



Special Educational Needs

At Park Grove Primary School

Our aim at Park Grove School is that every child should be valued for who they are and given the chance to achieve their potential. Some children will need extra support to do this because they have Special Educational Needs and/or a Disability (SEND).

What are Special Educational Needs (SEN)?

A child is considered to have special needs if either he/she has:

- ★ Significantly greater difficulty in learning than the majority of children of the same age, or
- ★ He/she has a disability (e.g. hearing or visual impairment) which makes it difficult to use the facilities generally provided in school.

Children with special educational needs or/and a disability (SEND) will need to be provided with help that is extra or in some ways different from most children if they are to make all the progress they can.

What happens if my child has Special Educational Needs?

Early identification is very important. Most children's needs will be met through inclusive first quality teaching in the classroom. Some children may have a very specific learning difference like dyslexia which requires general adjustments to the classroom environment and the teaching style.

If your child is identified as having special needs we will discuss this with you. The teacher and the Special Educational Needs Coordinator (SENCo) will already have gathered evidence from your child's work and from our progress data and analysis, we will also talk to your child about how they feel about learning, what they find difficult and what they enjoy. With your permission they

will be placed on the school's SEN register. Each child on the register is unique and his/her needs are considered individually. The class teacher, with the help of the SENCo will draw up an **Individual Education Plan (IEP)**. You and your child can also contribute to this. The IEP gives a small number of short-term targets that the child is working towards and shows what arrangements we have made in school to help support him/her in meeting those targets. IEPs are reviewed each term and new targets are set. You will always get a copy so you can check your child's progress and what he/she is working on at the moment. We always try to write the IEP clearly and without jargon, but if there is anything that you are unsure about, please have a chat with the class teacher or with the SENCo.

Who will help my child?

One of our core values is Inclusion. We welcome children of all abilities and as a staff, we all strive to provide each child with the means to fulfil their potential and enjoy their learning.

Training

We audit our skills yearly and identify any areas of improvement so we can organise training tailored to our learning community. Sometimes, this training is delivered to all as a staff meeting (on muscular dystrophy and its effect on learning, precision teaching, dyslexia for example) or to particular members of staff who may need specific training in order to support a particular learner more effectively (autism specific or sensory disorders, for example). The training is delivered by a variety of agencies.

Teachers

The teachers have the best interest of your child at heart and will be responsible for their progress. They are always happy to discuss any issue you may have, although it may be better to make an appointment as the start of the school day is always busy!

TAs

We are also very fortunate to include among our staff some highly qualified and dedicated teaching assistants who also receive training. Some are delivering support in small groups called interventions, some are supporting a specific learner with more complex needs throughout the day. All classes have a TA working with them at least 4 mornings a week. Our TAs play an invaluable role in supporting our learners with SEND by building a supportive relationship based on trust and mutual respect. Their areas of expertise span speech and language support, emotional support,

Park grove is very good at accepting each child as an individual and all children feel included, no matter what their ability or need.
Year 5 Mum

I learn best when it's quiet in the class, in a small group. I need someone to encourage me and keep me on task otherwise I wander off in a different world!
E, Year 2 pupil

numeracy support, autism specific strategies, physical disability (including specific access and evacuation plan) and learning support.

There is a lovely board in the foyer with attractive photos of all our staff, so you can check us out any time!

*It is rewarding to see the confidence of a child grow, to see them tackle something that they find really difficult and with your support conquer it.
Mrs Savoia and Mrs Stone, TAs*

What sort of help is given?

There are different types of support we offer:

- ★ Extra support in the classroom, especially in independent tasks.
- ★ Small group interventions with a teacher, a TA.
- ★ Pre teaching in register time and in groups of 1 to 3 learners.
- ★ Special equipment (workstations, special seating, help packs, individual support file, an individual monitor etc...)

This teaching is tailored to the children's needs and goes in small steps as they progress. For most children this level of support, known as support at **Band 0-1**, will be enough and they will progress.

If, even with this extra help, a child is still not making progress the class teacher and SENCo may, with your permission, ask for specialist help from outside the school. Your child may be supported by an Educational Psychologist, Behaviour Support Teacher, Speech and Language Therapist or another medical or educational specialist. If necessary, on-going help and advice from the support agency will then form part of the IEP. This level of support is at **Band 2**. The SENCo can explain to you in more detail what each band of support entails.

A small number of children may need more support than this and the Educational Psychologist may advise us to refer him/her for an assessment in the form of a **Support Plan**. The Local Authority will then carry out a detailed assessment in order to see if an **Education, Health and Care Plan**

(EHCP) is necessary. An EHCP is a legal document which sets out the child's needs and guarantees and details the special help that he/she should have. This is only necessary where there is a level of need that goes beyond what is normally provided by the school and the usual support agencies. A EHCP is reviewed annually but the child will continue to have an IEP each term. They may be supported on a 1 to 1 basis.

*The EHCP process was very positive and we felt really at the centre of the discussions. We had been well informed so it was a smooth transition.
Year 4 Mum*

What is the role of the Special Needs Coordinator (SENCo)?

Our SENCo, Valerie Steunou works on Wednesdays and Fridays. On Thursdays, she is busy being French with the children in KS2 but you can still catch her after school. She is part of the pupil and family support team with the two Children and family support workers, Ms Martindale and Ms Slater. In her SENCo role, she is involved in assessing children and provides advice and resources to help teachers and teaching assistants in supporting individual children. She is also responsible for liaising with the different support agencies, for arranging meetings and writing reports. She also makes sure that our staff are trained in all aspects of SEND so we can provide for a variety of needs, from autism to physical impairment. Our SENCo and our support workers are always ready to meet with you to hear your concerns and to provide advice and support. You can find their email address and working hours at the end of this document. You can find more information about our Pupil Support Team on our website, as well as links to agencies and information you may find useful :

www.parkgroveprimary.co.uk

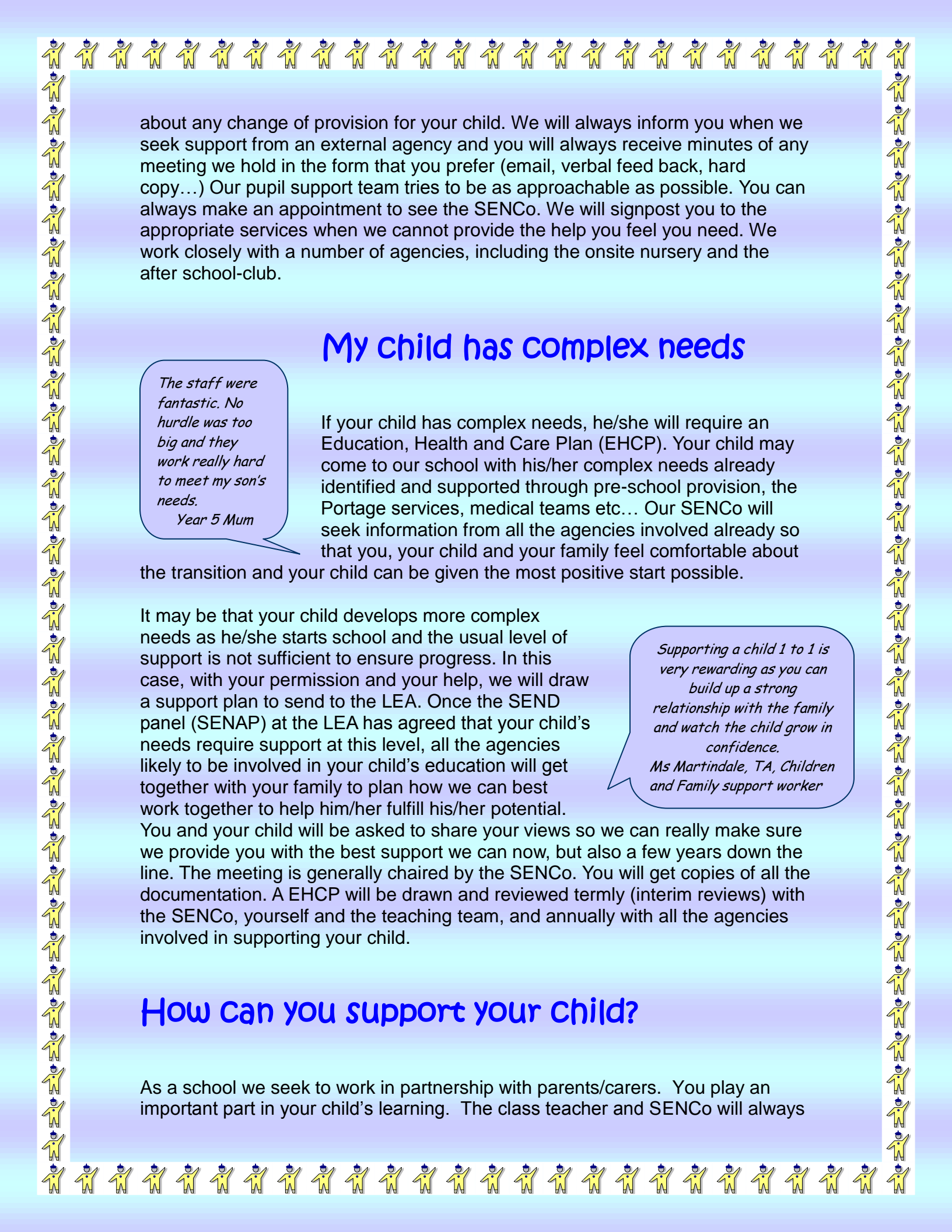
*Because the communication with the school was good, we didn't find the transition to an EHCP too difficult.
Year 5 Mum*

How can you and your child be involved?

Children with SEND and their parents have their own views about their needs and what sort of help they want. At Park Grove School, we seek to show sensitivity and respect in listening to children and take their views into account. We also encourage the children to understand the targets they are working towards so that they can work hard to achieve them. They take an active part in their IEP reviews and in interim or annual meetings for those needing an Education, Health and Care plan. Children can participate in many different ways, from presenting examples of work to shooting a small film, photos, recordings etc...

It is crucial that you as a parent feel involved in this process, and we will always inform you about your child's progress through termly parents' evenings. We will also seek your opinion when discussing your child's IEP and keep you informed

*I like listening to teachers because I want to get better at learning. I prefer a quiet classroom and I write things out, it helps me. I also like using a whiteboard.
B, Year 6*



about any change of provision for your child. We will always inform you when we seek support from an external agency and you will always receive minutes of any meeting we hold in the form that you prefer (email, verbal feed back, hard copy...) Our pupil support team tries to be as approachable as possible. You can always make an appointment to see the SENCo. We will signpost you to the appropriate services when we cannot provide the help you feel you need. We work closely with a number of agencies, including the onsite nursery and the after school-club.

My child has complex needs

The staff were fantastic. No hurdle was too big and they work really hard to meet my son's needs.

Year 5 Mum

If your child has complex needs, he/she will require an Education, Health and Care Plan (EHCP). Your child may come to our school with his/her complex needs already identified and supported through pre-school provision, the Portage services, medical teams etc... Our SENCo will seek information from all the agencies involved already so that you, your child and your family feel comfortable about the transition and your child can be given the most positive start possible.

It may be that your child develops more complex needs as he/she starts school and the usual level of support is not sufficient to ensure progress. In this case, with your permission and your help, we will draw a support plan to send to the LEA. Once the SEND panel (SENAP) at the LEA has agreed that your child's needs require support at this level, all the agencies likely to be involved in your child's education will get together with your family to plan how we can best work together to help him/her fulfill his/her potential.

You and your child will be asked to share your views so we can really make sure we provide you with the best support we can now, but also a few years down the line. The meeting is generally chaired by the SENCo. You will get copies of all the documentation. A EHCP will be drawn and reviewed termly (interim reviews) with the SENCo, yourself and the teaching team, and annually with all the agencies involved in supporting your child.

Supporting a child 1 to 1 is very rewarding as you can build up a strong relationship with the family and watch the child grow in confidence.

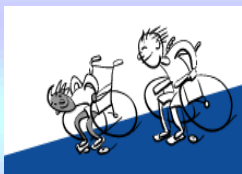
Ms Martindale, TA, Children and Family support worker

How can you support your child?

As a school we seek to work in partnership with parents/carers. You play an important part in your child's learning. The class teacher and SENCo will always

be willing to meet with you and to help in any way they can. We will share with you information about your child's difficulties and the progress they are making. Please share with us your own concerns about your child and any ideas you have that might help him/her at school. We have a very positive ethos and will celebrate your child's success through Good Work assemblies, praise postcards, individual reward charts etc...

Other help available in York



The Local Authority provides various services to support parents/ carers of children with SEN. They are available if you feel you need additional advice and support in putting your views forward and ensuring your child receives the help they need. You can find a list of useful services on this site:

<http://www.yor-ok.org.uk/families/Local%20Offer/local-offer-original.htm>

You can also ask a member of the Pupil Support Team. They will do their best to find the help you need.

What happens if you have a complaint?

We hope that we can all work together to see your child make good progress. If however you have a complaint about the way we have supported and helped your child, you can follow our complaints procedure which is available on our website or as hard copy from the school office. We would hope that you could first talk to our SENCo to see if we can resolve the issue together.

*I work as a SENCo
Wednesdays and Fridays. I
am always ready to listen
but it may be wiser to make
an appointment so I can
give you the time you need.
Valérie Steunou, SENCo*

Who's who?

Head teacher

Jo Sawyer



SENCo

Valérie Steunou



SEND Governor

Tillman Jacobi



Wednesdays and Fridays
v.steunou@parkgroveprimary.co.uk

Children and Family support workers



Liz Martindale

Monday to Thursday

l.martindale@parkgroveprimary.co.uk



Nathalie Slater

Tuesday to Friday

N.slater@parkgroveprimary.co.uk

Park Grove, York YO31 8LG

Tel/Fax 01904 554390

parkgrove@york.gov.uk



www.parkgroveprimary.co.uk

Who do we work with?

- ★ Educational psychology
- ★ Speech and Language Therapy
- ★ Children and Adolescent Mental Health Services (CAMHS)
- ★ Occupational Therapy
- ★ Specialist teaching team
- ★ Physiotherapy
- ★ Behaviour Support worker
- ★ Social Services
- ★ Dyslexia enhanced provision centre
- ★ Hob Moor Oaks primary school (special needs only provision)

