

Special Educational Needs and Disabilities (SEND)

Information Report

2023-2024

To be reviewed: September 2024

At Park View Primary Academy, we embrace the fact that every child is different and therefore all children's needs are considered in order to provide an inclusive and aspirational learning journey for all. We make every effort to provide the support needed for every child to achieve their potential personally, socially, emotionally and academically regardless of gender, sexual orientation, ethnicity, social background, religion, physical ability or educational need.

1. What does 'Special Educational Needs' mean?

The term 'Special Educational Needs' (SEN) can sound worrying and often frightening, but it shouldn't do. A child is said to have SEND when:

- they have greater difficulty in learning than the majority of children of the same age, or
- a disability which prevents or hinders them from making use of school facilities that are used by pupils of the same age.

If a child needs provision to help them to make progress that is additional to or different from what is generally provided in a mainstream school, then he or she will have been identified as having SEND.

2. Who supports children with SEN at Park View Primary Academy?

Mrs. Fiona Shepherd is the Special Educational Needs and Disabilities (SENDCo) Coordinator. She is responsible for ensuring that the needs of all children with SEND are met.

Class teachers are responsible for the day-to-day provision and SEND child receives. They will work closely with Learning Support Assistants (LSAs) to ensure that all pupils receive the provisions they need.

Miss Wilson is the Learning Mentor. She works closely with the SENDCo as part of our inclusion team.

Mr. Alaric Hall is the named Governor for the responsibility of SEND.

Mrs Louise Taylor is the Head of Academy.

3. How do we identify and assess pupils with SEND?

3.1 Identification:

All children are different and develop at different rates, however, at Park View we continuously assess and monitor pupils to identify any specific difficulties or changes throughout their school life.

Sometimes parents/carers raise concerns about their child and we welcome parents/carers in to talk about their concerns with the relevant members of staff.

Sometimes some children have other outside (external) agencies working with them and we work closely with the agencies to discuss the provisions that may be needed in school.

3.2 How are children's needs identified before they start at Park View?

As soon as we know that a child will be attending our academy, we gather information about each child so we can plan for his/her needs and ensure that he/she settles into our academy happily and makes good progress.

We gather information through:

- Parent information meetings.
- Pupil voice sessions with each child.
- Discussions with any outside organisations or agencies previously involved with the child.
- Working with previous schools or educational settings.
- Pre-visits for Nursery children and any Reception children new to the school.
- Visits to previous school by arrangement.

3.3 How are children's needs identified whilst at Park View?

All pupils at Park View are assessed against nationally set criteria. As we get to know each child, we might identify and realise that he/she is not making the expected level of progress, often because they cannot access the curriculum in the same way as other children their age can. We will then investigate possible causes and appropriate provisions to help.

We might:

- Meet with parents to see if there are any other difficulties that a child has at home.
- Observe a child in class/group session or playground.
- Use more specific assessments to identify particular barriers.
- Ask other professionals to come and observe or assess.

A child will be identified as having SEN within these four areas:

Communication and Interaction.

This includes: Speech, Language and Communication Needs (SLCN) and Autism Spectrum Disorder (ASD).

Cognition and Learning

This includes: Moderate Learning Difficulties (MLD), Specific Learning Difficulty (SpLD) such as Dyslexia, Dyspraxia.

Social, Emotional and Mental Health Difficulties (SEMH)

This includes: Children who are withdrawn or isolated, as well those displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder

Sensory and Physical Needs (SP).

This includes: Visual Impairment (VI), Hearing Impairment (HI), Multisensory Impairment (MI), Physical Difficulties (PD).

A child may have more than one of these four areas of need. At Park View we provide the support to ensure that a child's needs are met no matter which area they have difficulties in.

3.4 How do we assess pupils with SEN at Park View?

Class teachers assess children using Early Years, Key Stage 1 and Key stage 2 national assessments. If a child has SEN, it is sometimes more appropriate to use other assessments so that their learning journey can be measured in smaller, more achievable steps. All assessment is carried out on a termly basis, but there may be occasions where more frequent assessment is appropriate. For SEMH difficulties, teachers use 'Thrive' to assess children so that appropriate provisions can be made for them.

3.5 Graduated Approach

In line with Leeds City Council Children's Services, Park View Primary use a Graduated Approach to identify, assess and plan for provision to meet a child's SEN needs. The approach involves discussions between parents, pupils, teachers and professionals. A Support Plan will be created with agreed targets and actions. These plans will be reviewed at least termly, where targets and effectiveness of provision will be evaluated.

More information on the Graduated Approach can be found here: <https://www.leeds.gov.uk/schools-and-education/support-for-pupils-with-send/support-with-learning>

3.6 Education, Health and Care Plan

If the graduated approach does not help your child make progress, the school may think your child would benefit from an education, health and care needs plan (EHCP). This is a legal document that details any special needs a child has and the support and provisions that must be in place to help them learn.

To get an EHCP, the school SENDCo or parents will need to apply for an education, health and care (EHC) needs assessment. The Local Authority will consider the evidence of the action already being taken by school to meet the child's SEN. An EHC assessment will not always lead to an EHC plan. The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure improved outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. More information can be found here: <https://www.leeds.gov.uk/Pages/Education,-Health-and-Care-Assessments-and-Plans-.aspx>

4. How are pupils with SEN supported at Park View?

The staff and governors at Park View believe that all children should have access to a full and rounded education, which will enable them to achieve their full potential.

The school budget, includes money for supporting children with SEND. The school and governors discuss and agree how this money should be used to support pupils with SEN. Some money may be used to fund additional adult support and some may be used to buy in specialist support, training for staff and resources.

In Leeds, we can apply for additional 'top up funding' for pupils who have significant and complex needs. This is called Funding for Inclusion (FFI). Parents will be informed if a child meets the criteria for this extra funding.

Our approach to teaching our pupils with SEND, differs depending on their needs.

- All teachers plan differentiated and accessible lessons for ALL children. This might require using different resources or making changes so that all pupils can access the learning. Quality First Teaching approaches will be used in the first instance to meet the needs of pupils with SEN.
- We have Learning Support Assistants (LSAs) in school, who can be used to offer additional support, as directed by the class teacher.
- Some children may need to have some planned sessions outside of the classroom. This is called an intervention. These might be as part of a small group or an individual session, with an adult who is delivering a planned, focussed activity. The skills developed during these sessions will be used back in the classroom.
- We are involved with outside agencies in supporting children with additional needs including: Educational Psychologists, Specialist SEN Practitioners, Speech and Language Therapists, Physiotherapists, Occupational Health Practitioners, School Nurse etc.
- For some pupils with complex needs, it may be more appropriate that a more individualised approach is needed. They may have an adult working with them as a one-to-one (1:1), have a different timetable and may access different areas of the school, for example quiet, nurture rooms. Some of these pupils may have an Educational, Health and Care Plan or have high levels of funding.

The quality and effectiveness of provision used in teaching pupils with SEN is monitored by the SENDCo and members of the Senior Leadership Team. We monitor the impact of the provision by:

- Termly meetings between the class teacher and SENDCo.
- Fortnightly meetings between teachers and Senior Leaders
- Work scrutiny
- Learning walks
- Observations

5. How is the environment and curriculum adapted at Park View?

Our curriculum is created considering the general needs, interests and strengths of our pupils. Teachers provide opportunities for all pupils to be involved in all areas of the curriculum, where appropriate, even if they are following an individual timetable. We recognise that some children struggle with being in a busy classroom environment full time. So, certain areas of our whole school

environment have been developed to provide a quiet, sensory space. These spaces are also used for children who are having support for SEMH difficulties.

Resources and strategies are used so that every child can access the learning they need. For example, if a child needs coloured paper/overlays to help see clearly or if they need to use visual timetables to help to reduce anxiety.

We consider all aspects of a child's needs and we are ambitious about what we want them to achieve during their learning journey at Park View. We understand that some children need additional support with social and emotional development. Teachers use 'Thrive online' to assess and plan for appropriate activities to develop these skills. Some children may do some work one on one, or in small groups with a member of our Inclusion Team. In addition, our Personal, Social and Health Education (PSHE) curriculum will teach children, about healthy relationships and where to access help if they are worried. Please refer to our Anti-Bullying Policy.

We provide opportunities for individuals to develop skills in areas other than Reading, Writing and Maths. For example, providing opportunities to access sports and clubs. This might be through extra-curricular clubs or links with local charities (for example Leeds United, LS-Ten Skate Park). To help boost confidence and develop independence, we encourage children to take up responsibilities in school. We can always find a role to suit their needs.

Meetings with parents, pupils, teachers, SENDCo and professionals help us to identify what is best for each child and how to make sure they are fully included at Park View.

5.1 Remote Learning

There may be times when a pupil needs to access learning from home, for example: school closure, prolonged illness or isolations. Depending on the needs of a pupil, learning might be accessed by:

- Class Dojo, Tapestry.
- Video links
- Learning Packs organised by a class teacher

We will offer support to parents in being able to access and facilitate the learning.

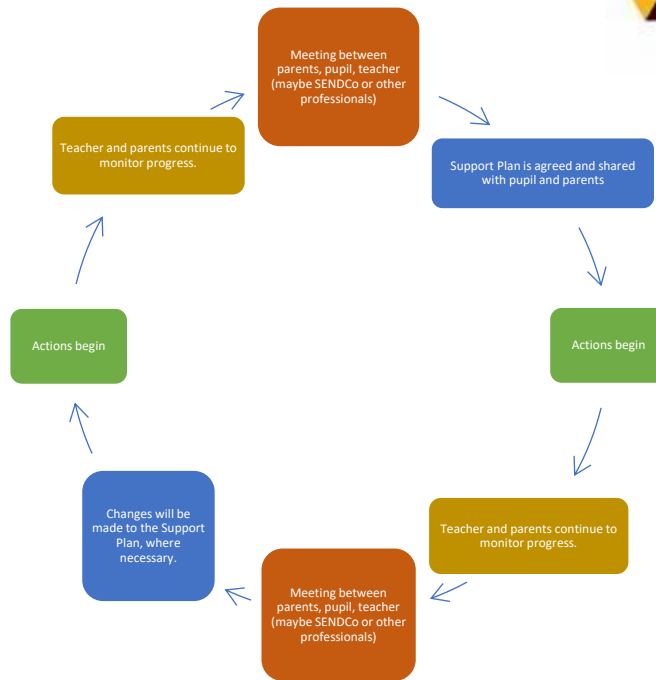
6. How does Park View ensure all pupils are treated equally?

All lessons, activities and trips are planned to be accessible for all children. We are committed in making the school building accessible for all pupils, including those with a disability. More detailed information can be found in our Accessibility Plan, which can be found on our website.

7. How does Park View involve parents and pupils?

Partnership with parents is a vital part of our SEN practice. Parents of SEN pupils will be kept informed at each stage of the process.

Meetings will be arranged with parents before their child is placed on the Special Educational Needs Register. This cycle shows how parents and pupils will be involved.



Teachers will work with pupils to find out their views. For older children, this might be a chat about how they feel about school, what they are worried about etc. For younger children, or children who struggle with communication, we will gather their thoughts in other ways.

For some pupils with SEN, parents will be invited to meet with external specialists, e.g. Educational Psychologists, STARS in order to discuss and plan additional support for their child.

For some pupils with SEN, parents will be invited to annual review meetings, e.g. pupils with an Education Health and Care Plan or funding to discuss their child’s progress with all professionals involved.

Parents are always welcome to arrange meetings with class teachers, SENDCo or Head of Academy.

8. How do we support pupils moving between different phases of education?

Moving between schools (often called transition) can be a worrying time for parents and pupils. We will do all we can to make sure that we make the journey as smooth and worry-free as possible. Meetings with parents and pupils will always be our first step.

8.1 Nursery to Reception

Visits to nursery and/or home visits will be arranged by Early Years Team and SENDCo. We will liaise with staff and the SENDCo at any previous settings. We may also contact other professional who may be involved, e.g. Health Visitors, paediatricians. Gradual transitions can be arranged, if this is appropriate for the child.

8.2 Year 6 to Secondary School

Liaising with SENDCo and designated Year 7 staff to create appropriate transition. This may include extra visits to meet staff, see the school and meet new classmates.

8.3 New to school

If a child arrives at our school with already identified SEN, we will gather information from parents and the pupil. We will also make contact with the previous school for any information that will help us to meet the child's needs. Gradual transitions can be arranged, if this is appropriate for the child.

9. What expertise and training do our staff have to support pupils with SEND?

The SENDCo is a qualified teacher with 15 years teaching experience and has completed the National Award for Special Educational Needs at Leeds Trinity University. She attends SENDCo Network Meetings through the local authority and Delta Academies Trust, to make sure that she keeps up to date with local and national policies.

We have a range of experienced teaching and learning support staff, who work with children with a range of SEND needs. Teachers work alongside support staff to put provision in place that meets the needs of a child.

All our staff receive regular and appropriate Continuing Professional Development (CPD) as required. Training and support are offered to staff to enable them to meet the needs of pupils with SEN. This might be organised as individual training or whole-school development. This will be delivered by the SENDCo, Trust Networks or specialists, for example: Speech and Language Therapist, Educational Psychologist, Autism Support Service, Visual and Hearing Impairment Team.

10. How do we secure specialist expertise, equipment and facilities to support pupils with SEND?

We work closely with Local Authority and NHS Services in order to access expertise, equipment and facilities that are needed to meet individual pupils' needs. Any equipment that is recommended for use in school will be loaned or purchased. Please refer to our Accessibility Policy.

We may also use these services to support our assessments and planning for strategies and provision or for supporting an EHCP application.

11. How do we handle complaints from parents of children with SEN about provision made at the school?

We would always encourage parents to share their concerns with class teachers, SENDCo or Head of Academy. This would allow opportunities to resolve any issues.

If a parent wished to make a complaint, they should follow the complaints procedure on the school website [Statutory Governance and Policy - Park View Primary Academy \(pvpa.org.uk\)](https://www.pvpa.org.uk).

12. Where can the Local Authority's local offer be found?

Leeds City Council outline the services offered to pupils and parents living in Leeds on their website. [Directory \(leedslocaloffer.org.uk\)](https://www.leedslocaloffer.org.uk)

We are often invited to give feedback and share views on Leeds' current local offer. Any parent views would also be welcomed.