

Parkfield Primary School SEN Information Report School Local Offer

1. Assessment, Targets & Review

<p>Details of how children and young people special educational needs are identified.</p> <p>Details of how parents and carers are informed that their child has special educational needs, including how the school communicates with parents and carers in particular parents and carers whose first language is not English.</p>	<p>Parkfield Primary is a one form entry mainstream Primary School</p> <p>All children starting in the Foundation class in September will receive a home visit during which information from parents can be shared regarding their child's needs and education.</p> <p>All children who join our school mid-year, regardless of their age, are invited into school with their parents for an induction meeting and tour. At this meeting information from parents can be shared regarding their child's needs and education.</p> <p>All children are assessed when they join our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.</p> <p>Children who join us from other schools are supported using information obtained from their previous school. We use this information, alongside our own initial assessments, to ensure that they are placed in appropriate groups.</p> <p>If assessments show that a child may have a learning difficulty parents are contacted at the earliest opportunity to discuss concerns and enlist their active help and participation. If additional support is required</p>
---	---

	<p>their child will be placed on the Special Educational Needs Register (SEN) and extra provision is provided.</p> <p>IEPs and additional support are discussed with parents at the termly Parents Evening. The targets are also discussed and reviewed with the child termly.</p> <p>If parents are unable to understand English, we encourage them to bring along a trusted friend who can translate for them or a translator will be provided by the school.</p>
<p>Details of how children and young people's special educational needs are assessed.</p> <p>Details of how progress is measured and evaluated.</p>	<p>All pupils in the Foundation Stage are assessed against the 'Development Matters in the Early Years Foundation Stage' criteria. This is carried out throughout the school day, in all areas of the curriculum, through observations, scrutiny of pupils work and responses.</p> <p>In years 1-6 all pupils are assessed in reading, writing, maths and science on a termly basis. If a pupil is not making expected levels of progress or have become 'stuck' at a level for some time, extra support will be provided through intervention sessions. These sessions may take place as 1-1 work with a member of staff or small group sessions. If after additional support has been put in place, progress is still limited, then the SENCo, class teacher and parents will consider placing the child on the SEN register.</p> <p>In Yr 1 a formal assessment of pupils phonic ability is made and any pupils not achieving expected levels are re-tested in Yr 2. Those children not achieving the standard in Yr 1 will be given additional support while in Yr 2.</p> <p>In addition, pupils with SEN are assessed against their IEP targets. Targets are set on a termly basis however they are being continually reviewed and extended or new targets are set as soon as a child meets</p>

	<p>their existing target. All pupils on the SEN register receive support for their identified areas of need.</p>
<p>Details of how children and young people's special educational needs are monitored and reviewed.</p> <p>Details of how often monitoring and reviews take place.</p>	<p>Staff are familiar with the IEP targets for all pupils in their class or group and are involved in teaching pupils to enable them to achieve their targets. When a pupil can do this independently on at least 3 occasions a new target is set.</p> <p>Formal review are completed on a termly basis and are shared with parents and pupils. However targets are being continually reviewed during the term and staff adjust targets accordingly so as to accelerate progress.</p>
<p>Details of how children and young people's needs are provided for (level of impact/of support).</p> <p>Details of how parents/carers can be involved and how they can support their child.</p> <p>Details of training opportunities/learning events provided by the school for parents/carers.</p> <p>Details of how parents and carers/children and young people can raise any general concerns they may have.</p>	<p>Pupils specific areas of need are supported through interventions eg small group withdrawal sessions, RAPID reading, writing and maths, Precision Teaching and Cool Kids. Targets are set prior to intervention and progress and achievement is monitored throughout.</p> <p>All interventions planned and delivered across the school are recorded on a 'Provision Map'. Progress is monitored throughout the interventions and the impact is evaluated.</p> <p>During the review session with parents/carers, teachers will give them a copy of the IEP and give suggestions of extra activities they can do at home.</p> <p>Homework is set on a weekly basis for literacy and numeracy and is specific to the pupil's ability. Reading books are sent home and parents/carers are encouraged to make comments about their child's reading.</p>

	<p>Throughout the year we offer a range of workshops for parents/carers to help them understand the curriculum and offer ideas on how to support their child at home.</p> <p>Class teachers are available to parents/carers on a daily basis, both at the beginning and end of the school day. Appointments for further discussion will be made if needed.</p> <p>Parents Evening are held on a termly basis.</p> <p>Informal meetings for parents/carers of pupils with SEN are held to update them on any changes in provision, to discuss strategies and activities to support their child at home with their targets and to voice any concerns will be held if needed.</p>
Names, roles, telephone numbers of key contacts within the school (SENCO, Inclusion Manager etc).	<p>All staff can be contacted on the school number: 01902 558627</p> <p>SENCO: Mrs Jayne Price</p> <p>Child and Family Support Worker: Mr Oliver Mulloy</p> <p>EWO: Mrs Yvette Williams 01902 550452</p> <p>School Nurse: Mrs Jackie Grady 01902 444164</p>

2. Curriculum Access

Details of the school curriculum offer. Including curriculum provision, mapping of provision and differentiation.	For information regarding the curriculum please visit the school website.
Details of how the curriculum is organised (Policy) and made accessible to all, including organisation of teaching groups.	A copy of the Curriculum Policy is available on the school website.

	<p>All areas of the curriculum are taught within year groups and lessons are differentiated appropriately.</p> <p>Each Year group is supported by a TA.</p> <p>Children with SEN may be entitled to additional support during statutory tests. Each case will be considered on an individual basis by the SENCo and appropriate adjustments will be requested if appropriate.</p> <p>The school offers a wide variety of after school clubs which are open to all children from Yr 1 to Yr 6.</p>
Details of Governor involvement in terms of curriculum provision, including name of SEN Governor, parent/carer Governor, Link Governor.	<p>SEN Governor Mrs Julie Whitehouse</p> <p>Each Subject has a link Governor</p>
Details of staff expertise and professional development/training of staff.	<p>SENCO keeps updated on a regular basis through Network meetings and training. This information is then disseminated to all staff during staff meetings. The SENCo has successfully completed the National Award for SEN Co-ordination.</p> <p>All new members of staff receive in-house training with regards to SEN policy and procedures throughout the year.</p> <p>A range of interventions are run by trained school staff. These include: Cool Kids: Miss Danielle Joinson Precision Teaching: Mrs Herpal Grewall, Mr Oliver Mulloy, Mrs Donna Branch, Mrs Marie Liston, Mrs Maxine Smith, Miss Danielle Joinson. RAPID reading: Mrs Herpal Grewall Talking Partners: Mr Oliver Mulloy and Mrs Lyn Chater</p>
Details of types of special educational needs for which provision is made.	<p>Provisions are made for any pupils regardless of their needs in order for them to access the full curriculum. These include mild/moderate learning difficulties, and social, emotional health and well-being needs.</p>

--	--

3. Grouping and Pastoral Care

<p>Details of the school pastoral support system.</p> <p>Details of what support mechanisms are in place and how groups are planned, including what social support is available ie mentoring.</p>	<p>All staff are responsible for the pastoral care of their pupils. They will raise any concerns with the SENCO, class teacher or the Child and Family Support worker who will then make referrals or organise support when appropriate.</p> <p>In addition to support given by staff, we encourage peer support eg play leaders, worry boxes.</p> <p>The school has a strong relationship with SF Marketing and access counselling services for pupils and CPD for staff through them.</p>
<p>Details of how parents and carers/children and young people raise any concerns they may have about progress, or request for additional support.</p> <p>Details of opportunities for pupils/students to have a voice.</p>	<p>Class teachers are available to parents/carers on a daily basis, both at the beginning and end of the school day. Appointments for further discussions will be made if needed. Parents can also contact Mrs Jayne Price, SENCo, to discuss any concerns they may have about their child and his/her progress.</p> <p>School evaluation forms are sent out on yearly basis and any issues or suggestions made by parents/carers feed into the School Improvement Plan for the following year if appropriate.</p> <p>Every September, Years 1 - 6 elect 2 members to represent them on the School Council. Meetings are held on a half- termly basis to discuss suggestions, concerns and successes that have been raised.</p>

	<p>Every class has its own webpage on the School Learning Platform in which they can add to discussions, upload their work and pictures and raise any concerns or suggestions.</p> <p>All pupils on the SEN register are given the opportunity to discuss their progress and identify areas where they feel they need support. They are then asked to sign their IEP.</p>
Details of the strategies available to support regular attendance, including what support is available.	<p>First day contact is made by phone if a child is not in school. Home visits are carried out if needed.</p> <p>The Educational Welfare Officer meets fortnightly with Mrs Walters to discuss all pupils under 92%</p> <p>If there are concerns about a child's attendance then parents will be invited into school to establish a 'Parent Contract' to address these concerns and hopefully improve attendance. If this does not succeed then the EWO will become involved.</p> <p>School offers a number of incentives to encourage good attendance - half termly certificates for 95+% and 100% attendance, monthly attendance prize and 100% attendance awards at the end of the year.</p>
Details of the strategies available to support good behaviour, including what support is available.	<p>A copy of the school's Behaviour Policy is available on the school website.</p>
Details of access activities out of the classroom and support available, including how parents are involved in planning of school trips etc.	<p>The School Curriculum and out of school activities are fully inclusive and accessible to all. Arrangements for pupils with SEN are made as required.</p>

	<p>Trips out of school and visitors into school are organised termly and link in with the year group topic. All pupils are expected to attend. The school subsidises each visit and parents/carers are required to make a £5 donation.</p> <p>Pupils with SEN have full access to the after school clubs on offer and parents/carers need to specify which clubs their children would like to attend at the beginning of each term.</p> <p>See also Equal Opportunities Policy on the school website.</p>
<p>Details of transition procedures and arrangements ie moving into school and moving on from school. Plus details of how the school prepares young people for adulthood/individual living.</p>	<p>Transition to Secondary Schools Statemented SEN pupils or those with an Educational Health Care Plan will discuss their options for Secondary School at their Annual Review which is held during the Summer Term of Year 5. Prospective new secondary schools arrange transition days for the pupils to attend and welcome meetings for parents.</p> <p>Transition from Nursery to Parkfield Primary Early Years staff liaise closely with the parents and nursery providers of all the children coming into the Reception class. They are invited into school for a morning during the Summer Term and staff visit them at home prior to them starting school.</p> <p>Transition into Parkfield Primary All children who join our school mid-year, regardless of their age, are invited into school with their parents for an induction meeting and tour. At this meeting information from parents can be shared regarding their child's needs and education. Children who join us from other schools are supported using information obtained from their previous school. We use this information, alongside our own initial assessments, to ensure that they are placed in appropriate groups.</p>

<p>Details of medical and personal care procedures.</p>	<p>Training is given to all staff by the School Nurse regarding asthma, diabetes, the use of epi-pens and any other medical needs related to the pupils in the school as appropriate. Personal Medical Plans are drawn up between school, School Nurse and Parents for any child with identified medical needs.</p> <p>TAs and Lunchtime Supervisors have received Paediatric First Aid training.</p> <p>Inhalers are kept in the classrooms so that they are accessible when needed. Medication will be administered by identified staff if it has been prescribed by a Doctor to be given 4 times a day and if relevant paperwork has been completed by the parent/carer.</p> <p>Staff will support pupils in the event of a personal accident ie wetting or soiling themselves. Parents will be informed at the end of the day or if necessary by phone.</p> <p>Personal Care Plans are put in place for any pupil who may have regular 'accidents' as a result of a medical condition ie chronic constipation or enuresis.</p>
<p>Details of the specialist staff working within the school and qualifications.</p>	<p>The school employs a Child and Family Support Worker to support parents and children with a range of needs.</p> <p>Other specialist staff are organised through outside agencies ie Counsellors, Educational Psychologists, Occupational Therapists</p>
<p>What services the schools accesses, including other educational establishments, health and social care services.</p>	<p>Speech and Language Therapy Service Early Years Team Occupational Therapy School Nurse: Jackie Grady</p>

What links does the school have with Voluntary organisations, including support services for parents and carers.	<p>Area Team 3: Educational Psychologist: Alexandre Sewell Area SENCO: Carol Dudley Wolverhampton Inclusion team. EWO: Donna Cox SF Marketing (counselling) Parkfield Primary can also support families to access support from food banks and The Haven. Parents are encouraged to contact the Information Advice and Support Service if needed.</p>
Details of school access arrangements.	See Disability Accessibility Scheme
Details of how the schools SEN budget is allocated.	<p>Staffing Resources ie RAPID On-Line programmes such As Speechlink CoolKids sessions Outside agencies ie counsellors Training for staff</p>
Details of travel arrangements to and from school.	N/A

September 2016