



## Parklands Community Primary School Local Offer

### SEN Information Page 2022-2023

#### **What is the Local Offer?**

The Local Offer was first introduced in the Green Paper (March 2011) as “a local offer of all services available to support disabled children and children with SEN and their families. This easy to understand information will set out what is normally available in schools to help children with lower-level SEN as well as the options available to support families who need additional help to care for their child.”

#### **What will it do?**

The South East 7 (SE7) framework will allow the Local Offer to provide parents/carers with information about how to access services in their area, and what they can expect from those services. With regard to Education, it will let parents/ carers and young people know how school and colleges will support them, and what they can expect across the local settings. During the last year, the Local Offer Steering Group has developed questions for schools, and trialled them with a small number of settings. There are 14 questions, devised in consultation with parents/carers and other agencies, which reflect their concerns and interests. These will be answered by agencies, schools and colleges to provide information to parents and carers to enable them to make decisions about how to best support their child's needs.

On the following pages you will find Parklands Primary School's responses to these questions.



### School Context

Parklands Community Primary School is a two form entry, Local Authority maintained mainstream Primary School.

We are proud to be a very inclusive school and aim to provide high quality support for pupils who are identified with Special Educational Needs and or Disabilities within our mainstream environment.

Parklands Community Primary School also has a Local Authority Maintained Special Support Centre for pupils who are identified with Social Communication Needs including Autistic Spectrum Condition. In order to apply for a place in the Special Support Centre (SSC), pupils must have an Education, Health and Care Plan.

How would Parklands Community Primary School know if children need extra help?

We know pupils need help if:

- A concern is raised by teachers, parents, the child's previous school (if appropriate) or an outside professional
- There is a lack of progress over time
- There is a change in a pupil's day to day behaviour or attitude
- A pupil asks for help

What should I do if I think my child may have additional needs?

If you have concerns about your child, please contact your child's class teacher in the first instance

How will the school staff support my child?

Each pupil's educational programme is planned by the class teacher with support from the SENCo as needed.

If a class teacher is concerned about an aspect of a pupil's progress, behaviour or well-being; through **quality first teaching** and support from the SENCo, they will make adaptations and adjustments within the normal daily classroom routine. This may include differentiating the learning, creating additional resources or planning interventions. This support will be monitored on a class action plan.

For pupil's with identified special educational needs, the class teacher, in collaboration with the SENCo, will plan and write individual targets and provision for a pupil through a 'Personal Learning Plan'. The impact of this provision will be monitored by all staff working with a pupil and overseen by the SENCo.



	<p>The SENCo works closely with class teachers of pupils who hold an Education, Health and Care plan to ensure effective provision is planned and implemented, reviewed and adapted for each pupil.</p> <p>The SENCo co-ordinates with a range of outside professionals who advise and support individual pupils across the school.</p>
How will the curriculum be matched to my child's needs?	<p>Quality First Teaching is essential to meet the needs of all children. Thorough, appropriately differentiated planning is used to support the learning needs of all pupils including those identified with special educational needs. This may be the task, grouping, additional structure, visual aids or equipment.</p> <p>Additional adult support, in a 1:1 or small group focus, may be planned to a pupil's individual needs at different times of the school day.</p> <p>A wide range of additional interventions are also used in school to support and enhance class based learning.</p> <p>Each pupil's special educational provision will be individually planned based on their needs and strengths.</p>
How will both you and I know how my child is doing?	<ul style="list-style-type: none"> <li>• Regular communication can be held with your child's class teacher at drop off and collection time</li> <li>• Homework diaries and for some pupils 'Home School Communication Books' can be used to exchange messages between home and school</li> <li>• You will be able to discuss your child's progress at Parents' Evenings</li> <li>• Appointments can be made to speak in more detail to the class teacher, the SENCo or a member of the Senior Leadership Team by visiting the school office</li> <li>• Personal Learning Plans, which detailed the planned provision and recorded progress, will be shared with you 3 times a year</li> </ul>
How will you help me to support my child's learning?	<ul style="list-style-type: none"> <li>• An overview of your pupil's topic plan is published at the start of each term on the</li> </ul>



	<p>Hedgehog Herald. This includes specific information about the steps you can take to support your pupil through the topic.</p> <ul style="list-style-type: none"><li>• Your child's class teacher may suggest ways of supporting your child's learning through meetings and at Parents' Evenings.</li><li>• The SENCo may meet with you to discuss how to support your child.</li><li>• If outside professionals have been involved in supporting your child, feedback and reports will be provided to you from the SENCo</li></ul>
What support will there be for my child's overall well-being?	<p>Parklands School offers a wide range of pastoral support for pupils with social and emotional needs, including:</p> <ul style="list-style-type: none"><li>• The Zones of Regulation Curriculum</li><li>• Social and Emotional skills interventions</li><li>• Opportunities for children to speak with members of staff when needed</li><li>• Use of the sensory room</li><li>• Learning Mentoring referrals</li><li>• Referrals to Tier Two CAMHS consultations</li><li>• Support through Family Support Workers</li></ul> <p><u>Children with medical needs:</u></p> <ul style="list-style-type: none"><li>• Where children are identified as having medical needs, a health care plan will be written with parents and relevant professionals</li><li>• Designated members of staff are fully first aid trained</li><li>• All staff receive annual Epipen training delivered by the School Nurse.</li><li>• Designated members of staff have received diabetes training</li><li>• Designated members of staff have receive epilepsy training and medical administration</li><li>• Where necessary and in agreement with parents/carers, medicines are administered in school but only when a medical form is signed to ensure the safety of both child and staff member</li><li>• Where necessary, individual children will have a 'Moving and Handling' risk assessment to support their transfers from</li></ul>



	<p>specialized equipment. These are written and evaluated by outside professionals</p> <p><u>Personal and intimate care:</u></p> <ul style="list-style-type: none"><li>• Where children require support with intimate care, a toileting plan or intimate care plan will be written with parents and outside professionals as appropriate</li><li>• Where necessary and in agreement with parents/carers, pupils will be supported with toileting and intimate care by at least two adults</li><li>• The school has three disabled toilets and a hygiene room. One disabled toilet has a hoisting system</li></ul>
<p>What specialist services and expertise are available at the school?</p>	<ul style="list-style-type: none"><li>• The School has a Local Authority Maintained Special Support Centre (SSC) for pupils who are identified with Social Communication Needs including Autism. Places in the SSC are awarded by the local authority. In order to apply for a place in the Special Support Centre, pupils must have an Education, Health and Care Plan. Pupils who have a place in the SSC, receive fortnightly support from a Speech and Language therapist.</li><li>• The school's SENCo is also currently the Teacher in Charge of the SSC.</li><li>• The school has two designated Learning Mentors who support pupils with social and emotional needs.</li></ul>
<p>What specialist services and expertise are accessed by the school?</p>	<p>The school regularly consults with outside agencies to access more specialised support. The agencies used by the school include:</p> <ul style="list-style-type: none"><li>• Educational Psychology Service</li><li>• Sensory Support Team for children with visual or hearing needs</li><li>• Ethnic Minority Advisory Team</li><li>• Speech and Language Therapy</li><li>• Occupational Therapy Service</li><li>• Physiotherapy Service</li><li>• Moving and Handling Advisory Service</li><li>• Learning, Behaviour Support Team</li><li>• Children and Adolescent Mental Health Service (CAMHS)</li><li>• School Nursing Service</li></ul>



	<ul style="list-style-type: none"><li>• Social Services</li><li>• Family support Workers</li></ul>
What training are the staff supporting children identified with SEND had or are having?	<p>All staff follow a programme of continual professional development which includes training both in school and with outside professionals.</p> <p>Many of our Teaching Assistants have completed the Level 3 Diploma in Specialist Support.</p> <p>The SENCo conducts fortnightly SEN training with all Teaching Assistants</p> <p>Training in the following areas has been completed by designated staff:</p> <ul style="list-style-type: none"><li>• Safeguarding</li><li>• Speech and Language therapy</li><li>• Team Teach – positive handling training to manage and deescalate challenging behaviour</li><li>• Makaton signing</li><li>• Learning Mentor Forums</li><li>• Every Child Counts</li><li>• Moving and Handling</li><li>• Supporting Sensory Needs</li><li>• English as an additional Language Support</li><li>• Numicon Maths system</li><li>• Regular training and monitoring by Portsmouth Down Syndrome Association</li><li>• Read Write Inc. Phonics</li><li>• Talk for writing</li><li>• Narrative therapy</li><li>• First Aid</li><li>• Epi Pen Training</li><li>• Diabetes Training</li><li>• Visits to other settings</li><li>• Introduction to Therapeutic Approaches</li><li>• Mental Health Strategies Tool Kit</li></ul>
How will my child be included in activities outside the classroom including school trips?	<p>It is the school's policy to enable every child to participate as fully as possible in all elements of the wider curriculum.</p> <p>When planning for school trips and activities outside of the classroom:</p> <ul style="list-style-type: none"><li>• Staff will communicate with parents/carers to discuss any individual considerations that</li></ul>



	<p>may need to be made for a child with additional needs</p> <ul style="list-style-type: none"><li>• Risk assessments are carried out and procedures are put in place to enable all children to participate.</li><li>• If a health and safety risk assessment suggests that an intensive level of 1:1 support is required that is not usually in place for a child, a parent or carer may also be asked to accompany their child during the activity in addition to the usual school staff.</li></ul>
<p>How accessible is the school environment?</p>	<p>Parklands School has an accessibility policy which is reviewed annually.</p> <p>The school environment is fully accessible for wheelchair users. There is:</p> <ul style="list-style-type: none"><li>• Touch buttons to enter the main doors</li><li>• A lift to access the first floor</li><li>• Accessible changing facilities comprising of two hygiene rooms, one with a hoist system, and two disabled toilets on the first floor</li><li>• Specialist equipment, e.g. standing frames and height adjustable tables for individual pupils</li><li>• Two disabled parking bays outside the main school entrance</li><li>• Information technology for individual pupils</li></ul> <p>Parklands works in collaboration with Health professionals, the West Sussex Sensory Support Service, the Social Communication Team and the Ethnic Minority Advisory team to ensure the most appropriate advice, equipment and support is sought to meet a pupil's individual needs.</p>
<p>How will the school prepare and support my child to join the school and transfer to a new school?</p>	<p>At Parklands we recognise that moving to a new school can be a difficult time. Therefore many strategies are in place to support pupils to have as smoother transition as possible when joining, or transferring to a new school.</p> <p>These include:</p> <ul style="list-style-type: none"><li>• Parental meetings with members of the Senior Leadership Team and Class Teachers</li></ul>



	<ul style="list-style-type: none"><li>• Meetings between the previous or receiving schools prior to the pupil joining/leaving, both for teaching staff and the SENCo</li><li>• Additional visits for pupils who need extra time in our or their new school</li><li>• Transition Books with photos</li><li>• Transition intervention with the learning mentor</li><li>• Secondary school staff visit pupils prior to them joining their new school</li><li>• Our SENCo meets with the SENCos from the secondary schools to pass on information regarding SEN pupils.</li><li>• Further transition visits are arranged if it is felt necessary</li><li>• Where a child has an EHCP, the Annual Review Meeting may be used as part of transition meeting</li></ul>
How are the school's resources allocated and matched to children's special educational needs?	<ul style="list-style-type: none"><li>• The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual's needs.</li><li>• The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year.</li><li>• If any concerns are raised by our SENCo on completion of an assessment, then further support may be allocated to your child.</li><li>• Individual Pupil Premium payments are used to support that pupil's learning.</li><li>• Additional funds are received for pupils with an EHCP, these funds are allocated to their individual child's provision</li></ul>
How is the decision made about what type and how much support my child will receive?	<ul style="list-style-type: none"><li>• When pupils join the school in the Early Years or from other settings, close liaison takes place between the two settings to ensure information is communicated about a pupil's needs. If the child already has an identified special educational need, this information is usually transferred from their Early Years/pre-school setting. The class teacher and SENCo will use this information to plan targets and provision with you for your child.</li><li>• During their school life, if further concerns are identified due to the pupil's lack of</li></ul>





	<p>progress or wellbeing then other interventions will be arranged.</p> <ul style="list-style-type: none"><li>• We regularly assess the impact of any additional support and resources and report pupil's progress to parents.</li></ul>
<p>How are parents involved in the school?</p> <p>How can I be involved?</p>	<p>All parents are encouraged to contribute to their child's education. This may be through:</p> <ul style="list-style-type: none"><li>• Discussions with the class teacher</li><li>• During Parents' Evenings</li><li>• During discussions with the SENCo, a member of the Senior Leadership Team or other professionals</li><li>• Parents are encouraged to comment on their child's Personal Learning Plans with possible suggestions that could be incorporated</li></ul>
<p>Who can I contact for further information?</p>	<p>The first point of contact will always be your child's class teacher who can be contacted via the school office:</p> <p><a href="mailto:office@parklands.school">office@parklands.school</a></p> <ul style="list-style-type: none"><li>• The SENCos are Mrs Natasha Bright and Mrs Jess Powell. They can be contacted via the school office or at: <a href="mailto:senco@parklands.school">senco@parklands.school</a></li><li>• An appointment can be made with your child's relevant Key Stage Assistant Head: who can be contacted via the office or at: KS1 Assistant Head Teacher : Mrs Annette Thompson <a href="mailto:ks1assistanthead@parklands.school">ks1assistanthead@parklands.school</a>  KS2 Assistant Head Teacher: Mrs Alison Sole <a href="mailto:ks2assistanthead@parklands.school">ks2assistanthead@parklands.school</a></li></ul>

Parklands Community Primary School's SEN information page has been written in conjunction with the SEN Policy which can be found on the school Website.