



# Park Spring Primary School

## "Achieving Together"

### Universal offer SEN

#### General statement

The school has an inclusive ethos and works in partnership with children, parents and other agencies to provide the best possible educational outcomes. SEAL (Social & Emotional Aspects of Learning) is a major part of the ethos of our school as we believe that this programme supports the development of our pupils in their social and emotional well-being. We have high expectations of all our children and put support in place at the earliest possible stage where needed.

All SEN provision is overseen and managed by the Headteacher and the School Inclusion Team which is made up of the Senco, Learning Mentor and Inclusion TA. The Senco monitors, reviews and evaluates all SEN provision on a regular basis throughout the year and reports to the school governing body on how individual needs are being met and SEN funding (£6,000+) is being spent e.g. intervention programmes; outside agency provision.

All children are treated as individuals and the class teacher, alongside other support staff, plan an appropriately differentiated curriculum for children with additional needs to ensure high quality teaching and learning with effective support and resources. Clear IEPs and/or IBPs are put in place and reviewed regularly with evidence gathered of the impact of intervention programmes. Progress and plans are regularly reviewed at the half termly pupil progress meetings and evaluated to inform next steps. At times of transition for our SEN pupils within our school, the Senco will work with staff, pupils and parents to ensure that this is a smooth process. When pupils are moving schools the Senco and Learning Mentor will meet/talk with the new school staff and support extra transition sessions so that all parties feel settled and positive about this change.

Children are involved in the setting of personal targets and review their progress alongside teachers and support staff. Parents are vital partners in the child's journey through school and are invited to discuss their child's progress at parent consultation evenings or at other agreed times. IEPs and IBPs are shared with parents at the parent consultation meetings and the Senco is on hand to support both teachers and parents during these discussions. Parents are also encouraged to engage in supporting learning through daily reading, helping with homework and participating in school planned activities such as parent workshops, assemblies and the Foundation Stage termly Stay and Play days.

An appropriate and accessible learning environment is provided within the schools means and confines of the building and adapted where possible with additional funding if available and necessary e.g. ramps, wider doors and a disabled toilet added to aid wheelchair access. Staff in school are trained, and have worked alongside other professionals, to develop their skills, knowledge and expertise in specific areas of SEN e.g. speech and language, Makaton, nurture, positive behaviour and Webster Stratton Classroom Management.

Support is sought from other agencies where necessary in order to maximise learning potential e.g. Speech and Language service, Occupational Health Service, CAMHS ; local authority services e.g. school improvement, educational psychologists; cluster services e.g. behaviour support, family outreach, support and guidance etc.

The school's policies, available on the website, reflect the school's commitment to inclusion, safety and well-being of children:-

SEN Positive Behaviour Safeguarding/Child Protection E-Safety Anti-Bullying Home / School Agreement Complaints and Concerns

Main contacts and details: – Head Teacher – Mrs Rachel Horan SENCo, - Mrs Louise Chapman Learning Mentor – Mrs Wendy Holl

School Telephone Number – 0113 2552526

### **Frequently asked questions from parents/carers**

#### **What do I do if I think my child may have special educational needs?**

- Firstly discuss concerns with the class teacher  Senco/Learning Mentor will then become involved
- Signposting to other professionals if necessary How will school support my child?
- The class teacher is responsible for planning the curriculum coverage and for differentiating work as necessary
- The Senco will work with the class teacher and pupil to set achievable targets each term
- Pupils will be working with teachers and class teaching assistants
- Individual education and behaviour plans will be shared with parents at the consultation evenings.
- The Senco will monitor progress at the half termly pupil progress meetings

#### **How will the curriculum be matched to my child's needs?**

- The class teacher will differentiate work and level it to suit the individual child
- The class teacher will decide if the child needs to receive extra group support
- The Senco will work with the class teacher to develop termly achievable targets (IEP/IBP)
- The school has a range of resources to suit pupils from Nursery age
- The Senco will request additional support from professional agencies if needed

#### **How will I know how well my child is doing and how will you help me support my child's learning ?**

- The school has an open door policy and staff are happy to discuss with parents any concerns they may have about their child's learning and progress
- If parents request help in supporting their child then the school is happy to offer advice

#### **What support will there be for my child's overall well-being?**

- The school has a Learning Mentor who works closely with pupils and parents.
- All staff are trained in Webster Stratton Classroom management
- All the staff are trained in First-aid
- Some staff are trained to run nurture groups
- Each lunchtime there is the provision for children who need a listening ear to spend time in our 'Cool Hut'
- The school is willing to administer prescribed medicines and if a child is feeling ill we will contact parents to request permission to give 'Calpol'
- We have a school policy with regard to children who need regular medication eg asthma inhalers

**What specialist services and expertise are available or accessed by the school?**

- The school works alongside a range of specialist providers to support our most vulnerable pupils

**What training are the staff supporting children with SEN having/had?**

- The school endeavours to regularly train staff to support pupils with additional needs.
- We work alongside specialist agencies to carry out specific programmes of support

**How will my child be included in activities outside the classroom?**

- As an inclusive school we endeavour to include all pupils in all planned activities. We do occasionally request that a parent accompanies a child if we have concerns regarding health and safety.

**How accessible is the school?**

- The school is built on two levels and does have stairways to access the upper floor.
- The ground floor doorways have ramps.
- The doors in school are disability friendly
- We have a disabled toilet in the main building along with shower facilities

**How will the school help my child on transfer to the next phase of education?**

- We liaise with our high schools to arrange extra transition visits for our vulnerable children

**How are the school resources allocated and matched to children's SEN?**

- The school is funded on a national formula per pupil. Schools are expected to find the first £6,000 from within the school's budget to support children and young people with SEN who are on the school's inclusion register. The school can apply for a 'top-up', based on strict criteria, if it is felt that a child's needs are above that which can be provided through the £6,000. The school uses the funds to put appropriate support in place to meet the specific needs of a child.

**How is the decision made about what type and how much support my child will receive?**

- The Senco and Headteacher discuss each individual child's additional needs and how we can best support that child.

**How are parents involved in the school and how can I be involved?**

- We have a number of parents and grandparents who regularly volunteer to help in school.
- If you are interested you need to make contact through the school office
- We encourage helpers to work in classes other than their own child's as we find that this can often have an influence on the child.

**Who can I contact for further information?**

- School office staff are happy to help with any queries regarding information and will pass requests to the relevant members of staff.