



## Park View Primary School DfE Number 2038

### Children and Families Act 2014 SEN Information Report

2020-21

#### 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 learner 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](mailto: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 25 years teaching experience in a primary setting, of which 19 have been in the role of SENCO and 12 years as Assistant Head Teacher and currently the Deputy 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. She is also a co-opted member of the governing body at Pak View.

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 learner 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 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](http://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](http://www.bury.gov.uk)