



SEN Information Report for Park Hill Primary School – in accordance with section 65(3) of the Children and Families Act 2014

1. What kind of special educational needs provision is accessible for children at Park Hill Primary School?

Park Hill Primary School is a fully inclusive school, which ensures that all pupils achieve their full potential: personally, socially, emotionally and academically in all areas of the curriculum. This is regardless of their ethnicity, gender, religion, social background and physical or educational need.

2. How do we identify children who may have a Special Educational Need?

- All children are 'baselined' when they start Nursery or Reception. This gives us a clear indication of their individual needs and also their stage of development
- Some children may already be known by either ISEY, SALT or a paediatric consultant. This gives us clear targets of a child's needs
- Through discussion with parents at regular intervals during a child's time in school. Parents are recognised as the child's first and primary educators and so will often have a clear view of their child's additional needs
- Through half termly pupil progress meetings. Children who are not making the expected progress are identified and interventions put in place to support their development.

3. What provision is made for children with Special Educational Needs; with and without and EHC Plan in respect of:

- **How is the intervention/support monitored as to its effectiveness?**

Those children identified as requiring intervention/support are monitored against the progress they are making at half termly pupil progress meetings. Their progress is also identified against the class provision map as to whether the child is now achieving the expected outcome of the intervention/support.

- **What are the school's arrangements for assessing and reviewing progress of children with SEN?**

This can be dependent on the child's particular needs and the intervention/support that has been put into place. All children are discussed and monitored at half termly pupil progress meetings. In addition to this a child with mathematical needs will be assessed termly using the Sandwell Early Numeracy Test to ensure that areas for development have been addressed. Children with reading and spelling needs will be assessed using a

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phonic spelling and writing assessment. There will also be an opportunity to assess a child's reading and spelling of High Frequency words.

For a child with emotional needs, there will be ongoing assessment during lesson time and mentor time to assess how the child is progressing in this key area of their development.

- **What is the schools approach to teaching children with Special Educational Needs?**
We are a fully inclusive school, which ensures that all pupils achieve their full potential. This may be through differentiation, small group work, 1:1 teaching in class or on rarer occasions, children may take part in small group sessions out of the classroom. This is usually to address a very specific need which can be better addressed in a quieter/ different environment (eg. The nurture room)
- **How does the school adapt the curriculum and learning environment for children with SEN?**
The curriculum and learning environment are adapted to meet the needs of the child as an individual - all children at Park Hill are believed to have their own individual needs - we teach the learner not the lesson! The school takes all reasonable steps to modify and adapt both the environment and the teaching/learning to meet the needs of the children.
- **What additional support is available for children with SEN?**
The school provides a variety of interventions that are matched to suit the child's needs. These are recorded on class provision maps and identified on teacher's planning where necessary. Children who require higher levels of support have access to appropriately trained staff and have an IEP that is prepared and discussed with them and their family to meet their needs.
- **What support is available for ensuring the emotional and social development of pupils with SEN?**
All children from Early Years onwards have access to the SEAL curriculum. In addition to this, children have access to our learning mentor at every lunchtime. Every class has a specific day when children with ESD needs can have their breaktime in the nurture room and share their concerns or simply have contact with the learning mentor. Children who require higher levels of support will have their own mentor time allocated during the day. The learning mentor will support them in the classroom, but children can ask to be withdrawn and access the nurture room if they require to do so. This would be monitored by the Learning mentor and the SENCo.

4. Who is the named SEN contact?

Mrs Lisa Southall
Park Hill Primary School
Coronation Road
Wednesbury
0121 556 2188

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5. What specific expertise is available to children with SEN?

- Our learning mentor holds a mentoring qualification
- All staff delivering interventions are appropriately trained
- We access Inclusion Support and SALT.
- Our current team are: Sarah King (Educational Psychologist); Jen Birch (Educational Psychologist); Beth Ling (SENATL); Rosie Cantrill (BESD teacher); Val Sniadowski (SpLD teacher); Justin Drew (SALT); Emma Cox (CCAT) and also School health Nurses and age specific Health Visitors.

6. What specialist equipment and facilities are there for children with SEN?

We currently have no specific equipment or facilities other than a shower facility for children who have toileting needs.

7. What arrangements are there for consulting and involving parents of children with SEN?

Parents of children at Park Hill are actively encouraged to be partners and/or take the lead in their child's education through; informal discussions and telephone contact with the class teacher, IEP/provision map discussions, one page profile meetings, progress meetings, twice yearly reports, SENCo meetings once a month. The SENCo is also available to meet and support parents whenever required, preferably with an appointment

8. What are the arrangements for consulting children with SEN about, and involving them in, their education?

All children, regardless of their needs are aware of their next steps - right from Nursery. Children who have additional needs, have targets which are shared, discussed and worked upon with those members of staff who are providing their additional support and the class teacher. This can also be done with parents. Children for whom we anticipate the need of an EHC Plan will also take part in a meeting for their One Page Profile.

9. What are the arrangements for parents of children with SEN who may wish to complain about the provision?

Parents who wish to complain are strongly encouraged to initially speak to the SENCo or the Head Teacher regarding their complaint. If the issue cannot be resolved at this level or the complaint is regarding the SENCo or Head Teacher, the parent would be directed to the schools complaints procedure.

10. How does the school/governing body involve health, social services, LA support services and others, in meeting the needs of children with SEN and supporting their families?

In order to meet the needs of a child, the school will work with or seek advice from any member of the Inclusion Support Advisory Team or health colleague. School works closely with the local COG team and supports families through TAF or TAC meetings to ensure that children's needs are catered for at all levels. Where necessary and requested, the SENCo will

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also accompany parents and children to appointments to ensure 'continuity of care' for the family.

11. What are the contact details of support services for parents of children with SEN, including those for arrangements made in clause 32*?

Speech and Language services 0121 612 2010

Sandwell Inclusion Support 0845 352 7552

Sandwell Parent Partnership service 0121 552 0047

Inclusion Support Early Years 0845 352 8789

Sandwell Early Help 0121 569 7294

Child and Adolescent Mental Health Services 0121 612 6620

12. What are the school's arrangements for supporting children with SEN in transferring between phases of education?

At Park Hill we believe in the power of conversation between all parties. We will discuss with parents and children at all points of transition what they feel to be their individual needs and will strive to support these needs.

The Sandwell Transition Plus Pathways is used for transition in and out of Park Hill and all agencies are actively involved wherever possible. For transition into school ISEY will help with initial visits to home and school for all parties and then support will be given for a period of time.

For transition to high school, the learning mentor will begin 'moving on' stories with the children as they enter year 5 to allow two years of transition. The children are then accompanied to their new school as soon as it is identified for a transition period during the final term of year 6 - and also into the school holiday and summer school if deemed necessary.

Transition at all points during school life is recognised as high need for children with SEN and is addressed accordingly.

13. Where is the Local Authorities Local Offer published?

www.sandwell.gov.uk