



Park View Primary School DfE Number 2038

Children and Families Act 2014 SEN Information Report

2019-20

1. The kinds of special educational needs for which provision is made at the school

The graduated approach to SEND within the Children and Families Act 2014 and as detailed in the SEND 0-25 Code of practice 2015 and the SEND Toolkit, underpins our approach utilising an Assess, Plan, Do, Review cycle model (APDR)

Cognition and Learning

Communication and Interaction

Social, Emotional and Mental Health

Sensory and/or Physical

Where a learner is not progressing at a similar rate to that of their peers, or fails to match their previous rate of progress, despite quality first teaching, it may be that the learner has SEND.

There can be many issues which can impact on progress and attainment, such as attendance and punctuality, disability, health and welfare, including Children and Young People in Care and those in receipt of pupil premium funding, difficulties where English is not the first language, or worries which distract the child from learning. We understand that children who experience barriers to learning are vulnerable. However, this does not mean that all vulnerable groups have SEND. Only those identified as having a learning difficulty which requires special educational revision, in one or more of the areas of need described above, will be identified as having SEND.

2. Information about the school's policies for the identification and assessment of pupils with special educational needs (mainstream schools)

Assessment at Park View takes many forms. We take into consideration all information gathered about the learner, assessments of attainment and progress, class teacher input, SENCO advice, discussions with parents/carers, advice from previous schools/settings and/or advisory services.

Tools processes and practices for gathering this information include;

All learners are assessed by their class teacher on a daily basis through questioning and marking. Formal assessment takes place every half term and progress is monitored using the Target Tracker tool.

Informal visits/meetings with class teachers, SENCO, support staff and parents and carers.

On-going consultation with class teachers and support staff around the learner's needs.

Person centred planning and review meetings.

Close liaison with outside agencies such as; Educational Psychology, Sensory Needs (Hearing Impairment and Visual Impairment), Speech and language Therapists, Additional Needs Team (Cognition and Learning; Speech Language and Communication; Medical Conditions; Physical Difficulties; Communication Difficulties; Complex Needs), Social Care, School Nurse, Healthy Young Minds and CLAS.

3. Information about the school's policies for making provision for pupils with special educational needs

Provision for learners at Park View with identified SEND includes support and intervention. There are four strands to our support strategy:

Assess, Plan, Do, Review

Grouping for teaching purposes

Additional Human resources

Curriculum and teaching methods

There are six main strands to our intervention strategy:-

In-class support

Withdrawal from a mainstream lesson for specific intervention programmes.

Combination – a combination of both in-class support and withdrawal activities.

Reading Buddy programme for KS1 learners at greatest need for intervention within their key stage.

Use of integrated learning packages and software such as Nessy Fingers.

Pastoral mentoring including access to Healthy Young Minds.

The processes and practices applied throughout our provision include:-

The use of a range of assessment tools to monitor learner progress on an on-going basis and, if adequate progress is not being made then appropriate support is put in place.

Learners with a statement of educational needs, or an Education, Health & Care Plan, will have a person centred review.

Parents of learners, who are in possession of a statement of educational needs, or an Education, Health & Care Plan, will have three termly meetings with the SENCO and class teacher, in addition to the twice yearly parent's evenings.

Outcomes from Learning Support Plans are reviewed and new goals are set with the learner's and parent's input at the termly meetings.

Feedback is sought from parents and learners on the effectiveness of support, to enable on-going development of support packages.

Wherever possible, learners with SEN are taught in mainstream classes. Specialist teaching in small groups or individually for SEN learners is also used, based on an individual's need.

Where a learner has a statement of educational needs, or an Education, Health & Care Plan, this will outline the resources needed to provide appropriate support.

The school has a fully inclusive policy, and learners regardless of SEN or disability are fully integrated in all aspects of school life. The school tries to ensure that no child is excluded from educational visits or out of school activities because of their SEN or disability.

The school has a learning mentor in place to provide pastoral care to all learners.

Additional support is available to learners who are vulnerable, and those that experience a wide range of emotional, social and behavioural difficulties.

4. The name and contact details of the SEN Co-ordinator at Park View

Mrs R.McClean

Telephone 0161 798 7632

Email : R.McClean@bury.gov.uk

5. Information about the expertise and training of staff in relation to children and young people with SEND and how specialist expertise will be secured

The SENCO is a qualified teacher at the school with 24 years teaching experience in a primary setting, of which 18 have been in the role of SENCO and 12 years as Assistant Head Teacher with responsibility for Pastoral Care, Vulnerable groups, community cohesion, inclusion and parental engagement, she is also the schools Designated Safeguarding Lead. The SENCO has a wealth of experience as well as a vast range of recent and relevant training in order to ensure that this role can be fulfilled effectively.

The school has access to specialist SEN training and support staff through the Bury Primary Learning Collaborative alongside termly SENCO network meetings hosted by the Additional Needs team within Bury.

The SENCO delivers CPD to all staff and specialist training is secured where necessary. This might be delivered in school by external training providers, such as the Educational Psychology service, specialist teachers and health care professional or attendance at external training events.

6. Information about how equipment and facilities will be secured

The first £6000 of additional funding for SEND learners (above and beyond the average educational funding per child) should be met by the school from the dedicated schools grant. Where the value of a learner's additional needs are greater than £6000, then the learner is classified as 'High Needs' and an application for funding from the High Needs Block will be made to the Local Authority. Provision allocated to a child is recorded and monitored on the school's costed provision Map.

Where a learner has needs within the realm of Sensory Difficulties, the Sensory Needs Team in consultation with the SENCO will provide an appropriate and agreed level of support including the provision and monitoring of specialist equipment.

7. Arrangements for consulting parents of children with special educational needs about, and involving such parents in the education of their child

Parents will be informed where their child is in need of SEND support and meetings will be held to discuss and review provision and progress the set outcomes. Feedback is sought from parents and learners on the effectiveness of support, to enable on-going development of support packages. Parents of learners, who are in possession of a statement of educational needs, or an Education, Health & Care Plan, will have three termly meetings with the SENCO and class teacher, in addition to the twice yearly parent's evenings.

8. Arrangements for consulting children and involving them in their education

Wherever possible, learners with SEND are involved in meetings arranged with parents to discuss and set desired outcomes and to review progress made towards these. During these meetings, they are invited to contribute to give their own opinions about provision and their own learning experiences.

Where the learner has an Education, Health and Care Plan, a Person Centred Annual Review is held.

9. The arrangements made by the Governing Body in relation to complaints from parents of pupils with Special Educational Needs concerning the provision made at the school

Park View School's complaints procedure is published on the school's website.

10. How the Governing Body involves other bodies, including health and social services, local authority support services, and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting families of such people

The SENCO has termly meetings with the link Governor who has oversight of the procedures of the school. Park View uses and has access to, a wide range of services. These include the school nurse, speech therapy, visual impairment and hearing impairment teams, social care and Bury Healthy Young Minds. The SENCO also refers parents who need further support and advice to Bury SEND Information Advice Support Service.

11. Contact details of support services for parents of our children with SEN, including those for arrangements made in accordance with Section 32 (mediation)

Bury SENDIAS
Barnardo's
Blue Pit Mill
Queensway
Castleton
Rochdale
Lancashire
OL11 2YW

Additional information is set out in Bury Authority's Local Offer
www.bury.gov.uk

12. Park View's Arrangements for supporting pupils with SEN between phases of education or schools

Some children may need enhanced support during the transition of year groups and the school's learning mentor can be used to facilitate this where necessary.
During transition to other schools, a planning meeting will be held with parents and the child to discuss their individual needs and ensure for a planned and supported transition.
Assessment and progress data, attendance and behaviour information, and information about friendship groups is collected and shared at the planned meeting.

13. Information on where Bury's Local Offer is published

www.bury.gov.uk

14. COVID-19, school closures and SEND provision

All schools have been ordered to effectively close, retaining a skeleton staff to provide education for the children of key workers, and 'vulnerable children.'

Vulnerable children include those who have a social worker and those with an Education Health Care Plan (EHC plan). The majority of children with SEN, who receive SEN Support at school but do not have an EHC plan, would be expected to stay home unless they have a social worker or a parent/carer who is a key worker.

Despite schools staying open for some children, the guidance is quite clear:

'If it is at all possible for children to be at home, then they should be.'

If you feel it would be too high risk to send your child to school because they, or someone else in your family, is at particularly high risk, there is of course no requirement to send your child in.

Under the Coronavirus Act, the criminal penalty for parents failing to send their children to school is to be temporarily disapplied.

From a legal perspective the Local Authority have a legal duty to deliver provision however, given the likely significant disruption to staffing, it may be very difficult for schools or local authorities to deliver precisely the provision in the EHC plan, particularly over the next few weeks.

The Government have just passed the Coronavirus Act 2020 which gives temporary emergency powers to the Government to issue a notice (a month at a time) that would modify the legal requirements on Local Authorities in relation to Education, Health and Care Plans. If this notice is issued it would be in relation to two key areas:

The absolute duty to make the provision in an EHC plan (section 42 of the Children and Families Act 2014) is to be temporarily amended to a 'reasonable endeavours' duty. This means that during the specified period the LA needs to do whatever it reasonably can to put provision in place, but if they cannot do so they would not necessarily be breaching the law.

Disapplying the duty to undertake annual reviews of EHC plans.

If there could be a risk to the child or young person's health, wellbeing or safety if they do not receive a particular provision or intervention parents should raise this with school.

On 24th March 2020, the Secretary of State for Children, Vicky Ford, issued an open letter to children and young people with SEN), their parents/carers and families, and all others who support them.

In this letter, the Minister makes clear that:

'nurseries, schools, special schools, colleges and other training providers should undertake a risk assessment to establish the individual needs of each child or young person with an Education, Health and Care (EHC) plan. This assessment should incorporate the views of the child or young person and their parents. This will inform the decision about whether they should continue in school or college, or whether their needs can be met at home safely.

If needs are best met at schools or colleges, we will support their school or college to meet their needs, wherever possible. For those on SEN support, schools, colleges and local authorities have discretion to use the same risk judgement to decide whether home or school is the safest setting for these children. It is, however, important that as many children as possible remain at home during this time in order to help reduce transmission rates.'

Under the Coronavirus Act, the requirement to carry out annual reviews may be temporarily disapplied where this is considered to be 'appropriate and proportionate.' However currently schools will continue to hold annual reviews if at all possible. This will of course need to be carried out remotely and your school should speak to you first about how this will be managed to ensure that the contribution of parents and children/young people are at the heart of the process.

If you feel there is an urgent need to amend the provision or placement in the child or young person's EHC plan, speak to the school and the Local Authority about this to see what review mechanisms could be put in place.

It is important to note the school will not be providing a full curriculum, they will be providing care for the children and incorporating education provision and a range of activities, but this will NOT be fully in line with their EHC provision.

If a child has an identified SEN the class teacher will take account of their needs when planning for and providing work to be completed at home. This may include:

- suggesting different ways in which children can present their work;
- giving more detailed instructions;
- providing parents with suggestions to make tasks more practical in nature;
- providing alternative work which is targeted at their level of need where they may not ordinarily access curriculum subjects at age expected levels.

School has a number of resources available to help you support your child at home during this period.

This includes the provision of visual timetables and social stories to be used at home.

We understand that this is a significant change for many families. Please give yourself time to adjust to a new routine and above all, do not place too much pressure on yourself or your child to complete schoolwork.

Maintaining positive mental health and emotional wellbeing is very important. The mental health charity MIND have provided some initial information which we are happy to share:

[Coronavirus and your wellbeing](#)

[How can I cope with changes to school / college?](#)

We realise that these are difficult times for everyone. If you have any concerns or queries please contact Rachel McClean. (parkview@bury.gov.uk)

Other links:

[Open letter from Secretary of State for Children 24.03.2020](#)