

Park Lane Primary School is an inclusive school. We believe in inclusion in mainstream school wherever possible, to enable all pupils, whatever their educational need, to achieve their full potential.

What are ‘Special Educational Needs’?

- Not every child finds learning easy all of the time due to a range of needs.
- At Park Lane we understand that effective provision for pupils with Special Educational Needs is vital to ensure all children achieve and reach their full academic potential.
- The SEN Code of Practice (2014) describes a child or young person as having SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A person has a learning difficulty if he or she;
 - has a significantly greater difficulty in learning than the majority of others of the same age
 - has a disability which makes it difficult to use educational facilities other children of the same age use in mainstream school.

Our Special Educational Needs and Disabilities Co-ordinator (SENDCo) Hayley Foster (contact details admin2636@welearn365.com), identifies and monitors children who are placed on the Special Educational Needs Register to ensure that all needs, whatever they may be, are fully met.

Park Lane’s SEND provision can be defined as any support which is additional to or different from the support which is available to all pupils.

The SENDCo liaises with class teachers and a range of outside agencies to plan appropriate provision. Parents are kept fully informed regarding their child's progress and regular review meetings are held throughout the year.

Children with special needs are primarily supported within the classroom by their class teacher and teaching assistants. Progress is closely monitored; mainly through half termly Individual Education Plans (IEPs) which provide targets for the child and accompanying interventions and additional support as needed.

Children with more complex needs have an Individual Education, Health and Care Plan.

All staff receive regular training to enable them to identify and respond to a wide range of needs. Recent training has included whole school Thrive, speech and language and precision teach training.

SEND Information Report

What are Special Education Needs and Disabilities (SEND)?

Children with SEND generally have difficulties in one or more of the following areas:

Four SEND Areas of Need:

| Social and Emotional and Mental Health (SEMH) | Cognition and Learning(C&L) | Communication and Interaction(C&I) | Physical and Sensory Impairment |
|---|---|--|---|
| Attention Deficit Hypoactive Disorder (ADHD) | Difficulties with literacy and numeracy Dyslexia | Autistic Spectrum Disorder (ASD) Speech and Language Difficulties | Medical Needs Sensory Needs Visual Impairment |

If your child is identified as having a SEND need before joining Park Lane:

The SENDCo will liaise closely with those adults who know your child or have worked with them and use this information to assess possible barriers to your child’s learning and plan appropriate support.

If teachers are concerned about your child’s progress:

The SENDCo and class teacher will observe your child’s learning and how they cope in the classroom; assess their understanding and where necessary, use tests to get an accurate assessment of their difficulty. You will be contacted by either the class teacher or SENDCo.

If you feel your child has SEND needs:

- Firstly, speak to your child’s class teacher.
- If limited/ no progress is made, a meeting will be held with Miss Foster, SENDCo who will arrange for the relevant support to help your child,
- If it is deemed necessary. The SENDCo will usually seek specialist advice from services such as Speech and Language Therapy, Specialist Teaching Service or Educational Psychology.
- Early intervention is key in supporting your child to maximise progress.

Information sharing

- It is essential that information regarding your child at home is discussed with your class teacher and /or the SENDCo.
- If an Individual Education Plan (IEP) is needed for your child, this will be reviewed and updated by their class teacher and the school SENDCo half termly.
- Parent Consultation Evenings are held every half-term with the opportunity to speak with the SENDCo to discuss your child’s progress and next steps. You will need to request a meeting on the family drop in form.
- Termly parent coffee mornings are held which staff from outside agencies attend in order to answer any questions you might have.
- We have a speech and language specialist on site who supports children who are open to the Speech and Language Therapist.

- Class teachers and the SENDCo are available upon request at the end of every school day to discuss any concerns.
- Homework is uploaded to your child's online learning platform, Seesaw for them to access and consolidate learning whilst at home.

What is our approach to teaching and learning with SEND pupils?

As a school, we will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

- Each term, the class teacher will work with the SENDCO to discuss pupil's needs within their class. This will draw on:
 - The teacher's assessment and experience of the pupil;
 - Their previous progress and attainment or behaviour;
 - The individual's development in comparison to their peers and national data;
 - The views of parents;
 - The pupil's own views;
- Advice from external support services, if relevant

How is the curriculum adapted to meet my child's needs?

- All of our teaching and learning staff have been trained to meet a variety of needs.
- Staff are able to adapt resources to offer a greater level of support or to further challenge the learner so that every child achieves their true potential.
- Children are taught alongside their peers in classes in clearly differentiated groups where children's work is pitched at their own level of ability.
- When needed, staff are deployed to provide additional support and targeted teaching in small groups or one to one support.
- One to one support is generally provided for those children with much more complex needs who require a highly personalised curriculum.

The Environment

- All classrooms are at ground floor level and so accessible to all pupils with SEND.
- The school has a disabled toilet accessible to pupils. See [Park Lane's Accessibility Plan](#).
- We have a communication friendly environment using dual coding (a picture and a word) to support children within the classroom.
- We have a dedicated nurture room that is available for children as a quiet, safe space and this is where our specialist interventions are held to develop social skills, aid language development and also importantly the development of life skills. Examples below are activities we provide, but not limited to: cooking skills, getting dressed, and building a sense of responsibility through looking after the school dogs.

How we use adults in school to support with SEND

- Both teachers and teaching assistants lead targeted teaching groups to provide additional support for pupils.
- Teaching Assistants work one to one with some identified pupils; mainly in the classroom to support inclusivity.

- Our Learning Support Mentors are on hand to provide additional support to class teachers.
- Our onsite speech and language assistant continues the work of the speech and language therapist who attends school every half-term to review progress of those children receiving speech and language interventions.
- A specialist teacher attends school one day per week to support groups of pupils who need more detailed assessment and support.
- The Educational Psychologist visits school upon request to observe, assess and offer advice.

In line with Warwickshire Educational Psychology Service Policy, Educational Psychologist do not provide Dyslexia Assessments

Specialist Services

- IDS (Integrated Disability Service) which includes:
 - Autism Team
 - Visual Support Service
 - Hearing Team
 - Physical Disability Team
- Educational Psychologist
- Specialist Teaching Service
- CAMHS (Child & Adolescent Mental Health Service)
- School Nurse (Compass)
- Speech and Language Therapy Service
- Sycamore Counselling Service
- Place2Be Counselling
- Victim Support
- NHS Mental Health in Schools Team

How we monitor your child's progress

- Class teachers regularly assess each child's attainment which is then recorded at the end of each term onto a computerised system. Their progress is then analysed by the SENDCo and the Senior Leadership Team and the results are discussed with class teachers.
- The SENDCo monitors the progress of all children on the SEND register and advises on adjustments to be made to the support used if needed.
- Our pupils with an Education, Health and Care Plan will have Annual Reviews of progress, which parents and professionals from outside agencies attend.

Costing and resourcing of children with SEND

- The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependent on individual pupil needs.
- It finances staff to support pupils, resources for interventions, outside agency/specialist support services, training and specialist equipment. Resources are allocated with advice from specialist agencies according to pupils' needs.
- Where the support required for a child, costs more than is allocated in the notional SEND budget, the school can apply for additional funding through an EHCP application. However, there must be clear evidence to show that a pupil requires a high level of support in order to make learning progression, see EHCP process below.

The Educational Health and Care Plan Process (EHCP)

An EHCP referral is only considered by school when;

- the notional budget is not sufficient enough to support the provision needed for a child to make progress,
- the child has a medical need which impacts the progress of the child
- the child is 1.5 years behind their age related peers

If the school believes your child needs an EHCP application, the school SENDCo will contact you to discuss this. No referral will be made, unless you have given your consent.

The referral process for an EHCP can be lengthy (up to 30 weeks) due to having to gather evidence from outside agencies and 2 educational psychologist visits need to be evident in the application.

Assess: The school will have identified an area of need in your child and they will be put on the waiting list to see an educational psychologist. You will then have a consultation with the educational psychologist and an observation of your child will be taken and a report provided (up to 4 weeks from observation).

Plan: The school will then plan interventions and provision as per advice from the educational psychologist to support your child's development.

Do: School will implement the advice and guidance from the educational psychologist for a minimum of 8 weeks.

Review: The educational psychologist will then attend school again, to determine whether the provision is working effectively. This is up to the school SENDCo to allocate a review session, dependent on other need in the school. The psychologist will then create another report (up to 4 weeks from observation) with updated strategies and these will need to be implemented again for another 8 weeks.

Referral: The referral of the EHCP can only be started once the Asses, plan, do, review process is completed. The schools SENDCo will collate all the information gather a Family Conversation record, Child's Views, and a provision map. This is then organised and signed by the parent and sent off to the Local Authority and both school and parent will be notified of the decision within 6-10 weeks of application.

Pupil Views

"I like working in the nurture room because it is a fun place and helps me when I am need to calm down." – LDS, Year 6

" I like working with Mr McKeown: he makes learning good"- JH Y3

"I go to the nurture room so I can see my friends and play in the sandpit when I have been a good girl." NMS, Year 1

"You have all worked so hard with him and really listened to his needs. He wouldn't be where he is now without your support. A huge thank you!" - Miss Neal (parent)

"Miss Knights is my favourite teacher because she helps me with my learning in class." – Archie, Year 5

Useful links and contacts

- The Local Offer- <https://www.warwickshire.gov.uk/send>
- SENDIAS- <https://www.kids.org.uk/sendias>
- Specialist Teaching Service- <https://schools.warwickshire.gov.uk/education-resources/specialist-teaching-service-sts>
- Educational Psychology Service- <https://www.warwickshire.gov.uk/educationalpsychology>
- Speech and Language Service- <https://www.swft.nhs.uk/our-services/children-and-young-peoples-services/speech-and-language-therapy>
- Integrated Disability Service- <https://www.warwickshire.gov.uk/ids>
- Child and Adolescent Mental Health Services- <https://www.youngminds.org.uk/young-person/your-guide-to-support/guide-to-camhs/>
- RISE- <https://cwrise.com>

Warwickshire Schools' Inclusion Charter

Inclusion is Everyone's Responsibility

Our Vision:

For schools to be places where everyone feels valued, included, safe, supported and welcome. We will work together to enable all our children and young people in Warwickshire to lead a fulfilling life and be part of their community.

The Charter:

This charter sets out what all children and young people and their families should expect from schools in Warwickshire, in line with the SEND Code of Practice.

Welcome and Care

We will:

- Understand that every child is an individual
- Recognise the value of inclusion
- Make time to get to know you and what is important to you and your family
- Establish and build on positive relationships
- Make time to respond to your needs
- Work closely with all relevant people to ensure successful transitions
- Ensure children and young people's voices are at the heart of all we do



Communicate

We will:

- Listen calmly and respectfully, with patience, ensuring you feel heard and understood.
- Establish how to provide and seek information in a way you can access and understand
- Recognise all behaviour is a form of communication
- Explain what can be done and any limitations
- Communicate in a way that means you can participate in planning and decision making
- Provide clear guidance on who to contact and respond promptly
- Make you comfortable by using positive and helpful language
- Create and maintain communication friendly environments



Developing and nurturing each of these commitments to build

TRUST



Value and Include

We will:

- Remember inclusion is everyone's responsibility
- Be proactive in providing reasonable adjustments
- Ensure our SENCo is able to support families and staff
- Inform and support you of any planned changes as soon as possible
- Ensure that children and young people with SEND are valued and included in pupil voice activities
- Identify needs early and assess, plan, do, review with support from appropriate agencies
- Ensure our children and young people have a trusted person who checks in with them at least weekly
- Have a 'can do' attitude and build on everyone's strengths
- Recognise and meet the training needs of our staff



Work in Partnership

We will:

- Give you opportunities to share your views
- Do our best to understand and consider your ideas
- Involve you in developing shared plans for you and our school
- Value you as an equal partner and recognise your experience and knowledge
- Understand that every family is different and has different resources
- Engage with community groups
- Collaborate across settings to share good practice
- Work together with you and other people to recognise need and support you on your journey as a family



Signatures:

Leader of Warwickshire
County Council

Chair of Warwickshire
Parent Carer Voice

On behalf of Schools
Consortia and Area Networks

On behalf of IMPACT
(Young People's Forum for SEND)



Adapted with permission from
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Scan for SEND
Local Offer



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