

**Park Hill Primary School
SEN Information Report 2016-2017**

We believe that ALL children have the right to achieve their full potential at Park Hill Primary School.

Question	Possible response
<p>Do you have children with SEND in your school?</p> <p>What kinds of SEND do those children have?</p>	<p><i>Like all mainstream schools, the majority of our pupils are expected to achieve age related expectations. However, some pupils do have special educational needs. Children are identified as having SEN when their progress has slowed or stopped and the interventions/resources put in place do not enable improvement for the specific individual.</i></p> <p><i>Typically, children with SEN in our school have difficulties with speaking and language, learning generally (especially reading and/or writing), social or emotional development and sensory difficulties.</i></p>
<p>How do you know if a pupil has SEN?</p> <p>How will I know if my child is receiving SEN support?</p>	<p><i>We know when a pupil has SEN when:</i></p> <ul style="list-style-type: none"> <i>• Concerns are raised by parents/carers, teachers or the child.</i> <i>• Limited progress is being made.</i> <i>• There is a change in the pupil's behaviour or progress.</i> <ul style="list-style-type: none"> <i>• Prior to a child receiving SEN support we will contact you in person, discuss concerns and gain permission for the child to be placed on the SEN register.</i> <i>• Each term a review meeting will be arranged to discuss your child's progress, to which you will be invited.</i> <i>• There may be other professionals at the meeting to offer their support and advice.</i> <i>• A record of the meeting will be given to you.</i>

<p>Where can I find information about the school SEN Policy?</p>	<ul style="list-style-type: none"> • <i>Our SEN Policy, which will give you the information you need about how we make provision for all pupils with SEN, is available on our website: www.parkhill.coventry.sch.uk</i> • <i>A paper copy can be requested.</i> • <i>If you would like to discuss our SEN provision or find out more, please contact our Inclusion and Additional Needs Leader – Mrs Vikki King</i>
<p>How do you make sure that the SEN support is helping pupils make better progress? How will I know that my child is making progress?</p>	<ul style="list-style-type: none"> • <i>Each term an SEN review meeting between parents and the school staff will be held to discuss your child's progress. Within this meeting evidence from class work, Pupil Progress Meetings and assessments will be shared. Targets set at the start of a term in the SEN Support Plan will be reviewed and new targets set.</i> • <i>A record of this meeting will be given to you.</i>
<p>How do your teachers help pupils with learning difficulties or disabilities to learn, including what they learn? How can I find out more about what my child is learning at the moment?</p>	<ul style="list-style-type: none"> • <i>Teachers have high expectations for all children.</i> • <i>Learning is tailored to your child's needs.</i> • <i>Practical learning is a part of every day teaching.</i> • <i>Resources are adapted for your child.</i> • <i>Progress will be checked regularly during the year.</i> • <i>Your child may be involved in an intervention group.</i>
<p>How have you made the school buildings and site safe and welcoming for pupils with SEN or disabilities?</p>	<ul style="list-style-type: none"> • <i>Wheelchair access and disabled toilets are available.</i> • <i>Steps are marked for the visually impaired.</i> • <i>Access to the school building requires a job so the children are safe.</i> • <i>Lunchtime activities are supervised.</i> • <i>All children regardless of ability or need are celebrated as individuals.</i>
<p>Is there any extra support available to help pupils with SEND with their learning? How will I know if my child is getting extra support?</p>	<ul style="list-style-type: none"> • <i>You will be informed if extra support is arranged.</i> • <i>Our experienced teaching assistants work with small groups, both in the classroom and in intervention groups.</i> • <i>Other professionals from outside agencies may work with your child on a one to one basis.</i> • <i>Mrs King or Mrs Adams (Learning Mentor) works with targeted children.</i>

<p>What social, before and after school and other activities are available for pupils with SEND? How can my child and I find out about these activities?</p>	<ul style="list-style-type: none"> • <i>A wide range of before and after school activities is available to all children.</i> • <i>The school runs specific clubs which celebrate inclusion e.g. boccia.</i> • <i>Details of all clubs are sent home at the start of each term.</i>
<p>How does your school support pupils' emotional and social development?</p>	<ul style="list-style-type: none"> • <i>All staff will support your child with their social and emotional needs.</i> • <i>Mrs Barrett, our Pastoral Manager, and Mrs Adams, Learning Mentor and Pastoral Support, support the well being of children on a one to one basis or in small groups</i> • <i>We work closely with the Educational Psychology Service, Child and Adolescent Mental Health Service (CAMHS), Coventry Autism Service (CASS)</i> • <i>All children participate in regular PSHE sessions.</i> • <i>The school promotes metacognition within classes.</i>
<p>Who should I contact if I want to find out more about how the school supports pupils with SEND?</p>	<ul style="list-style-type: none"> • <i>The Inclusion and Additional Needs Leader is Mrs Vikki King. You may contact her by telephone 02476 466669, email her at adminstaff@parkhill.coventry.sch.uk or call in to school to make an appointment.</i>
<p>How are the adults in school helped to work with children with an SEND and what training have they had?</p>	<ul style="list-style-type: none"> • <i>Our teachers have experience of teaching children with Special Educational Needs and Disabilities.</i> • <i>The school identifies training needs each year for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as autism, dyspraxia, dyslexia, etc or medical /health training to support staff in implementing care plans.</i> • <i>The SENCo and teachers work closely with specialists from external support services who may provide advice or direct support as appropriate.</i>
<p>What happens if my child needs specialist equipment or other facilities?</p>	<ul style="list-style-type: none"> • <i>Specialist equipment is available such as angled writing boards, sit fit cushions, pencil grips.</i> • <i>Further equipment can be provided by other professionals eg Occupational Therapy Service, Sensory Support Service, Access and Technology service (word processors) and will be utilised by the school.</i>
<p>How will I be involved with planning for and supporting my child's learning?</p>	<ul style="list-style-type: none"> • <i>You will be fully involved in all aspects of your child's education. Your views and aspirations will be highly valued as we work in partnership to achieve the best outcomes for your child.</i>

<p>Who will help me to support him/her at home?</p>	<ul style="list-style-type: none"> • <i>Decisions will always be made with your consent.</i> • <i>Each term a review meeting will be arranged to discuss your child's progress, to which you will be invited.</i> • <i>There may be other professionals at the meeting to offer their support and advice.</i> • <i>A record of the meeting will be given to you.</i> <p><i>We actively encourage parents and school staff to work closely in helping your child inside of school and outside.</i></p>
<p>How is my child involved in his /her own learning and decisions made about his /her education?</p>	<ul style="list-style-type: none"> • <i>Your child will be invited to work towards targets that have been discussed and agreed.</i> • <i>They will be involved in review meetings, if appropriate.</i> • <i>Teachers will always tell your child how they are doing and give advice to further their learning.</i> • <i>All children receive feedback through marking and are involved in self-assessment activities.</i>
<p>Who should I contact if I'm not happy with my child's learning and / or progress?</p>	<ul style="list-style-type: none"> • <i>The first step is to contact your child's teacher and make an appointment.</i> • <i>You may also contact Mrs King, the Inclusion and Additional Needs Leader, to share your concerns. Alternatively, you may wish to contact our Headteacher, Mr Griffin.</i> • <i>If an issue cannot be resolved, you may follow the complaints procedure.</i>
<p>Who else provides services in school for children with SEN or disabilities?</p>	<ul style="list-style-type: none"> • <i>Parent Partnership Service</i> • <i>Learning and Wellbeing Support Service</i> • <i>Educational Psychology Service</i> • <i>Sensory Support Service</i> • <i>Child and Adolescent Mental Health Service</i> • <i>Children's Occupational Therapy and Physiotherapy Service</i> • <i>Speech and Language Therapy Service</i> • <i>Coventry Autism Support Service</i> • <i>School Nursing Service</i> • <i>Access and Technology Service</i>

<p>How can my family get support from these services?</p>	<ul style="list-style-type: none"> • <i>Referrals are usually made in partnership with parents, school staff, school nurse, GP and other professionals.</i> • <i>Advice and strategies are given to support both you and your child.</i>
<p>Who should I contact to find out about other support for parents and families of children with SEN or disabilities?</p>	<ul style="list-style-type: none"> • <i>Parent Partnership Service now called</i> • <i>SEND Information and Advice Support Service</i> <i>Limbrick Wood Centre</i> <i>Thomas Naul Croft</i> <i>Tile Hill</i> <i>Coventry</i> <i>CV4 9QX</i> <i>Tel: 024 7669 4307 Email: SENDIASS@coventry.gov.uk</i> <i>Website: http://www.coventry.gov.uk/sendias</i> • <i>Communication and Interaction (Including Autism) Support Service (CIASS)</i> <i>Coventry City Council</i> <i>Limbrick Wood Centre</i> <i>Thomas Naul Croft</i> <i>Coventry</i> <i>CV4 9QX</i> <i>Tel: 024 76785555</i>
<p>How will you help my child make successful move into the next class or secondary school or other move or transition.</p>	<ul style="list-style-type: none"> • <i>Transition meetings, where important information about your child is shared, take place between staff. Parents and pupils are included in this information sharing.</i> • <i>Special arrangements are made for certain pupils e.g. meet their teacher on a one to one basis, visit the new classroom, take home a transition book with photos of your child's new classroom, teacher, etc.</i> • <i>Secondary school staff liaise closely with us to ensure your child makes a successful transition to their new school.</i>

	<ul style="list-style-type: none"> • <i>Induction visits are arranged and Open Evenings are available where parents can meet new staff, including the secondary SENCO.</i> • <i>LAWSS transition sessions are also available for those children who are anxious about secondary transfer.</i>
<p>Where can I find out about other services that might be available for our family and my child?</p>	<ul style="list-style-type: none"> • <i>Other web sites to find further information about Special Needs and Disabilities are:</i> • <i>The Code of Practice for Special Educational Needs and Disabilities.</i> https://www.gov.uk/search?q=send+code+of+practice • <i>The Local Offer:</i> http://www.coventry.gov.uk/localoffer

Information updated: 2nd October 2016

Acronym Buster

ADD	Attention Deficit Disorder
ADHD	Attention Deficit and Hyperactivity Disorder
ASD	Autism Spectrum Disorder
AWPU	Age Weighted Pupil Unit
BESD	Behaviour, Emotional and Social Difficulties
CAF	Common Assessment Framework
CAMHS	Child and Adolescent Mental Health Service
CoP	SEND Code of Practice
CIASS	Communication and Interaction (Including Autism) Support Service
EAL	English as an Additional Language
EHCP	Education, Health and Care Plan
EP	Educational Psychologist
EYFS	Early Years Foundation stage
FSM	Free School Meals
HI	Hearing Impairment
IEP	Individual Education Plan
LA	Local Authority
LAWSS	Learning and Wellbeing Support Service
LAC	Looked after Child
MLD	Moderate Learning Difficulties
OT	Occupational Therapy
PSHE	Personal, Social and Health Education
SEND	Special Educational Needs and Disabilities
SENCO	Special Educational Needs Co-ordinator
SLT	Speech and Language Therapy Service

SpLD	Specific Learning Difficulty
VI	Visual Impairment

Glossary

The Glossary contains an alphabetical list of terms relating to SEN and Disability. It is not exhaustive and will be developed over time.

Additional needs

describes a group of children who require additional support to help them make improved progress or catch up, which may be a short-term intervention or a longer-term strategy.

Advocate

A supporter/person who speaks and acts on behalf of the represented person who is unable to have their own voice

Alternative provision

Education in a setting that is not a mainstream or special school. The education should be based on the needs of the child and can be provided through a variety of routes, including pupil referral units (PRUs).

Annual review

The statutory yearly review of a statement of special educational needs. The local authority carries out such a review within 12 months of making an Education, Health and Care plan, or within 12 months of any previous review.

Asperger Syndrome

Asperger Syndrome describes the higher-ability aspect of the autistic spectrum. People with Asperger Syndrome can have difficulty communicating, difficulty in social relationships and lack of understanding of how people feel.

Assessment for Learning

Using classroom assessment to improve learning. It helps to track pupil progress, set individual learning targets, tackle underperformance and provide structured feedback to pupils.

Assessment

Assessment is the systematic process of assessing the needs, circumstances or progress of a child against an established scale or standardised benchmarks, with the intention of understanding the child's needs so that decisions can be made about appropriate support (or to confirm that no additional help is required).

Attainment

Achievement evaluated against specified standards, generally in national expectations.

Attention Deficit Hyperactivity Disorder (ADHD)

A medical diagnosis related to the child's behaviour and attention span, which can affect their ability to concentrate and learn.

Augmentative and alternative communication (AAC)

A means of enhancing communication using signing, speech synthesisers, symbols, objects of reference or a combination of these.

Autism

Autism is a lifelong developmental disorder. It affects how a person communicates with and relates to the people around them.

Child and Adolescent Mental Health Services (CAMHS)

CAMHS provides multidisciplinary mental health services to children and young people with mental health problems and disorders.

Children's Centres

early years settings that provide personalised and integrated wrap-around care, education, services and support for children under five, and their families.

Clinical Commissioning Groups (CCGs)

Clinically led groups that include all the [GP](#) groups in an area. The aim of CCGs is to give enable GPs to influence commissioning decisions for their patients

Code of Practice

The revised Special Educational Needs Code of Practice was published by the Department for Education and Skills in 2014. The code provides guidance on policies and procedures intended to enable pupils with SEN to reach their full potential, to be included in school communities and to make the transition to adult life successfully.

Cognition and Learning

The mental process of knowing, including aspects such as awareness, perception, reasoning, and judgment.

Common Assessment Framework (CAF)

The CAF is a nationally standardised approach to help practitioners in any agency to assess and decide how to meet the unmet needs of a child. The CAF will support earlier intervention, improve multi-agency working and reduce bureaucracy for families.

Commissioning

The process that ensures the right people and services are in the right place at the right time for all children, young people and families. It is the process by which services are planned, investment decisions are made, delivery is ensured and effectiveness is reviewed.

Developmental delay

A slower rate of development where a child learns more slowly than most children of the same age.

Disabled

A person is disabled if he or she has a physical or mental impairment, which has substantial and long-term effect on his/her ability to carry out day-to-day activities. The definition also covers pupils with sensory or intellectual impairments, those with a learning disability, severe disfigurements or progressive conditions.

Dyscalculia

A condition associated with specific learning difficulties in Maths. In its simplest terms this means that sufferers have problems with even simple arithmetic.

Dyslexia

A learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling. Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed.

Dyspraxia

A common developmental disorder affecting fine and/or gross motor coordination in children and adults. It may also affect speech.

Education, Health and Care Plans (EHCP)

EHC plans set out how services will work together to meet the child or young person's needs. EHC plans are based on a co-ordinated assessment and planning process which puts the child and young person and their parents at the centre of decision making.

Epilepsy

A condition in which the affected person has recurrent seizures because of an altered state in the brain.

Foetal alcohol syndrome disorder (FASD)

A condition caused by the mother consuming alcohol, resulting in abnormal brain development before birth.

Fragile X Syndrome

The commonest cause of learning difficulties after Down's Syndrome; it is an inherited condition associated with a fragile site at the end of the X chromosome.

Hearing Impairment (HI)

Pupils with a hearing impairment range from those with a mild hearing loss to those who are profoundly deaf.

Higher Level Teaching Assistant (HLTA)

An experienced teaching assistant who plans and delivers learning activities under the direction of a teacher, and assesses, records and reports on pupils' progress.

Independent Parental Supporter

someone who can support parents for example by attending meetings, encouraging parental participation, and helping the parent understand the SEND system.

Individual Education Plan (IEP)

an IEP designed to set out a child's learning targets and the strategies being used to meet a child's identified special educational needs.

Learning difficulties/disabilities

characteristics of pupils who have difficulty in learning new skills or who learn at a different rate from their peers.

Learning mentors

school staff who work with school and college students to help them engage more effectively in learning and improve achievement.

Local Authority (LA)

the local government body of a county or city that provides services, including education, for local people

Local Offer

a website or part of a website in which LAs set out in one place information about provision they expect to be available for children and young people in their area who have SEN, including those who do not have EHC plans.

Looked After Child (LAC)

any child who is in care of the local authority, or who is provided with accommodation by the local authority social services department for more than 24 hours.

Metacognition

learning how to learn

Moderate Learning Difficulties (MLD)

describes a general level of academic attainment that is significantly below that of other children of the same age. There may be difficulty acquiring basic literacy and numeracy skills, speech and language difficulties and poorly developed personal and social skills.

Monitoring

systematic checking of progress against targets and the gathering of information to work out how effective learning strategies and interventions have been.

Modification

amendment or alteration of a programme of study, attainment target, assessment or any other component of the curriculum so that a child can access that area of the teaching and learning.

Multi-agency working

practitioners from different sectors and professions working together to provide joined-up support for children, young people and families.

Multi-sensory impairment (MSI)

Pupils with multi-sensory impairment have a combination of visual and hearing difficulties. They are sometimes referred to as deafblind but may have some residual sight and/or hearing.

Parent Partnership Service

Parent Partnership Services (PPS) offer advice and support to parents and carers of children and young people with special educational needs. They are statutory services which means there has to be one in every local authority. Parent Partnership services free, impartial and confidential.

Peer support

Peer support is when other pupils provide emotional, social or practical help to each other. Pupils are usually trained to provide this support.

Physical disability (PD)

Disabilities that limit mobility. Among the causes are congenital conditions, accidents or injury. Some pupils with PD may also have sensory impairments and/or learning difficulties.

Provision map

A provision map is a way of documenting the range of support available to pupils with SEN within a school.

Pupil Premium

Additional funding for schools to spend in order to raise the achievement of disadvantaged pupils. The Pupil Premium for each school is calculated according to the number of pupils eligible for free school meals.

Pupil Referral Unit

this is a school established and maintained by a local authority that is specially organised to provide education for children who are excluded, sick or otherwise unable to attend mainstream school.

Profound and Multiple Learning Difficulties (PMLD)

pupils with PMLD have very complex learning needs. Among pupils with PMLD are those learning at the earliest levels of development and who have physical disabilities, sensory impairment or a severe medical condition. Pupils with PMLD need a high level of adult support both for their learning needs and for their personal care.

Quality First Teaching

the range of effective teaching strategies and techniques used by a teacher for all pupils in the mainstream classroom that ensure pupils' progression in learning.

RAISEonline

a web-based system which contains information about a school's basic characteristics, attainment and progress in the core subjects, to support evaluation and target setting.

Safeguarding

the process of identifying children and young people who have suffered or who are likely to suffer significant harm, and then taking the appropriate steps to keep them safe.

School SEN Support

educational or training provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. It may take the form of additional support from within the school or require the involvement of specialist staff or support services.

Severe Learning Difficulty (SLD)

pupils with SLD have significant intellectual or cognitive impairments. This will have an impact on their ability to participate in the school curriculum without support.

Social, mental and emotional health

social, mental and emotional difficulties, usually resulting in behaviour difficulties, that present a barrier to learning and participation.

Special Educational Needs

a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

(a) have a significantly greater difficulty in learning than the majority of others of the same age; or

(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them).

Special Educational Needs Co-ordinator (SENCO)

The SENCO is the person responsible for co-ordinating the provision for all children with special educational needs within a school. It is a statutory requirement that every school must have a SENCO.

Special Educational Needs and Disability Tribunal (SENDIST)

A panel set up to arbitrate when disagreements occur between parents and the local authority about the provision for a pupil's Special Educational Needs, or when a parent alleges discrimination on the grounds of a child's disability.

Specialist services

services provided by the local authority or health service to provide specialised services for children with acute or high level needs.

Speech, Language and Communication Needs (SLCN)

a wide range of difficulties related to all aspects of communication in children and young people. These can include difficulties with speech, understanding what others say, and using language socially.

Speech and language therapy

a health care provision, the aim of which is to enable children with speech, language and communication difficulties to reach their maximum communication potential.

Statement

a document produced by the local authority that outlines a child's needs and the support and additional provision necessary to meet those needs. Over the next few years statements will be replaced by Education, Health and Care plans.

Statutory assessment

the assessments required before an Education, Health and Care Plan or a Statement of Special Educational Need can be agreed or produced.

Transition plan

a plan setting out the steps needed to move from one school to another or from school to adult life.