

# Parkstone Primary School



## **SEN Information Report for Academic Year 2023/2024**

**This policy was approved by the Trustees in September 2023**

**Adopted in September 2023**

**This policy will be reviewed annually on or before September 2024**

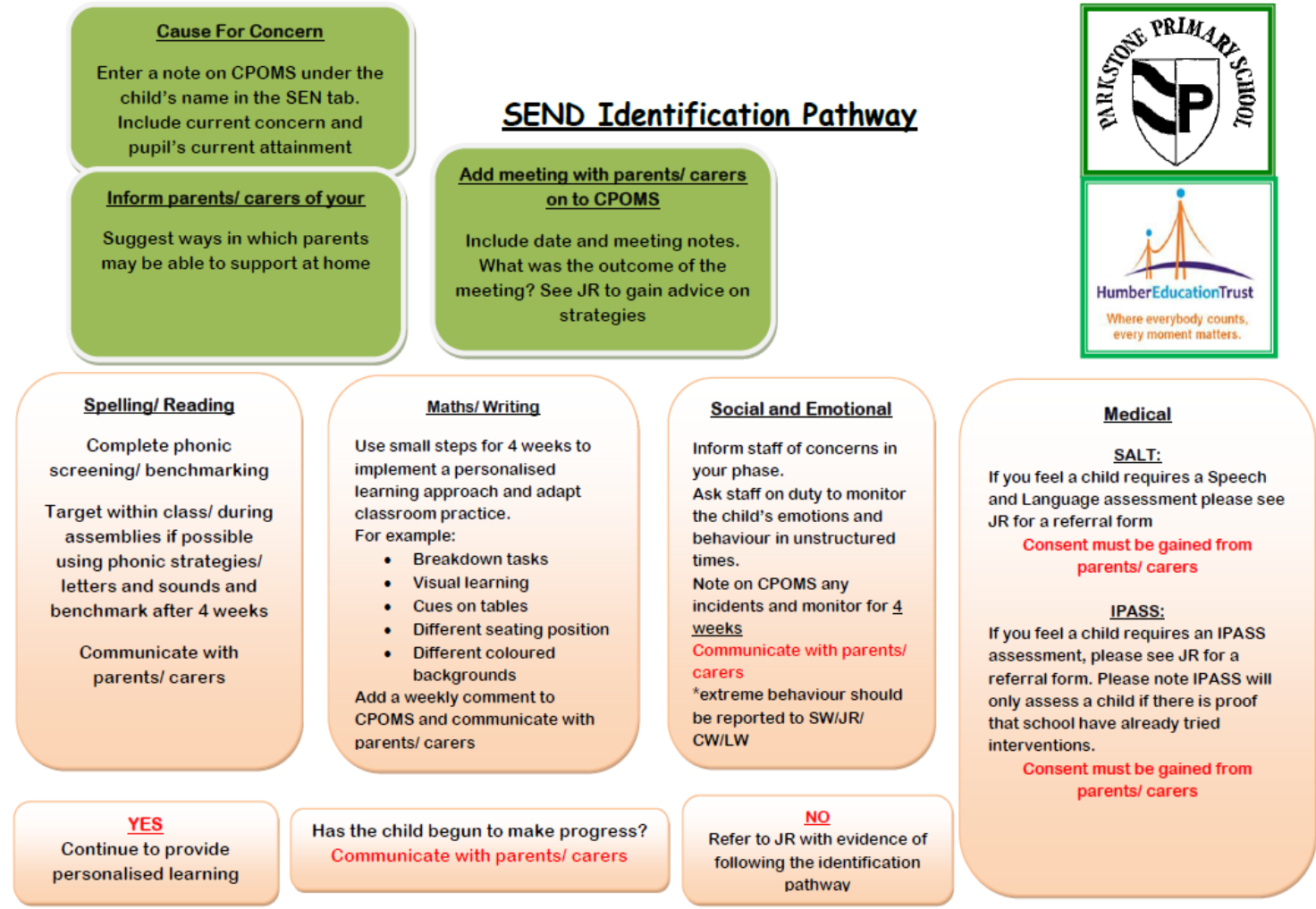
This information report has been prepared by Jonny Rogers (Head of School) and Charlotte Thompson (SENDCo) and approved by the Local Governing Body in September 2023 for publication on the website.

The SEN Information Report is part of a wider suite of documents relating to SEN, disability and inclusion which can be found here. In particular, it should be read alongside the academy's SEN policy.

<b>The academy makes provision for the following kinds of SEN</b>	<p>Parkstone Primary is committed to ensuring equality of opportunity for all pupils</p> <p>Parkstone Primary is committed to supporting pupils with additional needs including Special Educational Needs and Disabilities (SEND) and the provision of additional learning support, service provision and bespoke curriculum packages.</p> <p>This personalisation is designed to enable every pupil to access the broad curriculum on offer at Parkstone Primary and maximise their individual potential.</p> <p>The broad areas of need supported at Parkstone Primary School are:</p> <ul style="list-style-type: none"><li>Communication and Interaction</li><li>Cognition and learning</li><li>Social, Emotional and Mental Health difficulties</li><li>Sensory and/or Physical needs</li></ul>
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**The academy identifies and assesses SEN by:**

a) Following discussion with parents, class teachers raise concerns in the first instance with the SENDCO. Staff follow the SEND pathway and note their concerns on CPOMS.



<p><b>The academy supports SEN in accordance with its policy framework which is set out at:</b></p>	<p>The following policies set out the school’s approach to</p> <ul style="list-style-type: none"> <li>Assessing and review the progress of children with SEND;</li> <li>Teaching children with SEND;</li> <li>Adapting the curriculum and learning environment for children with SEND;</li> <li>Making decisions on additional support in relation to children with SEND;</li> <li>Ensuring inclusion of children with SEND with children without such needs across all school activities;</li> <li>Supporting the emotional, social and mental development of children with SEND; and</li> <li>Evaluating the effectiveness of our provision for our children with SEND:</li> </ul> <ul style="list-style-type: none"> <li>Accessibility Plan</li> <li>Admissions Arrangements</li> <li>Safeguarding and Child Protection policy and procedures</li> <li>Complaints procedures</li> <li>Early Years Foundation Stage</li> <li>Equality Information</li> <li>Data Protection</li> <li>Health &amp; Safety</li> <li>Home-school agreement document</li> <li>Behaviour</li> <li>Sex &amp; Relationships Education</li> </ul>

	<p>Supporting Children with Medical Conditions</p> <p>Government guidance about SEN can be found on the DfE Website:  <a href="http://www.gov.uk/government/organisations/department-for-education">www.gov.uk/government/organisations/department-for-education</a>  Guidance on supporting pupils at school with medical conditions:  <a href="https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medicalconditions--3">https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medicalconditions--3</a>  Equality Act, Advice for schools:  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf</a>  Equality and Human Rights Commission guidance on Reasonable adjustments:  <a href="https://www.equalityhumanrights.com/en/publication-download/reasonable-adjustmentsdisabled-pupils">https://www.equalityhumanrights.com/en/publication-download/reasonable-adjustmentsdisabled-pupils</a>  For further information parents should also reference the SEN Code of Practice, in particular Sections 6 (Schools) and 9 (Education, Health and Care Plans) <a href="https://www.gov.uk/government/publications/send-code-of-practice-0-to-25">https://www.gov.uk/government/publications/send-code-of-practice-0-to-25</a></p>
<p><b>The academy's SENCO's details are:</b></p>	<p>Miss Charlotte Thompson  (PG Certificate in Special Educational Needs Co-ordination, Leeds Beckett University.)  <a href="mailto:cthompson@parkstone.het.academy">cthompson@parkstone.het.academy</a></p>
<p><b>The academy's staff have been trained and have expertise in the following areas:</b></p>	<p>Parkstone has a policy of continuous professional development for all staff, including teachers, teaching assistants. This includes training on special educational needs. Staff receive training 'in house' and from outside agencies where appropriate in order to meet the needs of children with SEND in the school.</p> <p>The school aims to be outward looking, up to date and innovative in our approach and operate an effective professional development programme for all staff including teachers and support staff on special educational needs. Staff seek training from outside support agencies when necessary.</p> <p>School staff receive a high level of ongoing training and demonstrate a high degree of expertise in their care, support and teaching of pupils with a broad range of needs. This policy outlines the importance of correct, efficient, fluent use of teaching strategies, tailored to support individual pupils.</p>

	<p>The school takes action to remove barriers to learning and actively promotes staff to employ an enquiring mind-set when working with our pupils. Parkstone recognises the importance of finding out about how our pupils learn and making valued professional judgements, so that we may best support their learning.</p> <p><b>Staff are trained in the following areas:</b></p> <ul style="list-style-type: none"> <li>Provision of specialist equipment</li> <li>Assistance with personal care</li> <li>Technical Support</li> <li>Additional Support</li> <li>Specialist learning materials</li> <li>Counselling and emotional support for students with Emotional and/or Mental Health Needs</li> <li>Extra KS2 SATs time as required</li> <li>Dyslexia Support</li> <li>One to one reading</li> </ul>
<p><b>The academy will secure equipment and facilities for children with SEND by:</b></p>	<p>Additional funding can be allocated to pupils to support their needs through the Local Authority and Early Years Teams. This is a small amount of money paid to the school each term to support specific interventions for the pupil. Pupils with an Education, Health and Care Plan will be allocated additional funding by the Local Authority. The school uses this money to facilitate bespoke interventions, as stipulated in Section F of the plan, to purchase equipment to meet the needs of the pupil and to access additional resources.</p>

<p><b>The academy aims to involve the parents and children with SEND in the education of the children and will do so by:</b></p>	<p>Parents/carers are involved at each stage of the Assess, Plan, Do, Review process. Parents/carers are invited to discuss the needs of their child with the class teacher in the first instance.</p> <p>Subsequent to this, parents/carers will be kept informed of progress and outcomes in a number of ways:-</p> <ul style="list-style-type: none"> <li>a) Liaison with the class/form teacher informally.</li> <li>b) Parent Consultation Evenings when advice and support in helping their child at home can also be given.</li> <li>c) In addition, for children with an EHC Plan/Statement of SEND, there will be an annual review of progress and provision.</li> </ul> <p>Parents are invited to school three times to discuss their child's progress and to help set new targets and give their views. These meetings follow discussions with class teachers and our Teaching Assistants.</p>
<p><b>Any concerns or complaints raised by a parent of a child with SEND will be dealt with by the academy by:</b></p>	<p>If parents/carers are concerned about the progress or provision of their child, they can contact the class teacher, SENDCo, SEND Governor, Head of School or the Executive Head by email <a href="mailto:admin@parkstone.het.academy">admin@parkstone.het.academy</a> or by making an appointment through the school office.</p>
<p><b>The academy works with other agencies to support children with SEND and their families by:</b></p>	<p>At Parkstone we access a wide range of outside agencies to further support our work with SEND pupils. Some of these include:</p> <ul style="list-style-type: none"> <li>Integrated Pupil Services: SENCO Support Service</li> <li>Applied Psychologies</li> <li>City Psychological Service</li> <li>Primary Behaviour Support Service</li> <li>Speech and Language Therapists</li> <li>IPASS</li> <li>Northcott Outreach Team</li> <li>School Health Service</li> </ul>

	<p>CAMHS  Traveller’s Education Team  Social Care Team  Kids – Parent Partnership  School Nursing Team  Children’s Centres</p>
<p><b>The academy acknowledges that parents of children with SEND sometimes need additional independent support and the local independent advice and support service can be contacted at:</b></p>	<p>How to Contact Hull SENDIASS</p> <p>Parents and carers can self-refer to access Hull SENDIASS via:</p> <p>Telephone on (01482) 467541  Email on <a href="mailto:hullsendiass@kids.org.uk">hullsendiass@kids.org.uk</a>  Online: Hull SENDIASS Online Contact Form</p>
<p><b>The academy works on transition arrangements for children joining or leaving the academy by:</b></p>	<p><u>Primary-Secondary Transition</u></p> <p>Where a child has a Statement of Special Educational Need or disability or an Education Health Care Plan, a preference for educational setting should be made during the Annual Review process the year prior to transition to secondary school. This enables the local authority to consult and request placements at the preferred school. A request for a special school placement should be made in Year 5 to determine that suitable provision can be considered. It is useful at this stage for the parent to visit some appropriate schools to help make an informed choice. The Local Authority SEND team will administer the process following any request by the parent.</p>



	<p>Transition to secondary school for vulnerable children is planned carefully and might include additional visits, use of social stories, transition books, communication passports and / or transition meetings to support new children. Early admittance policies are also being used by some secondary providers to help children to settle earlier into new routines.</p> <p>All children with a Statement of Special Educational Need or Disability/ Education Health Care Plan, must have their secondary transfer placement confirmed by 15<sup>th</sup> February in Year 6.</p> <p><u>Transition within the school</u></p> <p>Vulnerable children are supported through transition between classes and key stages. Support might include additional visits, use of social stories, transition books, communication passports and / or transition meetings.</p> <p>Where a child starts school, they will be assessed in their reading, writing and maths ability using the White Rose maths scheme and a PIRA test.</p>
<p><b>The Local Offer produced by the Hull Local Authority is available at:</b></p>	<p>Hull Local Offer link:  <a href="http://hull.mylocaloffer.org/s4s/WhereILive/Council?pageId=3018&amp;lockLA=True">http://hull.mylocaloffer.org/s4s/WhereILive/Council?pageId=3018&amp;lockLA=True</a></p>