

Park Primary School Interactive Information Report



July 2023

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

Park Primary School is a mainstream school, drawing children from the 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 period of time, in one or more of these areas:

- Cognition and Learning
- Sensory and Physical needs
- Social, Emotional and Mental Health
- Communication and Interaction needs.



How will Park identify, assess and provide provision for pupils with special educational needs and how do 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 e.g. 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. We believe a pupil's needs should be identified and met as early as possible.

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.

Our SEND one page policy is shared on the school website.



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

All children at Park have access to a broad and balanced curriculum. Provision for pupils with SEND may include:-

- Quality first teaching with appropriate adaptations/scaffolding in place;
- Extra adult support in the classroom, where it is appropriate;
- Small group teaching;
- Personalised provision detailed on a SEN child's person centred 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 SENDCo at Park is Mrs Smyth
She can be contacted by phone on
0151 638 6008 or
[email: Senco@park.wirral.sch.uk](mailto:Senco@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, SENCo or Senior leadership team. If further support is needed for a pupil, advice and recommendations may be given from other agencies as needed e.g. school nurses/occupational therapist. Specialist advice for children requiring additional SEN support maybe secured by the SENCo, who uses Local Authority recognised agencies.

Different members of staff have received SEND related training sessions on:

- Emotional Literacy (accredited ELSAs)
- Sensory Circuits
- Talk Boost KS1
- Wellcomm
- Dyscalculia
- Dyslexia
- CAHMs training
- Autistic spectrum condition (ASC)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Bereavement
- Trauma and attachment difficulties
- Precision teaching
- Place2Be
- First aid
- Children and adults well being



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/additional support plan, costed provision map or an Individual Health Care Plan.

Person Centred 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 or adapting 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 medical 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 advice to support the needs would be detailed at these meetings and provided by the medical team. Park also has a small designated medical room that 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 a 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

Photograph and personal details

People who are important to me:

- My Mummy
- My Daddy
- Owly
- My Teachers
- My new puppy

Some of my favourite things

- Water and sand play
- Construction activities - building blocks etc
- Cars and trains
- Tickling and chasing games that make me laugh
- Balloons
- Building outside

What others like and admire about me:

- I like O's enthusiasm when playing alongside others - Miss A
- I like O's big smile - Mrs E
- I like the way O is starting to communicate with his friends - Miss P

My primary area of need is

Communication and Interaction

My targets for next year

- To continue to use some verbal and non verbal forms of communication, building up single word use when I can.
- To engage in 1:1 and group learning activities with an adult for 10 mins
- To play alongside peers, joining in with them in different areas of learning.
- To be independent by putting on my coat, water apron, wellies each day

Things that are important to me:

- My iPad
- Playing in the role play kitchen.
- My favourite cuddly toy - I bring him in my bag

How I like to be supported:

Speak to me slowly and at my level - especially during transition times to help me understand.
Give me play based learning opportunities to help me to

This is what school will do to support you:

- We will teach you in a small group for phonics
- We will help you with toilet training

develop at my level.

Play alongside me.

Model communications and interactions with peers.

Direct me within short phrases

Prompt me to copy speech such as, good morning, good afternoon, lunch choice etc.

Challenge me to communicate verbally by putting things I want out of reach.

Give me new opportunities to talk.

Support me when sharing with others.

Encourage me to go through the routine of going to the toilet.

- We will follow your speech and language advice and give you 1:1 sessions
- You are part of our small attention and listening group
- We will support you during your play-based learning opportunities, modelling sharing, communication and extending your play further.
- We will work with you and a small group of friends to engage in activities to develop your learning further
- We will provide attention autism session 3 times each week
- We will take you for a sensory circuit each morning



An example of a person centred plan (PCP)

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, an appointment can be made at the school office.

The senior leadership team 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 will be discussed at these meetings and how future outcomes may be achieved. PCPs will also be sent out electronically through Provision Map invites 3 times each year. Parents/ carers are encouraged to contribute to plans with their own views (paper copies are available on request).

Parents/carers of a pupil who has a funded IHCP, PFA or EHCP will be invited to reviews that usually take place in school. All people present are invited help develop the support for the pupil and the pupil themselves will have the chance to give their views and aspirations.

Parents/carers who have EAL (English as an Additional Language) may wish To 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 always help to create their own person centred plans (PCPs) and attend part of their annual PFA or EHCP review meetings.

All staff actively listen to pupils and endeavour to respond appropriately to their needs - focalised or otherwise indicated. SEND pupil's complete a pupil's voice survey with the SENCo and are invited to talk about their work and the support they receive.



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

- Any complaints or issues concerning children with SEND should first be addressed to the class teacher.
- If the issue is not resolved please speak to our SENDCo, Mrs Smyth or Mr Mellin our Head Teacher.
- 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 involves 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 can be contacted through the main school office. The support available to our children includes (but is not restricted to) the services listed below.

- Duty school nurse/ Health visitors
- Occupational Therapy
- Physiotherapy
- Social Care
- Next Chapter - school partnership
- Community paediatrics
- Speech and language therapists
- Specialist schools outreach support
- CAMHs
- Educational Psychology
- School counsellors
- Children and young people's mental health practitioners
- Special Educational Needs Assessment Advice Team (SENAAT)
- Child and Family Minority Ethnic Achievement Service (MEAS)
- Wallasey EHCP advisor
- Alternative provision providers



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/>

Wirral's Local Offer
Providing information for children and young people with special educational needs and disabilities

Children Before School Age Click here for information for parents and carers of early years children between the ages of 0 – 4	Children of School Age Click here for information and services for children and young people between the ages of 4 – 16	Growing Up and Leaving School Click here for information and services for young people between the ages of 16 – 25
SEN and Disabilities Information Click here for health, social care, money matters, transport and EHC plan information	Wirral SEND Service	Education, Health and Care Plans



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

At Park we will try to make any transition as smooth as possible to avoid any additional anxiety for your child. Parents/carers and a pupil's previous setting should inform staff if a pupil has known SEND.

At foundation stage, SENCO and teachers will arrange to visit the preschool/ home. Children will also be invited for a short session in school if appropriate. 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, pastoral teams 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 SEND pupils, the secondary schools may provide enhanced transition support which may include additional visits and staff meeting the pupil individually at Park.

In preparation for secondary school, pupils will engage in learning opportunities relating to transition and the changes ahead.



Local Authority Offer

The Wirral authority's local offer is published at: <http://localofferwirral.org/>

Wirral's Local Offer
Providing information for children and young people with special educational needs and disabilities

<p>Children Before School Age</p> <p>Click here for information for parents and carers of early years children between the ages of 0 – 4</p>	<p>Children of School Age</p> <p>Click here for information and services for children and young people between the ages of 4 – 16</p>	<p>Growing Up and Leaving School</p> <p>Click here for information and services for young people between the ages of 16 – 25</p>
<p>SEN and Disabilities Information</p> <p>Click here for health, social care, money matters, transport and EHC plan information</p>	<p>Wirral SEND Service</p>	<p>Education, Health and Care Plans</p>



Thank you for looking at our school information report. This next section, frequently asked questions, may help to answer any 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 or Senco@park.Wirral.sch.uk



FREQUENTLY ASKED QUESTIONS

(Click on the question you need the answer to)

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

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, both academic and contextual progress is monitored. If your son/daughter appears to be developing at a different rate to expected norms, the class teacher or SENCo will approach you and discuss any concerns with you.

Concerns may be raised if:

- There is little or no progress academically
- Social emotional difficulties are unmanageable by the pupil
- Sensory/ physical difficulties become evident
- A specific difficulty is evident in English or maths skills
- Social communication or interaction problems increase despite intervention
- Speech and communication skills do not develop appropriately



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. Following this, you may also want to speak to the school SENDCo, Mrs Smyth.



3. How will staff support my son / daughter?

We aim to meet the needs of all our pupils within the classroom through quality first 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 or provided the local authority.

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

The school SENDCo, 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 have access to a broad and balanced curriculum. Each teacher has high expectations for their pupils based on prior assessment and will adapt their teaching to allow for individual pupil progress. Potential areas of difficulty for a child will be considered during planning, to allow for each pupil to be included in teaching and 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' 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 in a written report and opportunity to discuss/ respond.

Teachers are often available at the end of the day to have a quick discussion with parents/carers to discuss a 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. Throughout the year they may also complete assessment tasks with 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 SEND, the SENDCo 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.

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5. continued.....

For a child with SEND, a person centred plan (PCP) is produced by the class teacher. This will give details of what additional support a child will receive from school. At parents' evening staff will 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 workshops and other information sessions. We also can arrange drop in sessions with the duty school nurse, family partnership, SENAAT, SENDCo and speech and language therapist.

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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 the school nurse team. Please speak to the school SENDCo if you need to contact them.

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.

We are supported in school by Place2Be, children may self refer if they have something they would like to discuss. Other children may be offered a block of sessions with a trained counsellor, after discussion with staff and parents/ carers.

We have a pastoral team who meet regularly to discuss any concerns and to put into place support for children, this is closely monitored and reviewed.

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 Childrens' services 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 development of the provision for pupils with SEND, 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 or 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, first aid, manual handling and fire training. Different members of staff have received training related to SEND including sessions on: Autism; behaviour management; social communication difficulties; speech and language; dyslexia, social emotional mental health; paediatric first aid; intimate care and toileting; the use of a defibrillator; trauma and attachment difficulties; sensory circuits; working memory and ADHD foundation training.

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 SENDCo. 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 include an accessible 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 for support with 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 SENDCo 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.

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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 familiarised with their new setting and routine to ensure a good start to the new academic year.

For secondary school transfers, year heads, pastoral teams 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 SEND pupils, the secondary schools may provide enhanced transition support which may include additional visits and staff meeting the pupil individually at Park.

In preparation for secondary school, pupils will engage in learning opportunities relating to transition and the changes ahead.



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 children with SEND 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, SENDCo and 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 e.g. Social needs, emotional development, communication, speech and language.

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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 SENDCo, should assess whether your son/daughter has SEND. Parents/carers will be informed at this point by the class teacher or SENDCo, and a person centred 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 are always valued and are an important part in creating personalised provision that will best support your child.

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13. continued

When additional support is given, we deem the provision 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 SENDCo.

If you are worried about your child, 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? (for example 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.

You may be asked to give permission for school to refer your child to a specialist professional for example an Educational Psychologist. The professional will work alongside school staff, your child and often yourself in order to identify your child's needs and make appropriate recommendations.



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 will usually be circulated by the class teacher, whilst IHCPs, Costed Provision Maps and EHCPs will usually be circulated by the SENCo.



Thank you for looking at our school information report and 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

