



Sutton Park Primary School

SEND Information.

SENCO: Miss Jade Clark

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Governor with responsibility for SEND: Emma Grantley

Sutton Park Primary School currently supports children with a diverse range of special educational needs and disabilities. The school has experience of supporting children from all 4 broad areas of SEN outlined in the Code of Practice, and will endeavour to meet the needs of all children, and provide a broad and balanced curriculum for its pupils within an inclusive environment.

The four areas of need defined in the code of Practice are:

1. Communication and Interaction, including speech, language and communication needs and autism spectrum disorder.
2. Cognition and Learning, including severe learning difficulties, specific learning difficulties, and profound and multiple learning difficulties.
3. Social, emotional and mental health, including issues rooted in mental health and attention deficit hyperactivity disorder.
4. Sensory and/or physical difficulties, including hearing impairment, visual impairment and multi-sensory impairment.

<p>How does Sutton Park Primary School identify and assess children with special educational needs and disabilities?</p>	<ul style="list-style-type: none"> • Any information regarding difficulties a child is having will be passed on from previous settings/schools/nurseries and at transition meetings so that support can be provided as soon as possible. • On entry to school the children are assessed by the staff in EYFS to establish a child's baseline, a starting point of attainment. • From this their progress will be tracked using school assessment and tracking systems. • Concerns about a child's development or progress may be raised at any time by parents and/or class teachers. • High quality first teaching and differentiation for individual pupils is the first step in meeting a child's special educational needs within school. • Targeted support and intervention, where the impact is measured on a timely basis, may also be utilised to support the child. • If these approaches are not providing the anticipated progress in one, or many areas of learning it is then appropriate to consider the possibility that the child may have special educational needs. • Sutton Park Primary adopts a graduated approach to SEN children.
<p>How does Sutton Park Primary School arrange a child's transition between phases and schools?</p>	<ul style="list-style-type: none"> • If a child has additional or complex needs we will arrange additional transition time to the new settings or classes to allow the pupils to familiarise themselves with the environment. • Pupils new to the school can have additional transition days, and a slow build up to session times within Foundation 1. • Pupils new to Foundation 1 and 2 can request a home visit, and will be invited to an induction evening to meet the staff and discuss any concerns. • Staff meeting items during the summer term will specifically focus on transition, and on discussion between staff prior to meeting the pupils. • The children will remain part of the schools 2 day 'moving up visits' within Sutton Park Primary Academy, and will be given the necessary support to do so. • Specific SEN approaches to transition that may be used for your child are: extra visits, new staff coming to meet children within the setting, taking photographs of area and staff to bring home and share over the summer, one page profiles completed by the SENCo and relevant staff to ensure new classroom teachers understand what helps the pupil to learn.

	<ul style="list-style-type: none"> • When transitioning to secondary school children with complex needs may have a bespoke package of transition. • Pupils may have additional transition visits and school meetings for parents, secondary school transition for all vulnerable pupils is carefully planned with the receiving school.
<p>How is the decision made about the type of provision and extra support my child will receive?</p>	<ul style="list-style-type: none"> • Extra support given to a child or group of children will be decided by the Class teacher, SENCo, parents and carers, and any other agencies who work with the child. • The majority of pupils with SEND will follow the Curriculum in full, and will require the work to be differentiated by their teacher to meet their individual needs. • Each year group has intervention groups which are specific objective focused to individuals and small groups. This extra support is provided in addition to Wave 1 first quality teaching. • In some cases a child may also have access to external agencies for support and guidance, and to offer staff recommendations to progress your child's learning and development. Examples of these agencies are Speech and Language Therapy Services, and Educational Psychologist, Children and Adult Mental Health Services, IPASS, and Northcott Outreach Services.
<p>How will I be consulted about my child's progress?</p>	<ul style="list-style-type: none"> • Informal consultation between parent/carers and the class teacher can be arranged at any time outside of teaching hours, and is the first point of contact if either party has concerns. • Termly parent consultation meetings take place, which gives the opportunity to discuss how your child is doing. If your child has an Individual Additional Needs Plan, this can be discussed and shared as part of this meeting. • End of year reports will also outline how your child has progressed and celebrate their achievements. • If teacher/parent carer liaison is still not supporting the child to make progress meetings with parents/class teachers and the SENCo. • External agency meetings and Multi Agency meetings will be arranged where appropriate. • If your child has an EHC Plan there will be an annual review of progress and provision and all relevant agencies alongside parents/carers will be requested to attend.
<p>How do we support children at Sutton Park Primary Academy with social, emotional and mental health difficulties</p>	<ul style="list-style-type: none"> • Sutton Park has an Emotional Wellbeing Team who support all children who have barriers to their learning. • The team have weekly meetings and support pupils by: <ul style="list-style-type: none"> - Supporting and improving their emotional and social development. - Supporting their learning needs.

with SEN?	<ul style="list-style-type: none"> - Listening to the voice of the child - Supporting them to gain 'readiness to learn.' - Providing intervention groups and 1:1 work to enhance the child's development. - Checking in with high needs pupils daily, and allowing them an open door policy. - The school operates a restorative practise approach.
How are children with SEND needs enabled to engage with activities with pupils who are not SEND?	<ul style="list-style-type: none"> • We are an inclusive school, all activities, including the school residential trip are offered to SEND pupils and adjustments are made accordingly. • All children are entitled to a broad and balanced curriculum. • All children, where appropriate, are encouraged to take part in after school and extra-curricular activities. • Risk assessments for children with complex needs will be carried out where necessary.
What training is available to staff to support children and young people with SEND?	<ul style="list-style-type: none"> • The school employs a policy of continuous professional development for all staff within school, this can be both 'in house' training, and also from external specialist expertise.
What are the school's arrangements to manage complaints from parents of children with SEND?	<ul style="list-style-type: none"> • If you are not happy with any aspect of your child's education and learning, you can contact the SENCo, Miss Clark on 825502. The main office will put you through or will leave a message for the SENCo to contact you when not in office. • Where a satisfactory conclusion has not been reached, an appointment can be made to see the Head Teacher, Mrs Tanner. This can be arranged via the school office. • Complaints at this level are thoroughly investigated, and this will involve the head teacher and the chair of governors.
<p>This information will be reviewed September 2019.</p>	



Parent questionnaire

Local offer- Subtitle

Provision by the local authority to meet the needs of children with SEND can be found at:

<http://hull.mylocaloffer.org/s4s/WhereILive/Council?pageId=3018&lockLA=True>

SEN Coffee Mornings- Subtitle

Commencing September we will be running regular coffee mornings; these will be aimed specifically at Special Educational Needs, and we will be hoping to have specialists who can come and provide information. Details of these mornings will be advertised via letter or on the school website, so watch this space!