

Park Primary School

Interactive Information Report



October 2017

Contents Page – please click on your preferred option and remember to use the back button.

[Park Primary School Information Report](#)

[Frequently Asked Questions](#)

Park Primary School Information Report

Local Authority Offer

Provision for Special Education Needs and Disability at Park Primary School

Information about how we identify, assess and provide provision for pupils with special educational needs and how we evaluate our provision.

How do we make provision for pupils with SEN and what adaptations may we make to the curriculum.

The name and contact details of the SEND co-ordinator.

Information about training and expertise of staff with regards to SEND pupils.

Equipment and facilities to support pupils with SEND at Park Primary School.

What we do to keep our parents and carers informed?

What we do to involve our SEND pupils with their education.

What to do as a parent if you have a complaint about SEND at our school

How our Governing body involve health, social care agencies, LA support services and other bodies in meeting the needs of pupils with SEND.

The contact details of support services for parents of SEND pupils, including those for arrangements made in accordance with section 32.

Park Primary school's arrangements for supporting pupils with SEND in a transfer across phases of education or in preparation for adulthood and independent living.

Provision for Special Education Needs and Disability at Park Primary School .

Park Primary School is a mainstream school drawing children from its local catchment area. There is no specialist provision for SEND children at Park Primary School. Park is a large primary school that caters for children from the age of 3 – 11.

We recognise that pupils learn at different rates and that there are many factors affecting achievement. We know that children may have difficulties over a short or long term in these areas: Cognition and Learning, Sensory and Physical needs, Social, Mental and Emotional Health and also Communication and Interaction needs.



Information about how we identify, assess and provide provision for pupils with special educational needs and how we evaluate our provision.

Pupils may be identified and assessed as having SEN if their development in any of the four areas mentioned is:

1. Very different from that of their peers starting from the same baseline
2. Significantly slower than that they previously attained
3. A widening of the gap between the pupil and their peers
4. Support is required to prevent a progress or developmental gap growing wider.

Advice on how to identify, assess and support pupils with SEND comes from internal and external sources eg. parents/carers, class teacher, school leadership team, previous educational setting, school nurse, family support workers.

Provision is planned and delivered for all pupils by the class teacher - who may have some additional support such as a teaching assistant.

Assessment is completed in many forms including data tracking, reviews, observations and parent meetings.

Pupils progress is tracked by the class teacher and evaluated by the school's leadership team. The effectiveness of SEND provision is regularly monitored by the Senior Leadership Team and governors.



How do we make provision for pupils with SEN and what adaptations may we make to the curriculum.

Provision for pupils with SEND may include:-

- Quality first teaching with appropriate differentiation in place;
- Extra adult support in classroom where it is appropriate;
- Small group teaching;
- Personalised provision detailed on a SEN child's person centred plan or support plan;
- Use of intervention programmes;
- Additional equipment may be purchased or loaned;
- Advice sought from external agencies.



The name and contact details of the SEND co-ordinator.

The SENCo is Mrs K. J. Gibbins. The SENCo can be contacted via phone on 0151 638 6008 or [email: schooloffice@park.wirral.sch.uk](mailto:schooloffice@park.wirral.sch.uk)



Information about training and expertise of staff with regards to SEND pupils.

All teachers hold a teaching qualification at degree level and our teaching assistants are either qualified NNEBs or hold a teaching assistants qualification. Staff have a wide range of experience at dealing with different pupils' needs. On-going training is available for all school staff to keep them informed of current developments within education and safeguarding either internally at school or via external training courses.

If staff feel that additional support is needed to supplement their teaching of a pupil, advice is sought via colleagues, team leaders, SENCo, Senior leadership team. If further support is needed for a pupil, advice and recommendations may be given from other agencies as needed eg. school nurses/occupational therapist.

Specialist advice for children requiring additional SEN support maybe secured by the SENCo, who uses Local Authority recognised agencies. The amount of input from these agencies differs through the year - depending on the pupils' needs.



Equipment and facilities to support pupils with SEND at Park Primary School.

Children will have their support documented through the use of either a person centred plan / support plan, costed provision map or an Individual Health Care Plan.

Person Centred Plans / Support plans are usually written by the class teacher and detail the support the pupil will receive within school. Most provision, equipment and facilities on these plans will be devised by the class teacher within the classroom.

For a few pupils this provision might need to be supported by the SENCo, who may need to involve other agencies in developing class teaching techniques etc. These recommendations will be shared by the SENCo with the class teacher, parents / carers and meetings may be arranged up to three times a year to discuss progress.

Equipment and facilities to support pupils with SEND at Park Primary School continued.....

For pupils with a medical condition an Individual Health Care Plan (IHCP) may need to be written with parents/carers and the SENCo, to guide staff about how to manage these pupils needs. Pupils with more complex medical conditions may need to have a plan written that involves medics who should also attend the meeting. Necessary additional medical to support the medical needs would be detailed at these meetings and provided by the medical team. Park also has a small designated medical room that these pupils may use, if necessary.

If pupils' needs go beyond our school's expertise further advice maybe sought from the local authority. Further support for children may be provided by the LA through a Pupil Funding Agreement (PFA) or for those with education, health and care issues an Education, Health Care Plan. (EHCP) If a pupil obtains an PFA / EHCP the Local Authority will look at Park's facilities and decide on the most appropriate action to support the pupil – this maybe at Park or at a specialised base or school. For both a PFA and an EHCP pupils, parents/carers, schools and other agencies need to work together to achieve an outcome.

Pupils may also have additional input/support through the use of pupil premium money and personal budgets in the future.

Equipment and facilities to support pupils with SEND at Park Primary School continued

This is what is important to me.

- ✓ That I have a calm beginning to my day. I like to go to Park Rangers and spend time playing a quiet game or reading.
- ✓ When I am completing a task I finish it.
- ✓ I like to have time with one person to talk to at the start of the day.
- ✓ When I come into a room it is important to me that I sense you want me there - please smile.
- ✓ When I am starting a new activity or task I might need to walk around it or look at it carefully.
- ✓ My maths work is important to me, I like counting and doing number work.
- ✓ That I have time to explain to people what I need.
- ✓ At the end of a session please let me know how I have got on and what I have got right.

All about Josh Singh 32 October 2016



About my future? (aspirations)

I want to play football or work in the soccer dome.

This is how I like to learn and what you can do to support me at school.

- ✓ In Park Rangers give me time and space to settle.
- ✓ Keep to my routines and if you are going to change them give me plenty of time and space - visual timetable, now and next board and 5 minute warning all help me.
- ✓ When I need to do something or listen use my name.
- ✓ Let me watch others doing an activity or give me pictures of what you need me to do.
- ✓ I am very good at picking up facial expressions so sometimes a look is all you need to give me.
- ✓ When talking to me or you need me to do something please use my name.



My scores are:

Non Verbal	104	Reading	2+
SPiS		Writing	1+
Phonemes known	42	Spelling	
Phonic level	5	Maths	2+
NC words read	All		
NC exception words spelt	All		

My areas of need are:

1. **cognition and learning**
2. ~~communication and physical~~
3. **social emotional and mental health**
4. ~~communication and interaction~~

Please attach all documents and reports to this sheet.

This will be reviewed by December 17th and shared with my parents / guardians and if appropriate a new document will be written and shared with us before the end of term.

Signed: _____
Date: _____

This is what support I will have in the future term and what I will be learning to do.

Cognition and learning
Area of need: Writing

Outcomes:

1. To write in sentences always using capital letters and full stops.
2. To make sure my sentences make sense.
3. To use adjectives in my writing.

How I will achieve this:

- a. Writing tasks will be broken down into chunks for me. An adult will talk through my writing sentence by sentence with me. They will then come back and check what I have written and if necessary refocus me.
- b. A keyword mat with words I might need to use will be given to me.
- c. I will be shown what a finished piece of work will look like.
- d. A sloping board and handwriting pen or grip will be available for me to use.

Social, Emotional and Mental Health
Area of Need: Playing with my friends and being in school.

Outcomes:

1. That I have a calm day.

How I will achieve this:

- a. Any unfinished work is put in a tray and I am able to complete this during the morning or afternoon session before I start the next task. An adult may need to support me to do this.
- b. Work set is achievable and I have a clear idea of what it is I need to do. An adult or partner will help me understand what I need to do.
- c. At the start of the am and pm session Mrs Willis will sit down with me and talk through any issues. I will use techniques learnt from - When my worries get too big during the day to help me stay calm. In the classroom Mrs Willis will have a chart that I will mark myself on emotionally.
- d. When starting a new activity or task I will be given a 2 minute thinking slot I might walk around, look at it carefully or talk to an adult about what I need to do.

An example of a person centred plan.

What we do to keep our parents and carers informed?

Parents/carers are always welcome to come into school and make an appointment to see a member of staff to discuss their child and an appointment should be made at the school office.

Staff are available on the playground in the morning to answer any parent/carer concerns.

Parents/carers evenings are held twice a year to discuss pupils' progress. A person centred plan/support plan will be discussed at these meetings and how future outcomes may be achieved.

Parents/carers of a pupil who has a funded IHCP, PFA, Costed Provision Map or EHCP will be invited to reviews that usually take place in school. All people present are invited to help develop the support for the pupil.

Parents/carers who have EAL (English as an Additional Language) if they wish may have a translator. Parents/carers may also bring to the meeting a parental supporter.



What we do to involve our SEND pupils with their education.

Our school council always includes a pupil in the school who is on the SEND register. The school council meets regularly and takes an active part in decision making within school.

Pupils with SEND are encouraged to comment on their plans, they may be invited to help create their own person centred plans (PCPs), attend part or all of their annual IPFA, IHCP, ASP or EHC review meeting.

All staff actively listen to pupils and endeavour to respond appropriately to their needs – focalised or otherwise indicated. SEND pupils complete a pupil's voice survey with the SENCo.



What to do as a parent if you have a complaint about SEND at our school

1. Any complaints or issues concerning children with SEND should first be addressed to the class teacher.
2. If the issue is not resolved please speak to Mrs Gibbins the SENCo or Mr Mellin our Head Teacher.
3. If the issue is still not resolved then a complaint form can be found at the school office or on our website.

How our Governing body involve health, social care agencies, LA support services and other bodies in meeting the needs of pupils with SEND.

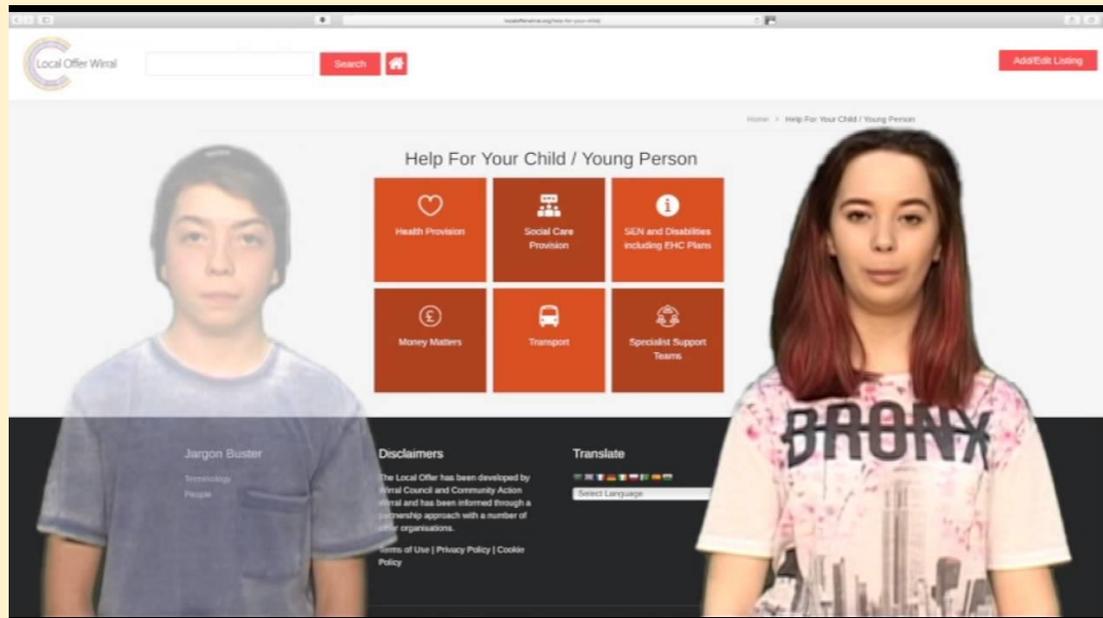
The school SENCo and safeguarding staff at school have a list of these bodies who they are able to contact concerning the needs of pupils with SEN.

The school has a SEN governor – Mrs K. Stuart. She is a parent at the school and can be contacted through the main school office.



The contact details of support services for parents of SEND pupils, including those for arrangements made in accordance with section 32.

These are available through the local authority's local offer which is published at: <http://localofferwirral.org/>



Park Primary school's arrangements for supporting pupils with SEND in a transfer across phases of education or in preparation for adulthood and independent living.

Parents/carers and a pupil's previous setting should inform staff if a pupil has SEND.

At foundation stage, staff will arrange evening meetings for parents, a home visit if requested and a staged school induction. For children in key stage 1 and key stage 2, visits before the pupil starts at our school are given and an appointment with the class teacher / SENCo can be made at anytime either in person or by phone to discuss your child.

Between each class/phase at Park all children are given transition time. Staff will meet to discuss their new pupils and any additional needs they may have. All official paperwork and records are kept and passed onto the next teacher or setting. Parents are informed of their child's new class teacher via their child's end of year report.

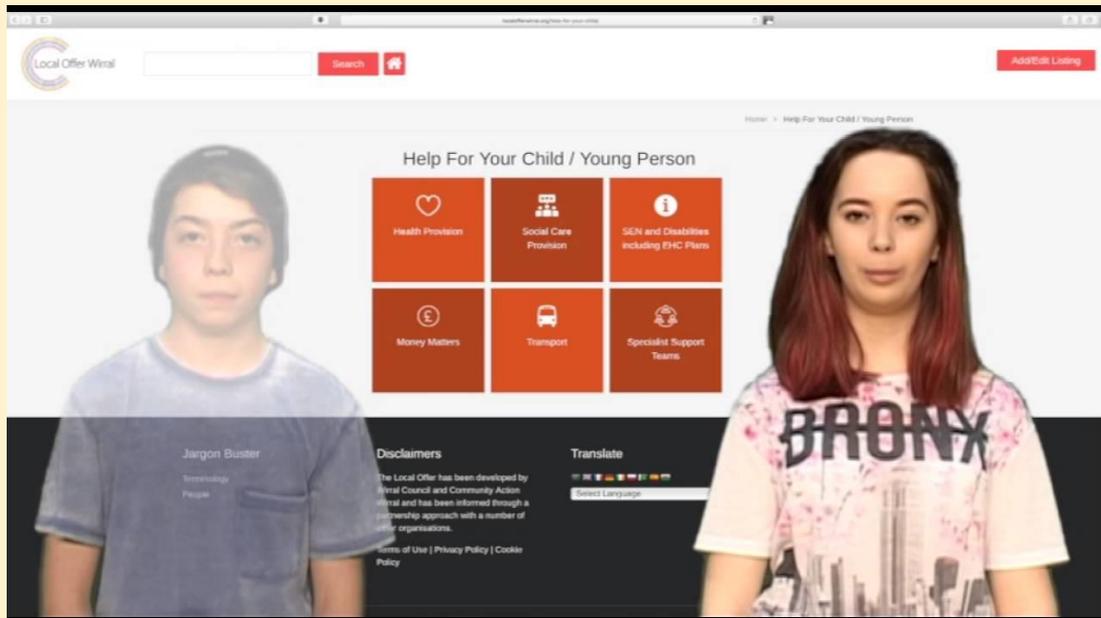
For secondary school transfers year heads and SENCos, from the receiving school, talk to our staff. Additional meetings are held, when felt necessary, which parents and pupils are both invited to.

For some pupils the secondary schools may provide additional transition support.



Local Authority Offer

These are available through the local authority's local offer which is published at: <http://localofferwirral.org/>



Thank you for looking at our school information report. This next section frequently asked questions may help answer any further queries you might have. If you need further information please contact our school by either coming in, phoning 0151 638 6008 or emailing: schooloffice@park.wirral.sch.uk.



FREQUENTLY ASKED QUESTIONS

(Click on the question you need the answer to)

<p><u>1. How will you know if my son / daughter need extra help?</u></p>	<p><u>2. What should I do if I think my son / daughter may have special educational needs?</u></p>	<p><u>3. How will staff support my son / daughter?</u></p>
<p><u>4. How will the curriculum be matched to my child's/young person's needs?</u></p>	<p><u>5. How will I know how my son / daughter is doing and how will you help me to support my child's/young person's learning?</u></p>	<p><u>6. What support will there be for my son / daughter's overall well being?</u></p>
<p><u>7. What specialist services and expertise are available or accessed by you?</u></p>	<p><u>8. What training are the staff supporting my son / daughter with SEND had or are having?</u></p>	<p><u>9. How will my son / daughter be included in activities outside the classroom including school trips?</u></p>
<p><u>10. How accessible is your school?</u></p>	<p><u>11. How will you prepare and support my child to join your setting or school and transfer to a new setting or school for the next stage of education and life?</u></p>	<p><u>12. How are your resources allocated and matched to my child's needs?</u></p>
<p><u>13. How is the decision made about what type and how much support my son / daughter will receive?</u></p>	<p><u>14. Who can I contact for further information?</u></p> <p><u>16. How will information about the child be circulated to all members of staff and who will be responsible for that?</u></p>	<p><u>15. Can staff get extra help from experts outside if they need to? (eg advice and training on medical conditions)</u></p>

1. How will you know if my son / daughter need extra help?

At school we are constantly assessing your son/daughters progress both in line with their previous attainment and development and that of their peers. If your son/daughter appears to be developing at a different rate to expected norms the class teacher or SENCo would approach you and discuss any concerns with you.



2. What should I do if I think my son / daughter may have special educational needs?

Come into school and talk to your child's class teacher as they will be the person who knows your child best. You may also want to speak to the school Mrs Gibbins the school SENCo.



3. How will staff support my son / daughter?

We aim to meet the needs of all our pupils within the classroom through high quality teaching. Some pupils may require further support within the classroom or school. This support could be delivered by; class teacher, another teacher, teaching assistant or additional staff who are employed by the school through the local authority via the SENCo.

The resources, staff involved, staff roles and frequency of support offered to your son, daughter or ward would be dependent on their needs and this would be clearly shown on your son/daughter's plan. The person centred plan / support plan would be explained to you by the class teacher at each termly review.

The school SENCo, leadership team and governors are involved in the monitoring of provision and its effectiveness.



4. How will the curriculum be matched to my child's / young person's needs?

All our pupils should have access to a broad and balanced curriculum. Each teacher has high expectations for their pupils based on prior assessment and will alter their teaching to allow for individual pupils progress. Potential areas of difficulty for a child will be considered during planning, to allow for each pupil to be included in the class learning and achieve their own personal goal.

This personalised approach allows individual pupils to flourish. Staff use a multi sensory approach to their teaching to respond to their pupils' diverse needs.



5. How will I know how my son / daughter is doing and how will you help me to support my child's / young person's learning?

Opportunities to discuss your child's progress are offered 3 times a year – twice at parent evenings (in the autumn and spring term) and once at the end of the summer term.

Teachers are often available at the end of the day to have a quick discussion with parents/carers to discuss pupil's progress if required. For a matter that may take longer, parents/carers are asked to make an arrangement to meet staff through the reception staff at the office. As a school we would rather see/speak to you as soon as you have a concern, rather than letting you worry about an issue.

Class teachers daily assess pupils and how they are progressing with their work. Every half term class teachers complete assessment tasks on all their pupils to monitor their progress. These assessments are used to inform all teaching staff of pupils' progress and as a baseline for future planning.

5. continued.....

When a pupil starts at school we will endeavour to meet parents/carers to discuss their child's needs. If a pupil arrives at school with SEN, the SENCo and teachers should be informed of this by the parents/carers. At foundation stage, staff arrange evening meetings for parents, a home visit if requested and a staged school induction. For children in key stage 1 and key stage 2 visits before the pupil starts at our school are given and an appointment with the class teacher can be made at any time, either in person or by phone, to discuss your child.

Slide 2 of 3



5. continued.....

For a child with SEN a person centred plan / support plan is produced by the class teacher and this will give details of what additional support a child will get from school. At parents evening staff will discuss this support with you and offer suggestions for how you can help at home. Staff will also listen to your suggestions and discuss with you how to support your child with their development at home. Extra appointments to meet staff can be made at the office between these meetings or at the end of school.

If your child has complex needs, a meeting may need to be arranged between yourself and all the other professionals involved with your child's development, to ensure your child attains their potential in all areas of development.

At Park we run some parent literacy and numeracy workshops and other information sessions. We also can arrange drop in sessions with our school nurse, family support worker, SENCo and speech and language therapist.

6. What support will there be for my son's or daughter's overall well being?

Medical support and advice for pupils is provided by our school nurse. Please speak to the school SENCo if you need to contact her.

Pastoral support is primarily provided by your child's class teacher. Children are encouraged to speak to their class teacher first if they have any worries or issues in school. However all school staff are trained to listen to our pupils and pupils can speak to any member of staff if they need support.

Attendance and punctuality is monitored by our office staff. We aim to follow up any unexplained absences by a telephone call to the parent/carer. When necessary the social services team may need to be involved.

7. What specialist services and expertise are available or accessed by you?

We have no specialist services within school.

As a school we seek and follow the advice of the local authority's educational psychologist, social and communication teachers, school nurse, family support workers, special educational needs advisory and assessment team, speech and language therapists, hearing and vision support services and Orrets Meadow Outreach teacher (dyslexic specialist teacher). This advice is then used to support the identification, assessment and develop of the provision for pupils with SEN, whether or not they have an Education, Health and Care Plan.

School also has a family partnership worker who works with identified pupils mainly with social, emotional and mental health issues.



8. What training are the staff supporting my son / daughter with SEND had or are having?

Teachers and teaching assistants will receive training in mandatory safeguarding, manual handling and fire training. Different members of staff have received training related to SEND including session on: Autism, Behavioural management, Social Communication Difficulties, Speech and Language, Dyslexia, Social Emotional Behavioural Needs, First Aid, Intimate Care and Toileting and the use of a defibrillator.

If a pupil starting at school has an area of SEND that we have not received additional training on in the past we will look to train our staff so that they are able to support the new pupil.

9. How will my son / daughter be included in activities outside the classroom including school trips?

Activities within the normal school curriculum are planned so that **all** pupils will be included in them. The outcomes to planned learning activities for pupils maybe very different, depending on the individual pupil's abilities.

Parents will be informed of any forthcoming trips in advance. Staff will contact parents if they have any concerns about a pupil's involvement in a trip or activity and their suggestions for their child's inclusion will be sought.

If parents/carers have any concerns about a school trip or an activity within the school day, they should speak to the class teacher or SENCo. Parents are occasionally asked to volunteer to come on school trips or additional teaching assistants may be deployed to aid all pupils' inclusion.

10. How accessible is your school?

Park Primary is wheelchair accessible via a lift to the first floor.

We have carpets within all our classrooms and low ceilings to help acoustics. Each classroom has large windows and interactive boards where background colour and brightness, text size and style may be altered to suit pupils needs.

Foundation stage have their own toilets within their classroom settings. In key stage 1 and 2 classrooms are arranged in blocks of two that share toilet facilities and a disabled toilet. On the lower floor we have a designated medical room.

For parents/carers whose first language is not English we use the support of the MEAS team. For arranged meetings we will employ the services of a translator when possible and parents can bring with them a friend or support who is more fluent in English.

11. How will you prepare and support my child to join your setting or school and transfer to a new setting or school for the next stage of education and life?

When a pupil starts at school we will endeavour to meet parents/carers to discuss their child's needs. If a pupil arrives at school with SEND the SENCo and teachers should be informed of this by their parents/carers and from their previous setting. Before a pupil starts at our school parents/carers are encouraged to talk to staff about any concerns they may have about their child's or children's development.



At foundation stage, staff arrange evening meetings for parents, a home visit if requested and a staged school induction.

For children in key stage 1 and key stage 2, visits before the pupil starts at our school are given. An appointment with the class teacher can be made at any time, either in person or by phone, to discuss your child.

Slide 2 of 3



Between each class/phase in school children are given transition time before they start in their new class/phase/school/. Staff spend time discussing their new pupils and any additional needs they may have. All official paperwork and records are kept and passed onto the next teacher or setting. Parents are informed of their new child's class teacher via their child's end of year report. At the beginning of the new academic year all children are familiarized with their new setting and routine to ensure a good start to the new academic year.

At the end of year 6 secondary school year heads and SENCos talk to our school staff and additional meetings are held when felt necessary which parents and pupils are both invited to. For some pupils the secondary schools may provide additional transition support.

12. How are your resources allocated and matched to my child's needs?

Resources and money are used strategically to support all children including those with additional needs.

Resources are allocated according to need and following the advice of other support agencies.

All spending and resources are evaluated to ensure a positive impact and that they are cost effective.



13. How is the decision made about what type and how much support my son / daughter will receive?

A decision will be made about your child's SEND support depending on their learning difficulty or disability and how that affects their development alongside that of their peers or their own previous progress/attainment. Under the Equality Act 2010 schools are required to make reasonable adjustments for pupils with a disability.

Park Primary divides their SEND children into four main categories:

1. Cognition and Learning
2. Sensory and Physical
3. Social, Mental and Emotional Health
4. Communication and Interaction.

13. continued.....

Class teachers, SENCo, senior leadership team members should make regular assessments of progress for all pupils. They will identify pupils making less than expected progress given their age and individual circumstances. Your son / daughter's progress will be judged by the class teacher or school senior leadership team against this SEND criteria:

1. Significantly slower than that of their peers starting from the same baseline
2. Fail to match or better their previous rate of progress
3. Failing to close the attainment gap between the child and their peers
4. Widening of the attainment gap between your son/daughter and their peers

Progress might be looked for in other areas other than attainment eg. Social needs.

13. continued.....

The first response to such progress will be high quality teaching targeted at the areas of weakness. Parents/Carers will be informed by the class teacher at this point.

If progress continues to be less than expected the class teacher working with the SENCo should assess whether your son/daughter has SEND. Parents/carers will be informed at this point by the class teacher or SENCo, and a person centred plan or support plan detailing support will be drawn up for parents/carers. If we feel that your child would benefit from some further advice from other support agencies to develop their progress, they will be contacted. Again parents/carers will be informed.

Parents/carers views and knowledge on how to support their child is always valued and is an important part in creating personalised provision that will work for your child.



13. continued

When additional support is given the provision is seen as being successful when:

1. Progress increases and becomes more in line with that of their peers starting from the same baseline
2. child's previous rate of progress improves
3. the attainment gap between the child and their peers narrows
4. The attainment gap between your son/daughter and their peers stays stable.



14. Who can I contact for further information?

Your first point of contact if you wish to discuss something about your son / daughter at Park Primary School would usually be the class teacher followed by the school SENCo.

If you are worried about your son or daughter, please come to speak to us at school. An appointment can always be made at the office and often a member of staff may be able to address your worry straight away.

If you are considering whether your son / daughter should join us at Park Primary School, you should speak to Mr Mellin our head teacher.



15. Can staff get extra help from experts outside if they need to? (eg advice and training on medical conditions)

We use many outside agencies to give us advice on how to support our children depending on their type of SEND. Additional training will be sort depending on a pupil's needs and as required.



16. How will information about the child be circulated to all members of staff and who will be responsible for that?

Information about your child will be circulated to members of staff who need to know and they are trusted to be discreet with it and respect any confidential matter.

Person Centred Plans / Support plans will usually be circulated by the class teacher, whilst IHCPs, Provision Maps and EHCPs will usually be circulated by the SENCo.



Thank you for looking at our school information report and any frequently asked questions. If you need further information please contact our school by coming in, phoning 0151 638 6008 or emailing: schooloffice@park.wirral.sch.uk.

