



### **Special Educational Needs and Disability Information** **Report and Policy 2023-2024**

This report sets out our annual offer to children with Special Educational Needs and/or Disability (SEND). To be effective it needs the views of all parents/carers, learners, governors and members of staff. Please engage with our annual process to 'assess, plan, do, and review' provision for SEND and contact any of the people below with your views:

- Head of School: Mrs A McLevy
- SENDCO: Miss K Thompson
- SEND Governor: Mr C Pataky
- Executive Headteacher: Mr J Williams

#### **Objectives**

In 2013 the Children's and Families Bill became law and has reformed the systems for adoption, looked after children, family justice and special educational needs. Within the bill the Government transformed the system for children and young people with SEN, including those who are disabled, so that services consistently support the best outcomes for them. The SEND Code of Practice (2014) extends the SEN system from birth to 25, giving children, young people and their parents, greater control and choice in decisions and ensuring needs are properly met. There is also statutory guidance for supporting children at school with medical conditions (please refer to the Supporting Children with Medical Conditions Policy). The following document aims to demonstrate how we meet the needs of our pupils at Parkside Community Foundation Primary School.

Parkside Community Foundation Primary School is an inclusive school and we aim to ensure that all pupils, including those with special educational needs and/or disability (SEND) have their needs met. We value the abilities and achievements of all the pupils. We are committed to providing the best possible environment for learning in which every pupil can reach their full potential academically, personally and socially no matter what special need is experienced.

#### **Compliance**

The school's special educational needs and disability provision and report comply with the statutory requirement laid out in the SEND Code of Practice (2014) and is written with reference to the following guidance and documents:

- [section 69\(2\) of the Children and Families Act 2014](#)
- [regulation 51](#) and [schedule 1 of the Special Educational Needs and Disability Regulations 2014](#)
- section 6 of the ['Special educational needs and disability code of practice: 0 to 25 years'](#)
- [The Equality Act 2010](#)

#### **Policies to read in conjunction with SEND Information Report and Policy are:**

- Administration of Medicines in Schools Policy
- Accessibility Policy

- Inclusion Policy
- Positive Behaviour Policy
- Single Equality Scheme
- Child Protection Policy
- Supporting Children with Medical Conditions Policy

### **What is Special Educational Needs and/or Disability?**

The SEND Code of Practice (2014) defines Special Educational Needs as:

1) A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

2) A child of compulsory school age or a young person who has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

### **What is the school's approach to teaching pupils with special educational needs?**

High quality teaching, differentiated and adapted for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional support and intervention cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered (SEND Code of Practice, 2014, 6.37).

We follow the Mainstream Core Standards developed by Kent County Council to ensure that our teaching conforms to best practice: <http://www.kelsi.org.uk/special-education-needs/special-educational-needs/the-mainstream-core-standards>

At Parkside Community Foundation Primary School latest Ofsted (April 2023) the school was graded as providing a good provision in all areas.

### **What kinds of SEND are provided for?**

At Parkside Community Foundation Primary School we make provision for children with special educational needs and/or disability within each of the four categories defined in the SEND Code of Practice (2014) (para 6.27 – 6.35):

- 1) Communication and Interaction
- 2) Cognition and Learning
- 3) Social, Emotional and Mental Health
- 4) Sensory and/or Physical

The purpose of identifying the area of need/s of the child is not to fit them into a category but rather to consider the child's needs as a whole that helps ensure the school can plan adequate provision. It is not uncommon that children may have SEND that falls into one or more of the above categories.

Our SEND profile for 2023 - 2024 is presented in the tables below:

Year Level	Monitoring Group (MG)	SEN Support (K code)	High Needs Funding (HNF)/SENIF	EHCP (E code)
Reception	5	3	0	0
Year 1	4	2	1	1
Year 2	2	4	0	0
Year 3	1	3	1	1
Year 4	3	6	2	0
Year 5	2	6	1	0
Year 6	2	7	3	1
<b>TOTAL</b>	19	31	8	3
<b>Percentage</b>	12%	19%	5%	2%

The overall percentage of children on the SEND register is: 21% (National average is 17.3%)

The percentage of children requiring SEND support (K Code) is: 19% (National average is 13%)

The percentage of children with an EHCP (E Code) is: 2% (National average is 4.3%)

Our main areas of need are presented in the table below:

Areas of Need	Cognition and Learning (C&L)	Communication and Interaction (C&I)	Social, mental and emotional health (SEMH)	Physical and Sensory (P&S)
Percentage of Pupils on the SEND Register (31 pupils, some with more than one identified need)	20%	ASD	23%	0.03%
		34 %		
		SALT 20%		

### **What should I do if I think my child/young person may have special educational needs?**

If you think that your child has a special educational need please discuss this with the class teacher in the first instance. The school will then start to monitor your child and investigate further if necessary.

### **How does the school evaluate the effectiveness of its provision for such pupils? What are the school's arrangements for assessing and reviewing the progress of pupils with special educational needs?**

Every pupil in the school has their progress tracked three times a year and this is discussed in pupil progress meetings. These seek to identify pupils making less than expected progress given their age and individual circumstances.

This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline

- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

It can also include progress in areas other than attainment, for instance where a pupil needs to make additional progress with wider developmental needs or social needs in order to make a successful transition on to their next stage in life.

For those children identified as making less than expected progress, the class teacher will arrange a meeting with parents/carers to discuss the child's progress and put in place extra provision to support the child's needs. Examples of the extra provision put in place to enable the pupil to make expected progress are interventions are:

- Precision Teaching
- Speech and Language groups
- Speech and Language 1:1
- Social Skills
- Sensory Circuits
- FIZZY
- CLEVERHANDS
- Little Wandle small group and 1:1 support
- Zones Of Regulation
- ELSA
- Drawing and Talking
- Nurture
- On Track Maths

Targets for each child will be set and reviewed to see if the extra provision has made an impact. If the child does not make the progress expected, despite high quality teaching and targeted teaching focussing on areas of difficulty, further assessments will be used to determine the cause of the barrier to learning and appropriate provision will be determined (such assessments include; Speech and Language Link, Boxall Profile). This will be done in consultation with the parents/carers.

The school cannot offer diagnoses – however, the school can make referrals to outside agencies – but this will need parental or carer's consent.

Parkside Community Foundation Primary School takes all parental or carer concerns about their child seriously and investigates them appropriately. Generally, the concern can be addressed in partnership with the parents and quality first teaching and no further action is required. If the child requires specialised SEND support that is additional and above what the school usually provides, the child may be placed on the SEND Register. When this happens, the school will take further action to remove barriers to learning and put effective SEND provision in place. If the child's needs cannot be met with universal or targeted support a personalised plan (SEN support) will be put in place and this will follow a four-part cycle; assess, plan, do and review (termly). This is also the same when a child has a provision plan attached to an Education, Health and Care Plan (EHCP).

### **Assess**

The assessment process requires parents, the school and the child to work in partnership to set outcomes for the child to work towards in school and at home. This is set out in the SEND Code of Practice (2014):

*“This information gathering should include an early discussion with the pupil and their parents. These early discussions should be structured in such a way that they develop a good understanding of the pupil’s areas of strengths and difficulty, the parents’ concerns, the agreed outcomes sought for the child and the next steps. A short note of these early discussions should be added to the pupil’s record on the school information system and given to the parents. Schools should also tell parents and young people about the local authority’s information, advice and support service” (SEND Code of Practice 0-25 years, p.99 para 6.38).*

It may also be necessary at this stage to involve services from outside agencies from health and social care, if they are not already supporting the child, to help in the assessment process.

## **Plan**

The class teacher, SENDCo will work in partnership with parents, the child and outside agencies (if appropriate) to agree adjustments, interventions and support to be put in place as well as the expected impact on progress, behaviour or development and this information will be put onto a personalised/provision plan. A review date will be decided. The support should be well suited to meet the child’s needs and delivered by appropriately trained and skilled members of staff. This is clearly set out in the SEND Code of Practice (2014):

*“The class or subject teacher should remain responsible for the working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCo should support the class or subject teacher in the further assessment of the child’s particular strengths and weaknesses, in problem solving and advising on the effective implementation of support” (SEND Code of Practice 0-25 years, p.101, para 6.52).*

## **Do**

The class teacher is responsible for the progress of all children in their class including overseeing the support and interventions that are given to the child even if these are away from the main class. They will work closely with support staff and other professionals to implement targets and activities to achieve the outcomes stated. The Head of School and SENDCo will liaise closely with the class teacher to assess and review the provision.

## **Review**

Regular discussion will take place to evaluate the impact of the interventions and a review date will be set with parents. Each review of the SEND personalised support plan/provision plan will be informed by the views of the pupil, parents/carers and class teacher and the assessment information provided by teachers will show whether expected progress is being made. For pupils with or without an Education Health and Care Plan there will be three reviews annually of the provision made for the child. If the child has an Education, Health Care Plan (EHCP), the Local Authority (LA) must review the plan annually. This will enable an evaluation of the effectiveness of the special provision. If, with the extra provision provided, the child makes expected progress, they may no longer need to be on the SEND register or require an EHCP. However, the child will still be monitored to ensure that progress continues and the child’s needs are met.

## **What is an Educational Health Care Plan?**

A small number of children may require an Educational Health Care Plan (EHCP) to ensure that their individual needs can be fully met or may require specialist support and/or placement if their needs cannot be met through high needs funding in mainstream education. If the process to gain an EHCP has been accepted by the Local Educational Authority and a statutory assessment has been agreed, the school will fully support parents in this process and in meeting the statutory requirements set out in the EHCP. For more information, please go to: <https://www.kent.gov.uk/education-and-children/special-educational-needs>

## **How does the school adapt the curriculum and learning environment for pupils with special educational needs?**

At Parkside Community Foundation Primary School we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in personalised and provision plans and Education, Health and Care Plans.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the Governors, Head of School and staff monitor the needs of the school community in relation to the school building, curriculum and professional development.

## **How does the school provide additional support for learning that is available to pupils with special educational needs?**

As part of our budget we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the school. It is also used to provide additional and different provision for pupils requiring SEN support. The amount of support required for each pupil to make good progress will be different in each case and designed to meet the child's needs. In some cases, a very high level of resource is required. The funding arrangements require schools to provide up to £6,000 per year of resource for pupils with high needs. If resources go above £6,000, the school can apply for High Needs Funding from the LA to ensure that the child's needs are met. (<https://www.kelsi.org.uk/special-education-needs/special-educational-needs/high-needs-funding-for-schools>). High Needs Funding is applied for every year and is allocated with a graduated approach (this decreases each year) for each pupil.

Pupils in receipt of High Needs Funding is presented in the breakdown below:

Pupil	Monthly funding
1	£955.18
2	£695.10
3	£738.91
4	£168.89
5	£955.18
6	£168.89
7	£623.70
8	£770.68

**How does the school enable pupils with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs?**

All clubs, trips and activities offered to pupils at Parkside Community Foundation Primary School are available to pupils with special educational needs either with or without an Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity. Access to the physical environment and participation in the curriculum will be provided for children with physical disabilities.

**What support is available for improving the social, emotional and well-being development of pupils with special educational needs?**

At Parkside Community Foundation Primary School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance; PSHE, assemblies, therapeutic counselling, and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area we also can provide the following:

Mentor time with a member of senior leadership team

Time-out space for pupils to use when they are upset or agitated

Pastoral Support Plan to promote positive behaviour

Inclusive Sport

Sensory Room

A restorative approach to negative behaviour encompassing many of the principles of the Solihull approach

Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support.

**What is the name and contact details of the co-ordinator for SEND?**

The SENDCo at Parkside Community Foundation Primary School is Kirsty Thompson, who is a qualified teacher and has been awarded the accreditation for the National Award for SEN Coordination.

Kirsty Thompson is available on 01227 464956 or

[Kirsty.thompson@parkside.kent.sch.uk](mailto:Kirsty.thompson@parkside.kent.sch.uk)

**What expertise and training do the staff have at Parkside Community Foundation Primary School in relation to children with special educational needs and how is specialist expertise secured?**

Parkside Community Foundation Primary School has been awarded the Inclusion Quality Mark (IQM) and in 2022 was also put forward to become an IQM Centre of Excellence school. The school has now put an action plan together to work on maintaining this status.

The Head of School, Mrs Anthea McLevy, has extensive experience in special educational needs including ASD, ADHD, Behaviour Management including managing challenging behaviour, Makaton Training, Well-Being and Involvement, Language for Learning, PECs, TEACCH, Restorative Justice, Dyslexia and Boxall Profile training.

The whole school have received the following CPD:

ADHD and Behaviour Management Training

Awareness training in line with the needs of pupils

Child protection training including safeguarding vulnerable pupils

Precision Monitoring

Restorative Justice

Resilience

Where a training need is identified beyond this we will find a provider who is able to deliver it.

Training providers we can approach are St Nicholas School and the Specialist Teaching Service, Sarah Stephens from Orchard School and The Educational Psychologist service. The cost of training is covered by the notional SEN funding.

### **How does a child with Special Educational Needs and/or Disability get equipment and facilities to support their needs?**

Where external advisors recommend the use of equipment or facilities which the school does not have, the school will purchase it using the notional SEND funding, or seek it by loan. For highly specialist communication equipment the school will seek the advice from the KCC Communication and Assistive Technology team.

### **How can parents/carers be involved in their child's education?**

All parents of pupils at Parkside Community Foundation Primary School are invited to discuss the progress of their children on three occasions a year and receive a written report once per year. In addition we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need. All such provision will be recorded, tracked and evaluated on a Provision Map which will be shared with parents three times per year.

If following this normal provision improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards the pupil will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

### **What are the arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school?**

The normal arrangements for the treatment of complaints at Parkside Community Foundation Primary School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher, SENDCo (Kirsty Thompson), Head of School (Anthea McLevy) or Executive Headteacher (James Williams) to resolve the issue before making the complaint formal to the Chair of Governors.



If the complaint is not resolved after it has been considered by the Governing Board, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have an EHCP where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

**How does the governing body involve 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/or disability in supporting the families of such pupils?**

The Governing Board have engaged with the following bodies:-

- Free membership of LIFT for access to specialist teaching and learning service
- Access to local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupils with requirement for direct therapy or advice
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team, etc
- Membership of professional networks for SENDCo eg NAS, SENDCo forum, NASEN etc

**What are the contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)?**

Information, Advice and Support Kent (IASK) provides free, impartial, confidential, advice, support and options around educational issues for parents who have children with special educational needs or disabilities (0-19). They empower parents to play an active and informed role in their child's education. They can be contacted on:

- visit: [the IASK website](#)
- call: [03000 41 3000](tel:03000413000)
- email: [iask@kent.gov.uk](mailto:iask@kent.gov.uk)

**What are the school's arrangements for supporting pupils with special educational needs and/or disabilities in transferring between phases of education or in preparing for adulthood and independent living?**

At Parkside Community Foundation Primary School we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. When accepting new pupils we would always contact the previous setting to obtain information about the child. When a child joins Parkside from another area we would contact the previous setting, other agencies when relevant and if necessary call a multi-agency meeting. We also contribute information to a pupils' onward destination by providing information to the next setting. Our arrangements regarding Secondary Transfer are planned at the start of the academic year and in addition to the arrangements made by the secondary schools for all new pupils we also deliver a

tailor made program for the children at Parkside, allowing them to have additional contact with the schools they will be going to and providing them with the opportunity to discuss anxieties and concerns.

If your child has an EHCP, parents/carers will be asked to name their choice of secondary school during the annual review at the end of year 5/beginning of year 6. Once the secondary school has been names, Parkside will work closely to support transition for the child working in partnership with the new school, parents and child, so that suitable provision is in place.

**Where is the Local Authorities (LA) Local Offer published?**

The LA's local offer is published on:

<http://www.kent.gov.uk/education-and-children/special-educational-needs>

Parents without internet access should make an appointment with the SENDCo for support to gain the information they require.