

PARK HOUSE PRIMARY SCHOOL



SPECIAL EDUCATIONAL NEEDS POLICY AND INFORMATION REPORT

2025/26

Signed by:

S. Karanfil

_____ Headteacher

Date: 3rd July 2025

_____ Chair of governors Date:

Signed by:

S. Karanfil

_____ SENDCo Date: July 2025

Park House Primary School SEND and Inclusion Report

All Derbyshire (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

The four broad 'areas of need' are **Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and Physical Needs.**

The LA Local Offer

- The *Children and Families Bill* came into effect in 2014. From this date, Local Authorities and schools were required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEND) aged 0-25. This is the 'Local Offer'.
- The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.
- Here is a link to Derbyshire's Local Offer - <http://localoffer.derbyshire.gov.uk/>

The School SEND Information Report

Park House Primary School is committed to providing a high quality education for all children. We believe that all children, including those identified as having special educational needs and disabilities, have a common entitlement to a broad and balanced academic and social curriculum which is accessible to them. Furthermore, all children at Park House should be fully included in all aspects of school life. We also believe that meeting every pupil's needs is a shared responsibility. We will work in partnership with parents and other agencies (as needed) to provide the best education possible for all children. Park House utilises the LA Local Offer to meet the needs of SEND pupils as determined by school policy, and the provision that the school is able to meet.

We aim to:

Ensure that all children have access to a broad, balanced and differentiated curriculum appropriate to their needs; identify when children have special educational needs and disabilities and respond promptly and to ensure that children with special educational needs and disabilities take as full a part as possible in school activities. As a school, we work in cooperative and productive partnership with the Local Authority and other outside agencies and we ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

We endeavour to make every effort to achieve maximum inclusion of all pupils (including vulnerable learners) whilst meeting pupils' individual needs. Teachers provide differentiated learning opportunities to support all the children within the school and provide materials

appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum.

The policy will be reviewed on an annual basis to ensure that it is fit for purpose and in line with current legislation.

To "promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others". (National Curriculum, 2015).

At Park House, we are committed to ensuring our staff have relevant and recent training in order to support pupils with SEND. Autism Outreach and Behaviour Support came into school to give training to staff on several occasions during the past year. Mrs. Kavanagh holds the National Award for SEND qualification. Mrs. Kavanagh is the schools SENDco.

Mrs. Ellis (Pastoral and Inclusion Manager) supports the SEND team and has SEND qualifications including: University of Northampton, Supporting Learners with SEND (Level 4); Understanding, Supporting and Managing Learners with Specific Learning Difficulties (Dyslexia and Autism); Assessing and screening to support pupils with indicators of Dyslexia; she has attended training for spotting the early indicators of autism and she has completed the Inclusive Education Programme. Mrs. Ellis also has been trained as our Neurodiversity Champion for the school.

Having a Pastoral and Inclusion Manager, who works closely with the SENDco, ensures that learning difficulties are recognised early on so the relevant support can be put in place.

Definition of Special Educational Needs and Disability:

A child has a special educational need if they have a learning difficulty or disability that calls for special educational provision. A learning difficulty is a significantly greater difficulty in learning than the majority of children of the same age. A disability is a disability that prevents or hinders a child from taking advantage of the facilities generally available. Special educational provision is provision that is additional to or different from that which is normally available in mainstream settings.

This annually reviewed policy recognises the entitlement of all pupils to a balanced, broadly based curriculum and reinforces the need for teaching that is fully inclusive and underpins all other policies within the School. The Governing Body will ensure that appropriate provision will be made for all pupils with Special Educational Need and Disability (SEND).

SEND List

The SENDco maintains a list of pupils identified with SEND. A detailed analysis of the list takes place termly. Pupils can be added and removed from this list once their needs have been met. Parental consent is sought when adding a pupil to this list.

Who is the best person to talk to?

The class teacher

Classroom teachers are responsible and accountable for the progress and development of all the children in their class. If a child is not responding to high quality teaching and differentiation in the class, the teacher and SENDco will gather information to identify if the pupil has SEND and support them in the following ways:

Class teachers will:

- identify as early as possible those pupils with SEND and the nature of their needs.
- continually monitor and evaluate the progress of all pupils, to identify needs as they arise and to provide support as early as possible (Assess, Plan, Do, Review).
- provide full access to the curriculum through differentiated planning by class teachers, SENDco and Support staff as appropriate.
- involve the children themselves in planning and in any decision making that affects them, where appropriate.
- maintain regular contact with parents at all stages of support and work in partnership with them to meet the targets set for their child.
- review, plan and write Individual Education Plans (IEPs), share and review these with pupils and then parents at meetings each term.
- help the SENDco to update the provision map.
- Ensure that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The SEND Team : Mrs Kavanagh (SENDCo) with support from Mrs Ellis (Pastoral and Inclusion Manager).

Responsible for:

- Developing and reviewing the school's SEND policy.
- Co-ordinating all the support for children with special educational needs or disabilities (SEND)
- Ensuring that parents/carers are:
 - i) involved in supporting their child's learning
 - ii) kept informed about any additional support their child is getting
 - iii) involved in reviewing how they are doing
- Liaising with all other people who may be coming in to school to help support a child's learning, e.g. Speech and Language Therapy, Educational Psychology, SSEN.
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.

The Head teacher: Mrs Kavanagh

Responsible for:

Ensuring that SEND provision and policy is correctly implemented across school and that statutory requirements are met.

- The Head teacher will give responsibility to the SENDco and class teachers but is still responsible for ensuring that your child's needs are met.
- The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEND.
- Providing specialist support and training for the SENDco, teachers and support staff in the school so that they can help children with SEND in the school to achieve the best progress possible.

The SEND Governor: Miss Laura Inglis

Responsible for

- Ensuring that all SEND policies and practices are in place in the school.
- Monitoring the SEND needs and procedures via Governors' Meetings and visits.
- Making sure that the necessary support is made for any child who attends the school who has SEND, through regular contact with school staff.

The Pastoral and Inclusion Manager: Mrs Ellis

Responsible for

- Supporting children and families to overcome barriers to learning.

Curriculum Access and Provision

Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs. In order to meet the learning needs of all pupils, class teachers and teaching assistants meet with the SENDco and Pastoral and Inclusion Manager to plan personalised provision. A provision map records a graduated response to individual needs and gives an overview of the 'Assess, Plan, Do, Review' provision for individual pupils.

The range of provision includes:

- QFT – Quality First Teaching for all pupils
- support in small groups with a Teaching Assistant.
- individual support (where needed) this might be in class or on a one-to-one basis
- scaffolding of concepts during lessons.
- IEP review and planning meetings
- Wave 3 interventions
- Deployment of extra staff to work with the pupil

- Provision of alternative learning materials/ special equipment
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Pastoral support from Pastoral and Inclusion Manager and staff to provide nurturing provision such as positive play
- Access to Specialist Teaching SSEN and Educational Psychology Service and the Positive for Young People early help/pastoral service.
- Work with external agencies including: Autism Outreach and Behaviour Support services.

Which types of support might my child receive?

a) Class teacher input, via excellent targeted classroom teaching (Quality First Teaching).

For your child this would mean:

- That the teacher has the highest possible expectations for all children in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning, visual reminders or extra scaffolds.
- That specific strategies (which may be suggested by the SENDco, Pastoral and Inclusion Manager or outside agencies) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

Specific group work

Intervention which may be:

- Run in the classroom or a group room.
- Run by a teacher or a Teaching Assistant (TA).

b) Specialist groups run by outside agencies, e.g. Speech and Language therapy

SEND Code of Practice 2015: School Support (SS)

This means a pupil has been identified by the SENDco/class teacher as needing some extra specialist support in school from a professional outside the school. This may be from:

- Local Authority central services, such as the Autism Outreach Team, Behaviour Support Team or sensory Service (for students with a hearing or visual need).
- Outside agencies such as the Education Psychology Service (EPS) and SSEN.

What could happen?

- You may be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help

school and you to understand your child's particular needs better and be able to support them more effectively in school.

- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

c) Specified Individual support

This type of support is available for children whose learning needs are severe, complex and lifelong. This is usually provided via an Education, Health and Care Plan (EHCP). An Educational Health Care Plan sets out the amount and type of **support children and young people with special educational needs and, or disabilities need**. Each one is tailor-made which is why it can take time to reach an agreement between parents/carers, the school and Derbyshire Local Authority to get every plan just right for a particular child's unique requirements.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and interventions. Your child may also need specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as the ASD Outreach Team, Behaviour Support or Sensory Service (for students with a hearing or visual need).
- Outside agencies such as the Speech and Language Therapy Service.

For your child this would mean

- The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.
- After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The EHC Plan will outline the number of hours of individual/small group support your child will receive from the Local Authority, how the support should be used and what strategies must be put in place. It will also have long- and short-term goals for your child.
- Additional adult support may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

How can I let the school know I am “worried” about my child?

If you have concerns about your child’s progress, you should speak to your child’s class teacher initially.

- If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs/Disabilities Co-ordinator (SENDco) and /or the Pastoral and Inclusion Manager.
- The school SENDD Governor can also be contacted for support.

How will the school let me know that they might be “worried” about my child?

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have.
- Plan any additional support your child may need.
- Discuss with you any referrals to outside professionals to support your child.

How is extra support allocated and monitored?

- The school budget, includes money for supporting children with SEND.
- The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school.
- The Head Teacher, SENDco and Pastoral and Inclusion Manager discuss all the information they have about SEND in the school, including: the children getting extra support already; the children needing extra support and the children who have been identified as not making as much progress as would be expected. From this information, they decide what resources/training and support is needed.
- The school identifies the needs of SEND pupils on a provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met and resources are deployed as effectively as possible.
- Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision to add the pupil to the SEND register is made. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove any barriers to learning. The support provided consists of a four-part process.
- Assess, Plan, Do, and Review is an on-going cycle to enable the provision to be refined and revised as the understanding of any needs of the pupil grows. This cycle enables identification of those interventions which are most effective in supporting the pupil to achieve good levels of progress and outcomes. We complete this cycle three times per academic year and involve, parents, children and staff.

Who provides the support?**School provision**

- Teachers are responsible for teaching SEND groups/individuals.
- Teaching Assistants mainly working with either individual children or small groups.
- ICT support in the form of writing and maths programmes, Lexia and Nessy, a phonic reading programme as part of Little Wandle, is delivered by teaching assistants. Small group or individual sessions are used, according to need.
- Teaching Assistants or HLTAs offer support for children with emotional and social development through Positive Play.
- The Pastoral and Inclusion Manager provides a wide range of support interventions for both individuals and groups.

The school buys into the Positive for Young People (P4YP) service which supports excellent early intervention to raise aspirations, promote emotional well-being and meet the needs of young people and their families.

Local Authority Provision delivered in school

- Inclusion Support Advisory Service (now included Behaviour support, Autism Outreach and SSEN)
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs

Health Provision delivered in school

- Speech and Language Therapy
- School Nurse
- Occupational Therapy
- Physiotherapy
- CAMHs
- Referrals to The Den (neurodiversity single point of access)

Which teachers are involved in SEND provision?

The SENDco's job is to support the class teacher in planning for children with SEND.

- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues, such as Autism Spectrum Disorder (ASD) and speech and language difficulties.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class, e.g. from the Autism Outreach Team

How is teaching adapted to meet my child's needs?

Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.

Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where relevant.

- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs.
- Individual visual timetables will be used to support a child to access the curriculum.

How is progress measured?

- Your child's progress will be continually monitored by his/her class teacher.
- Their progress will be reviewed formally with the Headteacher and SENDco every term.

Pupils in Reception will be assessed using: The early years foundation stage (EYFS) which sets standards for the learning, development and care of your child from birth to 5 years old. Their class teacher will assess them at the end of the school year when they turn 5.

The areas of learning in The EYFS are:

- communication and language
- physical development
- personal, social and emotional development
- literacy
- mathematics
- understanding the world
- expressive arts and design

At the end of each key stage (i.e. at the end of year 2 and year 6), all children are required to be formally assessed using End of Key Stage Statutory Assessments. This is something the government requires all schools to do and are the results that are published nationally.

- Where necessary, children will have an IEP based on need or based on targets set by outside agencies specific to their needs. Progress against these targets will be reviewed regularly, evidence for judgements assessed and a future plan made.
- The progress of children with an Educational Health Care Plan will be formally reviewed at an Annual Review meeting with all the professionals involved with the child's education and health care needs, parents/carers and the child will also have the opportunity to be involved in the meeting.
- The SENDco will also check that your child is making good progress within any individual work and in any group that they take part in.
- Regular book scrutinies and lesson observations will be carried out by the SENDco and other members of the Senior Leadership Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.
- Progress of children who have received inclusion funding (formally GRIP or TAPS funding) is regularly reviewed and then formally evaluated at the end of each year and Key Stage.

How do we support parents?

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.

- The SENDco is available to meet with you to discuss your child's progress or any concerns/worries you may have. Please make an appointment via the school office.
- All information from outside professionals will be discussed with you with the person involved directly or where this is not possible, in a report.
- IEPs will be reviewed with your involvement every term.
- Homework will be adjusted as needed to your child's individual requirements.
- A home-school contact book may be used to support communication with you when this has been agreed to be useful for you and your child.

How is our school accessible for all?

The school is fully compliant with Disability Discrimination Act (DDA) requirements.

- The school is on a split-level with easy access and double doors and ramps.
- We ensure where ever possible that equipment used is accessible to all children regardless of their needs.
- At the moment, before and after-school provision is being provided and is accessible to all children, including those with SEND.
- Extra- curricular activities are accessible for children with SEND.

How do we support your child when they join, leave or move classes?

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school:

- The Pastoral and Inclusion Manager will visit pre-schools with the Foundation Stage teacher when appropriate.
- Your child will visit our school and stay for two taster sessions, unless more sessions are deemed appropriate for the needs of specific children. Then a tailored transition plan will be put in place.

If your child is moving to another school:

- We will contact the school SENDco and ensure they know about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENDco from the new school.
- We will make sure that all records about your child are passed on as soon as possible.
- If your child would be helped by a leaflet or a social story to support them in understand moving on, then one will be made for them.

When moving classes in school:

- All children spend a day in their new classroom with their next teacher during the summer term.
- Information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher. IEP s will be shared with the new teacher.
- If your child would be helped by a leaflet or social story to support them in understand moving on, then one will be made for them. Additional visits to the new classroom/ class teacher are arranged if this would be beneficial for your child.

In Year 6:

- The SENDco will discuss the specific needs of your child with the SENDco of the child's secondary school. In most cases, a transition review meeting to which you will be invited will take place with the SENDco from the new school.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- Where possible, your child will visit their new school on several occasions and staff from the new school will visit your child in this school.
- If your child would be helped by a leaflet/social stories to support them in understand moving on, then these will be made for them.
- The SENDco/ Pastoral and Inclusion Manager will arrange additional visits to their secondary school and can arrange for Park House staff to accompany them if this would benefit the child.

How do we support your child's social and emotional development?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative.

All classes regularly teach discrete PSHE (Personal, Social, Health end Economic education) lessons to support this development.

These lessons provide a structured program of personal development to nurture the 'whole child' and increase learning capacity, underpinned by mindfulness philosophy and practice. Every PSHE lesson offers opportunities for children's spiritual, moral, social and cultural (SMSC) development. The PSHE lessons across school provide regular opportunities to practise and enhance the five skills associated with emotional literacy (self-awareness, social skills, empathy, motivation and managing feelings). However, for children who find aspects of this difficult we offer:

- Jigsaw (PSHE/RSE scheme of work)
- Socially Speaking
- Lunchtime and playtime support through planned activities and groups.
- Access to PY4P, counselling and support services that are paid for from the school's budget.
- Pastoral and Inclusion Manager support.
- Positive Play, which takes place on the school site. Several members of staff are trained to deliver this.
- Park House Primary is also a bronze and silver SMILERS school.

If your child still needs extra support, please talk to the SENDco or the Pastoral and Inclusion Manager, who will help you/your family to access further support.

Data Protection (GDPR)

We must make sure that information we collect and use about pupils is in line with the GDPR and Data Protection Act. This means that we must have a lawful reason to collect the data, and that if we share that with another organisation or individual we must have a legal basis to do so.

The lawful basis for schools to collect information comes from a variety of sources, such as the Education Act 1996, Regulation 5 of The Education (Information About Individual Pupils) (England) Regulations 2013, Article 6 and Article 9 of the GDPR.

The Department for Education and Local Authorities require us to collect certain information and report back to them. This is called a 'public task' and is recognised in law as it is necessary to provide the information.

We also have obligations to collect data about children who are at risk of suffering harm, and to share that with other agencies who have a responsibility to safeguard children, such as the police and social care.

We also share information about pupils who may need or have an Education Health and Care Plan. Medical teams have access to some information about pupils, either by agreement or because the law says we must share that information, for example school nurses may visit the school. Counselling services, careers services, occupational therapists are the type of people we will share information with, so long as we have consent or are required by law to do so.

We must keep up to date information about parents and carers for emergency contacts.

How we use the data

In school we also use various third party tools to make sure that pupil's best interests are advanced.

- We also record details about progress, attainment and pupil development to support future planning and learning.
- We use software to track progress and attainment.
- We use data to manage and monitor pastoral needs and attendance/absences so that suitable strategies can be planned if required.
- Financial software to manage school budgets may include some basic pupil data. Data can be used to monitor school effectiveness, the impact of intervention and learning styles across groups of pupils as well as individual children.
- We may use consultants, experts and other advisors to assist the school in fulfilling its obligations and to help run the School properly. We might need to share pupil information with them if this is relevant to their work.
- We also use contact information to keep pupils, parents, carers up to date about school events. Further information can be found on the school's website: www.parkhouse.

Complaints

We hope that school and parents work together for successful outcomes for pupils on the SEND register and that any complaints about SEND provision will be rare. If there should be a concern, the process outlined in the school's complaints procedure should be followed. This procedure can be found on the school's website: <https://www.parkhouse.derbyshire.sch.uk/policies/>

Related Policies

There are several school policies which should be read in conjunction with the SEND information report and Inclusion policy, these can be accessed via the school website. These policies include:

- Child Protection & Safeguarding Policy
- Accessibility Plan
- Equalities Policy
- Supporting Pupils with and Administering Medication Policy
- E-Safety and Acceptable Use Policy
- Behaviour Policy
- Anti-Bullying Policy
- Health and Safety Policy
- Whistle Blowing Policy
- GDPR policy and procedures.