

Special Education Needs (SEN) provision for Children and Young People at Park Primary school

This is the Local offer for Park Primary school. It describes the arrangements we make that are ‘additional and ‘different ‘for pupils with SEN. This information has been produced together with parents, carers and our children and young people and will be reviewed annually

The following information outlines the support and provision pupils with SEN can expect at Park Primary school.

At Park Primary we believe in the spirit of community. We encourage the children to be resilient in their approach whilst aiming for their very best. We wish for them to be confident, creative and caring individuals. We have high expectations of all and aspire to provide the means for all children to reach their full potential. Park Primary welcomes children with special educational needs and aims to give them equal access to the curriculum as well as playing their part fully as members of the school community.

The table illustrates the schools graduated response to children’s needs. It shows the standard offer of teaching, learning and care for ALL pupils, the additional provision which may be needed by some pupils and the specialist provision available to the few children with significant or complex needs.

ALL pupils will access:	Some pupils with additional SEN needs will access:	A few pupils with complex or significant needs will access:
<ul style="list-style-type: none"> ○ High quality teaching and learning ○ A differentiated curriculum ○ Reasonable adjustments to the environment and equipment for pupils with disabilities ○ Assessment for learning ○ Personalised target setting ○ After school clubs and educational visits 	<ul style="list-style-type: none"> ○ targeted interventions and support matched to need ○ Individualised target setting ○ Personalised progress tracking and assessment of need ○ Access to flexible working groups ○ Access to additional adult support for specific tasks ○ Additional time during assessments 	<ul style="list-style-type: none"> ○ A personalised timetable ○ Access to evidence based specialist programmes ○ Access to specialist services and therapists ○ High levels of adult support and small group working

More information about Park Primary School's Offer of SEN provision:

How does the school know when a pupil has learning difficulties or special educational needs?
<p>A child has a Special Educational Need if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. This is provision which is different from or additional to that which is normally available to pupils of the same age. The school may know about a child's SEN from information from parents or from a previous school or setting.</p> <p>If a teacher has a concern and feels a child needs something additional to and different from the provision in the class they will speak to the SENCo (Special Educational Needs Co-ordinator) who may suggest strategies a teacher can use and/or consider extra support. If appropriate, the SENCo may ask a specialist for advice and their recommendations will help the school identify outcomes and support. Also, if parent has a concern they will need to speak to the class teacher in the first instance or the SENCo.</p>
How is the curriculum matched to pupil's needs?
<p>High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Our aim is to make the curriculum as: rich; creative; accessible and exciting as possible. All children will study according to their level of ability, and maturity, the National Curriculum subjects or the Early Years curriculum. For the majority of the children with SEN access to the curriculum can be achieved through differentiation by: learning objective, questioning, the task, assessment, managing of behaviour, resources and mixed ability grouping.</p> <p>Some children will require an individual timetable with specific programmes of work matched to their needs.</p>
How does the school know whether pupils are making progress?
<p>Progress is measured and recorded through termly assessments for all children. These can be based on tests or on the child's every day achievements.</p> <p>Teachers then meet with the senior leadership team during pupil progress meetings and discuss children and actions are then put into place (in consultation with the SENCo). Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.</p>
How are parents/ carers informed about how their child is doing? How does the school involve parents/carers in planning to meet their child's needs and in setting targets for learning?
<p>In the autumn and spring term all parents are invited to meet with their child's teacher. In the summer term a written report is sent home.</p>

For parents of children with SEN who have Individual Education Plans (IEPs) these are discussed and reviewed at parent consultations in the autumn and spring. These meetings may be longer than meetings for children without SEN. In the summer parents are invited in for an additional meeting.

After these meetings new IEPs will be produced (following the consultation at the meeting) and will be sent home.

Parents of children who receive additional funding will be invited to annual reviews alongside other professionals who have worked with the children to review their progress.

What arrangements does the school make to support pupils transferring to and from another school?

Where parents and other settings inform us of a SEN or disability we will make our best endeavors to visit the child in their previous setting and/or arrange a visit or visits to help prepare a child for their start at Park primary. This will be flexible according to the needs of the child.

Newham annually host a meeting for primary SENCOs to meet with secondary SENCOs. Here we can discuss the children's strengths and needs. For some children, additional visits to their new school may be required or a transition book or film so they can familiarize themselves with the new school. For other children the new school may wish to visit them. This will depend on the needs of individual children. Records will be passed on to the new school.

How is support organized for pupils with identified special educational needs?

Support is organized dependent on the needs of the pupil. Some children will receive 1:1 support all day from a teaching assistant; some children will receive 1:1 support for part of the day or a small part of the week. Other children will receive small group support. Support can be targeted or involve specialists.

How are decisions made about how much support individual pupils receive?

Children may receive some additional support which may be targeted 1:1 work or in a small group for some part of the week. Decisions for this can be based on recommendations from other professionals (speech and language therapist, educational psychologist, occupational therapist, dyslexia support team etc.). Decisions about support should reflect the outcomes sought in an IEP. Some children receive additional funding, agreed by the local authority, in order to meet their needs and parents would be involved in this process.

How does the school know if the extra support is helping pupils to make progress?

Many of the interventions and support have measurable outcomes (for example the amount of words read or spelt) which can be compared before and after an intervention has run. Some groups may not have such specific information to measure and observations of the children and discussions with the teachers can help to identify the progress those children have made. Also the speech and language therapist, working with us, will be able to look at the impact of some of these targeted groups.

<p>What expertise and training do the staff who support SEN pupils have?</p>
<p>The SENCo is currently studying for the National Award for SEN Co-ordination. There is also a member of staff who a qualification in SpLD (Specific Learning Difficulties) and works for 1 day a week in this area in the school. Other staff have access to specialist training offered by the borough. Support staff have regular meetings with the SENCo.</p>
<p>What specialist support or services does the school access for pupils with SEN?</p>
<p>The school has bought in a speech and language therapist for 1 day a week and can continue to refer children to a clinic. The school has access to an educational psychologist for 12 sessions a year. Within school staff we have a member of staff with a qualification in SpLD who has 1 day per week allocated to this. However, the school can also continue to refer children to the dyslexia service within the borough (following a period of intervention). The school can continue to refer children to occupational therapy, behavior support service, child and family consultations and the language communication and interaction service.</p>
<p>How are classrooms and other areas of the school adapted to meet pupil's individual needs?</p>
<p>The school has many small teaching rooms which are used for group or individual work throughout the day. When needed, advice from specialists is taken on board to adapt areas of the school. The physical environment of the school site prevents us from making it fully accessible.</p>
<p>What arrangements are made to support pupils with SEN taking part in after school activities outside the classroom, including school journeys?</p>
<p>When organizing trips, class teachers will need to discuss the needs of an SEN child with the SENCo. Some children will not require any additional support. Other children may require more adult support which we will put into place. Some children may need support with the change in routine a trip can bring and may be given a short story to read at school and home to help prepare them for the visit.</p>
<p>Who can parents/carers contact to talk to about their child's special educational needs?</p>
<p>Parents can speak to their child's teacher or the SENCo. The SENCo may be able to direct parents to other organizations who can offer support.</p>
<p>Who should parents/carers contact if they have a complaint about the SEN provision in the School?</p>
<p>Parents can speak to the class teacher or the SENCo (Rebecca Hunt) or they can speak to the head teacher or deputy head teacher. Further to this any complaints can be raised with the governors.</p>