



At Fallings Park Primary School, we believe that all children have the right to an inclusive education, and work hard to ensure the needs of pupils with Special Educational Needs and Disabilities (SEND) are met.

Who would I speak to if I had questions about SEND?

At Fallings Park, you can speak to Our Special Educational Needs Coordinator, Mrs S Pedley or one of the SEND Lead Teachers, Mrs L Gough, Miss C Mason and Miss G Round. This team is responsible for coordinating the support for SEND pupils and developing the school's SEND policy to make sure all children get a consistent, high-quality response to meeting their needs in school. They monitor provision and analyse progress of SEND pupils, to ensure they are receiving quality teaching and additional provision.

Part of this role is keeping up to date with changes to legislation regarding SEND and having a more in-depth knowledge of SEND. Mrs Pedley completed the National Award for Special Educational Needs Coordination programme in September 2013, Mrs L Gough completed her Award in February 2020 and Miss C Mason in September 2021.

Mrs Ebbelwhite, our Designated Safeguarding Lead works alongside Mrs Jenkins, Miss Heywood and Mrs Jones as our Deputy Designated Safeguarding Leads. These members of staff are also responsible for working with families of the pupils who have an Early Help Assessment.

Mrs Webley is our communication lead and supports pupils with speech and language, communication, and sensory needs.

Mrs Dunn is our Educational Psychologist and Mrs Mackinnon our Specialist SEND Teacher work in school one day a week, supporting pupils with their individual needs.

Mrs Roscoe an Occupational Therapist supports in school to enable us to develop strategies for pupils with sensory needs.

In addition to this, we have two Learning Mentors, Mrs Asbury and Mrs Jones. They work with our pupils offering support in the school. All members of staff work closely together, to ensure we are all consistent in approach.

Our governor responsible for SEND is Mrs Helen Atkinson, they meet with the SENCO and SEND Lead Teachers to ensure pupils with SEND are being well supported and are making progress.

The Class Teachers and Teaching Assistants are responsible for the day-to-day work with pupils, and ensure they are planning and delivering quality first teaching to all pupils. This

includes using additional provision that is suited to the pupil's needs and allow progress to be made.

The Headteacher, Mrs Pedley has overall responsibility for the management of SEND, ensuring the needs of pupils are met. She leads the school SEND team and ensures the different needs of our pupils are addressed.

What are the different types of support available for children with SEND at Fallings Park Primary school?

Quality First Teaching

For your child, this would mean:

- High expectations from teaching staff
- Teaching is based on building on what your child already knows, can do and understands.
- Different teaching styles are in place so that your child is fully involved in learning in class.
- The teacher carefully checks on your child's progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to help them make the best possible progress.

Specific Additional Provision For your child, this would mean:

- Small group or individual work which will focus on the areas where they have gaps in learning.
- A Teacher, Higher Level Teaching Assistant (HLTA) or a Teaching Assistant who has been trained to deliver the additional provision.
- The additional have been identified by the SENCO, SEND lead teachers and Year Leaders or outside agencies such as the Specialist Teacher, Occupational Therapists or a SALT (Speech and Language Therapist)
- Groups are run for pupils on SEN Support and for pupils with an Education Health Care Plan.

How is the school accessible for all pupils and their parents?

Fallings Park Primary School is a single storey building. The Equality Act 2010 does not require schools to change their premises, however, it does require long term plans to be made for improving access to the premises and would expect reasonable adjustments to be made. Our school has made simple adjustments such as ramps and toilet access.

Fallings Park Primary School is committed to providing all children every opportunity to achieve their potential in every aspect of school life. When a request is received from parents or the Local Authority for a pupil to attend the school, advice from Support Services and other relevant professionals will be sought where necessary, to enable an assessment of the individual's needs to be made. This will include access to the various areas of the school premises and the requirements of the National Curriculum. Parents and carers of pupils with disabilities will be consulted to identify and, wherever possible, to remove any obstacles to learning. Such obstacles could include physical, sensory, learning difficulties or emotional or social development as well as the learning environment experienced within the school.

How will I be informed about the progress of my child?

All parents of pupils in our school are invited to attend a Parents' Evening each term. These are designed to discuss the progress your child is making, the targets they are working on and how you may be able to help at home. If your child is on School Support or SEN support, they will be accessing additional provision, this will also be discussed with you. Parents can meet with year leaders and class teachers at other meetings throughout the term, and this can be arranged through the school office or Year Group email.

If your child is on SEN Support (this means outside agencies will be involved) or has an EHCP, you will also receive copies of the IEP each term, along with a review of the last IEP. These can be discussed with the year leader, SEND lead teachers or SENCO at any time (please contact the office to arrange this).

Parents of pupils with an EHCP will be invited to attend an annual review meeting of their child's needs, at least once a year.

How are the staff in school helped to work with children with SEND and what training do they have?

Part of the SEND lead teachers and SENCO's role is to provide support for teachers when planning work, writing IEPs and using advice from outside agencies effectively. Staff meetings are often used to train staff on SEND issues. This may be SENCO led or an outside agency coming into school to lead the meeting.

This is some of the training our staff have received:

- Autistic Spectrum Disorder
- Developing a Dyslexia Friendly Classroom
- SEND changes to the code of practice
- Behaviour Management in the Classroom
- Using Social Stories
- SEND Conference

- Understanding Dyspraxia
- Working with Vulnerable Groups
- Asperger's syndrome
- Draw and Talk
- Cool Kids/ Cool Characters
- Makaton
- ELS Phonics
- Speech and Language
- Epilepsy Training
- Emotional Coaching
- Zones of regulation

Whole School.

- Phonics
- Epi Pen training
- Asthma training
- Health and Safety
- Child Protection
- Data Protection
- Well Project
- Wave One Teaching and SEND.

Who are the other people providing services to children with SEND in this school?

Our school receives support from many outside agencies so that we can deliver the most suitable curriculum for our SEND pupils. These are some of the agencies we work closely with:

- Speech and Language Therapist (SALT)
- Occupational Therapists (OT)
- Physiotherapists
- Sensory Inclusion Service - working with children with visual impairment and hearing loss
- Educational Psychology Service
- Outreach
- Inclusion Services
- School Nurse
- Attendance Officer
- Specialist Teacher

How is extra support allocated to children?

The school budget includes money for supporting pupils with SEND. Extra funding from the LA is received for any pupil with an EHCP. Some pupils receive a top up fund from the LA. The Headteacher, SLT and Governors look at the needs for our children and set a budget for staffing which allows enough support for our SEND pupils. We are currently fortunate enough to have a high number of teachers and teaching assistants in school. The SENCO informs the Headteacher when resources are needed, and these are purchased through the school budget.

What Additional Provision could my child access?

Early Years and Key stage 1

Additional provision for communication, including attention and listening skills, reading, writing and number skills are provided. These include:

- handwriting sessions
- Targeted Maths work
- ELS Phonics
- Cool Kids
- Fine Motor Control groups
- ECAT
- Barrier games
- Early Reading
- Phonics Counts
- Dyslexic target teaching
- Speech and Language
- Cool Characters
- Number Counts

Key Stage 2

- Social and barrier games
- Auditory Memory games
- Visual Memory games
- Cool Kids
- Cool Characters
- Fine Motor Control groups
- Handwriting intervention
- Reading buddies
- Precision teaching
- Phonics support
- Dyslexic target teaching
- Number Sense support
- Speech, understanding, language and communication support

How will you support my child through transition?

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.

When your child moves class:

All information will be passed on to the new class teacher in advance and a meeting will take place to discuss the child's needs. Additional visits to meet the new teacher may take place if necessary, or visual aids may also be used.

If your child moves to another school:

All information we hold on the child will be sent to the new school promptly. The SENCO may also telephone to discuss any special arrangements or resources that may be needed.

When your child transfers to secondary school:

- The Year 6 Year Leader and Assistant Head Teacher meet with staff from the feeder secondary schools to discuss the pupils and share information.
- The SENCO discusses with the secondary schools' SENCOs particular needs of individuals with SEND, and any resources that they may need to get in advance. Pupils with SEND are usually invited to attend an additional transition afternoon, although each secondary school operates slightly differently.
- For pupils with SEND who we feel may need extra visits, we use the Specialist Teacher to support these pupils. These pupils make passports about themselves, or visual prompts to help them remember key places or people in the new school.
- For pupils with an EHCP, we invite the secondary school SENCO into school for a meeting.