

Parkstone Primary School – School Information report

September 2017

School Statement:

Parkstone Primary is committed to ensuring equality of opportunity for all pupils

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.

This personalisation is designed to enable every pupil to access the broad curriculum on offer at Parkstone Primary and maximise their individual potential.

School/setting information:

Total number of pupils/learners with special educational needs and disabilities: 66

Total number of pupils/learners receiving additional learning support: 66

Broad areas of need that are supported

Communication and Interaction

Cognition and learning

Social, Emotional and Mental Health difficulties

Sensory and/or Physical needs

Please describe the areas of support and experience you currently offer to meet needs of children and young people with SEND:

Support and Services available to Pupils at Parkstone Primary

Provision of Additional Support including:

Provision of specialist equipment

Assistance with personal care

Technical Support

Additional Support

Specialist learning materials

Counselling and emotional support for students with Emotional and/or Mental Health Needs

Extra KS2 SATs time as required

Dyslexia Support
One to one reading

Parkstone Primary accesses a number of outside agencies to support individual pupil's needs*:

Integrated Pupil Services: SENCO Support Service

City Psychological Service

Primary Behaviour Support Service

Speech and Language Therapists

IPASS

Northcott Outreach Team

School Health Service

CAMHS

Traveller's Education Team

Social Care Team

Kids - Parent Partnership

School Nursing Team

Children's Centres

Links to all of these can be found in the Hull Authority Local offer- see below for website details

What policies do you have for the identification and assessment of pupils/learners with special educational needs and disabilities?	a) Following discussion with parents, class teachers raise concerns in the first instance with the SENCO. b) Children who do not make adequate progress through the graduated approach may be further assessed in order to gain a better understanding of any underlying learning difficulties. This might be by external agencies, such as the Educational Psychologist, IPASS, SENSS and Speech and Language Therapy Services
How will you evaluate the effectiveness of your provisions for these	The policies outlined in this section apply to all children with SEN, whether or not they have EHC Plans. a) The school closely monitors the provision for children with special educational needs. This will be reviewed termly

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<p>pupils/learners?</p>	<p>by class teachers in consultation with parents, the SENCo, outside agencies (where appropriate) and the children themselves.</p> <p>b) The progress of children with SEN will be evaluated on a termly basis in reading, writing, speaking and listening, mathematics and science in line with the whole school policy for all children. In addition, these children may be assessed in more specific area(s) of difficulty relating to their individual special educational needs.</p> <p>c) Additional support for children with SEN might be in the form of:</p> <ul style="list-style-type: none"> (i) Small group withdrawals for literacy and numeracy (ii) In-class TA support (iii) Social skills groups where appropriate. (iv) Nurture groups for more vulnerable children. (v) 1:1 support <p>Contact details of the SEN co-ordinator.</p> <p>The SEN Co-ordinator is Mr Jonathan Rogers</p> <p>Contact Telephone number: 01482 854554</p> <p>Email: admin@parkstone.hull.sch.uk</p>
<p>What arrangements do you have for assessing and reviewing the progress of these pupils/learners?</p>	<p>Arrangements for consulting young people with special educational needs about their education.</p> <p>a) The child is involved (as is appropriate) at every stage of the assess, plan, do review process.</p> <p>b) The child/young person is able to discuss any aspect of their provision in a number of ways:-</p> <ul style="list-style-type: none"> (i) Informally with their class teacher on a regular basis. (ii) in some instances, the child might contribute to a more formal meeting to review their progress and provision. This might be in person, or by submitting a report.

<p>What is your approach to teaching these pupils/learners?</p>	<p>A graduated approach is used - assess, plan, do, review. Once a child has been identified as having additional needs, they will be supported by an Individual Education Plan which will show the support package available to each individual pupil including targets.</p> <p>A copy of this plan will be sent to parents/carers.</p> <p>Termly reviews of the IEP targets take place to which parents/ carers are invited. These are joint discussions where the progress and future needs of the child are agreed.</p>
<p>How will you adapt the curriculum and learning environment for these pupils/learners? How accessible is the school environment?</p>	<p>Class teachers will use a range of differentiation to provide effective learning opportunities for all students. This may include use of equipment, additional adult support and visual aides.</p> <p>Where a pupil is identified as having special education needs a Pupil Passport will be drawn up, tailored to each individual student's needs. Realistic targets will be set and the plans will be reviewed/ evaluated regularly and involve the pupil, parent/carer; SENCO and class teacher. If any support services are involved with the pupil, Parkstone Primary will pass on any relevant information/ reports from them and arrange meetings as necessary.</p> <p>All pupils with a statement of special educational needs/EHCP plan, will also have a personal profile which gives information on the child's strengths and needs; their likes and dislikes; and how teachers can best help the child in class and around school. This information is kept in the classroom so that all who come in to work with the children will understand what is needed to support that child.</p>
<p>How will you provide additional support for learning to these pupils/learners?</p>	<p>Parkstone Primary offers a proactive pastoral support programme including learning and behaviour mentors, and an emotional wellbeing worker. A range of extra-curricular activities support children's well-being including lunchtime clubs and after school clubs. Attendance is carefully monitored and we work closely with parents and carers to ensure that children attend school regularly so they can achieve their potential. A positive and proactive behaviour policy is consistently applied by all staff in school. This includes close working relationships with parents/carers and has a range of rewards and sanctions in place.</p>
<p>What training is available to staff supporting children and young people with SEND?</p>	<p>Parkstone has a policy of continuous professional development for all staff, including teachers, teaching assistants.</p> <p>This includes training on special educational needs.</p> <p>Staff receive training 'in house' and from outside agencies where appropriate in order to meet the needs of children</p>

	with SEN in the school.
<p>What specialist services and expertise are available or accessed to support these pupils/learners?</p>	<p>How the governing body involves other bodies in meeting the needs of children with special education needs.</p> <p>Where a school has concerns that a child may require additional or external support to meet their special educational needs, then a request can be made to the local authority service provider and / or other professional support service, or voluntary organisation.</p> <p>A full list and links to appropriate organisations can be found on the Hull Authority Local offer website.</p> <p>Advice may be sought from one or several providers, when considering the initiation of a statutory assessment. Details of this may be found in the DFE SEN Code of Practice.</p> <p>A Statutory Assessment is only usually required or conducted for children with complex or severe learning needs. This may include needs in:</p> <ul style="list-style-type: none"> • Cognition and Learning • Communication and Interaction • Sensory and/or Physical <p>Throughout this process the local authority has a duty to request the opinions of parents, the school and other involved professionals.</p> <p>Following a Statutory Assessment, the local authority will make a decision whether an Education Health and Care Plan is considered appropriate for the child.</p>
<p>What activities are available for these pupils/learners, outside of the classroom?</p>	<p>Parkstone Primary ensures that no children are disadvantaged within school and works hard to ensure that any barriers to access are removed or mitigated so that all children have equal access to a broad curriculum, rich in first hand experiences. We endeavour to ensure that all parents/carers are given sufficient information about school trips in writing and are invited to any briefing sessions. We work in close partnerships with parents/carers to ensure that any individual needs of children are taken into account when planning and carrying out trips and visits. Special arrangements are made as necessary for students with learning difficulties or special needs to ensure inclusive access. The group leader/supervisor should have details of psychological and physical health problems, which may be</p>

	<p>relevant to the visit. All extra-curricular activities within school are accessible to all children.</p>
<p>How will we prepare and support these pupils/learners when transferring to a new school or post-16 provision, or in preparation for adulthood?</p>	<p><u>Primary-Secondary Transition</u></p> <p>Where a child has a Statement of Special Educational Need 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 early 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 SEN 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 / Education Health Care Plan, must have their secondary transfer placement confirmed by 15th 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>How will parents/carers be involved in discussions about and planning for their child's education?</p>	<p>Parents/carers are involved at each stage of the assess, plan, do and review process. Parents/carers are invited to discuss the needs of their child with the class teacher in the first instant.</p> <p>Subsequent to this, parents/carers will be kept informed of progress and outcomes in a number of ways:-</p> <ol style="list-style-type: none"> a) Liaison with the class/form teacher informally. b) Parents Consultation Evenings when advice and support in helping their child at home can also be given. c) In addition, for children with an EHC Plan/Statement of SEN, there will be an annual review of progress and

	provision.
How will children/young people be involved in discussions about and planning for their own education?	<p>a) The child is involved (as is appropriate) at every stage of the assess, plan, do review process.</p> <p>b) The child/young person is able to discuss any aspect of their provision in a number of ways:-</p> <p>(i) Informally with their class teacher on a regular basis.</p> <p>(ii) in some instances, the child might contribute to a more formal meeting to review their progress and provision. This might be in person, or by submitting a report.</p>
Special Educational Needs or Disabilities (SEND) contact details: SENCo Headteacher/principal SEND Governor	<p>All contact details are detailed in the links provided in the Hull Authority Local offer.</p> <p>Mr Jonathan Rogers</p> <p>Mrs Sarah Waller</p> <p>Mrs Val Colley</p>
How do you contribute to the publication of the local authority's local offer?	<p>Hull Local Offer link:</p> <p>https://www.connecttosupport.org/s4s/WhereILive/Council?pagelId=774&lockLA=True</p>