

Name of School: Park Primary School

SCHOOL CONTRIBUTION TO DONCASTER LOCAL AUTHORITY'S LOCAL OFFER FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Brief description of the school
<p>Park Primary School caters for children aged 4-11 in full time school. In addition our Nursery Unit (Foundation Stage 1) admits pupils from the age of 3 so that we can get our pupils off to the best possible start. There are approximately 380 pupils on roll. We are part of the Danum family of schools and most of our pupils transfer to <u>Danum Academy</u> for their secondary education.</p> <p>At Park Primary School we believe that every child is unique and learns in their own way, this is especially true for pupils who have Special Educational Needs. We aim to ensure that a variety of teaching strategies as well as practical activities and resources are used to engage all pupils in their learning.</p> <p>Education is a partnership between home and school and we look forward to working with you and your child to give them the best possible all round education.</p> <p style="text-align: center;"><i>'Play together, work together, achieve together.'</i></p>
How we identify if your child may need additional help and/or has special educational needs (SEN)
<p>We recognise that the identification of a child's need can be made by a number of people including G.P, Health visitor, Teacher, Parent/Carer, SENCO. The school can become aware of a child's individual needs in a number of ways e.g.</p> <ul style="list-style-type: none">• Through formal and informal teacher assessments.• Tracking pupil progress.• Ongoing assessment throughout the year enabling the clear tracking of each individual's progress. <p>Concerns about a child are discussed with the parents/ carers either at a more formal consultation called a 'Structured Conversation' or on an ad-hoc basis as concerns arise with the class teacher and/or SENCO.</p> <p>The following policies are used to support identification:</p> <ul style="list-style-type: none">SEN Code of PracticeNational Curriculum

Special Educational Needs Policy
Accessibility Plan
Behaviour Policy
Equality Policy

How we involve parents and carers in meeting the needs of their child and in whole school developments

Partnership with parents is a fundamental part of our SEN practice. Parents of SEN pupils will be kept informed at each stage of the process:

Parents will be consulted before their child is placed on the Special Educational Needs Register.

Parents of pupils with SEN will be invited to review SEN Support Plans with child's class teacher at least three times a year.

Within each SEN Support Plan suggestions of how parents can support their child to achieve targets at home will be included. Where appropriate, class teachers will provide parents with necessary resources, e.g. word lists, visual prompts, to enable them to support their child at home.

For some pupils with SEN, parents will be invited to consult with external specialists, e.g. Educational Psychologists, in order to discuss and plan additional support for their child.

For some pupils with SEN, parents will be invited to annual review meetings, e.g. pupils with a Statement or an Education Health and Care Plan, to discuss their child's progress with all professionals involved.

Schemes such as home/school diaries will sometimes be used with parental support.

Where appropriate links will be made with our Pastoral Support team.

How we will involve your child in the planning and review of their support]

Pupil voice is very important at Park Primary School. Pupils are encouraged to share their ideas and views by contributing to or joining our Junior Leadership Team.

Children will participate in all decision-making processes, target setting and contribute to reviewing their SEN Support Plans by making a personal comment on their own progress. As a result, children feel confident that they are being listened to and that their views are valued.

Where appropriate, pupils with Education, Health and Care Plans are given the opportunity to attend review meetings.

How we match the curriculum, teaching and learning approaches if your child has SEN

Children have access to a broad, balanced curriculum which is well differentiated and takes account of different learning styles and children's interests. It is made accessible for all pupils in accordance with the National Curriculum Inclusion Statement, emphasising the

importance of providing effective learning opportunities for all pupils and offering three key principles for inclusion:

1. Setting suitable learning challenges
2. Responding to pupils' diverse needs
3. Overcoming potential barriers to learning and assessment for individuals and groups of pupils

A minority of pupils will need access to specialist equipment and different approaches in order to access the National Curriculum and for these pupils Individual Access Plans will be created by the SENCO outlining the child's specific needs. Individual Access Plans are agreed and reviewed regularly by class teachers, teaching assistants and parents in order to ensure the child's needs are being met. The SENCO and members of the Senior Leadership team regularly monitor that Access Plans are being put into place effectively.

How we provide additional support if your child has learning needs

Where possible, SEND pupils will be taught within classrooms alongside pupils who do not have SEND

This would mean:

The Class Teacher and adult supporting learning in the classroom have the highest expectations of **all** pupils in the class.

- The Class Teacher and adult supporting learning understand all pupils learn differently and ensure that resources and practical activities are planned for and used to support learning on a consistent basis.
- Teaching and Learning is based on previous knowledge of pupils.
- Gaps in learning are identified and addressed in whole class teaching.
- Specific strategies, as discussed with SENCO may be used with pupils.

Targeted Group Work

There are times when a pupil will require further support to ensure they are achieving the best possible outcomes for themselves. This would mean they take part in individual interventions or small targeted group work.

This more personalised support will take place in the classroom as much as possible. The interventions will be implemented by our Support Assistants Team and/or our SENCO

Specialist Groups as directed by Outside Agencies

- The SEN Code of Practice 2014 states that "where a pupil continues to make less than expected progress, despite evidence based support and interventions that are matched to the pupil's area of need, the school should consider involving specialist, including those secured by the school itself or from outside agencies."

- School can request the support of the Educational Psychologists. They assess and support the school in a number of ways, including whole school training if appropriate. Schools are allocated a specific number of Educational Psychologist days.
- Speech and Language Therapist also support the school as well as provide individual therapy to pupils, where appropriate.
- Occupational Therapists and Physiotherapists are also available to the school.
- Outreach support from Pupil Learning Centres or Special schools.

If the school felt that your child required any of these specialist services, you would be contacted by the SENCO to come in for a meeting to discuss the reasons why we feel this would be appropriate. You would be included in a meeting with outside professionals to provide your views regarding your child and their difficulties.

Specified Individual Support

If your child continues to make no progress or the gap widens between them and their peers despite Quality First Teaching and additional specialist support, the school may look to gain funds to support your child individually.

This type of support is available when a pupil has needs which are severe, complex and lifelong. This type of support is provided through an Education, Health and Care Plan (EHCP). This support differs as it involves funded support for your child to meet the outcomes as discussed and agreed by yourself and all professionals working with your child.

A request for an EHCP can be made by yourself or the school. The initial step would be to hold a meeting with all professionals involved in supporting the pupil. They would all come together to discuss the desired outcomes for your child and how best to meet these, if it was felt that this would be through an EHCP, the paperwork and request would be made to a panel of professionals. If agreed, an EHCP would be devised with input from all professionals and you and your child.

How we provide additional support if your child has social and communication needs

- On the whole SEN pupils will be taught within classrooms alongside pupils who do not have SEN. However, pupils with SEN will receive additional support either in class or withdrawn in small groups or one-to-one to work on the targets specified on their SEN Support Plans.
- Pupils with SEN will be able to access extended school provision alongside pupils who do not have SEN, e.g. breakfast club and after school clubs.
- Referrals to outside agencies are made when it is felt necessary.
- Children have the opportunity to work with the schools Learning Mentor
- Targeted intervention groups for SEN children
- 1:1 support for statemented children
- Small group work within the class
- Small group work to address emotional needs with the Learning Mentor
- 1:1 support for children to address emotional needs with the Learning Mentor

How we provide additional support if your child has physical, sensory and/or medical needs

A minority of pupils will need access to specialist equipment and different approaches in order to access the National Curriculum and for these pupils Individual Access Plans will be created by the SENCO outlining the child's specific needs. Individual Access Plans are agreed and reviewed regularly by class teachers, teaching assistants and parents in order to ensure the child's needs are being met. The SENCO and members of the Senior Leadership team regularly monitor that Access Plans are being put into place effectively.

The school is compliant with the Disability Discrimination Act. Every class has access to equipment which helps writing: sloping boards; a variety of pencil grips; a variety of pens and other writing apparatus and a range of ICT equipment.

If your child has medical needs individualised medical needs plans will be created by all staff involved with the child including the school nurse, parents and first aiders in school. Staff trained on specific medical needs. The majority of staff are first aid trained and Early year paediatric first aid trained.

How we provide help to support your child's emotional health and well being

There are several arrangements and interventions in place in order to support the emotional and social development of pupils with SEN. These include:

- Referral system to the Pastoral Team so that extra pastoral support can be put in place where appropriate.
- Interventions such as 'Friendship Groups' and 'Playing for Purpose' will be used in order to support pupils with SEN develop their social skills.
- For some SEN pupils a designated adult is provided as a 'go to person' if a pupil with SEN needs to talk or share their concerns.
- We have a whole school behaviour policy which can be found on the website. It outlines our approach to behaviour including our restorative approach to support and encourage repairing relationships between peers.
- Targeted intervention groups for SEN children.
- 1:1 support.
- Small group work within the class.
- Small group work to address emotional needs with the pastoral team.
- 1:1 support for children to address emotional needs with a member of the pastoral team.

How we promote developing independence

- On the whole SEN pupils will be taught within classrooms alongside pupils who do not have SEN. However, pupils with SEN will receive additional support either in class or withdrawn in small groups or one-to-one to work on the targets specified on their SEN Support Plans.

- Pupils with SEN will be able to access extended school provision alongside pupils who do not have SEN, e.g. breakfast club and after school clubs.
- Children may take part in Interventions that promote confidence and independence.

How we measure and review your child's progress against their targets and longer term outcomes

The Class Teachers review and evaluate their lessons at the end of each day to make any adjustments for the following lessons.

Support staff provide written feedback to the Class Teacher to inform the Teacher of the progress groups/individuals have made towards meeting their specific challenge in the lesson. This information helps to inform Teacher's planning for the next day.

This on-going formative assessment that includes marking and feedback is used to inform next steps for children.

Summative assessment takes place three times per year within the classroom for all children in school. The method of this assessment depends upon the child's age and phase of school (Early Years, Key Stage 1 or Key Stage 2). Summative assessment tools can provide specific targets for children to develop.

- The Senior Leadership team/SENCO meet with Class Teachers each term in Pupil Progress Meetings to discuss all pupils in their class and the impact interventions and Quality First Teaching is having on their learning.
- Each term the Class Teacher and parents/carers meet to discuss the impact of interventions on pupil's Support Plans and how effective they have been in meeting the outcomes. This meeting will produce new short term outcomes and provision to support the school in meeting these new targets. The SENCO attends some of these meetings.
- If your child has an EHCP, a Specialist Teacher may also visit at least termly and assess the impact any interventions/resources they have suggested.

How we adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEND

- Class teachers will plan lessons according to the specific needs of all groups of children in their class and will ensure that every child's needs are met and that there are no barriers to every pupil achieving.
- Support staff, under the direction of the class teacher, can adapt planning to support the needs of SEN children where necessary.
- Specific resources and strategies will be used to support children with SEN individually and in groups.
- Planning and teaching will be adapted, on a daily basis if needed, to meet children's learning needs.
- Homework will be adjusted as needed to meet children's individual requirements.
- Learning environments support learning.
- A minority of pupils will need access to specialist equipment and different approaches in order to access the National Curriculum and for these pupils Individual Access Plans will be created by the SENCO outlining the child's specific needs. Individual Access Plans are agreed and reviewed regularly by class teachers, teaching assistants and parents in

order to ensure the child's needs are being met. The SENCO and members of the Senior Leadership team regularly monitor that Access Plans are being put into place effectively.

How we include children with SEND in the life of our school

- All children have access to a broad, balanced curriculum which is well differentiated and takes account of different learning styles and children's interests.
- Well-staffed classrooms – at least one teacher and one support assistant/ HLTA within each Year phase. 1-1 support where necessary.
- Pupil tracking system which ensures all children are monitored. Professional dialogue about every child in school every term ensures any difficulties are identified early and suitable provision put in place/ provision maps and pupil progress meetings
- Dedicated SENCO/Pastoral Behaviour manager time and the SENCO is a member of the senior Leadership team.
- Detailed programme of reviews with parents and professionals to include at least two extended parent consultations for all parents called 'Structured Conversations' per year, termly reviews for all children on the SEN register and comprehensive annual reviews. Parents' views are very important to us.
- Children's views are also very important. They may be invited to consultation evenings, SEN reviews and to take part in the JLT.
- Long established, acknowledged and celebrated ethos of inclusion and equality.
- Playtimes/ lunchtimes seen as an important part of the day to include support from Playground Leaders and pastoral team staff. Behaviour manager models positive play every lunchtime.

How we ensure that all our staff are trained and supported to meet a wide range of children's needs

The Senior leadership team/SENCO work closely with all staff supporting learning to ensure your child's needs are met.

- The SENCO works with different year groups throughout the year meeting with Class Teachers to support planning, introduce resources they could use and give guidance on appropriate activities for specific lessons.
- The SLT/SENCO carry out planning and work scrutinises, focusing on pupil groups, ensuring work is set at an appropriate level, whilst still engaging and challenging pupils.
- The SENCO observes all Learning Support staff each term ensuring all pupils are receiving appropriate support and Quality First Teaching from the Class Teacher.
- All Class Teachers take part in a Performance Management Cycle each year, which highlights any training needs.
- Park Primary School has five inset days a year, where all staff undertake relevant training for the academic year ahead.
- Training is provided through in-house expertise, such as the SENCO or Subject Leaders where appropriate.

- Outside agencies are contacted when required to further develop staff's skills.

External support and expertise we can call upon to help us to meet children's needs

Specialist expertise is sought when a child's needs present themselves as above and beyond that of a mainstream classroom teacher's training. Regular contact takes place between the SENCO and numerous external agency support, including:

Local Authority SEND team

Educational Psychologist

Occupational Therapist

Physiotherapist

Health teams – School Nurse and Health Visitor

Hospital teams

Behavioural support – Bentley Primary Learning Centre

Child and Adolescent Mental Health Services (CAMHS)

Specialist Inclusion Service, including Autistic Spectrum Disorder and Hearing Impaired team/ Deaf school.

Speech and Language Therapy

Autistic Spectrum Disorder service

Educational Welfare Officer

Local special schools

Local pyramid schools in the area

Local authority delivered Network Days

Parent Partnership team

Diabetes team

How we prepare children to join our school

- If children join in Nursery they are invited to attend stay and play sessions where parents can play with their child in the setting and meet the teacher and other adults. The nursery teacher will also visit the home or other nursery settings. More transition visits can be planned if necessary.
- If children join in reception the children and parents are invited to visit and attend for a sessions and stay for lunch. As above, where appropriate visits are made to the pre-school setting by the teacher and as many transition visits as necessary can be made.
- The class teacher supported by the SENCO will visit the child in their setting and the child can visit our setting with parents/ supported by staff from the previous setting.
- All paperwork sent on and shared for continuity.
- New school invited to support plan meetings and annual reviews.

How we prepare children to move on from our school

Transition arrangements will be put in place to ensure effective transition between each phase of education:

Moving Schools - If a SEN pupil is moving to another school the SENCO will contact the new school's SENCO and ensure he/she knows about any special arrangements or support that need to be made. All records about SEN pupils will be passed on as soon as possible.

Transition Between Classes/Phases – During the Summer term, vulnerable pupils are identified by the class teacher/SENCO and an individualised transition programme will be planned.

Secondary School Transition Meetings - pupils with SEN will be discussed with appropriate members of secondary school staff, e.g. form tutor and SENCO, to ensure they are aware of individual pupil's needs prior to transition. Records, including SEN Support Plans will be passed on to secondary schools as soon as possible.

Annual Review Meetings - when a pupil with an Education Health and Care Plan is in Year 6, the SENCO from the Secondary school will be invited to attend the annual review meeting in order to effectively plan transition and future SEN support.

How we deploy our resources to meet the needs of children with SEND

Park Primary school aims to ensure that all children's needs are met. Staff and resources are deployed in a number of ways to enable the school to meet the needs of all children including those with SEND. The school has staff trained in a number of supportive techniques such as Restorative practice and Teamteach. Small group interventions also support children with SEND.

Specialist expertise is also sought when a child's needs present themselves as above and beyond that of a mainstream classroom teacher's training. Regular contact takes place between the SENCO and numerous external agency support, including:

- Local Authority SEND team
- Educational Psychologist
- Occupational Therapist
- Physiotherapist
- Health teams – School Nurse and Health Visitor
- Hospital teams
- Behavioural support – Bentley Primary Learning Centre
- Child and Adolescent Mental Health Services (CAMHS)
- Specialist Inclusion Service, including Autistic Spectrum Disorder and Hearing Impaired team/ Deaf school.
- Speech and Language Therapy
- Autistic Spectrum Disorder service
- Educational Welfare Officer
- Local special schools
- Local pyramid schools in the area
- Local authority delivered Network Days
- Parent Partnership team

- Diabetes team.

Contacts for more information

Head teacher: Mrs K Fagg

Deputy Head teacher/SENCO: Mrs R Gude

Co-Chairs of Governing Body: Andrea Keating, Claire Hughs

Address: Monmouth Road, Wheatley, Doncaster, DN2 4JP

Telephone: 01302 344659

Email: admin@park.doncaster.sch.uk

Website: www.parkportal.org.uk

SEND Policies and SEN Information Report link(s):

www.parkportal.org.uk