

SEND Information Report

2024-2025 SEND Information Report – The Parks Primary Academy

Introduction

The Parks Academy aims to support students with special educational needs and disabilities by seeking to remove barriers to learning and participation, ensuring all students have access to an appropriate education that affords them the opportunity to achieve their personal potential.

The academy supports students in 4 main areas: communication and interaction, cognition and learning, behaviour, emotional and social development and sensory and/or physical. It works collaboratively with outside agencies ensuring specialist advice and provision supports effective teaching and learning. Ofsted recognised this support stating ‘Disabled students and those who have special educational needs make outstanding progress, as a result of first-rate attention to their needs’ (Ofsted March 2013). In our most recent inspection Ofsted states ‘Every child is seen as unique. Staff enable all pupils, including those with special educational needs and/or disabilities (SEND), to achieve exceptionally well. Staff are clear about individual pupils’ specific needs. Any barriers to success are reduced or removed. Pupils with SEND have clear support plans to ensure that targets are known by staff and used to help pupils to learn successfully. Teachers use assessment well to adjust the curriculum to meet pupils’ needs. Any pupils needing extra help are quickly spotted and effectively supported (Ofsted November 2023)’.

Our approach to teaching children with Special Educational Needs and Disabilities (SEND)

At The Parks Academy, we strive to support all children to enable them to enjoy their learning and reach their full potential.

We promote a ‘whole school approach’ to teaching and learning which involves staff adopting a model of high quality, inclusive practice.

This aims to:

- Provide a broad and balanced curriculum, offering children a range of experiences which are relevant to their present and future interests and needs
- Maximise each child’s opportunities to experience success and achievement and to develop a positive self-image
- To remove barriers to learning by understanding the needs of all pupils

What kinds of needs can be supported at our academy?

As an inclusive school, children with every type of need, including all categories of SEND, are supported at The Parks Academy and we endeavour to ensure that every child in our school makes good progress and is well prepared for adulthood.

Who can I talk to about my child's needs?

- The class teacher
- SENCo (Special Educational Needs Co-ordinator) – Miss R. Hancock
- Head of Academy – Mr M. McGrath
- Vice Principal – Mrs T. Freeman
- Assistant Principal – Miss F. Gibson

How are children's needs identified?

We recognise that all children are unique, so we spend time identifying the individual needs of all children, whether they have a special educational need or not before they enter the academy and throughout their school life.

Sometimes we are informed about their needs by parents; sometimes by external agencies already working with them: and sometimes needs are identified as we get to know the child and realise that they are not making the expected level of progress, often because they cannot access the curriculum in the same way as other children their age can.

How are children's needs identified before they start at our Academy?

As soon as we know that a child will definitely be attending our academy, we gather information about each child so we can plan for his/her needs and ensure that he/she settles into our academy happily and makes good progress in lessons.

We gather information by a variety of means:

- *Parent information meetings*
- *Discussions with any outside organisations or agencies previously involved with the child*
- *Questionnaires to parents and children*
- *Working with previous schools or educational settings*
- *Home visits for Nursery children and any Reception children new to the school*
- *Visits to previous school by arrangement*

How are children's needs identified whilst children are at our academy?

Children:

- Pupil voice: – an opportunity for children to say what is on their minds;
- School Council - a democratically elected group of children who act as a vehicle for listening and responding to other children and issues at The Parks Academy
- ELSA sessions
- Classroom or playground observation by the teacher, teaching assistant, SENCo, Educational Psychologist or another external agency.
- Scrutiny of children's work. All pupils' progress and achievement is assessed by teachers in every lesson. Academic achievement and progress information is collected for each pupil, regularly, in order to ensure that all pupils are making good progress and will achieve their targets.

Parents:

- By informally talking to the class teacher.
- Parents' Evenings.
- At a meeting with the school's Special Educational Needs Co-ordinator (SENCo), Assistant Principal or Head of Academy.

Teachers:

- Scrutiny of children's work. All pupils' progress and achievement is assessed by teachers in every lesson. Academic achievement and progress information is collected for each pupil in order to ensure that all pupils are making good progress and will achieve their targets. This is to ensure that progress is monitored and targets can be set for individuals. Teachers also hold regular pupil progress meetings in which barriers to learning are identified and decisions taken on how to improve progress.

Other information that may be used to identify pupil needs

We also use other sources of information to identify any need for support. These include:

- Analysis of behaviour records
- Analysis of welfare logs
- Information from other schools a pupil has attended
- Other agencies
- Termly reviews of progress against SEND desired outcomes
- Use of provision maps
- Monitoring of whole school and SEND data

How do we work in partnership with parents/carers of children with SEND?

We look to work closely with all of our parents/carers to ensure that all pupils are settled and make expected progress. Working in partnership with parents/carers of children with SEND is even more important. As a staff we:

- Communicate regularly and informally through quick informal discussions at the beginning and/or end of the academy day as and when needed.
- Phone calls and/or send letters home.
- Home schoolbooks (if appropriate).
- Have an open-door policy so that parents can arrange a meeting to speak to the class teacher (at the end of an academy day) and/or SENCo if they have a particular concern and would like a longer discussion. Meetings may also be held with members of the Senior Leadership Team.
- Hold Termly Review meetings with the SENCo and class teacher to discuss progress towards his/her desirable outcomes.
- Provide parents/carers with a copy of the Graduated Approach stating the desirable outcomes agreed for their child and the strategies and interventions put into place to help him/her achieve them.
- Annual Reviews for children with EHC Plans.

How do we enable children with SEND to make decisions about their own education?

We encourage all children, including those with SEND, to make decisions about their own education. All children are expected to evaluate their own learning progress and discuss their needs with their teacher. We do this through:

- Questioning and discussions in lessons
- Written questioning in books
- During assemblies
- School Council
- Self and Peer assessment
- Extra-Curricular activities
- Termly Review meetings

How do we support children with SEND?

Children with SEND support have planned interventions which are recorded on the SEND provision map, outlining the extra support that they receive in order to achieve additional agreed outcomes. These outcomes are decided by the SENCo and the class teacher with parental involvement and are evaluated at the end of the term (or more frequently if appropriate). Class teachers or the SENCo can provide parents/carers with a copy of the provision that has been organised.

Children with an Educational Health Care (EHC) Plan

In addition to termly review meetings, we also hold an Annual Review for children with EHC Plans. We work with parents and pupils and invite all of the professionals involved, to review the progress made against the outcomes in the EHC Plan. We also aim to include the children's views in this meeting. This will include any information that the child wishes to share with the adults involved, including important information about their views and aims in life. Children may also attend the whole of Annual Review meeting, part of the meeting or just state their views.

How do we help children when they move to our academy?

Before any child moves to our school, we try and find out as much about them as possible to help them settle in quickly. We contact his/her previous educational setting and meet with parents to complete the necessary transfer of information procedures and all of our new children also have the opportunity to visit the academy in advance.

Once we know that a child has SEND, we will meet with his/her parents/carers to decide on the desirable outcomes we are all working towards and develop a plan to support the child in order to achieve these outcomes. A copy of this plan will be shared with parents as soon as possible after the meeting. Some plans may also detail a 'transition plan' to aid children settle into the academy easily. However, this transition should only take a short amount of time and will be decided on during the initial meeting. Adult support may be required within the classroom and this can be discussed with the child's previous school together with observations in setting.

How do we support children when they move to another school?

When any child moves to another school we always ensure the safe transfer of school records to the new school.

If a child has SEND, we also:

- Pass on all SEND records.
- Liaise with the SENCo or a member of the Senior Leadership Team of the new school to clarify any information and provide any necessary advice.
- For children with EHC plans, we can organise additional transition visits to the new school or work with them to help prepare them for the transition. For example, the SENCo may help a child compile a Transition Book of photographs and useful information which he/she can take home and refer to.

How do we support children when they move between classes and/or phases of education?

When moving classes in schools:

- Information will be passed on to the new class teacher in advance during a planning meeting between the new teacher and previous one. In addition, the SENCo will be available to answer any specific queries or provide updates for the new teacher.
- Children will also visit their new classrooms and spend time getting to know the class teacher and teaching assistant. Additional visits can also be arranged for specific children who present with anxiety about change. Children will also be provided with a Transition Booklet made to support the transition.

How are adaptations made to support children with SEND?

- 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.
- 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 each child's learning needs.
- A number of interventions which support learning, depending on the particular needs of individual children, are organized.
- The premises have also been adapted to provide easy access for pupils with physical disabilities. Staff are trained in delivering interventions, as necessary, to meet current and emerging SEND.

What SEND skills and training do our staff have?

Staff Members	Training completed
All staff	Are trained in the requirements of: <ul style="list-style-type: none"> • The new SEND Code of Practice • The Equality Act • All general academy policies on teaching and learning and behaviour management, including information on how to include children with SEND • Individual members of staff have attended courses relating to the particular needs of children they support. This has included topics such as: working with children with speech and language difficulties, social communication difficulties and managing challenging behaviour.
Teaching Assistants	Our teaching assistants (depending on their roles) have had training in the following areas: <ul style="list-style-type: none"> • Speech and Language programmes • Autism Spectrum Disorder (ASD) Awareness • Phonics • Reading support • Writing support • Maths support • Dyslexia Awareness • ADHD Awareness
Class Teachers	Our teachers (depending on their roles) have had training in the following areas: <ul style="list-style-type: none"> • Autism Spectrum Disorder (ASD) Awareness • Dyslexia Awareness • Dysgraphia Awareness • Dyscalculia Awareness • ADHD Awareness • Assessment • Behaviour Management • Differentiation and Scaffolding • Inclusive Practise • Graduated Approach - Assess, Plan, Do, Review • Moderation
SENCo	<ul style="list-style-type: none"> • BA Hons Primary Education with QTS

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| | <ul style="list-style-type: none">• National Award for SEN Co-Ordination (Master level) |
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Work with external agencies/services

The SENCo and other academy staff work with a range of agencies and professionals to support a variety of children's needs. These include (but are not limited to):

- Speech and Language Therapy Service
- School Health Advisors
- Educational Psychologists
- Learning Support Service
- Communication, Interaction and Access Team
- Social Care
- Specialist health professionals
- School Counselling Service
- Outreach support from Special Schools such as Tweendykes and Northcott
- IPaSS - Integrated Physical and Sensory Service

How do we support the emotional and social development of all of our children?

At The Parks Academy, we have a positive approach to behaviour management which is supported by the following school policies:

- Attendance
- Behaviour
- Child Protection and Safeguarding
- E-Safety
- Medical Needs
- SEND

We also teach children through various methods to support them socially and emotionally such as:

- Circle time
- Assemblies
- Small groups interventions such as Friendship Group and social stories
- ELSA

How effective is our SEND provision?

Last year, we provided the following interventions for children with SEND:

- Differentiated phonics, literacy, handwriting and maths groups
- Reading recovery
- Language for Thinking
- Words First
- Five Minute Maths Box and the Power of 1
- Toe by toe
- ELSA
- Individual speech and language therapy programmes
- IPaSS programmes for fine/gross motor skills
- Play Therapy - such as Lego Therapy
- EAL (English as an Additional Language) groups for new arrivals throughout the school
- Places at our after-school clubs
- We also provide individualised programmes of support.

In our most recent inspection Ofsted states 'Every child is seen as unique. Staff enable all pupils, including those with special educational needs and/or disabilities (SEND), to achieve exceptionally well. Staff are clear about individual pupils' specific needs. Any barriers to success are reduced or removed. Pupils with SEND have clear support plans to ensure that targets are known by staff and used to help pupils to learn successfully (Ofsted November 2023)'.

How are resources distributed across the school?

Resources are distributed according to need. Once a need has been identified, the academy will provide the appropriate resources, though this does not always happen immediately as organising a resource can take time. EHC plans will set out the main objectives and outcomes and will require provision and strategies to be put into place. Alternatively, resources may be provided by external agencies to support the needs of a pupil.

What should you do if you have a concern about the quality or effectiveness of support your child is receiving?

All teaching is monitored to ensure that it is sufficient and of high quality by the academy's Leadership Team and other agencies such as OFSTED. This is done by observing lessons, reviewing books, assessing the appropriateness of the classroom environment in accordance with the National Curriculum, regularly reviewing the progress of all children and also seeking feedback from pupils and/or parents/carers. This information is reported to the School Governors (AAB).

The SENCo has an active role in the observation of teaching of SEND children and also the observation of interventions. Work is reviewed regularly by the SENCo and assessed against the children's individual desirable outcomes.

If you have any concerns about your child's wellbeing or academic progress at any time, please contact school staff in this order:

1. Class Teacher
2. SENCo – Miss R. Hancock
3. Senior Leadership Team
4. Assistant Principal - Miss F. Gibson
5. Assistant Vice Principal – Mrs T. Freeman
6. Head Teacher – Mr M. McGrath
7. Chair of Governors – Mrs F. Arnott

What is the Local Offer?

The Children and Families Act require all local authorities to publish information about provision in their area for children and young people from 0-25 who have special educational needs and disability (SEND) – a Local Offer.

The SEND Local Offer in Hull aims to provide you with the information you may need, or want to know, about resources, services, support, activities and events for Hull's children and young people with Special Educational Needs and/or Disabilities and their families.

You can find Hull's Local Offer by using the link below:

<http://hull.mylocaloffer.org/s4s/Wherelive/Council?pagelid=3018&lockLA=True>

Alternatively, you can find more information on our website.

Useful Links:

Introduction to autism – a course for parents, families and carers (online - anytime)

<https://www.beyondautism.org.uk/courses/an-introduction-to-autism-a-course-for-parents-families-and-carers/>

[Free autism training courses for parents and carers — Autism NI](#)

Understanding autism (online)

<https://www.open.edu/openlearn/science-maths-technology/understanding-autism/content-section-overview?active-tab=description-tab>

Neurodiversity Awareness Training & Autism and Access to Primary Care (online)

<https://humbertcp.co.uk/tcp-training/>

Understanding ADHD (online)

<https://www.open.edu/openlearn/health-sports-psychology/understanding-adhd/content-section-0?active-tab=description-tab>

A parents' guide to supporting children and young people: ADHD

<https://youtube.com/playlist?list=PLKw7kjGJdcXCiene7r3m8qYSN2T8Vxb1K&si=SKT6l5X8kh-h1Hj9>

Humber, Sensory Processing Hub

[Downloads – Sensory Processing \(humber.nhs.uk\)](#)

How do I help? Eating issues

<https://www.youtube.com/watch?v=XFetI75hRLY&list=PLKw7kjGJdcXCiene7r3m8qYSN2T8Vxb1K&index=1>

How do I help? School refusal

<https://www.youtube.com/watch?v=-Hz0DDNTaTI&list=PLKw7kjGJdcXCiene7r3m8qYSN2T8Vxb1K&index=3>

How do I help? Tolerating Uncertainty & Change

https://www.youtube.com/watch?v=v0kz8Cb_it0&list=PLKw7kjGJdcXCiene7r3m8qYSN2T8Vxb1K&index=4

How do I help? Trouble Sleeping

<https://www.youtube.com/watch?v=axlox-LWqSU&list=PLKw7kjGJdcXCiene7r3m8qYSN2T8Vxb1K&index=5>

Repetitive behaviours and stimming

[Repetitive behaviours and stimming | Ambitious about Autism](#)

Meltdowns - A guide for all

[Meltdowns - a guide for all audiences \(autism.org.uk\)](#)