relevant professionals.

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

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

The SEN 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, SENCO 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.

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

We constantly track children's progress against age expected levels and against individual targets on Personal Learning plans. We are aiming to narrow the 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 SENCO and parents.

**Q: Who will I contact for further information?**

We whole-heartedly believe in partnering parents 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 are also invited to arrange a meeting with the SENCO, Miss Emma Leather or the Headteacher Miss Emma Grant. Where possible we will always meet people immediately. 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 Needs Policy, available on our website.

Other sources of information are: -

Parent Partnership [www3.hants.gov.uk/parentpartnership](http://www3.hants.gov.uk/parentpartnership)

IPSEA (Independent Parental Special Education Advice) [www.ipsea.org.uk](http://www.ipsea.org.uk)