



Central Region  
Schools Trust

*Founded by the RSA*



# Special Educational Needs and Disabilities (SEND) Information Report

**How we support children with SEND**

**October 2022**



**Welcome to our SEND Information report.**

**This report can be looked through page by page or you can use the 'quick links' to find answers to a specific question.**

**There are website links embedded throughout this document for your ease.**

# Who's Who?

**At Sutton Park Primary School, we have a strong team of people to support the needs of children with Special Educational Needs and disabilities:**



**Angela Crawley**  
**Executive Principal**



**Lorna Weatherby**  
**Head of School**



**Dean Salisbury**  
**Vice Principal**



**Danielle Duignan**  
**SENDCo**

# Areas of Special Educational Needs

The needs of a child with SEND will fall under one or more of these four areas, as outlined in [The SEND Code of Practice: 0-25 years](#) (DfE, January 2015):

## Communication and Interaction

- Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others either because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.
- Sutton Park Primary provides 10 places for pupils within its Language Unit. These places are for pupils identified as having specific language impairment. They have the potential to access mainstream education but without the provision would struggle to make the expected progress. The aim of the provision is to return pupils to a mainstream class once they have acquired the skills to be successful. Entrance to a Language Unit is via a placement panel. There is no entry into any of the language units by direct application to the school.

## Cognition and Learning

- This area of needs includes children with Autism Spectrum Condition (ASC) and those with Speech, Language and Communication Needs (SLCN).
- Children and young people with these difficulties may learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs.
- Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
- The majority of children/young people will have their needs met in a mainstream school within resources ordinarily available, but in a minority of cases an educational establishment may need to make a request for an EHC needs assessment.

## Social, Emotional and Mental Health difficulties

- This includes any pupils who have an emotional, social or mental health needs that is impacting on their ability to learn.
- Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying distressed or disruptive or behaviours.
- These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit hyperactive disorder (ADHD) or attachment disorder.

## Sensory and/or Physical needs

- Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided.
- Some with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.
- Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

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# What should I do if I think my child has Special Educational Needs?

The first point of contact should be your child's class teacher.

Each class teacher is responsible for:

Adapting and refining the curriculum to respond to the strengths and needs of all pupils.

Checking on the progress of your child and identifying, planning and delivering any additional support.

Ensuring that parents are involved in supporting their child's learning and progress and kept informed about the range and level of support offered to their child.

Implementing the school's SEND policy.

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# How does the school know if a child needs extra help?

At Sutton Park, pupil progress is regularly and systematically monitored by class teachers, subject leaders and senior leaders. Progress meetings are termly, following assessments to monitor the progress of all pupils and identify any additional needs. If a child transfers from a previous school or nursery, we use any transition information passed on by them. In addition, class teachers continually monitor pupil progress through ongoing daily observations and assessments.

Teacher's will use strategies and specific interventions to support children in these cases and if still concerned, they complete a Cause for Concern form (see Inclusion and SEND Policy Appendix 4) and raise these concerns with the SENDCo at the earliest opportunity. A referral can also come to a class teacher through a parent or the pupil themselves. Extra provision is put in place and the pupil's progress is monitored.

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# How will both school and I know how my child is doing?

In addition to pupil progress meetings every term, any extra provision is monitored and reviewed after 6 weeks and further intervention is planned as appropriate. This process is known as the graduated approach (Assess Plan Do Review).

Teachers in Nursery and Reception use Tapestry and from Year 1 to 6 each pupil has a 'Home School Diary' which can be used daily to note down progress as well as reading or times table or spelling scores.

We hold Parent Consultation Evenings twice a year, where parents and carers can discuss their child's progress with the class teacher and we share what can be done by families at home to support the learning at school. This is reinforced by home learning and termly updates on each classes learning, which we share through newsletters and the school website

**An Annual Report goes home at the end of the summer term with details of each pupil's progress, attainment and next steps.**

If a pupil needs additional help, parents and carers will initially be approached by the class teacher about any concerns and will be informed if extra support in school is needed in the form of individual or group interventions. Teachers will also give advice on how to help at home. Parents are welcome to arrange to meet with the SENDCo for further advice. This is done by phoning the school office.

If we feel we need advice or support from other professionals e.g. Speech and Language Therapists (SaLT), Educational Psychologist (EP) or Community Paediatrician, the class teacher or SENDCo will contact parents to discuss this and seek parental consent. When outside professionals have been involved in supporting the class teacher to meet the needs of any child, meetings are arranged to give parents the opportunity to discuss the findings of observations and assessments.

For children who have an Education Health and Care Plan we hold an Annual Review to which external specialists are invited to discuss the pupil's progress with the parents or carers and future targets are set.

Should more regular contact be required, teachers are happy to make suitable arrangements to ensure this is put in place. For some pupils, a home-school communication book is used to keep parents informed.

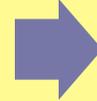
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# How will school help me support my child's learning?

If your child is on the SEND register and has specialised interventions, they will have an Individual Provision Map (IPM)



The IPM has clear targets set by class teachers based on their knowledge of the children and any external agency advice.



IPMs will be sent home each term so you can see what targets your child will be working on.



At the end of each term, targets will be assessed and a copy of their progress will be sent to you.

Weekly home learning is sent to all children via SeeSaw to support children to build on the skills they have been learning in school.



Staff will provide information in Parent Consultations about how you can help with learning at home and suggest activities you can do.

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## How will the curriculum be matched to my child's needs?

All teachers aim to differentiate the learning within the curriculum, remove barriers to learning and ensure that all pupils make progress.

Additional support for pupils can take various forms including:

- short-term specific interventions
- reduced class sizes or small group work
- home-school interventions
- additional support from adults in class to ensure they can meet their targets successfully.

It can also include adaptations made to meet individual needs such as seating arrangements, brain breaks, the use of additional teaching materials and resources such as writing slopes and allowing a pupil extra time to prepare an answer or record their ideas. (See Inclusion and SEND Policy Appendix 2).

The range of support deployed will be tailored to individual need following thorough assessment. It is designed to promote pupils becoming independent and resilient learners and should not be seen in isolation.

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## How are the school's resources allocated and matched to children's special educational needs?

The school receives a set amount of funding to provide support for pupils with additional needs. We use this funding in the best possible way to meet the children's individual needs – this may involve the purchasing of resources or for additional staffing.

Our finances are monitored regularly and we use resources to support the whole school aims as well as individual pupil needs. We seek to ensure value for money, so interventions are costed and evaluated.

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# How will the school decide the type of support my child will receive?

All children are provided with Quality First Teaching (QFT). Teachers will use their knowledge of the child to determine the most appropriate level of support:

## Wave 1: For all learners.

- Quality first teaching (QFT), matched to need.
- Scaffolded learning opportunities to make the curriculum accessible.
- Appropriate pre-teaching and incidental interventions to close learning gaps and prepare children for new learning.
- High quality and appropriate resources to meet the learning need.
- Partnerships with parents to support learning at home and school.



## Wave 2: for some learners, whose needs cannot wholly be met by QFT alone.

- Individualised intervention programmes.
- Involvement of external agencies and professionals as appropriate.
- Increased access to ICT e.g. laptops.



## Wave 3: For a few learners where specialised provision is needed.

(In addition to Wave 1 and Wave 2)

- Significant adaptations to the curriculum.
- Additional adult support available in the classroom for 1:1 or small group work.
- Specialist alternative provisions employed as needed.

Differentiation is embedded in our curriculum and practice. Each teacher plans and evaluates their curriculum and decides how best to meet the needs of all pupils. Teachers follow a list of learning environment non-negotiables which include display prompts and seating arrangements to ensure all children's needs are catered for (see Sutton Park Inclusion and SEND Policy Appendix 1)

All our teachers are clear on the expectations of classroom provision and this is monitored regularly by the leadership team through classroom observations. Best practice is shared across the school. Assessment of pupils' learning is used to inform ongoing provision.

Some children and young people may not make expected progress, despite these efforts to identify, assess and meet the special educational need. In these cases, schools or parents may consider requesting an Education Health and Care needs assessment to determine if they should have an Education, Health and Care Plan (EHCP). This assessment involves a process of gathering information from the relevant people or agencies, including the views, interests and aspirations of the parents and child or young person. It will help to determine whether the education authority needs to make additional provision through an EHCP for children and young people with the most complex needs, from birth up to the age 25. Most children and young people with Special Educational Needs and Disabilities (SEND) will have their needs met in the mainstream school.

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# How does the school judge whether the support has had an impact?

The impact of interventions is monitored through regular meetings between teachers and achievement assistants and the tracking of pupil progress.

Children who are in receipt of an EHCP, have a placement in the language unit, or access specialised interventions will have an Individual Provision Map. Interventions and targets are evaluated, reviewed and re-adjusted where appropriate and these interventions are rated according to their success and tracked accordingly. Parents will be informed of their child's progress against their targets each term.

The SENDCo and senior leadership team monitor the quality of provision as well as the impact against expected rates of progress.

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# How will my child be included in activities outside the classroom including school trips?

Our Inclusion and SEND Policy and our [Vision and Values](#) promote the involvement of all our learners in all aspects of the curriculum including activities outside the classroom.

Where there are concerns for safety and access, further thought and preparation is considered. Where applicable, parents and carers are consulted and involved in planning.

Risk assessments are conducted for all school trips and visits. The needs of vulnerable pupils, such as those with SEND, are considered as part of the process and appropriate arrangements made.

All children are encouraged to participate in after-school clubs, [wrap around care](#) and breakfast club.

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## What support will there be for my child's overall well-being?

All our staff are regularly trained to provide a high standard of pastoral support through [the Thrive approach](#). The Thrive approach provides 'a powerful way of working with children and young people that supports optimal social and emotional development.' Five members of staff have completed the full Thrive training programme and are licensed practitioners.

All staff have first aid training and are trained in the use of epi-pens. For children with more serious medical needs, we have individual care plans and relevant staff are trained to support specific medical needs.

Our Behaviour Policy, which includes self-esteem, relationships and anti-bullying, is reviewed regularly. It contains guidance on expectations, rewards and sanctions.

We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence. If a pupil is absent due to long-term illness, arrangements will be made to support their education at home.

Achievement is celebrated with regular Celebration Assemblies and certificates for achievement and effort, and demonstrating the values promoted by the school.



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## What training have the staff supporting SEND had or what are they having?

We have an experienced teaching staff with a wide range of skills, including achievement assistants who have taught a variety of intervention programmes for many years. The school constantly reviews training needs and provides opportunities for staff to update and refresh their knowledge and practice in line with the School Development Plan. Staff attend training courses as part of their Continuing Professional Development (CPD) as well as regular, weekly staff meetings. Training is also provided in house by subject leaders or by staff who have attended training courses outside school and by visiting trainers.

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# How accessible is the school both indoors and outdoors?

We consider our environment to be fully accessible to all pupils. We have wheelchair access, including a lift and disabled toilet facilities.

We are vigilant about making reasonable adjustments, where possible and continually review the needs of children. We have Personal Emergency Evacuation plans in place for any pupils who need them and extra evacuation practices take place for these pupils and their classes.

Please see the school's [Accessibility Plan](#) which can be found on the school website.

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# How are parents involved in the school?

## How can I get involved?

Sutton Park is a welcoming and supportive school which works closely with parents and families within the community to ensure strong, positive links.

We often run family learning days where parents can come and join in with activities alongside their children as part of whole school projects.

The PTA, [Friends of Sutton Park](#), are always keen for the participation and support from others. Each class has a parent link, which is displayed on classroom doors – you can contact them if you wish to be involved in wider school life.

We also run a Community Café on Thursday afternoons in the school hall. It is an open forum and offers support, advice and lots of tea and biscuits! Contact the school office to enquire further.

Miss Crawley hosts Parent Forum meetings where parents have the opportunity to have an input into elements of school life as well as being able to voice any questions they may have. Previous minutes can be found [here](#).

Regular communication is sent to parents by ParentMail, via newsletters or on the school website.

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# How do children contribute their views about their support and who can help them?

When a pupil is included in an intervention programme, either individually or in a small group, the objective of that intervention is explained to them alongside the steps they need to take to make progress. They may also be given tasks to complete at home to support this progress. If a pupil requires a Pupil Passport to identify needs in class, they are involved in the creation and review of this.

A Pupil Passport is a one-page document that makes all teachers and school staff aware of the pupil's individual needs and provision. It lists their interests, strengths, areas of difficulty and what strategies support them, such as being given extra time to complete tasks.

Where appropriate, according to age, maturity or understanding, pupils are included in review meetings. This can be in the form of a pupil comment sheet or attending part of the meeting in person. Pupils are also selected from time-to-time to take part in 'pupil voice' interviews where they have the opportunity to share their thoughts about their progress and difficulties, as well as what can help them do their best at school.

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# What specialist services are available or can be accessed by the school?

Children are referred to the Speech and Language service through termly meetings with the school's speech therapist. Parents can also access this service themselves through their GP. Class Teachers or the SENDCo will discuss any new referrals with parents prior to these meetings and ensure they have parents' permission.

The school also has a service agreement with Chadsgrove Teaching School Alliance for advice and support from their team of Learning Support teachers. Parents' permission will be sought before a pupil is referred to this service and after an assessment has been completed, parents are invited to meet to discuss the outcome and any reports.

We are always keen to help parents access support and provision outside school. We pass on the contact details of voluntary organisations we feel may be appropriate such as Autism West Midlands and have a range of information leaflets available for parents covering areas such as dyslexia, ASD and ADHD. We are happy to provide letters for parents wishing to access medical support from their GP or paediatrician where this affects a child in school.

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# How will the school prepare and support my child when transferring classes or schools?

Within school, teachers meet for 'handover' sessions to ensure that receiving teachers are aware of individual needs, targets and any additional support required.

We have good relationships with the local secondary schools that the children move onto and meet with the Year 7 teachers, head of year and SENDCo to pass on any information about the pupils who will be joining their school. Children visit the secondary schools and extra visits are planned if necessary to ensure transition is as smooth as possible. All children have sessions to prepare them for the changes they should expect moving from primary to secondary, including discussions to answer any concerns.

All children in Nursery to Year 5 also spend time in July preparing for their move to a new classroom in September.

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# Who can I contact for further information or to complain about SEND issues?

Before making a complaint, talk to the school's SENDCo, Miss Duignan to try and find a solution. You can also ask to speak to Miss Crawley, Executive Head, or Mrs Weatherby, Head of School.

The complaints policy as well as complaints form can be found on the school website under ['Policies'](#).

If you have a complaint about SEND provision, Worcestershire Local Authority provide guidance [here](#) on the procedure to follow.

You can find out more about complaints procedures in the [SEND Code of Practice](#) sections 11.2 and 11.67 to 11.111.

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## What is the local offer?



## The Local Offer

The Local Offer provides information about provision families can expect to be available across education, health and social care for children and young people who have Special Educational Need (SEN) or are disabled, including those who do not have Education, Health and Care (EHC) plans. You can find out about resources, services, support, activities and events [here](#).

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# School Contact details:

Telephone: 01562 67742

Useful Email addresses:

School office: [office@suttonpark.worcs.sch.uk](mailto:office@suttonpark.worcs.sch.uk)

Angela Crawley - Executive Principal:  
[acrawley@suttonpark.worcs.sch.uk](mailto:acrawley@suttonpark.worcs.sch.uk)

Lorna Weatherby -Head of School:  
[lweatherby@suttonpark.worcs.sch.uk](mailto:lweatherby@suttonpark.worcs.sch.uk)

Dean Salisbury - Vice Principal:  
[dsalisbury@suttonpark.worcs.sch.uk](mailto:dsalisbury@suttonpark.worcs.sch.uk)

Danielle Duignan - SENDCo:  
[dduignan@suttonpark.worcs.sch.uk](mailto:dduignan@suttonpark.worcs.sch.uk)

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# What other support services can help me?

- **SENDIASS** (SEND Information, Advice and Support Service)

They have a dedicated team of advisors offering legally-based and easily accessible information and advice about special educational needs and disabilities (SEND). They support parents, carers, children and young people with SEND and the service is free, impartial and confidential.

Office opening hours are Monday to Friday from 8.30am to 4.00pm

**Telephone:** [01905 768153](tel:01905768153)

**Email:** [sendiass@worcestershire.gov.uk](mailto:sendiass@worcestershire.gov.uk)

- If you have any questions about Education, Health and Care Plans you can contact Worcestershire County Council's SEND Services: Call the helpline: **[01905 845579](tel:01905845579)**

**Email:** [sen@worcschildrenfirst.org.uk](mailto:sen@worcschildrenfirst.org.uk)

- **Families in Partnership** - Worcestershire's parent/carer forum.

They are an independent group of parent carers of SEND children who work alongside Worcestershire County Council, education, health and other providers to make sure the services they deliver meet the needs of children and young people with special educational needs and disabilities in the county.

**Email:** [adminfip@carersworcs.org.uk](mailto:adminfip@carersworcs.org.uk)

**Facebook:** [@familiesinpartnershipworcestershire](https://www.facebook.com/familiesinpartnershipworcestershire)

**Twitter:** [@FiPWorcs](https://twitter.com/FiPWorcs)

**Helpline:** 0300 012 4272 (Worcestershire Association of Carers)

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