

Parley First School
Special Educational Needs and Disability School
Information Report 2021-22

From September 2014 all schools and academies have been required to publish information about their Special Educational Needs and Disability (SEND) provision. In Dorset, this forms part of a Local Offer, which provides information and guidance on services for children and young people, aged 0-25, with SEND. Information regarding education, health, social care, preparing children for adulthood and leisure can be found on this dedicated website;
<https://www.dorsetforyou.gov.uk/local-offer>

The SEND Code of Practice focuses on providing the right support for children and young people from 0 to 25 who have a special educational need and / or disability. This Code of Practice will categorise children in two categories of need. These are SEN support and Education, Health Care Plan – (EHCP). Children at SEN support require intervention from outside agencies such as Speech Therapy and are provided with intervention programmes in school. Children who have an EHCP require a higher level of support and are allocated funding which the school uses to provide resources to support individual children.

Within the Code of Practice, there are four categories of need. Some children will only have one category of need whilst others will have more than one.

The categories are

- Communication and Interaction, including speech and language communication needs and Autism.

- Cognition and Learning including specific learning difficulties and moderate learning difficulties
- Social, Emotional and Mental Health including ADHD
- Sensory and/or Physical including physical disability, blindness or hearing impairment.

What kinds of Special Educational Needs are provided for?

At Parley First School our aim is to improve the lives of all our children and narrow the gap so that the experience of the majority is the experience of all.

We are a first school in the heart of West Parley. We feel passionately about improving the lives of all our children who come from a variety of cultural and social backgrounds. We have a team of dedicated teachers and teaching assistants who plan an exciting curriculum.

At Parley we have high aspirations for all our children including those that are identified as having SEND. We strive to ensure that all our children achieve their best, that they become confident individuals living fulfilling lives. We aim to make sure that our children transition successfully to the next stage of their education.

Currently at our school we are supporting children with physical, social, mental and emotional health needs, communication and interaction and cognition and learning needs.

We are an inclusive school and aim to provide quality first teaching to all our children.

The Pod at Parley

At Parley we have a specialist provision unit – The Pod. This is a facility for 10 children who have Complex Communication Needs. The children in The Pod have access to mainstream lessons as well as facilities in The Pod such as a sensory room,

break out room and large classroom. The staff in The Pod work on a ratio of 2 children to every one adult. Admission to The Pod is through Dorset SEND. If you think your child may meet the criteria to enter The Pod please contact their current school and the SENDCO there will be able to support you through the admission process. Please be aware that children have to meet specific admission criteria, The Pod is over-subscribed and that Parley First School are not able to offer places to children directly. This has to be done through Dorset Council SEND team.

How we identify children with SEND?

Prior to starting school, a child may have already been identified with Special Educational needs or Disability. See our School Information factsheet on our website.

Where a child is known to have SEND, we work closely with parents and supporting agencies to ensure transition into school is as smooth as possible and to plan so that the child settles well into Early Years.

As a school we identify and assess pupils with special educational needs by:

- Talking to parents and if possible the child
- Referrals from parents or carers
- Using information from prior settings such as pre schools
- Formal test results
- Key stage results
- Year one phonic screening
- Teacher observations and data collection analysis
- Assessments of reading, spelling and maths
- Results from outside screening tests such as dyslexia screening or speech therapy assessments

When we are initially concerned that a child is not making expected progress or reaching age related expectations – ARE we will first meet with parents / carers to discuss our findings.

We will then make a plan of actions to support the child in school and parents at home. This may involve putting interventions in school to support learning or referring the children for further testing by the speech therapist, SENSS or the community paediatrician.

We use a graduated response (see below) which allows us to show all that we have tried to help with that child over a period of time. This gives parents and carers a clear vision of what we have put in place to support their child and a timeline to show what will happen if this support does not make the desired impact.

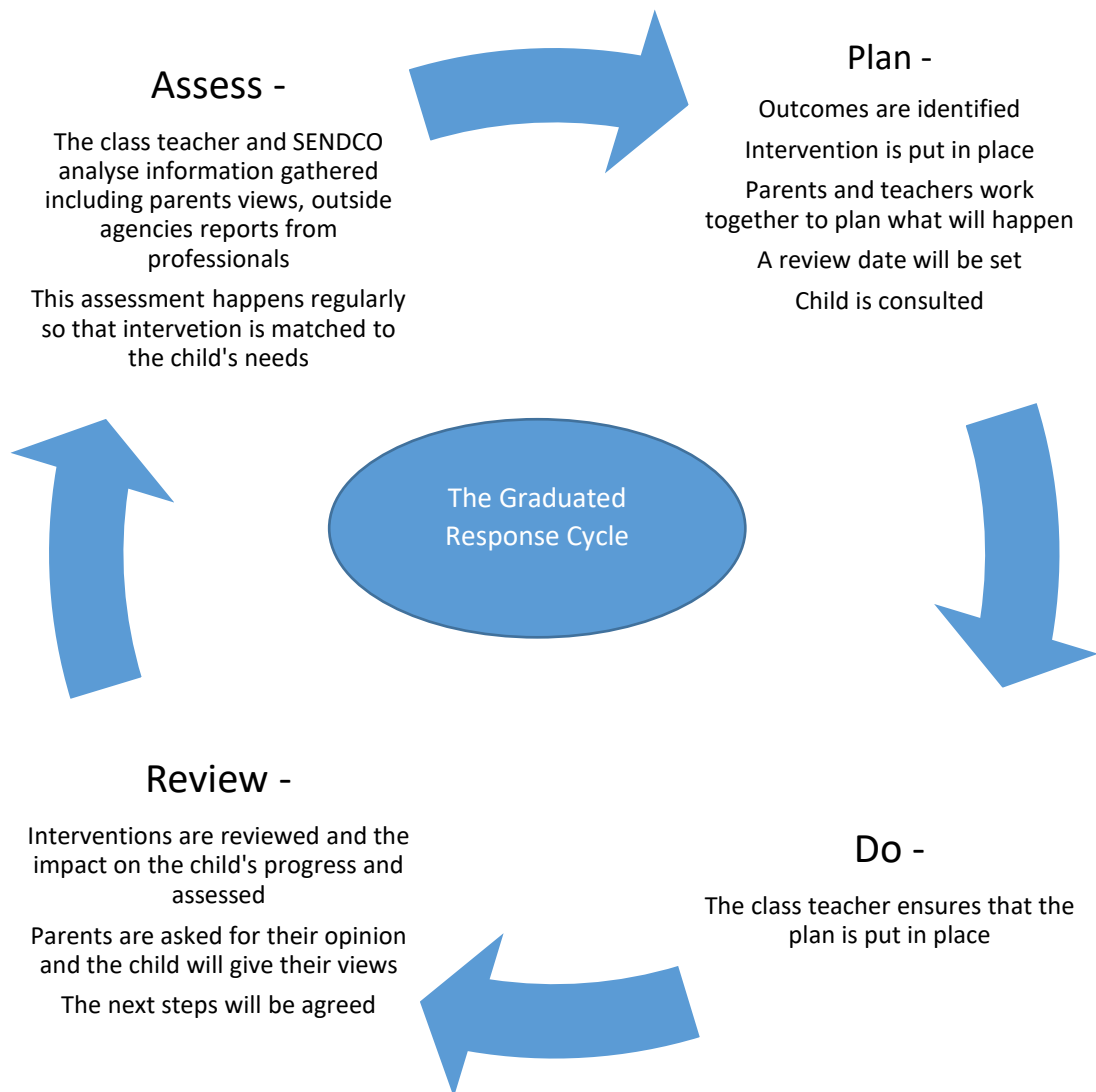
For further information please see our SEND policy on our website

Which outside agencies do we work with?

We work with a number of outside agencies including:

- Educational Psychologists
- Child and Adolescent Mental Health Services – CAMHS
- Specialist teachers – Dorset Council
- Hearing and Vision support services
- School Nurse
- Community Paediatrician
- Behaviour Support service
- Speech and Language Therapy
- Occupational Therapy

Figure 1



How do I contact the SENDCO?

Our school SENDCO is Mrs Claire Aiken. She can be contacted at school by phone or email.

Telephone: 01202 874400

Email: c.aiken@parley.dorset.sch.uk

Mrs Aiken does not work full time but if you email her she will respond on her return to work..

How do we consult with parents / carers who have a child on the SEND register?

Where we have a concern your child's teacher will ask to meet with you privately. Every child's needs are individual and we aim to provide individualised support based on their needs. If there is a need for additional support, your child's class teacher will organise intervention to support their needs. We will let you know when this will take place and keep you updated as to your child's progress.

We use an assess, plan, do, review structure to monitor progress. We are able to adjust the intervention if the impact is not as great as we hoped or if the child has made enough progress.

If your child has been identified as needing additional support from outside agencies such as speech therapy or SENSS we will arrange for this to happen. Sometimes the child will be seen in school and other times you will be required to take your child to an appointment outside of school.

You are very welcome to talk to your child's class teacher at any time by making an appointment to see them. If the problem is not resolved then please contact Mrs Aiken.

If your child has an Education, Health, Care plan – EHCP, there will be an annual progress review meeting arranged with you and your child (if appropriate) involving the class teacher, SENDCO, head teacher and any professionals involved with your child. Your child's progress will be reviewed and further provision will be discussed. This is in addition to the regular and on-going review of support which is undertaken for all children with an EHCP.

How do we involve your child in their education?

The views of all children are very important when support is initiated and reviewed. Class teachers will discuss your child's individual targets with them and involve them in the process. They will be asked about how they feel they are progressing

and what they can do to make more progress. If they have an EHCP, their views are a central part of the review process and incorporated into the annual progress review paperwork completed by the SENDCO.

How do we approach teaching young people with SEND

We have high expectations for all our children. We are an inclusive school and all children are given equal opportunities and access to a stimulating curriculum offering a wide range of activities.

We have supported children with a variety of needs including speech and language difficulties, dyslexia, autism, ADHD and social and emotional needs.

We use a variety of interventions to support children including

- Daily reading
- Catch up work in literacy and numeracy
- Handwriting practise
- Phonics
- Emotional Literacy support – ELSA
- Visual timetables
- Social stories
- Outreach support from Beaucroft School (EHCP children)
- Speech therapy support
- Individualised timetables and curriculum (EHCP children)
- Specific resources such as pencil grips, wobble cushions or writing slopes
- Sensory / fiddle toys

We also have quiet rooms where children can work with a teaching assistant, a fully equipped sensory room, a wonderful field and outside space, climbing equipment to support gross motor development and a specialist teacher with expertise in dyslexia and speech and language.

We have a speech therapist who works part time in school with children and supporting staff to deliver speech therapy programmes.

Our emotional literacy support assistants –ELSA’s support children on an individual basis or as part of a group and cover topics such as friendship, anger, anxiety and self-esteem.

We have a play therapist who supports individual children with emotional needs.

We have Forest School who supports groups of children with outdoor learning building skills in leadership, co operation and understanding of their environment.

How do we evaluate the effectiveness of the provision we make for children or young people with SEND?

Class teachers meet regularly with their teaching assistant and the SENDCO to discuss progress.

The impact of the intervention is measured at the end of a short timescale to ensure they are effective. We carry out assessments regularly so we can see how much progress your child has made.

We use Provision Maps an online tool to track children throughout their time at Parley.

The SENDCO meets regularly with the SEND governor to discuss all areas of SEND within the school. A report is submitted to the governing body.

How might we support your child with transition to the next class within Parley or to their next school?

Towards the end of each school year, class teachers meet to share information about all children before they move to the next year group. We try to make each transition as smooth as possible by giving the children lots of opportunities to meet

their new teacher, see their new classroom and to understand a little about the routines on their new class. For children with SEND, this provision is increased and the new class teacher may take photos of themselves and other staff as well as the classroom, cloakroom, toilet etc so that the child can look at these and is reassured over the summer holiday.

For year 4 children, the SENDCO meets with the local middle schools and a firm transition plan is made. Children will have many opportunities to meet the adults in the receiving school and be involved in the transition process.

Parents will be kept informed about these meetings.

What training do our staff have to work with children who have SEND?

All staff are regularly trained in different aspects of SEND. This can be internal training by the SENDCO or attending courses run by Dorset Council. Recent training has included challenging behaviour, sensory needs, speech and language, autism and supporting children using Clicker. All staff have access to training opportunities and many will use their own time to develop their knowledge of particular children within their class.

We also work closely with Dorset Council's specialist teachers and NHS speech therapy to provide ongoing support for staff who are dealing with more challenging children with SEND so that we provide a consistent and effective response to each individual's needs.

If you are concerned about anything regarding your child – please speak to their class teacher first. Should you wish to discuss your concern further, you should arrange to meet Mrs Aiken. If the issue is still not resolved then please make an appointment to see Mr Bagwell the head teacher. If you still feel that Parley has not responded appropriately to your issue, please contact the chair of governors via the school office to discuss the issue confidentially.

Claire Aiken – SENDCO January 2022

For further information please access the following websites

Information on the Dorset Local Offer

<https://www.dorsetforyou.gov.uk/children/sen-disability/local-offer>

Parley First School SEND policies can be found by following this link

<http://www.parley.dorset.sch.uk/our-school/key-information-1>

SENDIASS

<http://www.dorsetforyou.gov.uk/parent-partnership-service>

SENDIASS is a free, impartial and confidential service who provide information, advice and support to:

- children and young people aged 0-25 with special educational needs (SEN) and/or a disability
- parents and carers of children and young people with SEN and/or a disability

They work with:

- the Local Council
- education and training providers
- the Voluntary sector
- other agencies

They aim for parents and carers, children and young people to play an informed part in:

- planning provision
- agreeing outcomes to meet SEN

SENDIASS Officers are trained in SEN. They will help you:

- to express your views for your assessment or for meetings
- if there's a disagreement
- find other support
- by listening to your concerns and talking about your choices/options

For more information, contact the [SENDIASS Team](#).

Speak to the SENIDASS officer for:

- [Christchurch, Ferndown and Wimborne](#)

Family Partnership Zones

<https://www.dorsetforyou.gov.uk/family-partnership-zones>

Family Partnership Zones offer help to families that are facing problems or are likely to face problems in the future if the issues are not sorted.

They want to make sure we find out about any problems early and help stop them from becoming bigger issues.

The support they offer includes:

- targeted individual support
- access to positive activities
- group work with children and young people
- access to [parent support groups](#)
- help with periods of change in a child's life

Dorset Parent Carer Council

<http://www.dorsetparentcarercouncil.co.uk>

Dorset Parent Carer Council is run by parents for parents and their families.

They work to provide a strong and united voice for families in Dorset aiming to inform all agencies that offer help, advice and benefits to our children and ourselves.

Rose Road Association

<https://www.roseroad.org.uk/>

The Association provides a range of services for young disabled people aged 0 - 25, their parents, families and carers. This includes support completing forms for parents to express their views during the EHCP application process.