



Special Educational Needs and Disability SEND Information Report

At Parkhead Community Primary School we have high expectations of all pupils and strive to enable them to reach their full potential.

In order to do this, many steps are taken to support them through their learning journey. High quality teaching is vital; however we recognise that for some children there are occasions when further additional support may be needed to help them achieve their goals. The aim of this report is to let parents/carers know how we will support children with special educational needs and disabilities.

Who are the staff who are responsible for SEN?

Mrs Bailey (Headteacher) is responsible for:

- The day to day management of all aspects of the school, including support for children with SEN.
- Making sure that your child's needs are met,
- Making sure that the Governing Body is kept up to date about any issues in the school relating to SEN.

Mr Black (SENDCO) is responsible for:

- Coordinating all the support for children with special educational needs and disabilities (SEND) and developing the school's SEN Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- 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 they are doing
 - involved in planning for their future.
- Contacting other people who may be coming into school to help support your child's learning for example, an Educational Psychologist.
- Making sure that there are records of your child's progress and needs.
- Provide specialist support for teachers and support staff in the school, so they can help pupils with SEN in the school make the best possible progress.
- Support class teachers in writing Individual Provision Maps that specify your child's targets.
- Ensuring that all staff working with the pupil in school are helped to deliver the planned work/programme so the pupil can make the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
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Class Teachers are responsible for:

- Making sure that all children have access to Quality First teaching and that the curriculum is adjusted to meet your child's individual needs.
- Checking on the progress of your child and identifying, planning and providing any additional help your child may need and letting SENCo know if necessary. This could be things like targeted work, additional support.
- Writing Individual Provision Maps with SENCo. These will be shared and reviewed with parents at least once each term.
- Planning for the child's next term based on their progress.
- Ensuring that all staff working with the child in school are helped to deliver the planned work/programme so the child can make 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 SEN Policy is followed in their classroom and for all the pupils they teach with any SEN.

Teaching Assistants work with the class teacher to identify areas of support for pupils with SEN. They are responsible for:

- Support pupils to access the curriculum
- Help to implement differentiation and specialist support strategies in the classroom
- Keep pupils focused on learning activities during lesson
- Attend all training opportunities related to SEN and differentiation.
- Deliver high quality interventions.
- Help pupils to develop effective ways of becoming independent learners

Charlotte Brewis (SEN Governor) is responsible for:

- Making sure that the school has an up to date SEN Policy
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school.
- Making sure that the necessary support is made for any child who attends the school, who has SEN.

What kinds of special educational needs does the school provide for?

All four areas of need can be supported, through careful planning and communication (see appendix 1).

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical

How will the school support my child?

The nature of the support provided will be tailored to the specific needs of your child. This will be through:

- Individual target setting
- Provision mapping
- EHCP (Education, health and care plans)
- Pupil voice (Listening to the views of children)
- Differentiation
- Adult support
- Targeted Interventions
- Encouraging and building on independence
- At times outside agency support may be used. E.g. Educational Psychologist, HINT, Speech and Language

How will I know how my child is doing?

- Parent's evenings
- Open door policy
- Home/school communication
- Target reviews.

How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

The SEND Code of Practice states that a child may be identified as having special educational needs if their needs are 'additional to and different from' the needs of other children in their class.

This may be identified through:

- Parental concerns
- Limited progress being made
- Pupil progress meetings
- Observations
- Recognition of a change in behaviour
- A pupil asks for help

Parents/carers can contact school if they have any concerns about their child by telephoning, writing or coming into the office and requesting a meeting or speaking to staff at the start and end of the school day.

Parents and carers are also kept informed through home/school books/diaries and phone calls. Staff will contact parents or carers to discuss issues, concerns or progress of individual children.

How will the curriculum be matched to my child's needs?

This will be achieved in a large variety of ways.

- High quality teaching
- Adult support
- Differentiation in all lessons
- Targeted interventions
- Additional provision
- Specialist equipment/resources
- Target-based tasks
- Using the cycle-assess, plan, do, review

How is the decision made about what type and how much support my child will receive?

This is based on the level of need from teacher and SENCo assessments.

For example, if it has been identified that your child needs support with Speech and Language they will initially be assessed by a speech and language therapist. The report from this will be analysed and targets will be put in place that are personal to your child. An intervention will then be set up by the speech and language therapist, who will complete additional work with your child on a regular basis, focusing on specific targets.

Sometimes, outside agencies such as Educational Psychologists, HINT, Behaviour Support etc may assess your child following a referral from school. They will make recommendations for the school to follow in order to support your child. These will be reviewed regularly to measure your child's progress.

In some cases, children may be assessed for an Education, Health and Care Plan (EHCP). If this is successful, the level of support that child will receive will be outlined in their plan which are reviewed annually. These are a legal document.

How will my child be included in activities outside the classroom including physical activities and school trips?

At Parkhead Primary we are an inclusive school. Activities and trips are available to all. We will endeavour to make reasonable adjustments (Equality Act 2010) to ensure that your child is able to participate in all school activities, if it is safe for them to do so.

This will include (if needed):

- Completing risk assessments
- Individual Health Care Plans (IHCP)
- 1:1 support
- Staff training
- Suitable transport

What support is available for my child's overall wellbeing?

We will provide a happy, safe and secure environment for your child. Where children have additional needs some additional provision may be put into place.

- Members of staff are readily available to discuss concerns.
- Staff training
- Individual Health Care Plan (IHP)
- Educational Health and Care Plan (EHCP)
- Additional support based on the area and level of need
- PSHE lessons and assemblies
- Counselling

What specialist services and expertise are available at or accessed by school?

In school:

- SENCo
- Pastoral support
- TAs that support in class and lead interventions
- Emotional support
- Theraplay
- Team-Teach

Out of school:

- Educational Psychologist
- CYPS
- SPA (Single Point of Access)
- CAMHS
- HINT (High Incidence Needs Team)
- LINT (Low Incidence Needs Team)
- Speech and Language Team
- Child and family support team
- Counselling services
- Behaviour support
- Attendance support
- Educational welfare officers
- School nurse
- Children's Services
- Occupational and physiotherapy
- NHS services incl. paediatricians.

What training has the staff supporting children with SEND had?

School staff are trained in specific areas where there is a current need. The Headteacher collects information on areas for development through appraisals and staff meetings and asks the appropriate professionals to deliver it as whole staff or individual training. The Headteacher and Senior Leadership Team find appropriate specialist support training and enrol staff on courses. Training is also provided for staff when students are admitted to school with a SEND that no-one in school has experience of.

Teaching Assistants in school have attended training to deliver specific interventions to support children in areas of social communication, reading and maths and areas of children's Social and Emotional development, including mental health and wellbeing.

Staff within school have different levels of expertise in order to support pupils with special educational needs:

Awareness - this is basic awareness of a particular type of SEN. All staff who come into contact with the pupil will have this level of training and it will be carried out by the SENCo, SENIT, Educational Psychologist or other specialist service.

Enhanced - this level of training will be carried out by staff working with the pupil regularly, such as class teachers, and will focus on how teaching and learning can be adapted to meet the pupil's needs. The training can be carried out by SENIT, Educational Psychologist, staff from special schools or other specialist services.

Specialist - this is in-depth training about a particular type of SEN for staff who will be advising staff who support pupils at an enhanced level. This could be a specialist SEN teacher or a SENCo if they had appropriate qualifications.

At Parkhead Primary, training is constantly being updated as our staff have regular CPD and we are pro-active in attending training when the need arises. Here are some examples of the training staff have received.

- SENCo has the NASENCo accreditation and is currently undergoing a Masters in SEND.
- Medical training - first aid, epi pen, manual handling.
- Specific training for interventions
- Mental health and wellbeing training
- ASD training
- Bereavement training
- Attachment Training

How do you involve other agencies in meeting the needs of children with SEND in supporting families?

We will seek the support of outside agencies when specific areas of expertise are required. Outside agencies will be requested by the SENCo to come into school, either to meet with school staff, observe the child or meet with staff and parents.

How accessible is the school?

Our school meets all of the requirements of the Equality Act 2010. Our school is one storey and is fully wheelchair accessible. (Please see Accessibility Plan)

How are parents involved in the school?

- Parent's evenings
- Person-centred reviews
- EHCP reviews
- Regular communication
- Parent intake meetings
- Workshops

Who can I contact for further information?

SENCo (Mr Black)

Headteacher (Mrs Bailey)

Deputy Headteacher (Mrs Leach)

When in school the child's class teacher is always the initial point of contact. They will then discuss concerns with the SENCo. Out of school your GP, health visitor or family support worker may be able to support with additional information.

How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

On entry:

- Intake meeting and home visits before starting reception
- Play dates
- Part time start
- Enhanced transition arrangements

Mid-year transition:

- Tour of the school
- Meet the teacher
- Transition meetings
- Contact with the previous school for the child's records.

Transfer to secondary school:

- Secondary school transition meetings
- Enhanced transition arrangements (induction days)
- When appropriate a person centred review will be arranged between the SENCo, parents and the secondary school SENCo.
- Children with EHCP's will have an annual review in Oct where secondary placements will be discussed.

What other support is available?

Find out more about the support available through the Gateshead Local Offer at:

<https://www.gateshead.gov.uk/article/2694/Gateshead-Local-Offer>

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact one of the following:

- Your child's class teacher
- Mr Black (SENCo)
- Mrs Leach (Deputy Headteacher)
- Mrs Bailey (Headteacher)

Appointments can be made with any of these members of staff through the school office.

Telephone: 0191 4335618

Parents/carers can also contact the Special Educational Needs and Disability Information and Advice Service (SENDIAS) which is run by Barnardos in Gateshead (tel 0191 4784667). This is a free, confidential service for young people who have SEND and their parent/carers. The service is available whether or not the young person has a Single Plan.

Complete and agreed:

Review Date: