

# SEN Information Report

## Park Road Sale Primary School

Trafford's local offer makes it easier for families to find out about the support that is available for children and young people with SEN or who are Disabled. All schools and academies in Trafford are expected to identify and support pupils with special educational needs to make the best possible progress. Schools are supported to be as inclusive as possible and wherever possible, the needs of pupils with a Special Educational Need are met in a mainstream setting, where families want this to happen. Trafford's Graduated Approach document provides guidance on what should usually be available within school's resources.

Schools have a duty to publish SEN Information on their website which is updated every year. The questions on this template were developed with parents. Some schools have chosen to complete this template to provide their SEN Information. To go straight to a particular question, use the links below:

## Questions

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## 1. What kinds of special educational needs does the school provide for?

Park Road Sale Primary school has an inclusive ethos and provides for all SEND in line with the Equality Act 2010. Provision is available for all 4 areas of need outlined in the 2014 SEND code of practice:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and/or Physical

## 2. How does the school know if children/ young people need extra help and what should I do if I think my child/young person may have special educational needs?

At Park Road Sale children are identified as having SEND through a variety of ways including the following:

- Information from the previous school attended or Early Years Setting
- Liaison with the child's health visitor on entry to Nursery
- Information collected as part of Foundation Stage, KS1/KS2 transition
- Child identified through the school's assessment system as performing below age expected levels
- Concerns raised by parents
- Concerns raised by Class Teacher/Teaching Assistant or other adults involved with the child
- Information gathered by other professionals eg Educational Psychologist, School Nurse, Trafford SEN Advisory Service (SENAS)
- Health diagnosis through a paediatrician
- Information gathered from assessments carried out by the SENCO

Early identification of pupils with SEND is a school priority and if a parent or carer has any concerns about their child they are encouraged to discuss these concerns with the Class Teacher. The Class Teacher will raise these concerns with the SENCO and meetings can be arranged to discuss concerns.

At Park Road, the progress of all children is carefully tracked and monitored by both the teaching staff and the Senior Management Team in order to ensure that they are progressing in their learning. Those children that are not quite making the progress expected will be given appropriate support or intervention and will have their needs addressed within the classroom, through differentiated teaching and support from the class teacher and Teaching Assistants.

## 3. How will both you and I know how my child/young person is doing?

At Park Road we believe that a good relationship between parents and school is vital in order to ensure children fulfil their full potential and are happy at school. We offer an open door policy where you are welcome any time to make an appointment to meet with either the class teacher or SENCO and discuss your child's progress. If you feel that you would like to meet with the class teacher and/or SENCO more regularly this can also be arranged.

Parents' Evenings are held each term. An annual report on your child's progress is sent out at the end of each academic year and there is opportunity to discuss this report at the final Parents'

Evening.

If your child has an Education Health Care Plan (EHC) a formal meeting will take place annually to discuss your child's progress and a report will be produced. Children receiving extra support will follow a support plan produced by the class teacher and have targets that will be reviewed and discussed with parents regularly.

Assessment and monitoring of the children is continually taking place to ensure that there are no barriers to learning and that progress is being made. Your child's progress in learning is measured against National age related expectations.

#### 4. How will the curriculum be matched to my child/young person's needs?

Teachers consider the needs of all the children when planning teaching and learning. Assessment is used to ensure that work is carefully matched to a pupil's level and takes into account individual needs and learning styles. Children will experience different types of grouping for different subjects and these match the particular needs of the pupils. We have high expectations for every pupil and work is differentiated so as to ensure all children have the opportunity to meet their full potential.

#### 5. How will school staff support my child/young person?

Each class teacher plans, assesses and reviews interventions. If a child needs intervention this is monitored through the use of a support plan and provision map which is shared with parents. Individual targets are given and are then addressed through carefully planned lesson content or in small group intervention sessions. Support may be delivered by the class teacher or a teaching assistant under the direction of the class teacher or SENCO.

The SENCO co-ordinates, monitors and reviews the provision for pupils with SEN throughout school. She also liaises with the Head Teacher, outside agencies, teachers, Governors and parents.

The school has an appointed Governor with responsibility for SEN. It is the role of this Governor alongside the Head Teacher and SENCO to ensure that suitable procedures are in place and that provision of a high standard is made for SEN pupils.

#### 6. How is the decision made about what type and how much support my child/young person will receive?

It is the responsibility of the class teacher to implement, monitor and review programmes of work for pupils experiencing difficulties in their class and manage the work of the teaching assistants. The class teacher alongside the SENCO will discuss the child's individual needs and what support would be appropriate. The amount of support and type will depend on the individual child and the level of support needed to close the gap. At Park Road we feel that parents are a vital part of the discussion process and meetings will be held regularly to discuss the progress of their child and the interventions being implemented.

At Park Road we follow the: **Assess, Plan, Do, Review Cycle.**

## **Assess**

Your child's difficulties are assessed so that the right support can be given. This should include, for example, asking you what you think, talking to professionals who work with your child (such as their teacher), and looking at records and other information.

This is reviewed regularly so that the support provided continues to meet your child's needs.

Sometimes advice or a further assessment is needed from someone like an Educational Psychologist or Speech and Language therapist.

## **Plan**

At this stage the decision will be made about what additional provision is required. The teacher and SENCO should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, along with a clear date for review.

All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's provision map. Parents will be informed and are encouraged to be part of this process.

## **Do**

The school will put the planned support into place. The teacher remains responsible for working with your child on a daily basis, but the SENCO and any support staff or specialist teaching staff involved in providing support should work closely to track your child's progress and check that the support is being effective.

## **Review**

The support your child receives should be reviewed at the time agreed in the plan. You can then decide together if the support is having a positive impact, whether the outcomes have been, or are being, achieved and if or how any changes should be made.

## **7. How will my child/young person be included in activities outside the classroom including physical activities and school trips?**

Park Road is an 'inclusive school' we believe that all pupils should be able to access all extra curriculum activities including physical activities and school trips. The school offers a range of lunchtime and after school clubs which are open to all pupils. Where a child has specific needs, adaptations may be necessary but would be made with parent and pupil involvement. Risk assessments are undertaken to ensure that activities outside the classroom and school trips are suitable and safe for all pupils. Where a child has specific needs, additional measures are put into place to enable them to participate as fully as possible.

## **8. What support will there be for my child/young person's overall wellbeing?**

The social, emotional and physical wellbeing of pupils is important to all members of staff at our school. Our Head teacher has overall responsibility for safe guarding and all our teachers have taken part in safe guarding training.

PSHCE lessons address the social and emotional aspects of children's learning. Children with SEND have targets related to social and emotional well being as part of their support plans where appropriate.

Individual Health Care Plans are written for children who have medical issues. This plan details exactly what care a child needs in school, when they need it and who is going to give it. It also details the procedures that should be followed in an emergency. Medicines are administered in accordance with our school policy. There are two teaching assistants in school who are qualified first aiders and the majority of our teaching assistants have received paediatric first aid training.

Our staff follow our behaviour policy which is designed to promote good behaviour.

### 9. What specialist services and expertise are available at or accessed by the school?

Our school's SENCO has over 10 years' experience in this role and is a Specialist Leader in Education for SEN.

The school has a team of experienced teaching assistants who support children throughout the school.

The school also has links with outside agencies that can be accessed to offer advice and support when necessary. These agencies include:

- Trafford's SEN Advisory Service
- Speech and Language Therapy
- Trafford's School Educational Psychology Service
- School Nurse
- Children's Mental Health Service (CAMHS)
- Longford Park Outreach Service
- Parent Partnership Service
- Trafford Sensory Support Service
- Occupational Therapists

### 10. What training have the staff supporting children/young people with SEND had?

The school SENCO regularly accesses training sessions and also attends termly SENCO forums to keep up-to-date with changes

Staff training in SEN is co-ordinated and delivered by the school's SENCO. Where possible teachers and teaching assistants attend training relevant to the specific needs of children within their class. Over the last few years our teachers and teaching assistants have received training in dyslexia awareness, autism, speech and language and social and behavioural difficulties. One of our teaching assistants has achieved the level 1 Award in British Sign Language and has just completed the training for level 2.

### 11. How accessible is the school environment?

Park Road is a single storey building and is accessible by wheelchair through the doors off the playground. The classroom doors are wide enough to allow wheelchair access. A ramp has been fitted to allow access to the dining hall. The school has an accessibility plan and reasonable adjustments will be made where and when necessary to make our school environment accessible to all children and staff.

### 12. How are parents and young people themselves involved in the school?

We have a home school agreement which we ask parents to sign when their child joins school. This explains clearly how we will work together. Parents are encouraged to support their children with home reading and homework. We run parent workshops in numeracy, phonics and Literacy so that parents can more confidently support their children at home. Parents are invited to attend special assemblies and events throughout the year. We have a parents' evening each term when parents have opportunity to discuss their child's progress. Pupil and parent surveys are used to gather information about different aspects of school. We have a Learning Platform which parents/carers and children have access to through a password. Our Learning Platform provides information on all aspects of school life. Each class has their own section which provides information about the things the children are doing and learning in class.

We have a Year 6 School Council who actively seek the opinions of children in school and make changes based on suggestions made.

There are parent governors on the Governing Body and a Governor for SEND.

Parents are welcome to join our PTA group. Throughout the year this group of parents and carers organise and run a range of fund raising events such school disco's, cake sales and fairs.

### 13. Who can I contact for further information?

Our school operates an 'open door' policy and you are welcome to make an appointment to speak to a member of our staff at anytime. If you have any concerns regarding your child, the first point of contact should be the class teacher. The school SENCO is Mrs Chadwick and she is happy to meet parents to discuss any concerns a parent or carer may have. Our Head teacher is Mrs Walmsley with whom an appointment can be made by contacting the school office.

### 14. How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

Before starting at Park Road, parents/carers and their children are invited to look around the school. There is an 'Intake Meeting' in the summer term for parents and carers of children who will be joining us in Reception in September. During this meeting the parents/carers are provided

with information about the school; visit their child's classroom and meet the Head teacher and their child's class teacher. New children joining us, including Reception and Nursery children are invited to visit their new classroom and spend time with their new teachers. The Reception teacher also visits the Early Years Settings of children who will be joining us in September. At the end of the Summer term all children spend a morning meeting the teacher and spending time in their new classroom.

When a child begins school, they (if appropriate) and their parents are made aware of the home school agreement. This explains clearly what is expected from school and home.

For children with SEND we encourage more than one visit so that the child can become familiar with their new environment we also visit pupil in their new school and liaise with teachers who have supported the child.

When children move to another school all records are sent to the new school and where possible, the SENCO of the new school will be contacted to inform them of a child's particular needs.

The school has good links with local secondary schools. At the end of the Summer term children have opportunity to visit their new school. Members of staff from the secondary school come to school to meet with the Year 6 teacher and talk to the children. SENCOs from the new secondary schools are invited to attend the Year 6 Annual Review meeting for any pupils with an EHC plan. Our SENCO ensures that all records are passed onto the secondary school and will contact the SENCO from the secondary school directly with information if necessary.

## 15. What other support is available?

Trafford Parent and Young People Partnership Service (PYPPS) is a support service for parents and carers whose children have been assessed as having special educational needs; who believe their children to have special needs or whose children have a disability recognised under the Disability Discrimination Act.

Telephone: 0161 912 3150  
Email : [pypps@trafford.gov.uk](mailto:pypps@trafford.gov.uk)

Find out more about the local offer of support which is available for disabled children and young people and those who have SEN on the Trafford Service Directory  
[www.trafford.gov.uk/localoffer](http://www.trafford.gov.uk/localoffer)

or by contacting the Family Information Service:

Telephone: 0161 912 1053  
Email: [fis@trafford.gov.uk](mailto:fis@trafford.gov.uk)  
Twitter: @traffordfis  
Facebook: [www.facebook.com/trafford](http://www.facebook.com/trafford)