

# Parkfield Primary School



# Special Educational Needs and Disability Information Report 2025/2026

Links to:

- [Special Educational Needs and Disabilities Policy](#)
- [Behavioural for Learning Policy](#)
- [Local offer document](#)

## Context

This policy was developed in consultation with parents/carers, staff and pupils of the school community and pays due regard to;

- The SEND Code of Practice: 0 to 25 years, January 2015
- Part 3 of the Children and Families Act 2014 and associated regulations

**Governor responsible for SEND:** Nicky Foster

**Head teacher:** Mr Gareth Jones

**SENDCo** Mrs Donna Mitchell

**SENDCo Qualifications:** Mrs Donna Mitchell

- SENDCo Award 2014

**Contact details:** [office@parkfieldschool.co.uk](mailto:office@parkfieldschool.co.uk)  
01823 282125

**This report will be reviewed annually**

## **Special Educational Needs and Disability (SEND) Information Report**

At Parkfield Primary School we welcome everybody into our community. The Staff, Governors, pupils and parents work together to make Parkfield Primary School a happy, welcoming place where children can achieve their full potential and develop as confident individuals. This means that equality of opportunity must be a reality for our children. We are committed to making this a reality through the attention we pay to the different groups of children within our school family, thus providing a learning environment that enables all pupils to make the greatest possible progress and achieve their full potential in a caring, supportive and fully inclusive environment. Our SEND provision allows pupils with additional needs the opportunity to follow a curriculum specifically tailored to develop life skills and to give pupils self-confidence through their learning, thus enabling them to maximize their potential and to work independently.

All children and young people are entitled to an education that enables them to:

- achieve their best
- become confident individuals living fulfilling lives
- make a successful transition into adulthood.

### **Whole School Approach:**

Quality first teaching underpins all educational provision. It focuses on inclusive practice and breaks down barriers to learning. For the majority of children this can be achieved by identifying specific barriers, followed by personalisation and differentiation using strategies as identified in the Somerset Graduated Response Tool. The Somerset Graduated Response Tool breaks down SEN into four broad areas of need. This targets specific support for teachers to plan and for any interventions to take place. You can learn more about the Somerset Graduated Response at: <https://www.somerset.gov.uk/children-families-and-education/the-local-offer/education/what-to-expect-from-education/>

High quality first teaching underpins the 'Core Standards' and all educational provision at Parkfield. The 'Core Standards' describe the entitlement of children and young people with Special Educational Needs and Disabilities in early years settings, schools and further education in Somerset. The core standards document helps us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. Underpinning ALL our provision in school is the graduated approach cycle of:



All teachers are responsible for every child in their care, including those with special educational needs.

**Assess:** In identifying a child as needing SEND support the class teacher, working with the SENDCO, will carry out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. This assessment will be reviewed regularly to ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEND, the way in which a pupil responds to an intervention can be the most reliable method of developing an accurate picture of need. Where outside professionals from health or social services are already involved with the child, these professionals will liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENDCO will contact them if the parents agree.

**Plan:** Where it is decided to provide a pupil with SEND support, the parents will be notified. The teacher and the SENDCO should agree, in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will also be recorded on the school's information system. The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and will be provided by staff with sufficient skills and knowledge. Parents will be aware of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home.

**Do:** The class or subject teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they will still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCO will support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support. Where possible additional provision will take place as part of in class lessons in order to ensure children with SEND continue to engage in activities with children who do not have SEND.

**Review:** The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENDCO, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. Parents will have information about the impact of the support and interventions provided, enabling them to be involved in planning next steps. Where a pupil has an EHC plan, the local authority will review that plan as a minimum every twelve months. Parkfield co-operate with the local authority in the review process and, as part of the review, the local authority can require school to convene and hold an annual review meeting on its behalf. Parents' views are welcomed at any time and if they have any concerns their first point of contact will be the class teacher. However, if they have any ongoing concerns they are

welcome to make an appointment with the SENDCO, (Mrs Donna Mitchell) through the school office or through their class teacher.

## **Kinds of Special Educational Needs that are provided for at Parkfield Primary School**

The school provides support for pupils across the 4 main areas of need as laid out in the SEN Code of Practice 2015:

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

Pupils needing long-term additional help to access the curriculum are helped within 'SEN support'. If the need is greater, an Educational Health Care plan (EHCP) will be requested.

### **1.1 Communication and interaction**

Children with difficulties with speech, language and communication are supported in a wide variety of ways. We use Communicate in Print, which give us a system of signs and symbols that support the children's understanding of spoken language and some sign language is used for children who need it. We work closely with NHS Speech and Language therapists in identifying and putting the right provision in for individual children.

Children on the Autism Spectrum may need a more finely tailored approach. For these children individual timetables will be devised to ensure they have the support they need, where they need it. For some, this may mean working outside the classroom, in a quiet area for part of the day, for other alternative provision at unstructured times such as playtime or lunchtime. It may also require more specific tailoring of tasks to suit the specific learning needs of the child. Additional adult support may be needed. These programmes will be devised based on recommendations and care plans from services such as Speech and Language Therapy, Occupational Therapy and the Autism and Communication Service.

### **1.2 Cognition and learning**

Children with learning difficulties will receive additional support in a variety of ways. Some might need to access additional small group work targeted to their area of need in order to accelerate their learning, others may need more specific work on an individual basis to improve their skills. Adult support may be received in the classroom setting or in a quiet area to allow more focussed work to be carried out. Class work will always be carefully differentiated in order to suit the full learning needs of the children within the class.

### **1.3 Social, Emotional and Mental Health**

Children with social or emotional difficulties can access support from our ELSA (Emotional Literacy Support Assistant) or take part in our 'Nurture groups' where the children cook, carry out art and construction activities or work outside in the Forest Area. These activities can be carried out in small groups or individually and aim to support children in developing their social skills, understanding and managing their emotions positively, discussing their needs with adults, resolving conflicts and developing friendships. The children and their families can also access support from our Parent and Family Support Advisor (PFSA). This support outside of the classroom has strong links to the support in the classroom where the teachers are able to develop plans alongside the ELSA, PFSA and the SENDCO to ensure the children have an appropriate level of support throughout the day.

At Parkfield we have a positive approach to behaviour management with a clear behaviour policy that is followed by all staff and pupils. We are an inclusive school and make every effort to include all pupils in learning sessions within their class where possible. We also take every opportunity to include pupils socially at break and lunch times.

Serious incidents are recorded on an 'ABCC' or 'STARR' chart to enable patterns of behaviour to be monitored. This allows staff to put in place appropriate interventions to decrease the chances of the behaviour reoccurring. Positive handling plans are created if a child needs support with their behaviour and members of the senior leadership team are 'Team Teach' trained if this support is required.

The attendance of every child is monitored on a regular basis by the Attendance officer and lateness and absences are recorded and reported to the Head Teacher and Inclusion leader.

### **1.4 Sensory and/or physical needs**

Parkfield is on one level, so wheelchair users and children with physical impairments can be confident in accessing most areas of the school. From the playground there is a single step into classrooms and so wheel chair users would need to access the classes from the entrance of the school. The Foundation classes are in portable classrooms which have steps leading up to them, making access difficult.

We have disabled toilets and a motorized changing bed located at the front of the school. Children with medical conditions are supported through health care plans. Staff training is put in place to ensure they are aware of specific conditions and what actions are needed in different circumstances.

We work closely with the hearing impairment support service to ensure that hearing impaired children are fully included in all aspects of the curriculum.

Staff work closely with Occupational Therapists from the NHS to support children with sensory processing difficulties. Care plans from the NHS are followed and potential sensory triggers in an environment are reduced as much as possible.

As of September 2024, we have 51 children or young people receiving some form of SEND Support.

We have internal processes for monitoring quality of provision and assessment of need. These include regular reviews of plans in place and the impact they are having on the progress of the children.

Class teachers review their provision regularly and meet with the SENDCO to review provision at least termly. If there are specific concerns about a child this will take place more regularly.

The SENDCO will monitor the quality of the provision termly. To do this the provision and interventions will be analysed by looking at the impact they have had. Both quantitative and where appropriate qualitative data will be looked at to make these judgements.

Following this provision monitoring, discussions will be held with the class teachers to fully establish the needs within the class and the impact of the provision. Decisions will then be made about the needs of the children across the school. The decisions are made between the SENDCO and class teachers about the provision and interventions that will be put in place for the following term. Resources may then be moved according to need and plans put in place.

## Education Health Care Plans (EHCP):

The Parents or the school can request that the Local Authority carry out a statutory assessment of a child's needs. After a request has been submitted, the Local Authority will decide if they think the child's needs seem complex enough to need an Education Health care plan (EHCP). If they agree, they will ask parents and all professionals involved with the child to write a report outlining the child's needs. An EHCP is the developed detailing short and long term targets/outcomes for the child. This plan is then reviewed yearly. An EHCP can lead to higher needs funding being linked to a child to support the school in providing the support required to enable the child to make progress in a safe environment.

## External Advisors:

All referrals to external support advisors are completed with parental knowledge and consent. To enable a referral to take place, an Early Help Assessment needs to be carried out with the family and submitted, or a discussion occurs with the Inclusion Support helpline. We refer to a range of services for advice, resources or training. A full list of our external partners who we work with can be found in the Local Offer (section E). Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach. This enables us to hold our partners and ourselves to account. We believe this has benefited our children/young people and their families in the following ways:

- Clear, achievable goals have made it easy for the children and their families to understand what they are working towards and to feel a sense of success when achieved.
- The clear, achievable goals have made progress clear for the children and their families.
- It is clear to the children and families who will be supporting the children with their goals (both in school and external support).

These external advisors may come in and meet with school staff, parents and work with children or provide training. Visits to individual children will result in written reports being published outlining strengths and areas to develop as well as practical advice for supporting in school and at home. If you need any clarification on any points raised in the reports, you can make an appointment to meet the SENDCO and discuss it.

## Consulting with children, young people and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
Termly SEND Parent Meetings for all children who have an EHCP (if required/requested by parent).	SENDCO, Class teachers, parents and where appropriate children	Termly
Half termly SEND Parent Meetings for all children receiving SEND support provision. (Parents book a half termly meeting with their class teacher where provision is discussed. If they wish, parents can then book an appointment to see the SENDCO to discuss the provision further)	Class teachers, parents, SENDCO and where appropriate children)	Half Termly

Annual reviews, Early Help Assessments, TAC/TAS (Team Around Child or Team Around the School) meetings, Pastoral Support Programmes, EHC plan meetings,	SENDCO, Class Teachers, Parents, children where appropriate and outside professionals	Need dependent.
Consultation Meetings when new documents have been produced, such as the SEND policy, accessibility plan etc	SENDCO, parents	As needed

Children are at the heart of everything we do at Parkfield. They have a strong voice in sharing their opinions about the provision they receive on a day to day basis, but their opinions and thoughts are also sought prior to SEND Support Reviews and termly review meetings. In Upper KS2, where appropriate, your child may be invited to attend part of the meeting to share their ideas in person. Where this is not appropriate and for younger children, they will be asked their views before this and they will be explained by the SENDCO and the class teacher during the meeting. This is to avoid these children feeling overwhelmed.

### **Administration of medicine and personal care:**

Parkfield have a policy regarding the administration and management of medicine which can be found on the school website or a paper copy can be requested at the school office. Parents need to contact the school office if medication needs to be taken during the school day and the appropriate forms need to be completed. These can be obtained from the school office. 'Individual Health plans' or 'Intimate care plans' are developed if they are required and appropriate training is put in place.

### **Staff development**

We have highly trained and skilled staff. All teachers are seen as teachers of SEND and staff meetings are used to ensure whole staff awareness of specific needs. This training may be delivered by the SENDCO or external advisors. Training is continuously rolled out to ensure all skills and knowledge are fresh and up to date.

Where children have highly individualised needs additional training is delivered to ensure staff are aware of the difficulties they may experience. We work closely with a range of external agencies who make recommendations for the provision and support for individual pupils. These include the NHS services, speech and language, occupational therapy, physio therapy and school nurses as well as education based advisors from hearing support, visual support, Autism and Communication, Access to Learning and Educational Psychologists.

We have the following expertise at Parkfield:

<b>Initials of person</b>	<b>Area of expertise and level</b>
Whole school training	-SEMH (Resilience) Staff meeting -Core standards staff meeting -Safeguarding training -FGM training -ADHD training
Teaching staff	-Somerset Wellbeing Framework course -Team Teach Training -Bar model training (maths)
Support staff training	-Fortnightly LSA meetings to discuss day to day issues and ensure consistency across the school -ILI refresher

	<ul style="list-style-type: none"><li>-ILI course</li><li>-Intimate care training</li><li>-Sensory Support training</li><li>-Autism Awareness Training</li><li>-EYFS developing assessment training</li><li>-Outdoor learning training</li><li>-Team teach training</li><li>-ADHD cascaded training</li></ul>
--	---

### **Staff deployment**

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age. They are deployed according to their previous experience, training and expertise and will either work with individual children with high needs or with individuals or groups of children needing additional provision and/or interventions. They work closely with the class teachers to ensure that any work done with them is transferred back to their work in the classroom.

### **Evaluating Effectiveness**

The effectiveness of our SEND support is continuously and rigorously monitored through Governor reports and discussions, lesson observations, work scrutiny and where needed pupil progress meetings. Discussions with children happen throughout the year to ascertain their views, and every child is involved in assessing their learning and progress in every session. We also track focus pupils to get a full picture of their experiences in school from their viewpoint.

### **School Partnerships and Transitions**

To ensure children starting and leaving Parkfield have successful transitions the following procedures are implemented.

- Children with identified SEND will have a School Entry Planning (SEP) Meeting, which pre-school and school staff will attend, along with parents and other professionals involved in their case. This outlined the strengths and needs of the pupils and outlined a plan to support their successful integration to school.
  
- Children have multiple sessions where they can visit Parkfield throughout the Summer term and if extra transitions are needed these are put in place during the SEP meeting. Home visits and Pre-school visits are also carried out during the Summer term. Resources to support the children, such as photographs and transitional objects are provided to support the child over the Summer holidays if this is required.
  
- Children moving from Year 6 to secondary school are supported through additional visits to the receiving secondary school where necessary. Close contact is maintained with each secondary to ensure all children are known to the secondary before starting, allowing the schools to put appropriate provision in place prior to September. SEND support reviews for children who need one are held after the secondary school places have been allocated and the secondary school are invited to attend.

### **Children in Care:**

Children with a SEND and in care will be provided with the appropriate support needed. The carers are accorded the same rights and responsibilities as parents.

## **Reporting to Governors**

The Governing Body endeavours to follow the guidelines as laid down in the SEND Code of Practice to:

- use their best endeavours to make sure that a child with SEND gets the support they need – this means doing everything they can to meet children and young people's Special Educational Needs and Disabilities
- ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND
- designate a teacher to be responsible for co-ordinating SEN provision – the SEND co-ordinator, or SENDCO.
- inform parents/carers when they are making special educational provision for a child
- prepare an SEND information report and arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time

The SEND governor and the SENDCo met 3 times per year to discuss SEND in the school and every term a report to Governors is created which details what has been happening in the school throughout the term and what the next steps for SEND will be in the following term.

An annual report to Governors detailing an overview of SEND throughout the year along with key data is created. This is discussed in detail during the Full Governors meeting.

## **Complaints**

Our complaints procedure is:

If a parent or carer has any concerns or feedback regarding the care or welfare of their child they should first speak to their child's class teacher. They may also ask to speak to the SENDCO or a member of the SLT if needed.

Please refer to the schools Parental Complaints Policy.

This year we have had 0 complaints through the official complaints procedure.

## **Challenges this year**

Challenges for our school this year have included budgeting. With continuing increases in the number of high needs children attending Parkfield there have been challenges in terms of ensuring the needs of these children can be met through the school budget for SEND and the small amount of top up funding they receive from the local authority. We intend to address this through continuing to seek guidance from external professionals around the needs of these children in order to ensure they are supported within the budget the school has available.

## **Further development**

Our strategic plans for developing and enhancing SEND provision in our school next year include:

- Further developing the use of Communication in Print throughout KS1 and KS2.
- Further developing the schools provision for children with Social Emotional needs

- Further developing individual teacher and LSA expertise linking to the specific needs of specific children.

In preparing this report we have included staff, parents and children and young people through:

- Gathering the views of teachers and LSAs at meetings.
- Inviting parents to read reports and discuss key issues.
- Giving copies of reports to parents for feedback.

**Relevant school policies underpinning this SEND Information Report include:**

- SEND Policy
- Accessibility Plan
- Medical Policy
- Safeguarding Policy

**Legislative Acts taken into account when compiling this report include:**

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

Somerset Local Authority's Local Offer can be found on the following website:

[www.somerset.gov.uk/localoffer](http://www.somerset.gov.uk/localoffer)<http://www.somersetchoices.org.uk/family/>

Parents/carers are encouraged to seek help and advice from Independent Information Advice and Support services (listed below). These are able to provide impartial and independent advice, support and information on special educational needs and disabilities.

<http://www.somersetpcf.org.uk/default.aspx> Somerset Parent Carers forum

<http://www.somersetsend.org.uk/welcome/> SENDIAS

<http://www.somerset.gov.uk/organisation/departments/disabled-children-and-young-peoples-service/> Short Breaks Information