

Parkgate Primary School

“Working and Learning Together”

The Special Educational Needs and Disabilities (SEND) Information Report

1	What kinds of SEND are provided for at Parkgate Primary?	<ul style="list-style-type: none"> • Parkgate Primary is a mainstream primary school that welcomes and provides an education for all pupils who want to share in our welcoming and inclusive school environment. • We are committed to giving all of our children every opportunity to achieve their potential including those with special needs and disabilities.
2	How do we identify children with SEND and how do we assess their needs?	<ul style="list-style-type: none"> • All pupils are monitored and assessed throughout each term. • Actions are taken at the earliest opportunity to support pupils through class support or interventions to address needs and review of progress is regularly monitored. • Individual Educational Plan (IEP) are written, for those pupils who need additional support beyond quality first teaching (QTF) • Effective communication with stakeholders including, parent’s meeting’s, Pupil Progress Meetings, involvement of outside agencies e.g Speech and Language.
3	Who is our SENco? (Special Educational Needs and Disability Coordinator)	<ul style="list-style-type: none"> • Mr Paul Simon SENDco and can be contacted via the school office. • Our SEND governor is Mrs Suzanne McNee who can also be contacted via the school office.
4	How do we involve and support parents of children with SEND?	<ul style="list-style-type: none"> • Parents are encouraged to discuss any concerns with their class teacher or SENDco. • We work closely with parents to obtain their views to help inform the provision for their children. • Parents Evenings and end of year reports contribute to maintaining close links with parents. • Parents are able to contribute to their child’s learning through sharing the IEP and the review process. • Parental involvement in annual reviews for children with Educational Health Care Plans (EHCP). • Parents’ knowledge of their child is shared through the ‘Our Story’ document.
5	How do we involve children with SEND in shaping their education and future?	<ul style="list-style-type: none"> • Children are included in the writing of their targets and the review of their progress towards these. • Pupils are invited to contribute to the review process. • A pupil's one page profile is put together to explain how the best way the child can learn.
6	What are our arrangements for assessing and reviewing children and young people’s progress towards outcomes?	<ul style="list-style-type: none"> • Support and intervention programmes are monitored regularly and impact evaluated. • Half termly Pupil Progress Meetings involving SENDco/Headteacher/Assessment Coordinator and class teacher review the progress of SEND pupils
7	How do we support children in moving to our school and from our school?	<ul style="list-style-type: none"> • We offer support from our Learning Mentor for children who need additional transition support. The Learning Mentor will liaise with parents. • We liaise closely with secondary schools and early years’ settings and offer additional visits, meetings and preparation for those

		<p>children who find transition more difficult.</p> <ul style="list-style-type: none"> • Within school we have “meet your new teacher” sessions towards the end of each academic year. • A child is able to visit our school and stay for a taster session if this is appropriate. • Relevant information is passed on to receiving teacher or school.
8	How do we help to prepare children for adulthood?	<ul style="list-style-type: none"> • We have secure transition programmes to secondary schools in place which include additional visits and preparation. • We work towards our pupils becoming responsible citizens and being able to contribute positively to society. We take their needs into consideration when planning learning opportunities to help them achieve this. • We actively promote respect and tolerance within our school.
9	What is our approach to teaching children and young people with SEND?	<ul style="list-style-type: none"> • We are inclusive and provide access to a full and balanced curriculum flexible to pupils needs. • Teaching styles/strategies are varied and adapted to suit pupils’ needs. • Class based TAs and those working with intervention support/groups liaise closely with class teachers. • All children are part of a class and have access to (QFT) alongside their peers.
10	How do we adapt the curriculum and learning environment for children and young people with SEND?	<ul style="list-style-type: none"> • The curriculum is adapted in response to pupils’ needs which are assessed regularly. • Communication between home and school is actively encouraged to promote meaningful learning both in and out of school • The classrooms are adapted to meet the needs of pupils e.g. work stations for some pupils to minimise distraction; furniture of a relevant height; arrangement of furniture; physical resources to support learning e.g. sloping desk tops, special-gripping pens . In addition we have areas within school for individual and small group teaching. • A medical room provides an area where pupils’ physical and medical needs can be attended to. • The school is accessible via a ramp and the building is one storey. • There is a disabled toilet with shower area and changing facility. • After school provision is accessible to all children, including those with SEND. • Extra - curricular provision is accessible to children with SEND.
11	<p>What are our areas of expertise in supporting children with SEND and how do we secure the expertise of others?</p> <p>What training have we had and what future training plans are there?</p>	<ul style="list-style-type: none"> • All staff have been trained to deliver quality first teaching. • We have access to outreach advice, assessment for dyslexia and in-school support for children with this barrier. • Staff have had training in strategies for teaching children with dyslexia and dyscalculia • Staff have received 1st Aid, asthma training, Epi-pen training, and have training in the administration of medication • Diabetes training • Specific training to meet specific needs is obtained as a need is identified • Staff have been trained in recognising 'Youth Mental Health Awareness' <p>School works closely with the following professionals and agencies:</p> <ul style="list-style-type: none"> • Autism team • Speech and Language Therapy Services – SALT • School Nurse • Occupational and physiotherapy services

		<ul style="list-style-type: none"> • Orretts Meadow Specialist Outreach School • Child and Mental Health Service – CAMHS • Doctors/Paediatricians • Adoption Support • Educational Psychology Service • Education Welfare Officer (EWO) • Team Around the Family (TAF) • Social Services • Family Intervention Workers
12	How do we evaluate the effectiveness of the provision made for children and young people with SEND?	<ul style="list-style-type: none"> • All children are assessed, and their progress tracked on a termly basis. • Interventions/support are evaluated, and progress analysed. • Progress is reviewed with parents, pupils and relevant staff usually after each half term (unless IEP's have been agreed otherwise with the parents) or at the end of a specific intervention of support programme.
13	How are children and young people with SEND able to engage in activities available with children and young people in the school who do not have SEND?	<ul style="list-style-type: none"> • All are encouraged to choose from and join in with the range of extra- curricular activities on offer. • All pupils including pupils with SEND are encouraged to become actively involved in all school activities including residential visits and to take on roles such as befrienders and play leaders, with the appropriate support.
14	How do we support the emotional and social development of our pupils with SEND?	<ul style="list-style-type: none"> • The wellbeing of all pupils is important to us and we recognise that some children will have additional emotional and social needs that need to be nurtured and developed. • Our Learning Mentor is able to work with pupils on specific emotional and social development. • Lunchtime and break time support is provided as appropriate through planned activities. • Peer support e.g. Play leaders and Befrienders. • Adapted resources e.g. visual timetables and practical resources.
15	How does Parkgate Primary School involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families?	<ul style="list-style-type: none"> • Parkgate Primary School works closely with a wide range of professionals and voluntary organisations to support pupils. These are listed in section 11. • We also support families by signposting them to additional Services - CWAC 'The Local Offer' and other agencies.