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| **1** | ***What kinds of SEND provision are provided at***  ***Parklands***  ***Community Primary School?*** | Parklands Community Primary and Nursery School is a mainstream primary school that seeks to give all children strong foundations from which they may become successful, independent learners for life. We believe in learning for all; including those with special needs in communication and interaction, cognition and learning, those with social, emotional and mental health needs and sensory or physical difficulties. |
| **2** | ***How do we identify children and young people with SEND and how do we assess their needs?*** | All pupils are monitored and assessed throughout each term using our Insight system online. Actions are taken at the earliest opportunity to support pupils through class-support or interventions in order to address any needs.  Children who require additional support will be tracked and monitored using the ‘assess, plan, do, and review’ cycle and this information will be shared with the child and parents/carers.  During termly pupil progress meetings the progress of children requiring additional support is discussed and evaluated. |
| **3** | ***Who is our SENCo***  ***(Special Educational***  ***Needs Co-ordinator)*** | Mr Snowden  You can contact him on 0151 306 5113  You can email him at dsnowden@parklands.cheshire.sch.uk  Our SEND Governor is Miss Emily Reid |
| **4** | ***How do we involve parents of children with SEND?*** | At Parklands we pride ourselves on the close involvement we have with our parents/carers. This is acknowledged by the Parent Partnership Award we received. Class teachers are regularly available to discuss your child’s progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.  The SENCo is also available to meet with you to discuss your child’s progress or any concerns/worries you may have.  Personal progress targets and individual targets will be reviewed with your involvement termly.  A home-school communication book may be used when this has been agreed to be useful for you and your child.  Alternatively, you can also discuss any concerns with one of our learning mentors. We have an open door policy at Parklands and parents/carers are welcomed in to share their expert knowledge about their child. |
| **5** | ***How will school staff support my child?*** | In order to meet the needs of all children, teachers will differentiate teaching and learning through planning. Where children are identified as having SEND, the school will provide for those additional needs in a range of ways as appropriate. The range of provision will include support for small groups within class by an additional teacher or teaching assistant, small group withdrawal by an appropriately qualified adult, individual class support, individual withdrawal, differentiation of resources, the use of established interventions, provision of alternative leaning materials/special equipment, group support and provision of additional adult time in devising interventions and monitoring their effectiveness. |

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| **6** | ***How will the curriculum be matched to my child’s needs?*** | All children have an entitlement to a broad and balanced curriculum, differentiated to enable them to both understand the relevance and purpose of learning activities, as well as experience levels of understanding and rates of progress that develop feelings of success and achievement.  Teachers will use a range of strategies to meet each child’s educational needs. Lessons will have clear learning objectives; learning will be differentiated appropriately and assessment will be used to inform the next stage of learning. Individual education/behaviour targets, employing a small steps approach, will feature significantly in the provision made in the school. This involves breaking learning down into finely graded steps and targets to ensure that children experience success. Children will be supported in such a way that acknowledges their entitlement to share the same learning experiences that their peers enjoy although there may be occasions when, to maximise learning, children will work in small groups or one to one situations away from the classroom. |
| **7** | ***What specialism services, experience, training and support are available or accessed by the school?*** | Within school there are a range of staff with a number of different expertise which include; National SENCo Award, Autism awareness, SCERTS, Sleep counselling, self harm awareness, Wellcomm, motor skills united, Lego therapy, attachment and trauma, bereavement, ELKLAN (speech and language), ELSA (Emotional Literacy Support Assistants) trained staff.    We also access a range of different expertise such as speech and language therapists, school Doctor and Nurse, educational psychologist, play therapist, occupational therapist, physiotherapy, inclusion consultants, early years inclusion consultant, autism team, behaviour support team, CAMHS (Child and Adolescent Mental Health Service). |
| **8** | ***How will my child be included in activities outside the classroom including school trips?*** | All children will be included and specific arrangements made for school trips. A thorough risk assessment will be carried out by the trip leader with a visit to the location prior to the visit. Access will be considered and any specialist equipment that may be sought. |
| **9** | ***How accessible is the school?*** | Parklands Community Primary and Nursery School is fully wheelchair accessible and there is disabled toileting and changing facilities.  The school has a loop system for additional auditory needs.  We have a smile studio which is where our two learning mentors are based. Within this room there is a quiet space that children can access when they need to. We also have the Butterfly room, which provides another space for children to complete Sensory Circuits or have some time to relax. |
| **10** | ***How will school prepare and support my child to join the school or transfer to a new setting?*** | targets will be shared with the new teacher. A one page profile will be shared which contains information about particular preferences or needs your child has.  In the summer term, children get to spend an extended transition period with their new teacher.    In Year 5:  For children who have an Education, Health and Care Plan the SENCo will hold a transition review meeting which will include parents and a member of the local authority to discuss appropriate provision for secondary school.  In Year 6:  The SENCo will discuss the specific needs of your child with the SENCo of the child’s secondary school. In most cases, your child will participate in focussed learning relating to aspects of transition to support their understanding of the changes ahead. Where possible, your child will visit their new school on several occasions and is some cases staff from their new school will visit your child in this school. If your child has an Education, Health and Care Plan or receives Top-Up Funding then the Y6 annual review will be in the Summer Term and include the SENCo from the secondary school they are to attend. |

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| **11** | ***How is the decision made about what type and how much support my child will receive?*** | SEND support is characterised by intervention that is different from, or additional to, the normal differentiated curriculum. SEND support intervention can be triggered in a number of ways, for example, where a child: makes little or no progress over time, demonstrates difficulty in developing basic literacy or numeracy skills, shows persistent emotional/behavioural difficulties which are not affected by behaviour management strategies, has sensory/physical problems, and makes little progress despite the provision of specialist equipment, experiences communication/interaction difficulties and makes little or no progress despite experiencing a differentiated curriculum.    If the school decides, after consultation with parents/carers, that a child requires additional support to make progress, the SENCo, in collaboration with teachers, will support the assessment of the child and have an input in planning future support. The class teacher will remain responsible for planning and delivering the individualised programmes. Parents/carers will be informed of the actions and results.  The school will seek parental consent before any external agencies are involved. The resulting individual plan will incorporate specialist strategies. These may be implemented by the class teacher but may involve other adults.    The school will request an Education, Health and Care Plan Needs Assessment or Top-Up Funding from the local authority when, despite an individualised programme of sustained intervention within SEN support, the child remains a significant cause for concern. An Education, Health and Care Plan Assessment may also be requested by a parent or outside agency. The school would then supply the following information:   * Interventions made at SEN support * current and evaluated targets * Records and outcomes of the reviews * Information on the child’s health and relevant medical history * School assessment outcomes * Other relevant assessments from specialists, such as support teachers and educational psychologists * The views of the parent * Where possible the views of the child * Any other involvement by professionals * Attendance records |
| **12** | ***Where can I get further information* about *the services for my child?*** | The information in this report forms part of Cheshire West and Chester’s local offer which can be accessed at <https://www.livewell.cheshirewestandchester.gov.uk/>  The contact details for the Local Authority SEN Team are [senteam@cheshirewestandchester.gov.uk](mailto:senteam@cheshirewestandchester.gov.uk) Tel: 0151 337 6434 who will offer further support and advice for the parents/carers of pupils with special educational needs  Parents/carers can access further support from:  **Information, Advice and Support service** who help parents and carers, children and young people who have difficulties with learning, and or a disability from birth to 25 years and their parents and carers. They offer a free, confidential service which gives parents, children and young people impartial advice and information to make informed decisions.  Telephone: 0300 123 7001  e-mail: [iasservice@cheshirewestandchester.gov.uk](mailto:iasservice@cheshirewestandchester.gov.uk) |