**** **Wombwell Park Street Primary School**

 **SEND Information Report 2017-18**

**Overview of Provision at Park Street**

Wombwell Park Street Primary School is a mainstream academy and part of the Every Child Matters Trust.

The school has 316 children on roll, aged between four and eleven years (FS1 – Y6).

The school currently has 12 children with an EHCP and 31 on the SEN Register at SEN Support, with a variety of needs. The school has 9 classes and a nursery. The average class size inKS1 is 30 and in KS2 34. There is a class teacher and at least 1 teaching assistant for each class. Exact staffing is dependent on the needs of the children within the class. The school curriculum is based on the National Curriculum subjects and is taught using a thematic approach based around topics which change every half term.

Further information about the school can be obtained by contacting the Headteacher, Mrs Chloe Lawson, via the school office or from the school website [www.wombwellparkstreet.co.uk](http://www.wombwellparkstreet.co.uk).

Parents/carers of potential new pupils are encouraged to arrange a visit to the school to come and look around and see all it has to offer. A visit can be arranged by contacting the school office and speaking to the head teacher. The SEND school offer is also available on the website which will offer a greater insight into provision for children with SEND and additional needs.

Park Street became an academy on 31.10.15 as part of the Every Child Matters Academy Trust. The schools current Ofsted judgement is good.

**Contact Details**

**Address**: Park Street, Wombwell, Barnsley, S73 0HS

**Phone**: 01226 752029

**e-mail**: parkstreet@ecmtrust.co.uk

**Headteacher** – Mrs Chloe Lawson

**SENCO** – Mrs Sian Vaughton

**SEN Governor** – Mrs Anne-Marie Holdsworth

If you have any enquiries please contact the school using the details above.

**The Needs of Children Currently on Roll:**

The children who are currently on roll, have the following needs:

* Autism and social communication & interaction difficulties
* Speech and language difficulties
* Specific Learning Difficulties (Dyslexia)
* Moderate Learning Difficulties
* Severe learning difficulties
* Global developmental delay
* ADHD
* Hearing Impairment
* Social, emotional and mental health needs
* Medical needs which do not require a specialist setting.

The school is committed to meeting the needs of all the children on roll as fully as possible.

**Identifying Learners with SEND**

We know and understand that children learn at different rates and in different ways, which is what makes children unique. Our progress tracking is continuous at class and whole school level. Regular Pupil Premium & Inclusion Review meetings are held to discuss the progress of individual children and identify any additional support needs.

If a child is making less than expected progress, is working well below age-related expectations or has other identified needs, extra support will be put in place. We will review the impact of this support as part of the meetings described above. If the additional support has not had an impact in improving outcomes for the child, the SENCO will complete a formal observation. A meeting will be arranged with parents to discuss concerns, review support that has already been provided and discuss the possibility of placing the child on the Special Educational Needs register and offering additional support which will be outlined in personalised learning plan (PLP). This plan will be created by the class teacher, in liaison with the child, parents/carers and SENCO to ensure all needs are addressed. PLPs are reviewed at least termly to ensure that they are effective in addressing need.

Where necessary, referrals to external agencies will be made for additional assessment,

advice and resources. These could include:

* Speech and Language Therapy (SALT)
* Barnsley Educational, Child & Community Psychology Service (BECCPS)
* Barnsley Education Specialist Support Team (BESST)
* Art Psychotherapy
* Paediatric Therapy
* Children’s Disability Team
* ASD assessment team
* Community Paediatricians

**Accessibility at Park Street**

The school was built as part of the government’s Private Finance Initiative (PFI) and opened in 2006. As a modern school, the building is fully compliant with Building Regulations in terms of disability access. The school building is all on one level with wide corridors and a ramp which allows access to the school field.

There are no specific adaptations that have been put in place to support children with auditory or visual impairments, but all rooms have blinds to ensure the whiteboard can be better seen in bright light.

Classrooms have visual timetables and individual pupils also have their own timetables as required.

Disabled access toilets are available on the main corridor and in reception.

The playground is secure and is fully surrounded by a fence. The classroom doors that lead onto the playground are secured with automatic locks. The main entrance to the school building is overseen by staff at all times during school hours.

Quiet spaces are available for children who struggle with noisy environments. These are found outside classrooms and also in the nurture area.

**Adapting the Curriculum for Learners with SEND**

The school has a creative curriculum underpinned by a strong commitment to the development of key skills. School staff foster a love of learning and children are supported to develop their independent learning skills. The curriculum is differentiated for all learners including those with SEND. When planning, all needs are taken into account, with work and lessons differentiated to the required levels for each child. Children with identified SEND have the same access to activities within school as all other children. Teaching assistants and support staff are in all year groups to ensure the correct levels of support are available to those who need them. As part of this teaching assistants deliver intervention sessions for small groups and individuals which help develop skills in areas where pupils may not be working at expected levels for their age.

 Some of the interventions currently in place include:

* Jump Ahead & Up Up and Away – aimed at improving gross and fine motor skills.
* WellComm – focuses on children’s understanding of language and their expressive language skills.
* Special Time & THRIVE sessions – aimed at building self-esteem and confidence to share, stretching language and developing positive relationships.
* Time to Talk & Socially Speaking – aimed at improving social skills and the ability to interact with others.
* Additional reading, writing or maths sessions with teachers
* Lego Therapy – aimed at building social skills, teamwork and the ability to give and follow instructions.
* Specific skills interventions – memory and retention, spelling etc.
* Speech and Language Therapy Programmes delivered by Elklan trained staff.
* Active Phonics – PE based phonics intervention

Interventions are reviewed on a regular basis as a result of discussions in Pupil Progress and Inclusion Review meetings.

**Communication with parents/carers and families**

Park Street prides itself on communication with families, using a variety of communication methods such as email, phone, text message and letter. Some students have a home-school book and all students have a reading record to help track home support for reading and as evidence for the reading reward scheme that the school has.

Parents are involved at every stage of the SEND process which includes – SEN Support Plans, EHCP applications and annual reviews. Parents work with staff to review and set new targets for children and this provides a formal opportunity for parents to voice their opinions on which approaches may work with their children. This also allows parents to support their children in achieving their targets and share responsibility and ownership for their child’s development.

Parent meetings happen three times per year to discuss pupils progress and parents are encouraged to arrange meetings in between these with class teachers if they have any concerns in respect of their child.

**Staff Training to Support Learners with SEND:**

The school is committed to ensuring that wave one teaching (good quality teaching in the classroom) is of the highest possible standard and reflects best practice in terms of inclusion.

It is important to us that all of our children feel safe, secure and supported within their own classrooms.

School staff are trained to identify and support a range of needs and to deliver a wide range of interventions. The SENCO offers support to class teachers and teaching assistants by competing observations of children and making recommendations/suggestions to improve provision for them. Support will be given by the SENCO to write specific outcomes for children and implement interventions effectively. Where children have a specific need e.g. a hearing impairment, the school accesses support specific to this e.g. from a teacher for the hearing impaired to ensure that the child’s needs are being met as fully as possible.

Recent staff training on approaches and interventions has included:

* THRIVE
* Team Teach
* ASD
* PECS
* Writing Social Scripts
* ELKLAN & Building vocabulary training (through SALT)

The majority of staff are Team Teach training and a large number of staff have had first aid training at different levels. Where children have Epipens or specific medical requirements, staff receive specialised training to enable these needs to be met. Staff also undertake personal care e.g. nappy changing, for children who require this.

The SENCO completed the National Award for SENCO in October 2017.

We hold weekly parent coffee drop-ins and regularly invite outside agencies to offer advice and support to parents. Our Parent Support Adviser also runs the Webster Stratton Parenting Programme and both our SENCO and PSA are trained sleep practitioners and offer workshops and individual support to families. Our SENCO runs ASD awareness training and behaviour management courses in collaboration with our behaviour lead. We also direct parents to NAS Early Bird training and TADS provision as required.

**Evaluation of Effectiveness of Provision for Learners with SEND**

Regular observations of lessons, work and planning scrutiny, data scrutiny, learning walks and reviews are used to evaluate provision within school for all learners. Pupil Progress & Inclusion Review meetings happen every term with class teachers, SENCO and Head teacher and this helps to identify specific actions for vulnerable children including those identified as having SEND. As a school and a trust regular monitoring visits ensure that provision is effective, that children are making strong progress and achieving as well as possible.

Each child who is identified as having SEND or additional needs has an SEN Support plan which is reviewed termly by parents, the SENCO and class teacher, with a discussion about progress against existing outcomes, any additional support that needs to be put in place and what new outcomes will be. Some children may also be on a specific programme set by NHS agencies such as Speech and Language, Physiotherapy and Occupational Therapy.

**Behaviour Support for Learners**

All school staff have a responsibility to support children with their behaviour. The school has a clear behaviour system which is applied consistently with rewards for following the behaviour system and a graduated consequence system for children who do not. In

all areas of school, the system reflects the needs and development of the children. Some learners have specific behaviour needs and these are addressed in their personalised learning plan. The school’s Behaviour Lead is Gemma Grayhurst. If a significant incident occurs, a personalised handling plan (PHP) which focuses on de-escalation strategies and identifies the key triggers for behaviours is written by the Deputy head or SENCO, in consultation with parents, class teacher and the child (as appropriate). This is shared with all staff to ensure consistency of approach.

Many staff have had Team Teach training to learn de-escalation techniques and positive handling of children to keep both staff and students safe within school. As a school we use local Team Teach trainers and update teachers and support staff on a regular basis.

A proactive approach is taken surrounding attendance. The school’s Attendance Officer works closely with the Parent Support Adviser and the Education Welfare Officer. Strong attendance is rewarded. Where there are concerns about attendance, parents are invited to an attendance panel meeting to discuss how school can support parents to improve this. Where further support is required, the Educational Welfare Officer may be asked to become involved.

**Complaints**

If parents/carers have a concern, they are encouraged to discuss this with the Headteacher at the earliest opportunity. Our school aims to resolve all complaints and work with families to find the best possible solution. This is an informal stage of the process, however if you feel you complaint has not been dealt with appropriately or fairly please see the “complaints policy” as found on the school website for more information.

**Transition for pupils with SEND**

We understand that transition points e.g. moving to a new class, moving to a new school etc. can be difficult times for any child and particularly a child who may have additional needs. We also know that this can be a worrying time for parents. Wherever possible, we start to plan for transition early; this planning includes parents, children and school staff.

The needs of all children in relation to transition will be very different and a personalised plan will be developed to ensure that the transition will be as smooth as possible. This may include:

* Meetings between existing class teacher and SENCO and those in the new setting
* Additional visits for the child to his/her new setting
* New staff invited to meet the child in his/her current setting
* Opportunities for parents to meet with new staff
* Learning opportunities linked to the new setting/staff e.g. opportunities for children moving to high school to practice using timetables and preparing their own resources
* Multiagency meetings to ensure a joined-up transition plan is in place

**Access to Extra-curricular Activities for Children with SEND**

All children, irrespective of need, are encouraged to take part in extra-curricular activities, as appropriate to their needs. Where visits and residentials are arranged, school staff liaise with parents and carers to ensure that any additional requirements or support needs are identified and addressed.

Our Sports Coach, Mr Daniel Wall, takes groups of SEND children to inclusive sporting events in the local area and our school is host to some of these events also.