



# Park Spring Primary School

## 'Achieving Together'



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<b>1 Nature of Special Educational Need at Park Spring Primary School.</b>	<p>Park Spring Primary School provides support for pupils across the four areas of need as referenced in the SEND Code of Practice 2015:</p> <ul style="list-style-type: none"><li>• Communication and interaction</li><li>• Cognition and learning</li><li>• Social, emotional and mental health difficulties</li><li>• sensory and/or physical needs</li></ul>
<b>2 Information about the school's Policies for identification and assessment of pupils with SEND</b>	<p>Pupils are identified as having SEND, and their needs assessed through:</p> <ul style="list-style-type: none"><li>• information passed on from Nursery/ Children's Centres/previous schools;</li><li>• Foundation stage data, KS1/ KS2 results, baseline testing and progress data;</li><li>• feedback from teaching staff and observations;</li><li>• analysis of interventions not showing sufficient impact;</li><li>• Referrals/feedback from parents and/or external agencies</li><li>• pupil referrals</li><li>• analysis of behaviour records</li></ul>
<b>3 The school's approach to teaching pupils with SEND</b>	<p>Provision for SEND pupils includes:</p> <ul style="list-style-type: none"><li>• Quality first teaching, with appropriate differentiation in place;</li><li>• Additional adult support in classrooms where appropriate;</li><li>• Graduated response using B Squared materials/ The Early Years Developmental Journal to Assess, Plan, Do, Review.</li><li>• Personalised and specialised provision through time limited programmes;</li></ul>



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	<ul style="list-style-type: none"> <li>• Personalised and specialised provision through adapted resources and interventions.</li> <li>• The Hive – a Nurture provision to support children with specific SEMH needs.</li> </ul>
<b>3a Evaluating the effectiveness of the provision made for pupils with SEND</b>	Impact tracking is completed at least termly and adaptations to provision made in light of these findings. Progress and evaluation is reported to the Governor with responsibility for SEND. Annual report to the Governing Body and SEND Information Report posted on Web site.
<b>3b Arrangements for assessing &amp; reviewing pupils' progress towards outcomes, including opportunities available to work with parents &amp; pupils as part of this assessment and review</b>	<p>These arrangements include :</p> <ul style="list-style-type: none"> <li>❖ Data tracking and analysis for pupil progress and behaviour</li> <li>❖ ISAR, Personalised Passports, IPMs and ECHP reviews;</li> <li>❖ Observations and follow up</li> <li>❖ Parents meetings.</li> <li>❖ B Squared Materials/Early Years Developmental Journals to Assess, Plan, Do, Review</li> <li>❖ Liaison/reviews from/with external agencies e.g. SENDIT, STARS, Occupational Therapy, Speech and Language Therapy.</li> </ul>

<b>3d How adaptations are made to the curriculum and the learning environment of pupils with SEND</b>	<p>The curriculum /learning environment is adapted by:</p> <ul style="list-style-type: none"> <li>❖ Groupings that target specific levels of progress;</li> <li>❖ Differentiated or adapted resources such as coloured overlays, writing stands, coloured paper.</li> <li>❖ Adapted teaching styles/ groupings;</li> <li>❖ Appropriate choices of texts and topics to suit the learner;</li> <li>❖ Access arrangements for tests and or examinations;</li> <li>❖ Additional adult support</li> <li>❖ Movement breaks, sensory support, emotional regulation strategies</li> <li>❖ Individualised timetables</li> </ul>
<b>3g Support that is available for improving the social emotional and mental health of pupils with special educational needs,</b>	<p>Pupils are well supported by:</p> <ul style="list-style-type: none"> <li>• An anti-bullying policy that is supported by all staff</li> <li>• Webster Stratton plus Staged Response to Inappropriate behaviour</li> <li>• A whole school ethos and inclusion team that provide programmes including nurture groups, bereavement counselling, Drawing and Talking Therapy, Little Voices, individual mentoring/provision and friendship groups to develop SEMH in all pupils.</li> <li>• Targeted support for individual pupils.</li> <li>• Multi-Agency working to provide specialist targeted support e.g Counselling, emotional wellbeing, child psychotherapy and family support through Pudsey cluster</li> <li>• School Council</li> <li>• Pupil Voice</li> <li>• MindMate Friendly School</li> <li>• Access to The Hive.</li> </ul>



	<ul style="list-style-type: none"> <li>We work closely with external agencies and follow advice relating to individuals with SEND. Such working relationships include Occupational Therapists, Educational Psychology team, SENDIT (Special Educational Needs Inclusion Team), SENDSST (Special Education Needs School Support Team), STARS, Area Inclusion Partnership, Speech and Language Therapist, Pudsey Cluster (incorporating Targeted Services Leader, Family Support Worker, Child Counsellor and Child Psychotherapist), DAHIT, CAMHS, Paediatrics.</li> </ul>
<b>6 Information about how equipment and facilities to support children and young people with special educational needs will be secured.</b>	<p>Inclusion Budget (£1000) allocated annually to provide specialist resources recommended by external agencies e.g. radio aids (hearing), coloured overlays/work books (Dyslexia) wobble cushions and fidget toys (sensory difficulties), work stations (Autism), writing slopes and grotto grips/ ergonomic pens/pencils (physical needs that affect handwriting), books etc.</p> <ul style="list-style-type: none"> <li>Charities</li> <li>Volunteers</li> </ul>
<b>7 The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.</b>	<ul style="list-style-type: none"> <li>Open Phone/Email Policy where parents/carers are welcome and encouraged to contact the Inclusion Manager and Team.</li> </ul> <p>Communication is also facilitated by:</p> <ul style="list-style-type: none"> <li>Newsletters to inform parents of events/ meetings / training.</li> <li>School Website</li> <li>Parents Evenings and Review Meetings</li> <li>Inclusion Team available and teachers also present at the end of the day and 1:1 support staff meet and greet their children.</li> <li>SENDCo contacts parents on a rota basis to gather information, advise and inform</li> </ul>

<p><b>8 The arrangements for consulting young people with special educational needs about and involving them in, their education.</b></p>	<ul style="list-style-type: none"> <li>▪ Pupil Voice</li> <li>▪ School Council</li> <li>▪ Individual Provison Map reviews 3 x year</li> <li>▪ Annual Reviews</li> <li>▪ Personal Interviews</li> </ul>
<p><b>9 Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.</b></p>	<p>Please see complaints Policy</p>
<p><b>10 How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.</b></p>	<p>We strongly believe in Multi-agency working and work closely with Children's Social Work Services, Speech and Language, SENDIT, SENDSAP, STARS, Pudsey Cluster, DAHIT, the Children's Centre at Swinnow, Leeds Rhinos etc.</p>

<p><b>11 The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.</b></p>	<p>SENDDIASS (Special Education Needs Independent Advisory Service)</p> <p>Tel 0113 378 5020</p> <p>SCOPE Parents Connect Course / Navigate Service</p> <p>For general enquiries and more information about EHCPs, monitoring and quality assurance, you can contact <a href="mailto:SENDSap@leeds.gov.uk">SENDSap@leeds.gov.uk</a></p> <p>For general and specific enquiries regarding Funding for Inclusion, Additional Learning Support and any other matters relating to SENDD funding, you can contact: <a href="mailto:ffi@leeds.gov.uk">ffi@leeds.gov.uk</a></p>
<p><b>12 The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.</b></p>	<ul style="list-style-type: none"> <li>▪ Carefully considered and planned transition including thorough handover meetings from SENDCo to receiving SENDCo (with parents/carers welcome), staggered and additional transition visits tailored to the needs of the individual child and building up in length/duration.</li> <li>▪ Comprehensive transition meetings between outgoing and incoming teachers with SENDCo</li> <li>▪ Utilise summer transition activities offered through the Pudsey Cluster.</li> <li>▪ Support with gaining Independent Travel Training where appropriate.</li> </ul>
<p><b>13 Where the local authority's local offer is published.</b></p>	<p><a href="http://www.leeds.gov.uk/residents/Pages/Leeds-local-offer.aspx">http://www.leeds.gov.uk/residents/Pages/Leeds-local-offer.aspx</a></p>

Breakdown of SEND Register March 2023

	Nursery	Reception	Y1	Y2	Y3	Y4	Y5	Y6	Total
EHCP	0	1	0	0	1	1	1	4	8
Total Number (K Support)	4	6	9	15	11	15	10	8	78