



Special Educational Needs at Parklea. School Information Report

At Parklea we believe in achievement, ambition and progress for all children.

- We aim to meet the needs of individuals by implementing highly effective and high-quality teaching and learning. High quality teaching is the first step to responding to pupils who have special educational needs. *Code of Practice 2015*.
- We work in flexible ways to develop effective partnerships with children and their parents/ carers.
- We ensure we can meet a broad range of special educational needs and will seek advice when needed from external professionals such as Speech and Language Therapists, Educational Psychologists, Occupational Therapists and the Child and Adolescent Mental Health Services (CAMHS)
- We undertake a rigorous system of monitoring children's progress and supporting personal and academic achievement. We remove barriers to learning and use a wide range of strategies to foster a culture of lifelong learning and independent living skills for all children.

We are an inclusive school where every child matters. We aim to support all children's needs, across the four broad areas of need and additional and/or different provisions are made for children with a wide range of needs, including:

- Communication and Interaction: Autistic spectrum disorder, selective mutism, speech and language difficulties.
- Cognition and Learning: Moderate learning difficulties and specific learning difficulties, including specific literacy difficulties and Down's Syndrome.
- Social, Emotional and Mental Health Needs: Attention Deficit Hyperactivity Disorder, attachment needs and anxiety.
- Sensory and Physical Difficulties: Cerebral Palsy, epilepsy, diabetes, visual impairment and medical needs including gastronomy feeding tube.

How do we identify and assess the needs of pupils?

- We listen to the concerns of parents
- Discussions with feeder pre-schools and previous school settings
- Observe and monitor progress against the Early Years Foundation Stage curriculum and National Curriculum
- Observations, summative and formative assessments by school staff
- Half termly pupil progress meetings with teachers and SLT.
- Regular discussions with school staff.

Once a need(s) have been identified we will meet with you regularly to discuss the concerns and plan the next steps for your child. Interventions may be put into place and the effectiveness of these is monitored by the school SENDCo.

Your child may be given a Personalised Learning Plan (PLP) with specific targets to work towards. We will review these targets with parents/ carers and the child on a termly basis.

Who are the key people in school available to discuss parental/ carer concerns about their child's needs?

- The child's class teacher
 - Our school SENDCo- Mrs C Buckler
 - Our Family Workers: Mr. S Bradbury and Mrs. S. Taylor: school@parklea.co.uk
- Our school phone number is: 01582 571619.

Our Approach to teaching children with Special Educational Needs.

We work in partnership with parents and carers to deliver an inspiring and engaging curriculum for all children. We have high aspirations for all children and we want to motivate them to achieve their potential.

- All teachers are teachers of children with SEND. Teachers have high expectations and will make provision for all children to achieve.
- We follow a cycle of assess, plan, teach and review.
- To ensure children with SEND can access learning within school they may receive support in a variety of ways.

How do teachers adapt teaching for children with Special Educational Needs? Teachers will adapt whole class lessons to cater for the needs of children.

- They may provide additional or different resources including the use of practical and visual resources to support the learning.
- They may plan an adapted task to enable a child to be successful in their independent learning.
- They might 'chunk' tasks into sections to help children focus on a smaller task.
- They might provide timers, visual timetables or schedules to help children manage their routines.
- Teaching Assistants will work with children on a 1:1 or small group basis.
- They may provide aids to help children access learning such as magnifiers, enlarged print, pencil grips, coloured overlays or sensory cushions.
- They may provide alternative recording methods such as typing longer pieces of work or using a voice recording to record ideas.

If a child has been identified as having a specific need such as Autism we would seek further advice from external agencies about how the learning environment and teaching can be adapted to cater for their needs.

It may be necessary for children to access a highly individualised curriculum that will be delivered by a teaching assistant under the direction of the class teacher. This might be delivered in class, at a workstation, if appropriate, or in a calm and quiet work space.

Planning for individualised curriculums is monitored by the SENDCo and the outcomes are used to measure progress.

How do we monitor progress of children with Special Educational Needs?

Children's progress is monitored regularly by the class teacher. Where a child is supported by an additional adult, they would give the class teacher regular feedback about the child.

Staff hold pupil progress meetings each half term where the attainment and progress of children is discussed.

If your child has a PLP their targets will be reviewed each half term as a means of measuring their progress. Parents/ carers and the children form a key part of these reviews.

If your child has an Education Health Care Plan (EHCP) they will have targets that are reviewed annually. Parents/ carers and the children form a key part of these reviews.

Progress is measured using the school's assessment and tracking system. In year 1 children undertake the Phonics Screening Check, in year 4 they undertake the Multiplication Tables Test. At the end of Key Stage 1 and 2 they are formally assessed using the Standard Assessment Tests.

The school may also use other tools to monitor progress of children such as:

- Language Progression Toolkit
- Social and Communication Difficulties Questionnaire
- Luton Early Years SEN Tracker
- The Holistic Profile
- Reading speed and fluency tests

How will you be informed about the progress your child is making?

We encourage communication between parents/ carers and class teachers through class emails. The SENDCo is also always available for discussions about your child's progress.

Parents are invited to two parent/ carer consultations each year. They will also receive an annual written report.

If your child has a PLP we will contact you termly to help review the targets and to contribute to writing new targets. The PLP will have specific, measurable and achievable targets. A copy of the PLP will be given to you for your reference.

If your child has an EHCP, you will be invited to attend an annual review alongside your child's class teacher, the SENDCo and any external agencies that have been working with your child. We will discuss your child's progress towards their targets and plan the next steps and future targets. If needed, we can call an early/ interim review of the EHCP in addition to annual reviews.

How do we support your child at unstructured times such as lunchtimes and playtimes and enable them to have access to after school clubs, school trips and journeys?

Some children need additional support during unstructured times such as lunchtime and playtimes. This support will be from a teaching assistant. Staff will have had a discussion with the class teacher about the individual needs of the child. If needed staff will also receive training as to how to support the child.

For some children the busy hall environment can be overwhelming and if needed we can provide a quiet room for them to eat in.

School trips and journeys are a great way to develop language and understanding beyond the structure of the school curriculum. Therefore, we feel it is important all children can access any trips or journeys we plan.

We would carry out a risk assessment in conjunction with the venue and plan how children can access the trip. We would also make adjustments if needed. For example we might:

- Create a photo book of key areas of the venue to share with the child prior to the trip.
- Invite parents/ carers on the trip so they can support their child.
- Seek additional aids if needed such as a wheelchair.
- Liaise with the venue to ensure there are the facilities needed for the child such as changing facilities, ramps, quiet eating areas etc.
- Plan our route around the venue taking the needs of the child into consideration.

We have a breakfast and after-school club which is accessible to all children.

What services external to our school provide support to pupils with SEN?

As a school we can make referrals to a number of external agencies to provide advice and guidance about supporting your child.

- School Nursing Team
- Educational Psychologist
- SENs Team
- Speech, Communication and Language Needs Team
- Autism Spectrum Team
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Community Pediatric Team at the Edwin Lobo Centre.
- Children and Adolescent Mental Health Service(CAMHS)
- CHUMS
- Mental Health in Schools Support Team
- Outreach from Luton's Primary Social, Emotional and Mental Health service (LPSS)
- Outreach from Visual Impairment Provision at Chantry Academy
- Outreach from Lady Zia Wernher and Richmond Hill Special Schools.

How are parents/carers supported if their child is identified as having special educational needs?

If your child has been identified as having special educational needs this can be a worrying time, however, it may also give you a sense of relief as it may provide an explanation to the behaviours that your child is demonstrating. It also may open up other avenues of support for your child.

In school we would hold regular meetings between staff and parents/carers to discuss the next steps and progress. We will listen to your concerns and to the best of our ability support you in those next steps.

- We have 2 family workers that can provide support- whether this is a chat on a regular basis or signposting to services that you can access.
- We can signpost you to support groups and events where you can have to chance to talk to other parents and families.
- We can signpost you to training specifically aimed at parents.
- We can signpost events for parents and families- for example the monthly FLAG (Families in Luton Autism Group) meetings.
- We can signpost you to SENDIAS (Special Educational Needs and Disabilities Information Advice and Support Service) or IPSEA (Independent Provider of Special Education Advice) There are links on our website.
- We can also complete an Early Help Assessment to support families who may be having difficulties at home and need a little extra support.

How are staff in our school supported in working with children with Special Educational Needs?

We have a team of staff with a wide range of experience in working with children with special needs. When planning the provision for a child we will consider the expertise of the staff.

- Staff will receive any training needed to help them support a child with special needs. This might be from:
 - School SENDCo and/or Senior Leadership Team
 - Educational Psychologist
 - Autism Spectrum Team
 - Behaviour management and de-escalation training
 - Outreach services from Special Needs provisions.
- Staff complete regular online training, including safeguarding training.
- If a particular need is identified across the whole school, training will be provided as part of the school improvement plan.

If a child has medical needs such as diabetes a wide number of staff will be trained in how to cater for their needs so that we are confident we will always have someone in school who can deliver the care they need. This training will be provided by specialist staff such as the diabetes nurse or community paediatric nurse.

How does our school involve pupils and parents in decisions that affect them?

Children are included in decisions about their progress and targets.

If your child has a PLP the individual targets that are set for them will be discussed with them and their parents/ carers. They have the opportunity to contribute and discuss these targets. The child's views are taken into consideration when provision is being implemented.

If your child has an EHCP, as part of the annual review process, they will be asked for their views on school, for example: what they feel they are good at, what they would like to achieve, what they feel is helping them in school. The adult may scribe for them, provide picture prompts or support. We feel it is vital to hear the child's voice as part of the review process.

The child may also be invited to be part of the annual review meeting, if this is deemed appropriate. Parents/ carers are invited to the annual review meeting and they can share their views and opinions about the progress their child has made.

All children have an opportunity to stand for a role in our school council.

Children are invited to transition meetings and can discuss their views, concerns and have an opportunity to ask questions.

How do we promote the positive wellbeing of children in our school with Special Educational Needs?

We adopt a wholly child centered approach to working with children with Special Educational Needs and Disabilities and we are flexible in the approach we use with the children. We take their interests and needs into account throughout all areas of their education.

- For some children we may allocate an adult buddy. This might be a member of the office staff, a TA or family worker. This is someone they can have a chat with on the occasions they may be feeling overwhelmed.
- We run social skills groups and interventions to develop peer relationships and self-confidence.
- We can work with external agencies such as CAMHs and Chums to support children with more complex mental health needs.
- Leaders have received training to support their practice 'Every Teacher A Leader of SEND.'
- All our support staff have received First Aid training.
- For children with medical needs we have a quiet, calm, clean room to administer medication. We also have close links with the community nursing team and school nurses to seek advice if needed.
- We have a designated member of staff who provides targeted individual support for children with social, emotional and mental health needs.

As a school we have weekly themes which are celebrated through assemblies and work in class. These promote an ethos of equality, fairness and acceptance of all. This aligns with our school values of perseverance, curiosity, equality and passion.

How are our resources allocated to support children with Special Educational Needs?

- The school receives annual SEND funding. The funding is used to provide additional support, training or resources dependent on individual needs.
- The allocation of funding is monitored by the Governor with responsibility for Special Educational Needs and disabilities. This is then reported to the governing body.
- Children who have an EHCP have allocated funding from the Local Authority and additional funding provided from the school budget. This funding is used to provide the provision needed to support their learning- whether this is 1:1 support, small group support or specific resources.

How accessible is our school environment?

Lower Site

- Our Lower Site on Cranbrook Drive is a single-story building. It is wheelchair accessible throughout most of the site.

Upper Site

- Our Upper Site on Kinross Crescent has restrictions to access, which makes part of the building on the first floor inaccessible to wheelchair users and those with profound walking difficulties. The school has ramps in the courtyard enabling pupils to access all areas on the ground floor.

All classrooms have a visual timetable and we use visual signs around the school.

We have staff who can communicate with parents/ carers whose first language is not English including for example Polish, Urdu and Bengali.

We have also provided adapted writing equipment and ICT equipment. We have provided

magnifiers to support visual impairment.

We are happy to discuss individual access requirements when necessary.

How do we support children in moving to the next key stage or to a new school?

Across the school we plan our transition work very carefully and take extra consideration for children with special educational needs.

- Starting School.

In the Summer term before your child starts school members of staff would begin work on transition.

- Consult with members of nursery and pre-school staff about children's needs.
- Staff would visit the children in their pre-school settings.
- Parents / carers are invited to an information meeting and have the chance to speak to members of staff.
- Children and parent/ carers invited to visit school for an informal visit.
- Children to visit with pre-school group- where they are in our local area.
- School uniform available in role play areas in our local pre-schools/ nurseries.

In September, before your child starts school:

- Staff complete home visits
- Children and parents/ carers visit their new class, meet their teacher and their new friends.

Some children may need additional visits to school either during the school day or after school which can be arranged.

Parents/ carers can also speak with the school SENDCo about their child's needs and discuss how we would support these needs in school.

Moving between year groups.

For some children with special needs any change in routine and environment can be overwhelming therefore, their individual needs are considered when planning their transition between year groups.

- Discussions between teachers about the child's needs and their PLP and/or EHCP targets
- Children spend at least one morning in their new class. However, additional, informal visits can be arranged if needed.
- For children with Special Needs, a photo showing the new staff members, classroom, cloakroom etc will be sent home to share over the Summer holidays.
- If there is a change of adult support we would plan a transition period between the members of staff so that the child is prepared for the change.

Moving between Key Stages

In addition to the transition process outlined above we would plan additional visits such as sports mornings to help children become familiar with the new site.

We also work closely with our main feeder school Lealands High School. Our transition process follows:

- The SENCD0 from Lealands will attend meetings held in the Summer Term with class teachers and our school SENDco.
- The school's family workers support transition activities.
- Some children have additional planned visits to their secondary school in small groups throughout the summer term.
- All relevant paperwork is shared with the pupil's new schools.
- The children's new teachers may come to our school to see the children in class during the Summer Term.
- New teachers will meet year 6 teachers to discuss individual pupil's needs.
- There are opportunities for parents/ carers to meet with the SENCD0 from the secondary schools to discuss their child's needs.
- During Common Transfer Day pupils spend time at their new school, meet their new teachers and stay for the day.

How should parents / carers raise concerns or complaints about the provision made for their child in school?

In the first instance any concerns you have about the provision that has been made for your child should be raised with the class teacher or SENDco.

We always value your comments and opinions.

If you feel there has not been a satisfactory resolution you may speak to the Headteacher. If the matter is still unresolved then you can speak to the governor with responsibility for SEND or our Chair of Governors, Sarah Hammond. More information can be found about our complaints procedure on our website: www.parklea.co.uk

You may also seek advice from SENDIAS. Details of which can be found on our website.

Key Personnel in School:

Headteacher: Mr S Spooner

Deputy Headteacher: Mrs B Fortune

Assistant Headteachers: Mrs B Moses and Mrs A King

SENDCo: Mrs C Buckler

Family Workers: Mr S Bradbury and Mrs S Taylor

Governor with SEN responsibility: John Paxton

Who can parents/carers contact for more information

If you are considering a place at our school for your child but would like to discuss their needs please contact either:

- Headteacher- Stephen Spooner Email: school@parklea.co.uk Contact Number: 01582 571619
- SENDCo- Mrs C Buckler Contact Number: 01582 571619

To apply for a place at our school please contact either:

- Luton Borough Council Admissions Team: 01582 548038
- The Special Educational Needs Assessment Team: 01582 548132

The Luton's Local Offer can be accessed via:

<https://directory.luton.gov.uk/kb5/luton/directory/localoffer.page>

