



Sutton Park Primary School

SEND Information

SENCO: Mrs Rebecca Rounding

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Governor with responsibility for SEND:

Sutton Park Primary School currently supports children with a diverse range of special educational needs and disabilities. The school has vast experience of supporting children from all four broad areas of special educational needs as outlined in the SEND Code of Practice 2014. We will endeavour to meet the needs of each child, providing a broad and balanced curriculum for its pupils within an inclusive environment.

The four broad areas of need defined in the Code of Practice are:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
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>	<p>The legal definition of SEN in the SEND Code of Practice 2014 says that:</p> <p>“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child has a learning difficulty or disability if they;</p> <ul style="list-style-type: none">• Have a significantly greater difficulty in learning than the majority of others of the same age; or• Have a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.” <ul style="list-style-type: none">• Children’s progress is monitored regularly at Sutton Park. If concerns arise relating to a child’s development or progress the class teacher will arrange to meet with parents/carer and together they will decide on next steps. This may include a meeting with the SENDCo (Special Educational Needs Coordinator)• Concerns about a child’s development/progress may be raised at any time by parents and/or class teachers.
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	<ul style="list-style-type: none"> • The situation may be monitored more closely or it may be decided that targeted support and intervention is put in place. • If this additional support/intervention does not provide the anticipated progress in one or more areas of learning we will then consider the possibility that the child may have special educational needs. • Sutton Park Primary adopts a graduated approach to SEND children. Further information about this approach and next steps will be discussed with parents/carers. <p>If a child joins from another setting</p> <ul style="list-style-type: none"> • Information regarding difficulties a child is having will be passed on from the previous setting/school/nursery. A transition meeting will be held so that support can be provided as soon as possible.
<p>How does Sutton Park Primary School arrange a child's transition between phases and schools?</p>	<p>Some children can find change very difficult. Moving to a new class, phase or school can be a very worrying time for both the child and their parents/carers.</p> <ul style="list-style-type: none"> • During the summer term staff will meet to discuss the pupils moving to their class in detail prior to meeting them. • Children will take part in 'moving up days' in the summer term where they have chance to meet their new teacher and explore their new surroundings. <p>For children who need additional support with transition. A variety of approaches may be used. These include:</p> <ul style="list-style-type: none"> • extra visits to the new classroom or to see the teacher • meeting the teacher in a familiar/comfortable environment • one page profiles – 'All About Me' page to share with new staff • transition booklet including photographs of the area/classroom, class teacher, entrance/exit, toilets they will use etc <p>New to Sutton Park Primary School/Leaving Sutton Park:</p> <ul style="list-style-type: none"> • 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. • When transitioning to secondary school children with complex needs may have a bespoke package of transition which will be discussed and designed by the child, their parents/carers, staff from Sutton Park and staff from the secondary school in question.
<p>How is the decision made about the type of provision and extra</p>	<ul style="list-style-type: none"> • A meeting will be arranged with yourselves; your child's class teacher, SENCo and any other agencies who work with the child to decide the extra support that your child will receive.

<p>support my child will receive?</p>	<p>The type of support they receive can vary</p> <ul style="list-style-type: none"> • The majority of pupils with SEND will follow the Curriculum in full. They will require the work to be differentiated by their teacher to enable them to access the learning and achieve success. • Your child may access an intervention group in addition to quality first teaching in the classroom. This can be 1:1 or small group work. • Your 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 (SALT), and Educational Psychologist, Children and Adult Mental Health Services (CAMHS), 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 your child to make progress a meeting with parents/class teacher and the SENCo can be made • 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 invited to attend.
<p>How do we support children at Sutton Park Primary Academy with social, emotional and mental health difficulties with SEN?</p>	<p>Sutton Park has an Emotional Wellbeing Team who supports all children who have barriers to their learning.</p> <p>The team have weekly meetings and support pupils by:</p> <ul style="list-style-type: none"> • Supporting and improving their emotional and social development. • Supporting their learning needs. • 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. <p>The school operates a restorative practise approach.</p>
<p>How are children with SEND needs enabled to engage with activities with pupils who are not SEND?</p>	<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.

	<ul style="list-style-type: none"> • 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, Mrs Rounding on 825502. The main office will put you through or will leave a message for the SENCo asking to call you back. • Where a satisfactory conclusion has not been reached, an appointment can be made to see the Head Teacher, Mrs Lee. 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.
This information will be reviewed September 2021	



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>