

The information contained in this report should be read in conjunction with the SEN report (formerly school offer) and the SEN policy. More detailed SEN leader reports on SEND progress in 15/16 and the first half of 16/17 are also available from the SENCo or the SEN governor.

Special Educational Needs Report

Special Educational Needs at Park Grove

The governors of all maintained schools are now required to publish a report each year showing how they are implementing the school's Special Educational Needs Policy.

This report has been approved by the school governors and will be published on the school's website.

What are 'special educational needs'?

A child has a 'special educational need' if they have a **learning difficulty** or **disability** which calls for special educational provision to be made for them.

Special educational provision means extra provision, or different provision, from what is available for most children of the same age in school.

The types of SEN that are supported at Park Grove School

Park Grove is a mainstream maintained primary school and, as such, is expected and able to provide for any child with special educational needs for whom a mainstream primary school is considered appropriate. We pride ourselves on being an inclusive school which tries to approach every child as an individual.

The school does not have any specific additional provision such as an enhanced resource unit. However, the school is able to support dual placements, where a child will spend some time in an enhanced resource unit or a special school and the remainder at Park Grove.

Park Grove has specific experience of children with visual and physical impairments. The school is physically accessible for children who use a wheelchair. The school has been able to meet the needs of children with various levels of learning disability, global developmental delay, and specific syndromes (eg Downs' syndrome). A number of children have been or are pupils who have an autistic spectrum condition or ADD.

A number of children with severe allergies are current pupils, all staff are informed and their pictures and details are held in the medical room, as well as their EPIPEN. All staff received training in how to use the EPIPEN. We are also able to meet the needs of children with medical conditions such as asthma.

The school is able to meet the needs of children with specific learning difficulties such as dyslexia and dyscalculia. We are also able to meet the needs of children with dyspraxia and have supported referrals and assessments for children with this difficulty.

We have a particularly strong track record in meeting the needs of children with Physical Disability. Our staff are well informed and some of our TAs are specifically trained to meet the physiotherapy needs of learners with PD.

Policies for identifying children and young people with SEN

The Special Educational Needs Co-ordinator is Ms Valerie Steunou. Valerie can be contacted via the Park Grove school office.

Children with SEN are identified by a graduated approach. All class teachers are expected to assess children's individual progress and provide differentiated teaching which meets their needs and addresses any areas of concern.

Parents may also raise concerns about their child. Park Grove has an open-door policy and parents are encouraged to discuss any concerns about their child's progress or well-being with the class teacher in the first instance. The class teacher will decide when it is appropriate to seek advice from the SENCo.

If despite differentiated teaching, a class teacher has continuing concerns about a child's progress or well-being, they will raise these with the SENCo and discuss interventions for the child. The child will then be placed on the Special Educational Needs Register at Band 1: SEN support. The child will have an Individual Educational Plan with precise targets to track progress in key areas of learning.

Where a child is not making progress after this level of intervention, help from outside agencies will be requested and the child will be placed on the SEN register at Band 2. At this level, the school will have termly meetings with parents to review the child's progress .

Children who require further or complex support will have a 'My Support Plan' prepared which is a detailed description of their needs and how they will be met. For a small number of children, the 'My Support Plan' will form the basis of a request to the local authority for a statutory assessment and potentially, an Education, Health and Care Plan (formerly known as a 'statement of SEN'). It is expected that this will be for only a small number of children.

More detailed information about the school's graduated approach to identifying children with SEN is contained in the school's SEN policy.

Arrangements for consulting parents of children with SEN and involving them in their child's education

First and foremost, Park Grove is a school with a policy and ethos of involving parents in all aspects of their child's education. Parents are encouraged to address any concerns with their child's teacher, and the school's open door policy with parents bringing children to the classroom until Year 2 supports this ethos.

All parents are invited to a parents' evening appointment three times a year. In addition, children who are on the SEN register with an MSP will have termly reviews. IEPs are also reviewed termly. Children with statements or EHCPs will have a formal annual review as well as termly review.

Day to day concerns are communicated by methods appropriate to the child. For some children this will involve a home-school communication book, while others may need a brief daily handover between parents and teacher.

Arrangements for consulting young people with SEN and involving them in their education

At an age appropriate level, all children at Park Grove are encouraged to reflect on their progress and to challenge themselves to further improvement.

Children are involved in peer marking, setting their own targets and in self-assessment among other methods. All of this also applies to children with SEN.

Particularly as they move up the school, children will be involved in the preparation and review of Individual Education Plans (IEPs) and will be formally consulted as part of the process of applying for an Education, Health and Care Plan (EHCP).

Arrangements for assessing and reviewing children and young people's progress towards outcomes

The SENCO meets with each class teacher regularly and any support staff (eg individual TAs), to discuss the progress of all children on the SEN register. These meetings review the progress of each child, and are an opportunity to discuss any concerns.

Where a specific individual or group intervention is put in place, the progress of the child/ren will be assessed before and after the intervention. This allows teachers and the SENCO to be sure that the interventions used are successful.

When a child has been placed on the SEN register, there will be ongoing assessment and liaison with the SENCO to ensure that the interventions used remain appropriate and that the child is making progress.

The school's tracker system for all children is used to assess the progress of children with SEN in terms of 'steps progress' against National Curriculum levels.

Teacher observations and liaison with the SENCO are also very important tools in assessing children's progress.

Arrangements for children's transition between key stages and between primary and secondary school

Considerable emphasis is placed on ensuring a smooth transition between key stages for all children, and especially for children with SEN who may find change more difficult to cope with.

Children are informed of their new teacher well in advance, in order to begin building relationships. There is two formal 'transition mornings' in the summer term, when all children spend time with their new teacher, and for children requiring extra support there will also be opportunities to informally visit their new classroom during the summer term.

Information is shared between outgoing and incoming class teachers and TAs. Tracker data will be passed on as will samples of work. Where possible, a child's new teacher will attend the termly review for a child on the SEN register in the summer term, giving an opportunity

to meet the parents and to discuss the child's needs with the outgoing teacher. The classroom SEN file will also contain essential information for the new teacher.

Where necessary, teachers will use support systems and materials such as social stories, photos and buddying system to support children who are struggling with transition.

When children move up to secondary school, the heads of year and/or SENCOs from the relevant secondary school will usually visit Park Grove to discuss the child's needs with the SENCO and Y6 teachers during Y6.

For children with an EHCP or statement, this process will begin in Year 5. Additional visits to secondary school will be arranged for children with SEN who are likely to find the transition more difficult.

Approach to teaching children with SEN and the adaptations that are made to the curriculum and learning environment

Initially, Park Grove aims to provide 'Quality First' teaching, with high quality, differentiated teaching which will meet the needs of as many children as possible within their normal classroom. The SENCO provides guidance and support to the class teachers on appropriate differentiation for children with SEN.

Within the classroom, detailed planning ensures differentiation and caters for different learning styles. Park Grove aims to have 'dyslexia friendly' classrooms, for example using coloured paper and boards. In early years and KS1, resources include chunky pens and pencils, pegs and magnetic letters for children who have difficulty with fine motor skills. ICT interventions and support tools such as Clicker 6 are available in the classroom. Visual timetables are routinely used in Early Years and KS1, and will be used in the classroom in KS2 for children who require them.

Where children require additional support outside the classroom, a variety of small group interventions will be delivered by trained TAs under the supervision of the SENCO. The SENCO will also observe children in the classroom when appropriate.

Children who require it are allocated 1:1 TA support on a short or long-term basis. If it appears likely that support is required long term the school will consider making an application for an Education, Health and Care Plan.

Park Grove also has a policy of generous TA allocations to mainstream classes, which provides additional support for children with SEN. Each EYFS class has full time TA support,

KS1 classes have a TA every morning but one (while teachers have PPA time) and 2 afternoons a week and KS2 classes have TA support all mornings but one.

The expertise and training of staff supporting children with SEN and securing specialist expertise

The provision of support for SEND is led by Valerie Steunou, SENCo. Valerie is a classroom teacher with thirteen years' experience at Park Grove and she is also our MFL leader. She teaches French to KS2 on Thursdays and has studied for the National Award for Special Educational Needs Co ordination. Her area of expertise is ASC (Autistic Spectrum Condition). She is part of Park Grove Pupil Support Team with 2 TAs. Together, they respond to the needs of the most vulnerable learners and work on all safeguarding issues.

Park Grove is fortunate in having very skilled and experienced TAs in the following areas:

Speech, Language and Communication Needs (SLCN)

Emotional Literacy support (ELSA)

Physical Disability (PD)

Down's Syndrome

Dyslexia

Where specialist support from outside agencies is required, the school routinely liaises with educational psychology services from the local authority, OT services, specialist teaching teams, the CAMHS service at Lime Trees, and with the behaviour support service at Danesgate Pupil Referral Unit. The school will also liaise with children's social care and health services as required.

Support for the emotional and social development of children with SEND

Park Grove has a strong ethos of supporting the social and emotional development of all children, including those with SEND. It also recognises that for some children with SEND, developing social and emotional skills will be particularly important.

The school has good links with the CAMHS service at Lime Trees and with primary mental health outreach workers who work with school.

Liz Martindale and Nat Slater are trained ELSA (Emotional Literacy Support Assistant) who will work with children with social or emotional difficulties. They are both trained in Teamteach as well, a strategy aimed to deal with physically challenging behaviour.

Activities available to children and young people with SEN

Park Grove provides a range of extra-curricular activities, which are open to all children with and without SEND. Where a child wishes to attend an activity and adjustments may be required, parents are welcome to discuss this with the class teacher, SENCo or teacher running the activity.

Available activities include:

- After school sports clubs including handball, table tennis, running club.
- School choir
- peripatetic music lessons
- journalism club
- Science club
- Code club

Arrangements for handling complaints from parents of children with SEN about the provision made at the school

Park Grove School recognises that fostering partnership with parents is crucial to the progress of all pupils. Parents are encouraged to consult the class teacher or SENCo to discuss any concerns or problems. If however there is a complaint regarding the SEN provision for a child the following procedures should be adopted:

- In the first place the parents should discuss the matter with the class teacher and SENCo.
- If the problem is not resolved the parents should ask to see the Head Teacher and a meeting will be arranged. It may be appropriate for others to be involved in the meeting (e.g. the class teacher, SENCo, the Governor responsible for SEND).
- If the problem still remains unresolved parents can meet with a representative from the Local Authority with or without members of the school staff present.

York SENDIASS is able to support parents at any point in the complaints procedures.

Key contacts

Ms Valerie Steunou - Special Educational Needs Coordinator

Mr Tillman Jacobi, Special Educational Needs Governor

Mr David Hare, Chair of Governors

Miss Jo Sawyer, Headteacher

Mrs Helen Steel, Ms Vicky Hearson, Mrs Natalie Martin, assistant headteachers

To be reviewed: Sept 17

