



Parkwood Primary School

SEND Information Report

2024 – 2025

Our School

Our School Vision

At Parkwood Primary School we are proud of our inclusive and caring approach, where children can grow and flourish in a supportive environment, where they can be themselves. Everyone is welcome at Parkwood.

Our dedicated team of staff members invest heavily in building positive relationships with children and their families so that the children feel safe and cared for. Positive relationships are essential for learning to take place.

Each child deserves high quality teaching from us that engages and supports the needs of individual children to push them to achieve as highly as possible. This is exactly what Parkwood strives to offer each individual.

It is our expectation that children will go out into the world, and into their next steps in education, as **responsible, resilient** and **kind** people, and will be able to look back on their primary school days with pride and affection.

November 2024 Information

Parkwood Primary School currently has 496 children on role (November 2024)

There are currently 83 children on SEND register with a range of needs from universal to specialist. (16.7% compared to last year 18.3%)

The two highest incidents of need at Parkwood Primary School are:

46 children (9.3%) have Speech, Language and Communication as their primary need.

28 children (5.6%) have Social, Emotional and Mental Health as their primary need.

8 children that have an EHC Plan (1.6%)



Meet our SENDCO



The SENDCO is Michelle Wintle

If you would like to contact Michelle Wintle, please call school on **01634 234699** or email senco@parkwoodprimary.org.uk and Michelle Wintle will aim to respond within 72 hours.



Special Educational Needs

At Parkwood Primary School we support children with a variety of differing special educational needs and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.

SEND is categorised into the following areas in the SEN code of practise 2014:

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| | Cognition and Learning |
| | Communication and Interaction |
| | Social, Emotional and Mental Health |
| | Sensory and Physical |



Identifying and Assessing Need

According to criteria in the SEN Code of Practice pupils are marked as SEN on SIMS. A SEND register produced is regularly monitored and updated. The register is monitored by the SENDCo and children are added, removed or need types updated at any point during the academic year.

Children are referred in to the SENDCo using the school referral form from class teacher, by parental request or by external professionals such as medical professionals. They are then logged, provision in school is looked at and where necessary referrals are made to the appropriate external agency.

Children recorded on the SEND register are reviewed regularly with further discussion at SEND Dialogue Meetings. Evidence of interventions are recorded on Individual Learning Plans which are developed and reviewed 3x per year. The Individual Learning Plans follow a strength-based approach and pupil, parent/carer and teacher voice is recorded 3 times throughout the year.

Children with an EHC Plan are reviewed through the use of an Individual Learning Plan, in addition to a Person Centred Annual Review (PCAR). Individual Learning Plans are co-produced by the SENDCo, Class Teacher and Parent.

Children who are defined as high needs have an Individual Costed Provision Map and Individual Learning Plan which is monitored and updated three times per year.

Pupil's data is regularly uploaded and reviewed using Insight and SEND Dialogue Meetings as well as at Professional meetings, held 3 times per year.

The School tracks and monitors the attainment and progress of each pupil closely, enabling appropriate intervention to provide effective academic and/or social and emotional support. Rigorous assessment practices in the

form of personalised differentiated pupil targets for pupils with SEND are in place.

The School places value on early intervention and uses a range of different investigative tests to highlight pupils who may be experiencing difficulties with reading and aspects of writing.

In some cases, a Boxall Profile will pinpoint primary needs and support for pupils who may be experiencing difficulties with emotional and linked behavioural development.



Our approach to teaching children with SEND

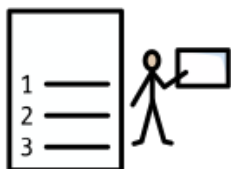
We are an inclusive school. Wherever possible children are taught alongside their peers in flexible teaching groups.

Teachers adapt their high-quality teaching to cater for their pupils' needs and plan individual timetables where necessary. When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom, or to provide one-to-one support.

We use the EEF guidance 'Five-a-day' and embed the key principles into all our lessons.



We use the Ordinarily Available Guidance produced by the Local Authority to complement our teaching (January 2024).



Curriculum adaptations

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| | | |
| Visual timetables | Task boards | Peer mentoring |
| | | |
| Assistive technology | Talk partners | Peer marking |
| | | |
| Self-assessment | Word banks | Positive behaviour |
| | | |
| Ear defenders | Timers | Explicit instruction |

We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment.

We also seek advice and equipment from outside agencies as and when the need arises.














Parent Consultations

At Parkwood Primary School we work closely with parents and carers and recognise that they have much to contribute to our support for children with SEND.

Parents are able to request meetings with Michelle Wintle throughout the academic year and she is also available at parent consultations to discuss any concerns.

We also hold multiple coffee mornings each year where parents can meet up and support each other in a safe environment. During these sessions we gather parent feedback on SEND provision at Parkwood, direct to training courses and support groups and offer opportunities to meet up with outside agencies.

For children who have an Education, Health and Care Plan we will invite parents and carers in for the PCAR. This meeting is used to celebrate the

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| | <p>child's learning, looking at the progress they have made against the targets set, create new targets and discuss next steps. A copy of this will always be sent home after the meetings.</p> <p>During the year a parental questionnaire is sent out to gain views on the school and the SEND provision.</p> | | | | | | |
| <div></div> <div><h3>Child Consultations</h3></div> | <p>Pupil's views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school.</p> <p>Children are fully involved and their views feed directly into all policies, procedures and daily teaching of children with SEND.</p> <p>Pupils are given regular opportunities to:</p> <table><tr><td></td><td></td><td></td></tr><tr><td>Self-assess how they are doing</td><td>Attend meetings and help decide the support needed.</td><td>Feedback and Review progress/interventions.</td></tr></table> |  |  |  | Self-assess how they are doing | Attend meetings and help decide the support needed. | Feedback and Review progress/interventions. |
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| <div></div> <div><h3>Evaluating Provision</h3></div> | <p>The attainment and progress of children added to the SEND register are tracked using the following methods:</p> <ul style="list-style-type: none">• Review progress in SLT meetings and discuss next steps.• Discuss and share ideas in staff meetings to ensure up to date research and policy is in place.• Reviewing children' individual progress towards their goals at regular intervals throughout the year.• Professional Dialogue Meetings are held three times a year with class teachers to ensure individual children are discussed and effective support is in place.• Establishing children's baseline before receiving interventions and reviewing the impact of interventions at regular intervals.• Asking our children if they feel the adjustment or intervention is helpful and makes a difference.• Monitoring by the SENDCO.• Regularly using a tracking tool to update targets and measure progress.• Holding Person Centered Annual Reviews (PCAR) for children with Education Health Care Plans. | | | | | | |



Staff Training

At Parkwood Primary School, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support children.

When a new member of staff joins the school, we ensure they understand the systems within school and they are given information about the children they are working with.

The senior leadership team within school are constantly moderating needs within the school and, where an area of concern is highlighted, whole school training may be organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that could be utilised.

If your child needs specialist support from an outside agency, such as the Speech and Language Service (SALT), Educational Psychologist (EP), Occupational Therapist (OT) or school nurse, we will always discuss this with you first.

Some of our staff have completed training in the following areas. When staff go on a course, they have an opportunity to give feedback to the rest of the staff during staff meeting sessions.

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| | | | |
| Play Therapy | Lego Therapy | Child Development | Hearing Impairment |
| | | | |
| Vision Impairment | Diabetic Training | Phonics (catch-up) | Team Teach |
| | | | |
| Specific Learning Difficulties | Complex Needs training | Nurture support | Speech and Language |
| | | | |
| De escalation | Attachment | Anaphylaxis Training | Sensory needs |



Transition Support

Nursery to Foundation Stage

We hold a parent and carer session in the summer term for our new Foundation Stage starters, providing parents with the opportunity to meet with the class teacher and SENDCO.

We hold three stay and play sessions in the second half of the summer term in preparation for their September start.

Home visits are then offered when the children have started at Parkwood Primary School in the September. This offers an opportunity for parents and carers to talk to the Foundation Stage teaching team in a setting they feel comfortable in.

End of Year transition

When children move up a year, we provide transition sheets which include photos of the teacher, TA and classroom environment.

We hold 3 transition sessions during the summer term allowing the children to go up to their new classroom and meet their teacher.

Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive.

Class teachers and TAs meet with each other during the summer term to discuss the needs of the children and share Individual Learning Plans.

Secondary Transition

We liaise very closely with our partner schools to ensure that the transition from primary school to the secondary school is as smooth as possible.

Mid-Year new starters

When we are aware that pupils joining us from other settings have identified special educational needs, we arrange a meeting with the family to enable us to gain a greater understanding on the support we need to put in place.






Outside Agencies

We work with the following agencies to provide support for children with SEND:

Educational Psychology Service,
School Health Advisory Service,
Speech and Language (NHS) – Bunmi Olugunbanke
Speech and Language Therapist - Rachel Brooker
Specialist Dyslexia Teacher (SpLD) - Gemma Easom
Occupational Therapy – Rebecca Belsey
Family Solutions (Early Help) – Various allocated from the team
School Nursing Team
Visual impairment team – Doreen Moretsele
Hearing impairment team – Jane Elworthy and Annemarie Hewer

We will ask your permission before we arrange for any outside agencies to come in and work with your child. Once the feedback has been received we

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| | will call you in for a meeting to share the advice. | | | | | | | | | | | | | | | | |
|  <p>Clubs and Trips</p> | <p>All our extra-curricular activities and school visits are available to all our children, including our after-school clubs.</p> <p>All children are encouraged to go on our trips such as residentials, sporting events and day trips.</p> <p>All children are encouraged to take part in sports day, school competitions, school assemblies and performances, workshops, etc.</p> <p>All children are encouraged to apply for roles of responsibility in school e.g. smart school council, house captains (in Year 6), groundforce team.</p> <p>No child is ever excluded from taking part in these activities because of their SEN or disability.</p> <p>Please read the school's accessibility plan for further information about the steps we have taken to prevent disabled children from being treated less favourably than other children and the arrangements we have made to help children with SEND access our school.</p> | | | | | | | | | | | | | | | | |
|  <p>Complaint Procedure</p> | <p>Your first point of contact is your child's class teacher.</p> <p>If you are not satisfied that your concern has been addressed, then you may make an appointment to speak to the Assistant Heads or Deputy Head Teacher. If they cannot solve your issue, then an appointment can be made to speak to the Headteacher.</p> <p>If you are not happy with the response, then you may contact the governors through the school office.</p> <p>Steve Pollard – Chair of Governors David Bubb – SEND Governor</p> | | | | | | | | | | | | | | | | |
|  <p>Medway Local Offer</p> | <p>The Medway Local Authority Local Offer can be found at https://www.medway.gov.uk/localoffer</p> <table border="1"> <tr> <td>Special Educational Needs (SEN) Team</td><td>01634 331123</td></tr> <tr> <td>Medway Sensory Service</td><td>01634 334144</td></tr> <tr> <td>Family Action Medway Small Steps</td><td>01634 913219</td></tr> <tr> <td>Short Breaks</td><td>01634 331 351</td></tr> <tr> <td>0 to 25 disability service</td><td>01634 334 466</td></tr> <tr> <td>Medway Parents and Carers Forum</td><td>01634 333315</td></tr> <tr> <td>Medway Sendias</td><td>01634 566303</td></tr> <tr> <td>Parenting Support Service</td><td>01634 336236</td></tr> </table> | Special Educational Needs (SEN) Team | 01634 331123 | Medway Sensory Service | 01634 334144 | Family Action Medway Small Steps | 01634 913219 | Short Breaks | 01634 331 351 | 0 to 25 disability service | 01634 334 466 | Medway Parents and Carers Forum | 01634 333315 | Medway Sendias | 01634 566303 | Parenting Support Service | 01634 336236 |
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