

SEN Information Report



2022

Inspiring all to Achieve

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.

Questions

1. [What kinds of special educational needs does the school provide for?](#)
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?](#)
3. [How will both you and I know how my child/young person is doing?](#)
4. [How will the curriculum be matched to my child/young person's needs?](#)
5. [How will school staff support my child/young person?](#)
6. [How is the decision made about what type and how much support my child/young person will receive?](#)
7. [How will my child/young person be included in activities outside the classroom including physical activities and school trips?](#)
8. [What support will there be for my child/young person's overall wellbeing?](#)
9. [What specialist services and expertise are available at or accessed by the school?](#)
10. [What training have the staff supporting children/young people with SEND had?](#)

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

At Park Road Sale Primary School we have an inclusive ethos. We strive to nurture and support every individual child to achieve their best. Our inclusive community encourages children to enjoy learning, have fun, be happy, be respectful and care for one another in a safe and supportive environment.

At Park Road Sale all our staff will have due regard for the Special Needs Code of Practice when carrying out duties towards all pupils with special educational needs and/or disabilities, and ensure that parents are notified when SEN provision is being made for their child. Provision is available for all 4 areas of need outlined in the SEND Code of Practice

Communication and Interaction

The school provides support for pupils with speech, language and communication needs (SLCN). This includes children with ASD, including Asperger's Syndrome and Autism.

Cognition and Learning

The school provides provision for pupils with learning difficulties that impact on their ability to learn at the same pace as their peers, even with appropriate differentiation. We also provide support for children with Specific Learning Difficulties (SpLD), which may affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social Emotional and Mental Health

At Park Road we support pupils who may at some point in their time at our school experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.

Sensory and/or Physical

The school is able to provide provision for pupils who require special educational provision because they have a disability which prevents or hinders them from making use of educational facilities without appropriate adjustment or support. The school work alongside Trafford's SENAS and other health care professionals to ensure that the appropriate support, resources and reasonable adjustments are made. Sensory needs provided for include visual impairment (VI) and hearing impairment (HI).

Children with medical conditions will have individual healthcare plans which specify the type and level of support required to meet their medical needs.

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 on entry into foundation stage from parents and previous settings
- Information gathered as part of the transition between key stages
- Child identified through the school's assessment system as performing below age expected levels
- Concerns raised by parents
- Concerns raised by class teachers and teaching assistants or other adults involved with the child
- Information gathered by other professionals such as the Educational Psychologist or school nurse.
- A health diagnosis through a paediatrician
- Information gathered from assessments carried out by the SENCO

Early identification of pupils with a special educational need is very important and is a priority at our school. We have an open door policy at our school and if parents or carers have concerns about their child we encourage them to discuss these concerns with the class teacher. The class teacher will raise these concerns with the Special Educational Needs Co-ordinator (SENCO)

At Park Road Sale, the progress of all children is carefully tracked and monitored by both the teaching staff and the Senior Leadership Team (SLT). Those children that are not quite making the progress expected will be given appropriate support or intervention and will have their needs addressed, 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 Sale we believe that a good relationship between parents and school is vital in order to ensure children fulfil their potential and are happy at school. We offer an open door policy where you are welcome anytime to make an appointment to meet with the class teacher or SENCO and discuss your child's progress.

We hold parents' evenings each term and an annual report on your child's progress is sent out at the end of the academic year. There is opportunity to discuss this report at the final parents' evening.

If your child has an Educational 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 an intervention plan produced by the class teacher with targets which are reviewed regularly and shared with parents.

Assessment and monitoring of all 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 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 regularly monitors and assesses all the children in their class. Lessons are differentiated to meet the needs of all the pupils. Practical equipment and learning aids are used to support children with their learning. Each class teacher plans, assesses and reviews interventions. Intervention plans are monitored regularly by the SENCO.

All our teachers receive training in the different areas of SEN. We have annual training sessions in dyslexia awareness and we consider our classrooms to be dyslexia friendly.

Opportunity is provided in one of our staff meetings at the beginning of the academic year for staff to pass up information about children they have taught to the next teacher. Children with additional needs have pen portraits which provides information to the class teacher about the child and the provision that child needs.

The SENCO monitors and reviews the provision for pupils with SEN throughout the 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 'Graduated Approach' document which can be found on the local offer is used by teachers as a guide and should be referred to by teachers when making decisions about the support a child needs. At Park Road Sale 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. It is the role of the SENCO to offer advice and support and make the necessary referrals to the outside agencies.

At Park Road Sale 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 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 a decision will be made about what additional provision is required. The teacher and SENCO should agree in consultation with the parents 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 outcome sought, the support provided and any teaching strategies or

approaches that are required. This will also be recorded on a provision map. Parents will be informed and are encouraged to be part of the 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 Sale is an 'inclusive school'. We believe that all pupils should be able to access all extra curriculum activities, including school trips. The school offers a range of lunchtime and after school clubs which are open to all pupils. Where a child has 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 safeguarding and all our teachers have taken part in safeguarding training. Safeguarding training takes place annually.

We address the social and emotional aspects of children's learning through PSHE lessons. Children with specific needs often have targets related to social and emotional wellbeing as part of their support plans. Some of our support staff have received training and can lead interventions such as Lego Therapy and Play Therapy.

Individual Health Care Plans are written for children who have medical issues. This plan details exactly what care a child needs in school, how it should be administered and when. It also details the procedures that should be followed in an emergency. Medicines

are administered in accordance with our school policy. Our teachers and teaching assistants have undertaken paediatric first aid training.

Park Road Sale has a behaviour policy which is designed to promote positive behaviour and is followed by all our staff.

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

Our School SENCO, Emma Chadwick, has over 20 years of experience in this role and is a Specialist Leader in Education. We also have a Deputy SENCO, Robert Calderbank, who is currently developing his knowledge and skills in this area so that he can support Emma Chadwick in her role.

The school has a team of experienced teaching assistants who support children throughout the school. Three of our teaching assistants are Higher Level Teaching Assistants (HTLAs). Our teaching assistants have attended a range of courses and lead interventions in areas such as social communication, Lego therapy and play therapy.

The school 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 Educational Psychology Service
- School Nurse
- CAMHS
- Trafford Sunrise
- Occupational Therapy Service
- Longford Park Outreach Service
- Trafford Sensory Impairment Support Service
- Trafford Parents and Young People's Partnership Service

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

The school SENCOs regularly accesses training sessions and attends termly Trafford SENCO forums, cluster meetings and training sessions led by the TTSA, to keep up-to-date with changes.

Staff training in SEN is co-ordinated and delivered by the school's SENCOs. Where possible teachers and teaching assistants attend training relevant to the specific needs of children within our school. Over the last few years our teachers and teaching assistants have received training in dyslexia awareness, autism, speech and language and wellbeing.

11. How accessible is the school environment?

Park Road Sale is a single storey building and is accessible by wheelchair. The classroom doors are wide enough to allow wheelchair access. We have a disabled toilet.

If a child is due to start at Park Road Sale and has a disability which may restrict their access to the school environment it is important that parents or carers contact school prior to starting so that we can review the school's accessibility in light of their needs. It is important that we carry out risk assessments with the site manager to ensure the individual's needs are met. The school has an accessibility plan and reasonable adjustments will be made 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 our 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, Literacy and phonics so that parents can more confidently support their children at home. Parents are invited to attend special assemblies, class exhibitions and events throughout the year. We have parents' evenings each term when parents have the opportunity to discuss their child's progress. Pupil and parent surveys are used to gather information about different aspects of school life. We have a learning platform which parent/carers and children have access to. Each class has their own section which provides information about the things the children are learning in class. We also have a website and a school app which provide information about the school.

Parents can also support the school by joining 'Friends of Park Road' which is a group of parents that meet regularly and plan events such as school discos, cake sales and festivals to raise money for the school.

13. Who can I contact for further information?

Our school operates an 'open door' policy and parents and carers are welcome to make an appointment to speak to a member of staff. If you have any concerns regarding your child, the first point of contact should be the class teacher. A meeting with the school SENCO can be arranged to discuss concerns. Appointments can also be made with the Head teacher, Mrs Walmsley, through 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?

At Park Road Sale, we hold 'Open Days' when prospective parents are given a tour of the school. Currently, due to COVID restrictions these group tours have not been held and parents have been provided with a virtual tour which can be found on our website.

Once a child has been allocated a place at the school we provide further opportunities for them to look around the school. Parents are also invited to an 'Intake Evening'. There is opportunity at the meeting to meet the SLT team, including the SENCOs and the child's future class teacher. Parents also have the chance to visit the classroom and have a look around. The foundation stage teachers also visit the children at their current nursery settings. At the end of the summer the children have opportunity to visit their new classroom and spend time with their new teachers.

When a child begins school, parents and children are made aware of the home school agreement. This explains clearly what is expected from school and home.

For children with a special educational need or a disability, we encourage more than one visit so that the child can become familiar with their new environment. We also visit the pupil in their current setting and liaise with teachers who have supported the child.

Children throughout the school are given the opportunity to spend a morning in their new class with their future teachers, in the summer term. For children with additional needs we provide extra opportunities for them to meet their new teachers and become familiar with their new classroom.

When a child moves to another school all records are sent securely to the new school and the SENCO will liaise with the SENCO from the new school.

The school has developed good links with the local secondary schools. If a child has an EHC plan an 'Annual Review' meeting will be held in the autumn term of their final year at our school. Teachers from the secondary school the child's parents have selected will be invited to the meeting to discuss the progress and future needs of the child. At this meeting a plan will be made to support the smooth transition at the end of the year. At the end of the year all records will be passed securely to the secondary school.

15. What other support is available?

SENDIASS

Trafford Special Educational Needs and Disability Information and Support Service (SENDIASS) is a service for parents, carers and young people that needs help or information, including advice about Education, Health and Care Plans (EHCP).

Address :

4th Floor Sale Waterside
Waterside Plaza
Sale
M33 7ZF

Phone: 0161 912 3150

Email: sendiass@trafford.gov.uk

Facebook: <https://www.facebook.com/TraffordSENDIASS/>

Website: [Trafford SENDIASS website](#)

Twitter: <https://twitter.com/TraffordSENDIAS>

Trafford Parents Forum

Trafford Parents Forum is a forum of Trafford parents supporting other Trafford parents who have children and young people with SEN and Disability.

Address:

Ground Floor
Oakland House
Talbot Road
Old Trafford
M16 0PQ

E-mail: hello@traffordparentsforum.org

Website: <https://traffordparentsforum.org>

Twitter: [@TrafParentForum](#)

Stronger Together Empowering Parents (STEP) are a new team in the Trafford Parents Forum

Email: step@traffordparentsforum.org

Phone: 07925 926 956 / 07925 929 955

Join our Facebook page: [Stronger Together Empowering Parents STEP Trafford](#)

or follow us on Twitter [@StrongerStep](#)

or Instagram [@steptrafford](#)

Trafford Family Information Service

The Family Information Service provides free, impartial, confidential information and advice.

Telephone: 0161 912 1053

Website: [Trafford Directory](#)

Twitter: <http://www.twitter.com/TraffordFIS>

Facebook: <http://www.facebook.com/TraffordFIS>

Email: fis@trafford.gov.uk