



SEND Information Report

SEND Support at Peel Park Primary School

At Peel Park Primary School, we strive to meet the needs of all pupils within our school. All staff are aware of SEND within the school and receive high quality information and training. We aim to quickly identify pupils, who are making less than expected progress and provide targeted interventions and support to meet their needs. We ensure that parents are fully aware of the SEND process and informed of their child's learning regularly throughout the year. We are a fully inclusive school and have strong links with the Local Authority, Health Professionals and organisations within our community. Our environment at Peel Park Primary School, is developing regularly and consciously to meet the needs of our pupils. We aim to continue to learn, develop and grow our understanding of SEND across the school to meet the needs of all pupils within our care.

Four main areas of SEND

If your child has been identified as SEND, it will be determined which of the four areas is their primary and secondary areas of need.

Communication and Interaction (C&I)

- ASC
- Speech, learning and communication (SLCN)

Cognition and Learning (C&L)

- Specific learning difficulty (SpLD)
- Mild to moderate learning difficulty (MLD)
- Severe learning difficulty (SLD)
- Profound multiple learning difficulty (PMLD)

Social, Emotional and Mental Health (SEMH)

- ADD / ADHD / Attachment Disorder

Children and young people with SEMH may have the following mental health difficulties: anxiety, withdrawn or feeling isolated, behaviour that challenges, self-harming, depression, eating disorder, and substance misuse.

Sensory and/or physical (SP)

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability (PD)

We promote the ethos of Quality First Teaching within school, to adapt and meet learning needs. If a pupil requires support additional to that provided by quality first teaching, we will then follow the process of Assess - Plan - Do – Review alongside parents/carers, to determine the next steps for your child. Pupils will be identified on the school SEND register and an Individual Learning Plan will be put in place, these are reviewed termly and both pupils and parents are encouraged to contribute.

SEN Team / Staff

Mrs Danielle Childs is the school SENDCO supported by the SENDCO Assistant **Mrs Andrea McGinley**.

All Staff at Peel Park Primary School have responsibility to provide quality first teaching to pupils with SEND. If your child has an EHCP, their class teacher will inform and introduce you to the key members of staff, who work within your child's class.

Our link governor supporting SEND in School is **Mrs. Helen Thompson**.

Social, Emotional, Mental Health Needs

We have a range of services in school to support pupils with their SEMH needs. These include:

Thrive, Nurture Group, Pastoral Support, ELSA and our Forrest School.

We can also contact our area HUB Outreach Team, who work alongside the county's additional agencies for further advice and support for pupils within school. This service is accessed through the Early Help Process.

Dyslexia

We currently use a dyslexia screener in school to identify pupils, who may have traits of dyslexia. Please note that this is not a diagnostic tool however, it supports staff and parents/carers in making further decisions in how best to support their child with their learning. We do have access to an independent provider for advice and screening. For further information about this, please contact Mrs. Child or your child's class teacher.

Interventions

At Peel Park Primary School, we use a range of targeted interventions in school to support pupils with their learning. The type of intervention, delivery and duration, will depend on the specific needs of the child.

Some of these include:

- Pixl English/Maths
- Targeted Intervention and pre/post-teaching to support gaps in learning
- Reading Intervention and Structured Reading and Spelling Programmes
 - Dyslexia Gold
- Reciprocal Reading
- ELSA
- Pastoral Support
 - Thrive
- Well-being Workshops
- Use of the Sensory Space
 - Sensory Motor circuits/ Pro-Sports
- Speech and Language Therapy interventions
- Phonics and catch-up phonic programmes

Further Services

We promote very strong links with our Specialist Teachers and Educational Psychologist for our local area, who regularly visit school to work with pupils and provide staff with further advice and training. We

also access a wide range of services from the NHS such as Speech and Language Therapists, Community Paediatrics, Occupational Therapists etc, who provide parents/carers and staff in school with the right information to meet pupils' needs.

If you have concerns regarding speech and language therapy, physical/medical needs, autistic spectrum conditions, ADD/ADHD, cognition and learning or any other, please contact Mrs. Childs for further advice. In some cases, school can support with referrals to outside agencies for an assessment of need.

Transition

We aim to support and prepare pupils as much as possible for their transition between schools and to secondary school. We have strong links with local secondary schools and transitions are planned for carefully with secondary school staff. In some cases the transition process is extended and additional visits are arranged following information sharing meetings. If you would like to discuss transition for your child, please contact Mrs. Childs.

Sensory Space

We are developing a SEND Hub and sensory space within school to support those pupils, who require further support in meeting their communication and interaction needs. We have adapted a small teaching room and have begun to collect resources to use within this space. This is an ongoing project, and we would always welcome any donations of equipment or fundraising events to support the continued development of the HUB.

Supporting SEND in the Curriculum

We endeavour to ensure that all pupils have access to the school curriculum and all school activities. We help all pupils achieve to the best of their abilities, despite any difficulty or disability they may have. In order to ensure this happens across the full curriculum we:

- ✓ Prioritise Quality First Teaching with focused support to help children with identified needs access the learning for their year group. This is regularly monitored and continually developed.
- ✓ Ensure that teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs.
- ✓ Work in partnership with parents/ carers, pupils and relevant external agencies in order to provide for children's special educational needs and disabilities.
- ✓ To make suitable provision for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.
- ✓ Ensure that all children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement.
- ✓ Promote self-worth and enthusiasm by encouraging independence at all age and ability levels.
- ✓ Give every child the entitlement to a sense of achievement.
- ✓ Ensure that enrichment opportunities to stimulate and motivate learning.
- ✓ Utilise specialist group support from outside agencies e.g. Speech and Language Therapy

Training

At Peel Park Primary School, we strive to further our knowledge and expertise to meet the needs of pupils within our school. Staff regularly attend individualised and whole-school training such as: Autism Awareness, Dyslexia and Speech and Language training. The development of SEND training for all staff is an ongoing school priority.