



## SEN Information Report 2016-17

### About This Report

The Children and Families Act 2014 says that all maintained schools must publish a Special Educational Needs (SEN) Information Report every year. This report explains how our school meets the needs of children with SEN. It will be shown on our school website and in the 'local offer' on [www.eastsussex.gov.uk](http://www.eastsussex.gov.uk)

The information within this report is accurate at the time of writing but services both within school and externally are regularly reviewed and could change. The report will be reviewed regularly and any feedback about it should be sent to the SENDCo via the school office.

### Contacts

If you have any concerns about your child you should speak to the class teacher in the first instance. If you require further advice or have specific questions or concerns then the following people can be contacted.

<b>Within School</b>		<b>East Sussex Services</b>
Name and role	Contact details	
Mrs Suzanne Teear - SENDCo	<a href="mailto:s.teear@theparklandfederation.org">s.teear@theparklandfederation.org</a> 01323 502862/502620	<b>Admissions and Transport Team</b> County Hall, St Anne's Crescent, Lewes, East Sussex BN7 1UE  Phone : <b>0300 330 9472</b>
Mrs Fran Simpson – Assistant Senco	Currently on maternity leave	<b>SEN Disability and Advice Service</b>  <a href="mailto:advice@eastsussex.gov.uk">advice@eastsussex.gov.uk</a>  Phone: <b>01273 337711</b>
Mrs Jenni Neale - SEN Governor	Via the School Office	

## Which children does the school provide for?

Parkland Infant School and Parkland Junior School are federated and provide education across the whole primary age range 4-11 years. We are fortunate to have an independent nursery on site that we have close links with and share some facilities.

We are an inclusive school and cater for all children including those with special needs and disabilities. Parkland Federation has experience of supporting children with a range of needs including:

- ASD
- Speech and Language Needs
- Dyslexia
- Physical Needs
- Sensory impairment
- Social, emotional and mental health

If your child currently has an EHCP (Education Health and Care Plan) and you want to apply for a place at The Parkland Federation you should contact your Assessment and Planning Officer at County Hall in Lewes. All other applications are dealt with in the normal way.

## Summary of Identifying and Supporting children with Special needs and disabilities

### Identifying Need

All children at Parkland are constantly assessed by their class teacher both informally on a daily basis through observation and more formally 6 times a year when attainment and progress are assessed and discussed with senior leaders. In this way we aim to identify any issues as quickly as possible and put appropriate support in place.

If a teacher has a concern about a child they talk to the SENDCo and discuss strategies and the best ways to support the child. The teacher informs the parents. Progress is closely monitored to measure impact. If it is felt there is an underlying issue then the SENDCo will carry out a class observation and if necessary appropriate internal assessments which include Language Link, Speech Link and Dyslexia Screening. Results of these are used to plan appropriate support. At all times parents are kept informed.

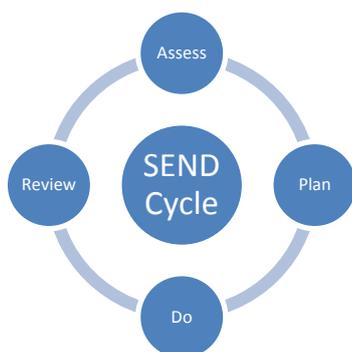
### The following table shows the different levels that The Parkland Federation uses in relation to SEND

The new SEND Code of Practice replaced the old categories of School Action and School Action Plus with a single category of SEN Support. At The Parkland Federation we have broken this category down into stages so that we can provide a graduated response and levels of support to meet the individual needs of the children. This table shows those stages.

<b>SEN Stage identified in the Code of Practice</b>	<b>Stage used at The Parkland Federation</b>	<b>Possible Actions</b>
<b>NOT considered SEND</b> , is not included in school SEND register or data relating to special needs	Concern	<ul style="list-style-type: none"><li>• Close monitoring</li><li>• Additional resources used in class</li><li>• Gather information</li><li>• Small group intervention in class</li></ul>

<b>SEN Support</b> Included in the school SEND register and in data relating to special needs	Assess, Plan, Do, Review (APDR)	<ul style="list-style-type: none"> <li>• As above</li> <li>• Targets set and reviewed at least 3 times a year</li> <li>• 2 reviews held at parent’s evening</li> <li>• 1 review held with SENDCo</li> <li>• Outside agencies and support may be consulted or involved</li> </ul>
	Additional Needs Plan (ANP) Previously a School Based Plan	<ul style="list-style-type: none"> <li>• As above</li> <li>• Additional Needs Plans are written to support a child who despite targeted support at APDR is still failing to make progress</li> <li>• More detailed document written in consultation with parents and other professionals involved</li> <li>• Additional assessments and reviews carried out if necessary</li> </ul>
As above PLUS Assessment and Planning involved at East Sussex County Council	Statutory Assessment	<ul style="list-style-type: none"> <li>• Paperwork prepared and sent to County Hall to request an assessment for an Educational Health and Care Plan</li> <li>• A request for a statutory assessment can be made by school or parents. At Parkland we will always work with the parents to decide the most appropriate course of action</li> </ul>
	Education Health and Care Plan (EHCP) Previously a statement	<ul style="list-style-type: none"> <li>• EHCP is written by County Hall, stating strengths, needs, suggested short and long term targets and provision.</li> <li>• The purpose of an EHCP is to secure improved outcomes across Education, Social Care and Health and prepare a child for transition to the next stage of education.</li> <li>• Targets are reviewed at least 3 times a year</li> <li>• EHCP is reviewed yearly at an Annual Review</li> <li>• The EHCP can stay with the child until they are 25</li> </ul>

The Assess, Plan, Do, Review cycle underpins assessment and planning for all children.



This means that children are provided with the level of support they need at a particular time and they can move up and down the stages of SEND support throughout their time at The Parkland Federation. At all stages the child is consulted and kept informed in a way that is purposeful and they can understand.

### Teaching and Supporting Pupils with SEND

All pupils have access to a full, rich and varied curriculum that promotes curiosity, independence and a love of learning. The curriculum is based around termly topics that engage children and allow them to make genuine links across subjects. Emphasis is also given to developing the core skills of reading, writing and mathematics.

Opportunities to show understanding in a variety of ways are provided, thus enabling all pupils to show knowledge and understanding, for example a class recently had to design and build their own moon buggy as part of a topic on 'Space'.

Outside visitors come into school to further enrich the curriculum and allow all children to fully engage with learning. These include: 'Google expeditions' offering a virtual experience linked to topics, drumming workshops for a topic on music and sound and a 'Stone Age visitor' showing children what life was like in the past.

The class teacher is responsible for planning and delivering high quality, differentiated teaching and learning that allows all children, including those with SEND to make progress and achieve. This is monitored on a regular basis by the Senior Leadership Team by class observations and drop-ins, looking at children's work and checking teacher planning and assessment.

The Parkland Federation employs teaching assistants and support staff who are able to support the class teacher in providing additional support for children when needed, this may be in the classroom or in a small group outside of the classroom leading interventions such as a focused group for spelling or maths, or to develop reading. New resources have been bought this year to support these interventions such as 'Stile' for pupils at risk of dyslexia, fine motor skills resources, 'Pictoys' to support speech and language groups and a range of books and resources for adults and children.

In the Infant School a member of staff delivers speech and language groups to identified children, these groups are planned and monitored with the SENDCo and teaching staff. In the Junior School a teaching assistant also works with a small group of pupils to deliver individual speech and language programmes.

Working with teachers and senior leaders the SENDCo provides support to ensure that the curriculum matches the needs of pupils with SEND. This may include organising training for staff, working with staff when planning work, providing practical equipment and resources and training teaching assistants.

### Learning Environment

The school learning environment aims to enrich the learning of all children. This means that displays are clear, well presented and purposeful. We aim for a balance between inspiring and creative whilst not becoming 'too busy' and causing some children to find the environment too over-whelming. Visual symbols are used where possible to label equipment and learning. Resources such as word-mats,

dictionaries, counters, number lines etc. are readily available for children to select and use thus encouraging independence. Interactive white boards are set to a buff background to reduce visual stress for children.

We are lucky to have large grounds and children use these regularly to enhance learning. Recently this has included a 'bug-hunt' and a 'sound-walk'. We have facilities for gardening, a pond and a wild life area. Reception have a newly refurbished outside play area that allows for active play and learning; it is also the home to the school rabbits and chickens, children in the Infant and Junior school are able to help feed and look after them.

### **How are Parents and Children Involved in reviewing progress and planning support?**

#### **Parents**

Targets and plans are reviewed at least three times a year with parents. Two of these reviews will be part of the school parent's evenings and one will be held with the SENDCo. Parents are also always welcome to discuss any concerns they have at any time with the class teacher or SENDCo, appointments can be made through the school office or details of the SENDCo contact details can be found at the beginning of this report.

In reception Tapestry is used and parents can upload information about their child's progress and achievements out of school for the teacher to see.

#### **Pupils**

As part of the school marking policy pupils are encouraged to self-assess work and say how they would improve their work and learning.

Pupils are asked to complete a short questionnaire for Annual Reviews to share their thoughts and ideas. Pupil Voice is also used for some children if needed to help staff better understand their concerns, strengths and thoughts. All classes run regular PSHE lessons that include circle time.

The SENDCo plans to introduce regular, informal meetings with SEND pupils this academic year to allow all pupils a voice about issues that affect them in school.

### **How does the school prepare and support children to transfer to a new school or the next stage in their education and life?**

The Parkland Federation is committed to providing children with the best possible start in life and providing them with the confidence, resilience and skills to move on to secondary school.

#### **Infant to Junior Transition**

The majority of children in the Infant School transfer to the Junior School (this is not automatic and places do have to be applied for through the admissions system). As a federated school we are able to plan and deliver bespoke transition work between the two schools to meet the needs of each cohort of children. In previous years this has included:

- Year 3 teachers working with year 2 pupils during the summer term

- Year 2 pupils spending time in the Junior School working with both their new teacher and current teacher
- Topics and books starting at the end of year 2 and carrying on in year 3
- Joint events across both schools such as: World Book Day, paired reading and watching plays.
- Providing additional visits, tours and time in the Junior School to individual pupils who require this
- Working with ESBAS (a county service who support attendance and behaviour) to deliver interventions and groups about transition

### Junior to Secondary Transition

If a child has an EHCP the annual review in year 5 will discuss the options for secondary school. The EHCP will be reviewed and amended in time for secondary school.

The Junior School works closely with the local secondary schools to support transition. As well as the usual transition meetings between year 6 and 7 staff the SENDCo will arrange to meet with the relevant staff and SENDCo and pass on information and discuss the best ways to support individual pupils with SEND. If appropriate, staff from the new secondary school will be invited to any review meetings in the summer term of year 6.

All pupils take part in transition activities and have visits to secondary school. If individual pupils require enhanced transition this will be organised. This may include:

- Additional visits with a member of staff or parents
- Interventions led by support staff that focus on resilience, confidence and coping with worries and change
- Interventions led by support staff that focus on specific scenarios that may occur at secondary school such as making new friends, managing homework, coping with a variety of teachers and finding your way around.

### What training do school staff have?

Whole school training needs are identified and planned for through the school systems of appraisals and the school development plan. Recent training for all staff has included Autism awareness training, followed up by the use of visual resources and strategies for reducing anxiety and managing sensory needs. All staff are also required to complete regular safeguarding training, training about the Government Prevent Strategy and domestic violence awareness training.

We work closely with South Downs Outreach Service and ESBAS. Staff from both organisations regularly come into school and observe classes and feedback to teachers providing both formal and informal training. In the infant school a speech and language therapist is currently delivering weekly sessions to a group of children and working alongside the speech and language teaching assistant to support and develop her skills. We are also working with the Educational Psychology Service to observe them deliver an intervention that staff can then deliver to another cohort of children.

Individual staff have a variety of training, areas of expertise and interests. Regular 'in-house' training is beginning this year for support staff.

The SENDCo is an experienced teacher and holds the National Qualification for Special Needs and has attended additional training in managing and leading special needs in schools.

## **How does the school measure how well it teaches and supports children with SEND?**

There are a variety of ways that The Parkland Federation measures the quality of SEND provision. These include:

- Termly (6 times a year) pupil progress meetings. During these meetings class teachers meet with senior leaders to look at the progress and attainment of all pupils in their class, particular attention is paid to vulnerable groups.
- The SENDCo meets with all teachers 3 times a year to review the progress and targets of SEND pupils and plan the next steps.
- Individual subject leaders ensure that all pupils' needs are catered for in their subject, this includes a specific focus on pupils with SEND
- Senior Leaders (including the SENDCo) carry out regular observations and learning walks to monitor provision for all pupils
- Senior Leaders (including the SENDCo) carry out regular book scrutinies
- The Heads of School meet regularly with The Parent Council to listen to feedback and suggestions about any issues concerning parents
- The Heads of School meet regularly with The Student Council to discuss issues that children are concerned about
- This year an external observation and audit of the SEND provision has been carried out and an action plan written to address issues raised
- New recording formats and systems to monitor the quality and impact of interventions are being introduced this year.
- The SENDCo produces an annual action plan focused on raising the quality of provision for SEND pupils

## **How accessible is the school and how does the school arrange equipment or facilities children need?**

We are subject to the requirements of the Equalities Act and make reasonable adjustments to prevent any child from being disadvantaged.

<https://czone.eastsussex.gov.uk/supportingchildren/equality/Pages/theequalityduty.aspx>

The Infant School is a single storey building with some internal steps, there are slopes and alternative routes which make the whole building accessible. The Junior School is a two storey building, there is a lift so the upper floor is fully accessible. There are also risk assessments, equipment and procedures in place for emergency evacuation. Individual risk assessments, for those children who require them, are completed and regularly reviewed with the member of staff responsible for Health and Safety as well as the child and parents.

Regular accessibility audits are carried out to ensure the site is safe and accessible for everyone.

If pupils require specialist equipment or facilities then the SENDCo and Heads of School work closely with parents, pupils and professionals to ensure everything is in place for the individual child.

## **How are children included in activities with other children, including school trips?**

At The Parkland Federation we aim to reduce or remove barriers to participation in activities including trips through careful planning. This may mean individual children need additional support for some activities; this may include adapted equipment, additional adult support, adaptation or adjustments to certain

activities. The class teacher, SENDCo and any other relevant staff will work together to ensure that no pupils miss out or are disadvantaged, if necessary individual plans and risk assessments will be produced and shared with parents.

### **What support is there for children's overall well-being and their emotional, mental and social development?**

At the Parkland Federation we pride ourselves on knowing the children individually and promoting their personal well-being as well as their academic progress. Class PSHE has a strong focus on developing secure social, emotional and mental development. In the School lunchtime activities are set up to provide a range of activities linked to Thrive. Teachers and teaching assistants are always available to talk to children and support them emotionally.

In addition to this we have recently appointed three Learning Mentors who work with identified children to remove barriers to learning. Their role includes:

- Supporting individual children in class
- Running interventions that focus on social skills and emotional and mental health. Interventions we plan to run this year include:
  - Lego Therapy
  - Aspirations
  - Friendship Skills
  - Transition
  - Social skills
  - Managing anxiety and worries
- Providing 1:1 sessions for children who require a nurture session
- Nurture Lunch club
- Running reward time and enrichment activities such as gardening and cooking

As a school we buy into Fegans, which is a counselling service. The counsellor is able to work intensively with individual children over a period of 3-4 months. We are also fortunate to have a play therapist working with us, she also works with identified children to support social and emotional development. We also refer children to ESBAS for individual support relating to social, emotional and mental health. An ESBAS practitioner works with individual or small groups of children as needed.

### **What specialist services does the school use to support children and their families?**

The Federation works with a wide range of specialist services as needed by individual children or families. Current services we are working with include:

- Educational Psychology
- ESBAS (Education Support, Behaviour and Attendance Service)
- CAMHS (Child and Adolescent Mental Health Service)
- CLASS (Communication, Learning and Autism Support Service)
- South Downs Outreach Service
- Sensory Needs Service
- Occupational Therapy Service
- Physiotherapy Service

- Speech and Language Therapy Service
- Fegans Counselling
- School Nursing Team

### **Where can I get information, advice and support?**

- The 'local offer' on the internet [www.eastsussex.gov.uk/localoffer](http://www.eastsussex.gov.uk/localoffer)
- [informationforfamilies@eastsussex.gov.uk](mailto:informationforfamilies@eastsussex.gov.uk) 0345 60 80 192
- [www.eastsussex.gov.uk/sendadvice](http://www.eastsussex.gov.uk/sendadvice)
- In school please contact the SENDCo - Suzanne Tear (contact information is at the beginning of this report)

### **What do I do if I am not happy or I want to complain?**

If you have any concerns or are not happy with something it is important that you let us know as soon as possible so that the issue can be dealt with swiftly. If possible talk directly to the class teacher or SENDCo. If you are still unhappy then please make an appointment to speak to the Head of School. If the situation is still not resolved then a complaint form should be returned to the Chair of Governors.

A copy of the Complaints Procedure and form is available on the School Website [www.theparklandfederation.org](http://www.theparklandfederation.org)