



# PARK LANE PRESS

Today's Learners | Tomorrow's Leaders

SEND Edition



## Dear Park Lane Family,

Thank you for your most recent feedback with regards to the SEND provision at Park Lane: as always, we want to ensure that our families feel heard and know that your feedback is vital in developing that sacred family/school partnership. We are hoping that this newsletter will provide you with information about how our SEND provision works at Park Lane and how, myself, Mrs Patten, and various other professionals across Warwickshire, work towards ensuring that your child receives the support that they need.

We look forward to meeting with various members of our Family during our SEND Coffee Morning on Thursday 1st February at Poppies Community Cafe. We will be joined by professionals from the Specialist Teacher Service and the Family Information Service to answer any of your questions and ensure that we can support you, and your children, in anyway that we can.

Warmest Wishes,  
*Erica Callow*  
SENDco/Assistant Head



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Want to know more  
about SEND provision at  
Park Lane?

SCAN  
ME



# Graduated Approach

## What is our school approach to SEND?

### Assess

Teachers assess all children at least once per half-term. This ensures that children's progress is tracked effectively and slower progress is highlighted early. If a child is flagged as not making the expected progress, the teacher will make a referral to Miss Callow, Park Lane's SENDCo.



### Plan

Miss Callow, your child's class teacher and other staff working with your child, will put together a plan of what support your child needs to accelerate their progress. This could be done through in-house interventions, external support, targeted teaching or even utilising physical objects to support learning such as pencil grips, wobble cushions and sloping boards. An Individual Education Plan (IEP) will be created and communicated to you so you are clear of the targets your child is working towards.



### Do

The school will then implement the support for a minimum of 6 weeks. This is an appropriate timeframe to allow your child to become familiar and make sufficient progress with the support that has been implemented.



### Review

The class teachers, alongside Miss Callow, will then review any progress made by assessing your child again. This will identify whether or not the current level of support has worked for your child and decide whether or not to continue or to change the support used.

SCAN ME



Scan me to find out further information about Warwickshire's SEND Local Offer and the various external agencies that can support.



# Educational Health and Care Plans (EHCP)

An EHCP is a legally binding document that the school has to read and make a decision as to whether or not they can meet the child's needs. It sets out a list of provision suggested to support the child's learning to make accelerated progress. A common misconception around EHCP's is that a child is entitled to 1:1 support by an adult; whilst this is true in some cases, not all EHCP give the child 1:1 support.

An EHCP referral is only considered by school when:

- the SEND budget does not cover the cost of support the child is receiving;
- 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 we feel your child meets the criteria and we have spent over the allocated SEND budget, we will make a referral to the Educational Psychologist who will observe your child within the classroom and hold a consultation with the child's family (assess). They will generate a report with strategies (plan) which the school then needs to implement some of these within the setting (do.) We will ask the Educational Psychologist to return to review the progress of your child (review) and if no progress is made, it is then that we will make an EHCP referral to the Local Authority.

**The referral process for an EHCP can be lengthy (up to 30 weeks) due to having to gather evidence from outside agencies and needing two educational psychologist visits evident in the application. We understand that this can be frustrating for families but please note, that this is completely out of our hands due to needing sufficient paperwork. If you would ever like to know the current stage of which your child's EHCP is at, please come and speak to Miss Callow who would be more than happy to help. We work in partnership with our Families and will support as best that we can.**





## What is Thrive?

Thrive supports the mental health of children and young people by identifying gaps in children's social emotional and mental health (SEMH.) All children at Park Lane are assessed termly to identify whether or not they are performing at their 'right time learning' with regards to their mental health. It involves identifying and addressing the needs of pupils, staff and the wider community and creating an environment that removes barriers to learning. Thrive's research shows that when a whole-school approach is used, it increases attendance, SEMH and children's attitudes to learning.

### **Thrive suggests that there are 6 developmental stages:**

Being, Doing, Thinking, Power and Identity, Skills and Structure and Interdependence.

If at any age children have had any interruptions in the childhood, there will be gaps in their SEMH and their ability to regulate their emotions.

### **Whole Class Thrive**

All children receive a whole class Thrive session once a week on a Tuesday, to support with their SEMH.

### **Group Thrive Sessions**

Some children have been identified as needing targeted sessions to support their emotional regulation skills further. These children attend small group weekly sessions with our Thrive Ambassadors: Miss Edwards and Miss Knights.

### **1:1 Thrive Sessions**

In addition to this, there are some children who need 1:1 support to help regulate their emotional needs and these children visit our Thrive ambassadors daily for morning check in's.

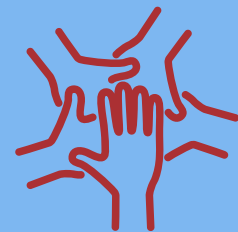
## Thrive Ambassadors



**Miss Knights & Miss Edwards are our two Thrive Ambassadors and love to see children thriving through the various strategies used within the approach. Through 1-1, group and even class sessions, the children experience a range of activities to help support their emotional regulation and well being.**



# Meet the Team



**Miss E Callow**  
**SENDCO/Assistant Head**



**Mrs K Thirde**  
**Pastoral Lead/Assistant Head**



**Mrs Patten**  
**SEND Assistant**



**Mrs Murphy**  
**Family Liaison Officer (FLO)**



**Miss Edwards**  
**Learning Support Mentor**



**Miss Knights**  
**Learning Support Mentor**



**Mrs Johnston**  
**Learning Support Mentor**



**Mrs Smith**  
**Learning Support Mentor**



**Miss Monahan**  
**SEND TA**



**Mrs Harris**  
**SEND TA**



**Miss Benizri**  
**SEND TA**

**Mylo, Ralph & Ruby**  
**Therapy Dogs**



**Mr McKeown**  
**SEND TA**



# What's Coming Up?



*Coffee Morning with Miss Callow*


 PARK LANE PRIMARY SCHOOL


We invite our Families to come and have coffee and cake with Miss Callow & other STS professionals to share any concerns about your children.

 Thursday 1st February  
 9-11am  
 Poppies Cafe

 GRIFFIN SCHOOLS TRUST





 PARK LANE PRIMARY SCHOOL

**5** **Number Day 2024** **3** 

**6** On **Friday 2nd February '24** we will be participating in the NSPCC Number Day and will be inviting our Griffins into school wearing anything number related for a small donation: buckets will be placed on the entrance/exit gates.

**1** We thank you, as always, for your kindness. **2**



 GRIFFIN SCHOOLS TRUST

