

Old Park Primary SEN Information Report

An SEN Information Report will be updated annually to reflect changes and plans within the school. The report states the current provision within Old Park Primary School.

Old Park Primary School is a Local Authority (LA) maintained school. It is a large primary school with 19 mainstream classes, 2 pre-school classes and provision for two year olds.

What are the kinds of special educational needs for which provision is made at Old Park Primary School?

Old Park Primary School strives to be a fully inclusive school. We acknowledge the range of issues to be taken account of in the process of development. All pupils are welcome, including those with special educational needs and disabilities, in accordance with the LA Admissions Policy.

A child is classed as having special educational needs if he or she has learning difficulties that call for special educational provision to be made.

A child has learning difficulties if he or she:

- Has a significantly greater difficulty in learning than the majority of children of the same age.
- Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the LA.
- Is under compulsory school age and falls within the definition at a) or b) above or would do so if special educational provision was not made for the child.

Special education provision means:

- For a child over two, educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area.
- For a child under two, educational provision of any kind.

The new Code does not assume that there are hard and fast categories of special educational need, but recognises those children's needs and requirements fall into four broad areas:

- **Communication and Interaction** - for example, where children have speech, language and communication difficulties or autistic spectrum disorders which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.
- **Cognition and Learning** - for example, where children learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have

difficulties with organisation and memory skills or have a specific difficulty affecting one particular part of their learning performance such as in Literacy or Numeracy.

- **Social, Emotional and Mental Health Difficulties** - for example, where children have difficulty managing their relationships with other people, are withdrawn or if they behave in ways that may hinder their and other children's learning or that have an impact on their health and wellbeing.
- **Sensory and/or Physical Needs** - for example, children with visual and/ or hearing impairments or a physical need that means they must have additional ongoing support and equipment.

Some children may have SEN that covers more than one of these areas.

At Old Park Primary we ensure that children in our care are not regarded as having a learning difficulty solely because of their home language being different from the language in which they will be taught. In keeping with Equal Opportunities guidance we ensure that children are not disadvantaged for any reason, because of their race, gender, nature of need or socio-economic background.

All staff at Old Park Primary School will have due regard for the Special Needs Code of Practice when carrying out their duties towards all pupils with special educational needs, and ensure that parents are notified when SEN provision is being made for their child.

What are the school's policies for the identification and assessment of pupils/students attending the school?

The staged approach to the identification and provision for children with Special Educational Needs (SEN) involves a graduated response from within school resources and the involvement of outside support agencies, if necessary. A record of children having SEN is maintained by the school's SEN Team.

Parents/carers, families and significant others are encouraged to participate with the school in supporting a child with special educational needs. They are also fully consulted and informed about interventions to help their child, and progress being made.

Our school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation/assessment.
- Their performance judged against National Curriculum expectations.
- Pupil progress in relation to objectives for literacy and numeracy
- Standardised screening or assessment tools
- Screening/diagnostic tests
- Reports or observations (including those from outside agencies)
- Records from feeder schools, etc.
- Information from families

- National Curriculum results

What is the provision for pupils/students at Old Park Primary School and how is it evaluated?

At Old Park Primary School we want to make a difference to the lives of our young people. We have high expectations for everyone involved in our school - our motto is 'Reaching for success'.

We work hard to create a safe, caring and happy learning environment so that children are confident to take risks and comfortable in being challenged. We want learning to be enjoyable and fun so that our young people develop a thirst for knowledge and grow into lifelong learners.

It is important that children develop confidence and high self-esteem. To help achieve this we offer a rich creative curriculum which nurtures independence, thinking skills, responsibility and high aspirations.

We are an inclusive school and provide learning opportunities for all, whatever their learning needs.

We embrace and value cultural diversity and reject intolerance in any form.

The children will receive a broad and balanced curriculum through which they will be given appropriate tasks that challenge their understanding and enable them to achieve high standards or make good progress.

The majority of children having SEN will have their needs met from within the school's own learning support provision. However, if additional resources are likely to be needed for a long time the child's needs may be assessed further. Such an assessment may lead to the issue of an Education and Health Care Plan. This document describes the child's needs in detail and the resources which will be made available by the LA to assist the school in meeting the child's needs.

A principle of the school's policy is that all children with special educational needs, or those with disabilities, are fully integrated into school and have access to a broad and balanced curriculum. Care is taken to ensure that all children are treated equally in both admission arrangements and daily school life. Modifications have been made to certain areas of the school to assist access for disabled children.

The SEND Code of Practice makes it clear that 'all teachers are teachers of pupils with special educational needs.' All teachers at Old Park Primary School are responsible for identifying pupils with SEN and, in collaboration with the SEN Team, will ensure that those pupils requiring different or additional support are identified at an early stage.

The school receives advice from a range of health professionals in order to meet the needs of the students as assessed by the appropriate professionals.

As specified in the SEND Code of Practice, we adopt an 'Assess, Plan, Do, Review' approach to evaluating the effectiveness of our provision. Any group or individual provision is time-limited and progress is monitored carefully against specific, measurable targets. Provision is evaluated termly/half termly and any changes to provision are made as necessary according to individual need.

All our children are monitored through a progress tracking system. These are reviewed in termly SEN meetings with teachers and teaching assistants to ensure that progress is made by SEN students. Within these meetings the progress and achievement of vulnerable children is monitored closely, studying attainment data in relation to year group expectations. If adequate progress is not being made then interventions are put in place and provision is mapped accordingly. Interventions undertaken are monitored with feedback given to both our children and parents on attainment and progress.

In September 2021, 29% of the pupils on roll are on the SEND register. 28% of pupils on roll are at SEN Support level and 1% have an EHC Plan.

At the end of Key Stage 2 in 2020, 36% of children with SEN Support achieved the expected level in reading, 18% in writing and 23% in maths.

At the end of Key Stage 1, 40% of children with SEN support achieved the expected level in reading, 20% in writing and 45% in maths.

Due to the National Lockdowns there were no SATs administered in 2020, therefore no end of KS1 and KS2 data was available at school, local or National level. The results above are based on Teacher Assessment.

What training do staff have in relation to the needs of pupils/students at Old Park Primary School?

The SENCOs attend Local Authority Updates to keep up to date with any legislative changes in SEN. They are also kept up to date through regular SEN newsletters.

The SENCOs and support staff can access training through The Local Authority or those provided by outside agencies.

All staff in the school receive training to meet the needs of all the children attending the school at any point in time. This may include training on specific intervention programmes or training in specific aspects of SEN. The training provided responds to the needs of the children and staff at any given time. Local Authority training is accessed, where appropriate, to enable staff to support the children in their care.

2020/21

Anaphylaxis Training from PRH team

Nature Friendly Schools Training

Emotional Health and Well-Being

SLCN training over Teams with SALT Team - contrastive pairs, Makaton

ARC conference - Attachment

Other training for SEN team includes:

- Moving & Handling
- Catheter Training
- Future in Mind
- Helping Children With Loss
- AET Level 3
- Trauma

TA Training:

- SLCN training over Teams with SALT Team - contrastive pairs, Makaton
- Virtual courses completed during Lockdown

Training has continued remotely.

How will equipment and facilities be provided to support pupils/students at Old Park Primary School?

Old Park Primary School is an accessible building for any person with physical disabilities. We are a school that can be easily accessed by wheel chair users for example, wide corridors with ramps and door openings, disabled toilets, shower room. All outdoor areas are accessible. All classes are fitted with window blinds.

We ensure, wherever possible, that equipment used is accessible to all children regardless of their needs. After school provision is accessible to all children including those with SEND as are extra-curricular activities.

Our School SEND offer details the wide range of provision for our children including the range of equipment and facilities for children with different needs. A link to this can be found on our website.

What are the arrangements for consulting parents of children/young people at Old Park Primary School and involving them in the education of their child?

Home-school communication is regarded highly at Old Park Primary school. The children enter/leave school through their classroom door which means the teaching staff are available at the beginning/end of each day to organise convenient times to discuss any

parental queries and these times can be used as the key point of contact between children, parents and staff. Appointments can be made with the class teacher/head teacher when required and the school SENCOs are able to meet with parents too, when needed.

At Old Park Primary School - families are fully included in the process of working with their children/young adults.

This includes:

- Initial visits to school/parent introductory meetings
- Parent interview meetings in the autumn and spring terms including update from professionals/sharing of intervention programmes/sharing of Plan, Do, Reviews and Social, Emotional and Sensory Passports
- Two learning review reports a year
- Annual School Report in the summer term
- Open Evening in the summer term
- Daily home/school book for information exchanges and key messages where appropriate
- For those children with an EHC Plan an Annual Review meeting and report
- Regular parent events
- Parental Representation on Governing Body
- Parent involvement in changes in school through informal and formal consultations

What are the arrangements for consulting young people at Old Park Primary School about, and involving them in, their education?

At Old Park Primary School we want our children to make a positive contribution to our school and local community so seeking their views is important to us. We view communication and social skills as vital to future success. All pupils are actively involved in making decisions as learners and making choices about the contexts for their learning experiences.

Mental Health and Well-Being Student committee involves students to contribute and decide on aspects of school life relating to their needs.

The assessment and annual review process of EHC Plans includes the choices and views of pupils/student.

What are the arrangements made by the governing body for dealing with complaints from parents/carers of pupils/students in relation to the provision made at Old Park Primary School?

The process for all complaints is made available in our school prospectus which is updated each year. The complaints procedure is also available on the school website.

How does the governing body involve others - including health, social services, local authority services and voluntary organisations, in meeting the needs of pupils/students at Old Park Primary School and in supporting their families?

We have a wide range of staff working together within the school to support the children, young people and their families. Some are employed directly by the School, others have different lines of management as can be seen below.

Classroom staff are employed directly by the school. This includes teachers, HLTAs, teaching assistants and lunchtime supervisors. Admin staff are also school employees.

Other professionals work for a range of agencies who have office bases elsewhere and work in school on particular days or as necessary e.g. Safe Talk.

The Healthy Child Programme 0-19 Service, Speech and Language Therapists, Occupational Therapists, Physiotherapists and BeeU Service are all professionals that support school staff through training and advice, as well as working with children and young people.

The Sensory Inclusion Service staff - advisory teachers - are employed by the Local Authority, not the school, and are within the Children Specialist Services team. They provide staff training and advice on individual children's needs.

There are social workers for children/young people with disabilities who are Local Authority Employees and are based within the Children Specialist Services.

What are the school's arrangements for supporting pupils/students in transferring between phases of education or in preparing for adulthood?

Induction is important to us and we invest time in welcoming new children and their families to our school.

All transitions are well planned for through-out school as children and students move from class to class and phase to phase. Information will be passed on to the new class teacher and Plan, Do, Reviews/Social, Emotional and Sensory Passports will be shared with the new teacher.

If children are new to our school/join from another setting parents will be invited to look around the school and meet staff. The school will contact any early years settings, or other schools the child has attended to gather information about their needs. Contact will also be made with any specialist services as necessary.

Pupils moving to new settings are supported by making opportunities available to them to attend the new setting. Where appropriate, a transition plan will be developed in

partnership with parents, the child and staff to ensure the child enjoys a smooth move to their new setting. In some cases, children may be provided with a personal transition booklet containing photographs and important information to be shared with the child to help them settle quickly. When a child moves school, the SENCo will ensure all relevant information is passed on and will contact the SENCo of the new school to discuss the child's needs.

In a similar way staff work closely with local secondary schools to develop transition programmes to support children and their families as they move on to KS3.

Where is the information on the Telford and Wrekin's local offer published?

There is further detail on our website on our own School SEND Offer and there is a direct link to Telford and Wrekin's Local SEND Offer (www.telford.gov.uk) from the home page of our website.

If you have any queries or requests for policies or information relating to this report please contact the SEN Team on 01952 387250

SEN Team

Mrs S Machin-SENCo

Mrs J Bebb-SENCo

Mrs R Hughes - Assistant SENCo

Mrs J Gray-Inclusion manager

Miss K Ryder-Deputy Inclusion Manager

For further information refer to School SEND offer on our website.

Due for review: November 2022