



**Park Brow
Primary School**

Happy - Respect - Pride - Caring - Potential



Park Brow Special Educational Needs and Disability Information Report

Last reviewed: September 2023

School based SENCO- C. Swinburn Park Brow: 0151 477 854

School Based Mental Health Behaviour Support: Trish Forsyth

Learning Mentor/Safeguarding Lead: Andrea Burke

School Nurse Charlotte Henshaw

Attendance Officer Liz Casey

Knowsley SEN team Contacts: Mark Hardwick- 0151 443 5126 Louise Leggett 0151 443 2978

At Park Brow we work hard to provide a caring, stimulating and inclusive environment to ensure that every child reaches his or her full potential.

Many children will have additional needs at some point during their time school that may be related to health, emotion, behaviour or learning. We aim to identify and address these needs through our school's inclusive practice.

Not all children will need extra support with their learning but the progress of all children at Park Brow is monitored closely to ensure support is provided where necessary. Support can be given for a variety of reasons.

We recognise that you know your child best and you may feel that they need additional help or support for some or all of their time at our school, therefore good communication between home and school is vital.

This page is to inform you of the types of support available to your child at Park Brow. It will help you understand who can help and how this support can be accessed.

SEN School Team and CPD

Your child's teacher will always make sure that learning is differentiated appropriately and that tasks set are accessible for your child. Your child's teacher is available at the end of each day or a meeting can be scheduled either directly or via the school office. Please talk to your child's teacher if you have any concerns regarding your child in school.

Here at Park Brow we have an experienced team of staff who work together and may be involved in supporting your child in school. These include:

SENCO: Miss Claire Swinburn

Our School SENCo, Miss Claire Swinburn Is also Deputy Head teacher of the school. She is an experienced teacher and holds the NASENCO qualification. She is responsible for co-ordinating SEND provision across the school, from Nursery to Year 6.

EYFS: Miss Sheryl Floyd

Miss Floyd leads our two year old provision and supports the SENCO with SEND in the Early Years and Foundation stage.

Social Emotional Mental Health/Behaviour Support Lead: Trish Forsyth

Mrs Forsyth has a wealth of experience working with children with Social Emotional and mental Health needs. She supports all aspects of the emotional wellbeing of our children. She co-ordinates the support that others provide and works directly with the children both in a One to one and group support capacity.

Learning Mentor: Miss Andrea Burke

Miss Burke is an experienced Learning Mentor who works with and supports children and families throughout the school. She provides support and guidance to families, children and young people to help overcome barriers to learning.

Attendance Officer: Miss Liz Casey Miss Casey works within the inclusion team supporting families with attendance and punctuality.

SEND Governors: Mrs Anna Truesdale (Chair) Mrs Mary Spreadbury Mrs Clare Seddon

Our Designated School Governors, works with the SENCo in leading SEND across the school.

Specialist Support Teacher: Mrs Cathy Farrar

Mrs Farrar is a Specialist teacher who supports the SEND team every Wednesday and Thursday morning. She helps to assess children and identify any specific areas of difficulty that are impeding a child's ability to learn and make progress. She regularly works with teachers in the planning, implementation and review of individual teaching plans.

Class Teachers

Class Teachers are responsible for providing high quality provision (Quality First Teaching) for all pupils. They plan for extra support and provision with the SENCo for those pupils who require it. They write and evaluate Personal Provision Plans (PPPs) ensure that families and pupils are fully involved in the process. They ensure that the school's SEND Policy is followed in their classroom and for all pupils they teach with SEND.

Teaching Assistants

Teaching assistants support all pupils in class. Here at Park Brow we have several Teaching Assistants who help support groups and individual children with their learning.

STAFF CPD

To ensure Park Brow is delivering the appropriate targeted support, a comprehensive CPD programme is in place both on a whole staff level and for individuals working with specific needs. CPD specialist training includes:

- BSquared assessment for SEND
- ASC training for all staff
- ADHD training for all staff
- PDA training for all staff
- Learning support teacher training for TAS on precision teaching
- TA consistency in the delivery of precision teaching with half termly accountability
- Specific one to one training- SLCN
- Social stories and comic strip conversation training.

SUPPORT FOR YOUR CHILD AT PARK BROW PRIMARY SCHOOL

TEACHING AND LEARNING

Children learn and develop in different ways. Teachers know and understand this and use different teaching styles to plan work at different levels in order to meet the needs of all pupils in their class.

This is called "Quality First Teaching." All pupils at Park Brow receive "Quality First Teaching" from their class teacher. Our aim is to provide the highest quality learning environment for your child and for them to achieve their full potential. All our classes, when necessary, are supported by Teaching Assistants and pupils are offered additional support or catch up intervention / support programmes where needed.

At Park Brow the progress and attainment of all pupils is reviewed on a half termly basis by the School Leadership Team. These termly pupil progress meetings can help identify children who may need additional support.

We use the **BSquared** assessment system to ensure that the small steps of progress made by our SEND children can be captured and progress accurately monitored.

Parents and Carers are informed about their child's academic progress and targets through the twice-yearly Parent's review meetings and the end of year school report. In addition, Parents and Carers of children who have a statement or an Education Health and Care Plan are invited into School for their child's review meeting.

The SENCo ensures that all staff follow the SEND Code of Practice, to support the needs of every pupil. This may be provided through carefully differentiated work, an adult giving extra support through small groups or using specialist services from outside the school. By carefully addressing individual needs, we aim to ensure that all children at Park Brow will be given every opportunity to achieve their true potential

ADDITIONAL SUPPORT FOR SPECIAL EDUCATIONAL NEEDS

If a child continues to have difficulty after intervention or has a high level of difficulty when they join Our School, they may be considered to have special educational needs/disability (SEND) and are placed on the SEND register. This decision is made in partnership with Parents and Carers.

We have devised and follow a systematic identification process.

At Park Brow Primary we provide support for pupils across the 4 areas of need as laid out in the SEN Code of Practice 2014:

- Communication and interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and or physical needs

Children with SEND have learning difficulties and/or physical disabilities which make it harder for them to learn than most children of the same age. They will need extra support or different help e.g. modified tasks, extra time or breaks in formal assessments.

Our School and other agencies can help most children overcome their difficulties quickly and easily. A few children will need extra help for some or all of their time in School. This means they may have difficulty with:

- some or all of the work in School
- reading, writing and mathematics
- understanding and processing information
- expressing themselves
- understanding others
- organising themselves
- sensory perception or physical mobility
- managing their behaviour or emotions

At Park Brow Primary School teaching and learning opportunities are adapted and continually evaluated (with support of external agencies when required) to ensure the needs of all our learners are met. Parents and Carers should not feel unduly anxious about such additional support as it allows children to receive the specific help they need to make the next steps in their learning journey.

To ensure that staff are aware of specific children's needs pupils on the SEN Register (the official register of children with Special Educational Needs in school) have a Personal Provision Plan. This PPP is designed to ensure that staff set clear targets and use appropriate strategies.

SEND STAGES & TERMINOLOGY

The Special Educational Needs Code of Practice gives guidance to schools in meeting the needs of pupils. It sets out how help should be given in a step-by-step approach. Our School SEN Policy reflects the new SEND Code of Practice. Parents and Carers will be consulted at all stages of our graduated approach and the class teacher will inform you of the additional work they, or other adults in School, do with your child.

The process is as follows:

WAVE 1 Quality First Teaching

Quality first teaching is the effective inclusion of all pupils in high quality every day personalised teaching. Such teaching will, for example, be based on clear appropriate objectives that are shared with the children and returned to at the end of the lesson. Teachers use a lively, interactive range of teaching styles and make maximum use of visual and kinaesthetic teaching techniques as well as auditory/verbal learning to meet the sensory needs of pupils.

Wave 2

If a pupil has needs that are related to more specific areas of their education, such as spelling, handwriting, motor skills, communication, numeracy and literacy skills, then they may be considered for a Wave 2 intervention. A Wave 2 intervention is a targeted catch up provision for children to put them back on course. This will be led by a teacher or a teaching assistant and is done in focus groups in the classroom. Interventions at Wave 2 will be planned and reviewed by the class teacher half-termly to ascertain the effectiveness of the provision and to inform future planning.

WAVE 3 SEN Support

If a child continues to have difficulty after a Wave 2 intervention or has a high level of difficulty when they arrive at School, they may require additional assessment from the learning support teacher who will determine if they have a higher level of need at WAVE 3. Those children with the highest level of learning need at Wave 3 will receive additional input and support from Mrs Farrar and a PPP will be devised. In addition at this point school may seek professional advice from a range of agencies including:

- Speech and language therapists
- Visual/hearing impairment teachers
- Behaviour outreach team
- Health professionals
- Educational psychologists
- Occupational Therapists
- Physiotherapists
- ASC support teachers
- School Nurse
- SEND support nurse

These interventions are a deeper intervention, offering more personalised solutions. They may be on a one to one basis or delivered in a small group.

Education, Health and Care Plan (EHCP)

If your child's needs are complex or severe we may suggest that an application for an EHC Plan to the Local Authority is made. This document will describe your child's SEND and the additional help they should receive. Education, Health and Care Plans usually involve the Local Authority providing extra resources to help your child. These could include money, staff time, special equipment or attendance at a school with specialist-resourced support. This additional provision will be reviewed annually or sooner if required and would include Parent, teacher, SENCo and pupil.

From September 2014, all children and young people from age 0-25, who have significant special educational needs will undergo an Education, Health and Care (EHC) assessment (unless the Parents/Carers of the young person decide to opt out of the new system). This will lead to an EHC Plan instead of a Statement of SEND. For children and young people who already have a Statement of SEND, the transfer of Statements into EHC Plans will be a gradual process and this is the responsibility of the Local Authority.

The Inclusion Team –

Within school we have a dedicated support team made up of Miss Burke, Miss Casey, Mr Byrne and Mrs Forsyth. The team support potential non-learning barriers to learning.

Early Help

As part of our support for all children here at Park Brow Primary School, Miss Burke and Miss Casey have regular opportunities to consult support services and health agencies through a multi-agency approach that sometimes includes completing the Early Help Assessment Tool (EHAT) to support the family as well as the identified pupil. School and the family will meet and discuss and plan together the best use of advice and support from other agencies, with a view to achieving the best outcome for the child and family.

Professionals who might attend an Early Help meeting include:

- The School Nurse Charlotte Henshaw who works closely with school and can advise and assess any medical needs. If a Care Plan were required this would be done in conjunction with the Parent and School nurse and would be reviewed annually.
- A Speech and Language therapist who works with children in School and can offer advice as to whether your child would benefit from this support or assessment.
- An Educational Psychologist may give advice or complete an assessment for a child.
- Outreach support from specialist schools.

To find services to help your child please see the link to Knowsley's Local Offer below, in addition to this if you would like advice from professionals outside school you may find the telephone numbers and websites listed below useful:

Social Emotional and Mental Health Support

Mrs Forsyth specifically supports all aspects of Social, Emotional and Mental Health. They co-ordinate support programmes for children and work directly with children on a one to one basis and small group support.

Local Offer

Knowsley Local Offer provides education, health and care support information for children and young people with special educational needs and/or disabilities and their families.

<https://www.knowsleyinfo.co.uk/categories/knowsley-local-offer-special-educational-needs-and-disability>

SENDIASS

If you wish to seek further advice, information or support, you can contact Knowsley Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS). They provide impartial advice, information and support to parents/carers of children with special educational needs and/or a disability.

Telephone: 0800-012-9066 and option 2 for Knowsley

Email: liverpoolandknowsleysend@wired.me.uk

Website: <http://www.liverpoolandknowsleysend.com/>

Knowsley SEN team Contacts

- Louise Leggett -SEN case worker :0151 443 5126
- Mark HardwickSEND Team Manager: 0151 443 2978

Other Useful Numbers- Family Support

- ADDvanced Solutions 0151 486 1788
Open Access support for families for full range of SEND conditions diagnosed and un-diagnosed www.addvancedsolutions.co.uk
- The Knowsley Parent Carers Voice are a group of parents and carers of children with special education needs and disabilities from Knowsley.
<https://www.knowsleyinfo.co.uk/content/knowsley-parent-carers-voice-kpcv>
- Knowsley Parent Partnership 0151 443 3283
- Knowsley Sensory Impairment Team 0151 443 5145
- Knowsley SEN Team 0151 443 5145
- Knowsley Information Service for Families www.knowsleyinfo.co.uk 0151 443 3247
- www.5boroughspartnership.nhs.uk/paediatrictherapies 0151 244 4389 / 4388 / 4387

- ADHD Foundation www.adhdfoundation.org.uk 0151 237 2661
- Autism Initiatives www.autisminitiatives.org 0151 330 9500
- The British Dyslexia Association www.bdadyslexia.org.uk 0845 251 9002
- Downs Syndrome Liverpool downsyndromeliverpool.org.uk
- The Dyspraxia Foundation www.dyspraxiafoundation.org.uk 01462 455016
- Headway: The Brain Injury Association <https://www.headway.org.uk> 0808 800 2244
- National Autistic Society www.autism.org.uk
- National Blind Children's Society www.blindchildrenuk.org 0800 781 1444

FREQUENTLY ASKED QUESTIONS

Who should I talk to if I am worried about my child?

Your child's class teacher is always best placed to answer any questions you may have relating to any aspect of School life. They may consult other staff members involved with your child. You can also contact the School SENCo either via the school office if your child's class teacher has not answered your concerns.

If you have concerns around the Emotional Wellbeing of your child please contact Mrs Forsyth

What types of support will be available to my child? How will teaching be adapted?

There are many types of SEND support available at Park Brow Primary School. These range from full time 1:1 support for children with an EHCP to short 20 minute intervention / support sessions. Support for all children begins in the classroom with Quality First Teaching, where the class teacher plans differentiated activities in all lessons including a range of learning styles and outcomes. If a teacher feels that a child needs more support, they will share this information with you as a Parent/Carer and outline and deliver initial provision. If progress remains a concern, the class teacher and SENCo will follow the process outlined in the school SEND policy for identification.

How will I find out about my child's progress?

You can attend regular Parent's events throughout the School year. In addition, you can call the School Office to arrange an appointment to meet with the class teacher and SENCO to discuss any concerns.

How can I support my child?

Stay in regular contact with School – we want to work in partnership with Parents and Carers. Attend all Parent meetings and support your child in following tasks and homework set by School. Encourage your child at all times and let us know of all successes outside of School. Always talk to your child's class teacher if you have any concerns or worries about your child.

We endeavour to support families as much as possible and are always approachable, as we want parents to feel involved in the education of their child. This is done in a variety of ways including:

- Target setting so parents can see what their child is working on next.
- Home/school communication links for some children to inform parents about the child's day.
- Curriculum overview published on our school website and sent home termly
- Home reading logs
- Information on the school website
- Parent / Teacher Progress Meetings
- EHCPs and review meetings
- Meet the Teacher Evening.

How will the school let me know if they have any concerns about my child's learning in school?

Your child's Class Teacher will usually be the first to raise a concern and will approach this by following the SEN Identification Process. As part of the Identification Process pupils may complete short assessment activities with a member of staff or for more complex work with Mrs Farrar (school Specialist Advisory Teacher for SEN).

What examples of provision are available at Park Brow for pupils with SEND?

In our school we make provision for pupils with all types of Special Educational Needs and Disabilities.

All pupils on the register have Personal Provision Plans with SMART child friendly targets.

S- Specific

M- Measurable

A- Attainable

R- Relevant

T- Time Bound

We know that some pupils will have difficulties in more than one area and we always do our best to meet their needs.

All children in school have support within lessons through differentiation and quality first teaching strategies. This means that activities are planned according to the level the child is working at. This can include a variety of adaptations including changes to the physical environment, changes to teaching styles as well as levels of adult support.

We have a number of staff trained in a range of specific educational difficulties who can both offer teaching to the child and advice to both teacher and parent. The children participate in a range of activities and programmes that include:

- Catch up Reading
- Lego therapy
- Sensory circuits
- Phonics catch-up
- Precision Teaching
- Occupational Therapy Programmes
- Speech and Language Support
- Individual support when required, including in class, during physical activity and for toileting
- Highly adapted curriculum for children with Education Health and Care Plans (EHCPs)
- Individual reward systems
- Individual Workstations
- Personalised timetables
- Visual timetables
- Now and Next boards
- Adapted resources (scissors, Chew Bangles, tangles, fiddle pencils)
- Home / School Record
- In Sync and sensory seedlings

Should you require more information on any of the above please contact Miss Swinburn (SENCo) at school. We constantly review and develop our additional provision to ensure that the needs of pupils are being met in the most effective way we can possibly provide.

Sometimes a child's needs are more complicated and require specialist support. At Park Brow we work in partnership with outside agencies including:

- SENDIaS (Special Educational Needs Inclusion Support Service)
- SaLT (Speech and Language Therapy)
- CAMHS (Child & Adolescent Mental Health Services)
- Health and Social Service
- Educational Psychology – Applied Psychologies
- Occupational Therapy
- Physiotherapy
- Parent Partnership
- Sensory Impairment Service

- ASC Advisory Teachers
- Inclusion Support Workers
- School Nurse
- Paediatricians
- Continence Nurse.
- Sensory Impaired Service.
- Alder Hey Epilepsy Clinic.
- Alder Hey Asthma Clinic.
- Optometrist.

Learning mentor outside agency contacts

- Educational Welfare Officer
- Family Inclusion Worker
- Social Service
- Children/family Centres
- Community Wardens

The SENCo liaises with each agency to review the programmes in place for individual pupils, in order that specialist advice may be incorporated into PPP's

What support is available for improving the social, emotional and mental health of pupils with special educational needs?

- DESTY support
- Happy Mind system
- Zones of regulation
- Social Stories
- Target Cards
- Nurture Groups
- Relaxation Groups
- Art therapy group
- Lego Therapy
- Social Skills Sessions
- Quiet Area
- Individual support when required, including in class, during physical activity and for toileting
- Circle of Friends
- A referral to CAHMS who work with children with anxiety, depression, post-traumatic stress disorder, eating disorder, OCD.

How do we know that the provision is effective?

Every child's attainment and progress is monitored throughout the school and termly and on-going assessments inform this data. Teachers meet with the Senior Leadership Team termly to discuss each child. We use the BSquared assessment system to capture the small steps of progress that SEND children may make with their learning and to also capture changes to a child's autistic profile where appropriate.

In addition to this children on the SEN Register (SEN Support and EHCP) are regularly monitored and depending on their areas of need may be assessed on the following:

- The number of letters/letter blends the child can read
- The number of letters/letter blends the child can spell
- The number of High Frequency Words the child can read (first 300 words)
- The number of High Frequency Words the child can spell (first 300 words)
- Reading Age
- Spelling Age
- Comprehension Age
- Achievement of SMART targets on Personal Provision Plans

Progress for SEN Pupils

In Park Brow, we track spelling age, reading age and use NFER standardised tests stages each term for maths and reading. Writing is assessed using end of year expectation outlines to determine whether a child is working below, at or exceeding expectations. For those children working well below National curriculum expectations Bsquared assessment system is used. Class teachers will share information around their child's attainment using the language of working at, below or exceeding age related expectations. Within the Bsquared system this will be shared through the connecting steps progress data at Parent review meetings.

How will we support your child when they are leaving school or moving on to another class?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If appropriate, when **starting at our school** us:

- Meet with the child and their parents to talk about their needs and answer any questions.
- Meet with staff at the child's previous school or setting.
- Read reports from people who have worked with the child.
- Arrange visits to our school so the child gets to see it before they start properly.
- Give any adults working with the child a one-page profile describing their needs to help support them in school.

Based on needs, when **moving to a new year group** us:

- Introduce the child to their new teacher and teaching assistant individually.
- Talk to the child so we can answer any questions they may have about the new year group.
- Familiarise the child with the new classroom prior to transition day

When **moving classes** in school:

- PPP's will be passed on to the new class teacher IN ADVANCE of transition.
- We provide afternoon sessions where all children move to their new classrooms and meet their new teachers

When moving to a **new school** we:

- Hold a person centred review with parents/carers and invite key staff from the new school.
- Talk to key staff at the new school about things that help the child or young person to learn well and be happy at school.
- Arrange extra visits to the new school with a member of staff from our school if that is what the child wants.
- Talk to the child and their family so we can answer any questions they may have about the new school.

What is the school's SEN policy?

Our school SEN policy outlines our school's procedures for SEND.

What can I do if I am not happy with the provision for my child?

If you have a complaint about the school's provision for your child that cannot be resolved with the class teacher or the SENCo, please contact the Head teacher and we will do everything we can to address the situation.

If you are still not happy you can speak to the school SEND Governor, Mrs Mary Spreadbury. Our school and governing body take complaints seriously and will act upon these on an individual basis. For more information on the complaints procedure please contact the school office.