



Parklands Community Primary School

SEND Information Report 2025-2026

As part of the **Children and Families Bill 2014**, all schools are required to make available their SEND Information Report to families, which details how they can support children and young people with a special educational need and/or disability (SEND).

The SEND report comprises 14 questions that have been devised by parents and carers for schools and other educational establishments to respond to.

The answers to these questions should allow parents and carers the opportunity to find the best possible education for their children.

West Sussex County Council have devised their own local offer regarding what children in this area are entitled to in terms of SEND.

On the following pages you will find Parklands Primary School's responses to these questions. Additional information can be found in our SEND policy.



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 (EHCP).

<p>How would Parklands Community Primary School know if children need extra help?</p> <p>What should I do if I think my child may have additional needs?</p>	<p>We know pupils need help if:</p> <ul style="list-style-type: none">• A concern is raised by teachers, parents, or an outside professional• Transition information has been sent from a previous setting regarding a child's needs• A child already has an EHCP from their previous setting• A child has made limited progress over time• There is a change in a pupil's day to day behaviour or approach to learning• A pupil asks for help <p>If you have concerns about your child, please contact your child's class teacher in the first instance. Following this a meeting may be arranged with your child's phase leader or the SENCo.</p>
<p>How will the school staff support my child?</p>	<p>Each pupil's educational provision is planned by the class teacher with support from the Special Educational Needs Co-ordinator (SENCo) as needed.</p> <p>If a class teacher is concerned about an aspect of a pupil's progress, behaviour or well-being; through quality first teaching they will make adaptations and adjustments within the normal daily classroom routine. This may include adapting their teaching or the learning task, creating additional resources or planning interventions. This support will be monitored on a class provision map and reviewed regularly.</p>



	<p>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> <p>The SENCos work 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 SENCos co-ordinate with a range of outside professionals who advise and support individual pupils across the school.</p>
<p>How will the curriculum be matched to my child's needs?</p>	<p>Quality First Teaching is essential to meet the needs of all children. Thorough, appropriately adapted planning and resourcing is used to support the learning needs of all pupils, including those identified with special educational needs. This may be through practical resources, pre-teaching, style of delivery, visual aids, additional time or further support.</p> <p>Additional adult support may be planned to support a pupil's individual needs at different times of the school day.</p> <p>Some pupils may access short, targeted, interventions outside of the classroom 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>
<p>How will both you and I know how my child is doing?</p>	<ul style="list-style-type: none">• Regular communication can be held with your child's class teacher at drop off and collection times• Reading diaries, and for some pupils 'Home School Communication Books' can be used to exchange messages between home and school• You will be able to discuss your child's progress at Parent's Evenings• Appointments can be made to speak in more detail to the class teacher, the SENCo



<p>How will you help me to support my child's learning?</p>	<p>or a member of the Senior Leadership Team by contacting the school office</p> <ul style="list-style-type: none">• Personal Learning Plans, which detail each child's targets and provision, will be shared with you 3 times a year (Autumn parent's evening, Spring parent's evening and Summer reports)• An overview of your child's curriculum is published at the start of each term. This includes specific information about the steps you can take to support your pupil through the topic.• Your child's class teacher may suggest ways of supporting your child's learning through meetings and at Parents' Evenings.• The SENCos may meet with you to discuss how to support your child.• If outside professionals have been involved in supporting your child, feedback and reports will be provided to you from the SENCos
<p>What support will there be for my child's overall well-being?</p>	<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">• A whole school Therapeutic Approach to behaviour• Explicit teaching about brains, bodies and behaviours through 'The Empowerment Approach'• Therapeutic Coaching• The Zones of Regulation Curriculum• Social and Emotional skills interventions• Opportunities for children to speak with members of staff when needed• Use of the sensory room• Learning Mentoring referrals• Nurture Provision• ELSA support• Thought-full programme• Referrals to The Single Point of Access (SPoA)• Support through Enabling Families, Early Help and Family Support Workers <p><u>Children with medical needs:</u></p>



- Where children are identified as having medical needs, a health care plan will be written with parents and relevant professionals
- Designated members of staff are fully first aid trained
- All staff receive annual 'Epipen' training delivered by the School Nurse.
- Designated members of staff have received diabetes training
- Designated members of staff have receive epilepsy training and medical administration
- 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
- Where necessary, individual children will have a 'Moving and Handling' risk assessment to support their transfers from specialised equipment. These are written and evaluated by outside professionals

If your child has health or mental wellbeing needs that affect attendance:

- We will create a Health Care Plan and/or Risk Assessment
- Work with health professionals and the Local Authority to ensure education continues
- Seek advice about Emotionally Based School Avoidance through individual consultations and the Local Authority
- Parents may request flexi-schooling in line with our policy and DfE guidance

Personal and intimate care:

- Where children require support with intimate care, a toileting plan or intimate care plan will be written with parents and outside professionals as appropriate
- Where necessary and in agreement with parents/carers, pupils will be supported with toileting and intimate care by at least two adults
- The school has three disabled toilets and a hygiene room. One disabled toilet has a hoisting system



<p>What specialist services and expertise are available at the school?</p> <p>What specialist services and expertise are accessed by the school?</p>	<ul style="list-style-type: none">• 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.• One of the Centre's class teachers is also currently the Teacher in Charge of the SSC.• The school has two designated Learning Mentors who support pupils with social and emotional needs.• The school has a trained Emotional Literacy Support Assistant (ELSA) to support pupils with their social and emotional wellbeing <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">• Educational Psychology Service• Virtual School• Sensory Support Team for children with visual or hearing needs• Ethnic Minority & Traveller Advisory Team• Speech and Language Therapy• Occupational Therapy Service• Physiotherapy Service• Moving and Handling Advisory Service• Learning, Behaviour Support Team (LBAT)• Autism and Social Communication Team (ASCT)• Single Point of Access• Children and Adolescent Mental Health Service (CAMHS)• School Nursing Service• Social Services• Integrated Front Door/ Early Help
<p>What training are the staff supporting children identified with SEND had or are having?</p>	<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 SENCos conduct regular 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">• Safeguarding• Empowerment Approach• Speech and Language therapy training• Sensory Focus Recovery• Autism and Masking• Speech, language and Trauma• Drawing and Talking• Team Teach – positive handling training• Makaton signing• Learning Mentor Forums• Moving and Handling• Supporting Sensory Needs• English as an Additional Language Support• Numicon Maths system• Talk for writing• Narrative therapy• First Aid• Epi Pen Training• Diabetes Training• Anaphylaxis training• Visits to other settings• Therapeutic Thinking• Mental Health Strategies Tool Kit• Trauma approaches• Autism training• Epilepsy training• Clicker training <p>The Assistant Head Inclusion has completed the National Award for Special Educational Needs Coordination (NASENC). The SENCo is undertaking the NPQ SENCo qualification</p>
<p>How will my child be included in activities outside the classroom including school trips?</p>	<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">• Staff will communicate with parents/carers to discuss any individual considerations that may need to be made for a child with additional needs• Risk assessments are carried out and procedures are put in place to enable all children to participate.• 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.
<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">• Touch buttons to enter the main doors• A lift to access the first floor• Accessible changing facilities comprising of two hygiene rooms, one with a hoist system, and two disabled toilets on the first floor• Specialist equipment, e.g. standing frames and height adjustable tables for individual pupils• Two disabled parking bays outside the main school entrance• Information technology for individual pupils <p>Parklands works in collaboration with Health professionals, the West Sussex Sensory Support Service, the Social Communication Team and the Ethnic Minority and Traveler Achievement 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">• Parental meetings with members of the Senior Leadership Team and Class Teachers• Meetings between the previous or receiving schools prior to the pupil joining/leaving, both for teaching staff and the SENCo• Additional visits for pupils who need extra time in our or their new school• Transition Books with photos• Transition intervention with the learning mentor or ELSA if necessary• Secondary school staff visit pupils prior to them joining their new school• Our SENCo meets with the SENCos from the secondary schools to pass on information regarding SEN pupils.• Further transition visits are arranged if it is felt necessary• Where a child has an EHCP, the Annual Review Meeting may be used as part of transition meeting
<p>How are the school's resources allocated and matched to children's special educational needs?</p>	<ul style="list-style-type: none">• The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual's needs.• Additional provision may be planned and allocated after discussion with the senior leadership team at pupil progress meetings or if a concern has been raised about a pupil's progress or wellbeing• If any concerns are raised by our SENCos on completion of an assessment, then further support may be allocated to your child.• Individual Pupil Premium payments are used to support that pupil's learning.• Additional funds are received for pupils with an EHCP, these funds are allocated to support an individual child's provision
<p>How is the decision made about what type and how much support my child will receive?</p>	<ul style="list-style-type: none">• 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 SENCos will use this



	<p>information to plan targets and provision with you for your child.</p> <ul style="list-style-type: none">• During their school life, if further concerns are identified about a pupil's progress or wellbeing then further adapted provision will be arranged.• We regularly assess the impact of any additional support and resources and report pupil's progress to parents.
<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">• Discussions with the class teacher• During Parent's Evenings• During discussions with the SENCos, a member of the Senior Leadership Team or other professionals• Parents are encouraged to contribute to their child's Personal Learning Plan with possible suggestions that could be incorporated• Parent's of children whom have an EHCP will be integrally involved in the EHCP process and ongoing Annual Reviews of the plan
<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>office@parklands.school</p> <ul style="list-style-type: none">• The Assistant Head Inclusion is Mrs Natasha Bright, the SENCo is Mrs Alice Blandford Stanley. They can be contacted via the school office or at: nbrightsenco@parklands.school ablandford-stanley@parklands.school• An appointment can be made with a relevant member of the leadership team: <p>Headteacher: Miss Charlotte Angeli head@parklands.school</p> <p>Deputy Headteacher: Mrs Michelle Earnshaw deputy@parklands.school</p> <p>KS1 Phase Leader: Miss Jessie Laker</p>



	<p>jlaker@parklands.school</p> <p>KS2 Phase Leader: Miss Sarah Standing sstanding@parklands.school</p>
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Parklands Community Primary School's SEN information report has been written in conjunction with the SEN Policy which can be found on the school Website.