



SEND Information Report 2024-2025

*We believe that **ALL** children have the right to achieve their full potential at Park Hill Primary School.*

Question	Response
Do you have children with SEND in your school?	In line with national data on SEND in schools, a proportion of our students have identified SEND needs. 'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.' (SEND Code of Practice: 0-25 years, 2015).
What kinds of SEND do those children have?	Children with SEND in our school have difficulties with communication and interaction, cognition and learning, social, emotional, mental health development and physical and/or sensory difficulties.
How do you know if a pupil has SEND?	We know a pupil has SEND when: • Concerns are raised by parents/carers, teachers or the child. • Limited progress is being made. • There is a change in the pupil's behaviour or progress.
How will I know if my child is receiving SEND support?	• Prior to a child receiving SEND support we will contact you in person, discuss concerns and gain your permission for your child to be placed on the Additional Needs Register. • Each term a review meeting will be arranged to discuss your child's progress, to which you will be invited. • There may be other professionals at the meeting to offer their support and advice. • A record of the meeting will be given to you.
Where can I find information about the school SEND Policy?	• Our SEND Policy, which will give you the information you need about how we make provision for all pupils with SEND, is available on our website: www.parkhillprimaryschool.co.uk • A paper copy can be requested. • If you would like to discuss our SEND provision or find out more, please contact our Inclusion and Additional Needs Leader – Ms Anna Buckeridge



How do you make sure that the SEND support is helping pupils make better progress? How will I know that my child is making progress?	• Each term a SEND review meeting between parents and the school staff will be held to discuss your child's progress. Within this meeting evidence from class work, Pupil Progress Meetings and assessments will be shared. Targets set at the start of a term in the SEND Support Plan will be reviewed and new targets set. In some circumstances this meeting may also be attended by the Inclusion and Additional Needs Leader. A record of this meeting will be given to you. • All information about the review and provisions for the child will be held on the Provision Map software.
How do your teachers help pupils with learning difficulties or disabilities to learn, including what they learn? How can I find out more about what my child is learning at the moment?	• • Teachers have high expectations for all children. • Learning is adapted to your child's needs. • Practical learning is a part of everyday teaching. • Resources are adapted for your child. Progress will be checked regularly during the year. Your child may be involved in an intervention group. • Each week class teachers in all year groups will be adding content to the blogs on the school website. • Curriculum newsletters will be sent out to parents at the beginning of each term.
How have you made the school buildings and site safe and welcoming for pupils with SEND or disabilities?	• • Wheelchair access and disabled toilets are available. • Steps are marked for the visually impaired. • Access to the school building requires a fob so the children are safe. • • Lunchtime activities are supervised. All children regardless of ability or need are celebrated as individuals. A hygiene suite is available with hoist and changing table.
Is there any extra support available to help pupils with SEND with their learning? How will I know if my child is getting extra support?	• • You will be informed if extra support is arranged. Our experienced teachers, higher level teaching assistants or teaching assistants work with small groups, both in the classroom and in intervention groups. • Other professionals from outside agencies may work with your child on a one to one or small group basis. Ms Anna Buckeridge, Mrs Sam Adams (Pastoral Manager) or Miss Georgia Allsopp (Send support) work with targeted children.



What social, before and after school and other activities are available for pupils with SEND? How can my child and I find out about these activities?	A wide range of before and after school activities is available to <u>all</u> children. • Details of all clubs are sent home at the start of each term and can be signed up to through the clubs for schools website.
How does your school support pupils' emotional and social development?	• All staff will support your child with their social and emotional needs. • Mrs Adams (Pastoral Manager) support the well-being of children on a one-to-one basis or in small groups. We work closely with the Educational Psychology Service, Child and Adolescent Mental Health Service (CAMHS), Complex Communication Team and Social Emotional, Mental Health and Learning team as well as other external agencies such as MIND and the Primary Mental Health Team. All children participate in weekly PSHE sessions. • The school promotes metacognition within classes. • In some circumstances we are able to assess using the Boxhall Profile to target more specific Social, Emotional and Mental Health needs.
Who should I contact if I want to find out more about how the school supports pupils with SEND?	• The Inclusion and Additional Needs Leader is Ms Anna Buckeridge • You may contact her by telephone 02476 466669 or email her at inclusion@parkhill.coventry.sch.uk.
How are the adults in school helped to work with children with an SEND and what training have they had?	• Our teachers have experience of teaching children with Special Educational Needs and Disabilities. The school identifies training needs each year for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as autism, developmental coordination disorder, dyslexia, etc or medical /health training to support staff in implementing care plans. The Inclusion and Additional Needs Leader and teachers work closely with specialists from external support services who may provide advice or direct support as appropriate.
What happens if my child needs specialist equipment or other facilities?	• Specialist equipment is available such as angled writing boards, sit fit cushions, pencil grips. • Further equipment can be provided by other professionals eg Occupational Therapy Service, Sensory Support Service.



How will I be involved with planning for and supporting my child's learning?	☐ You will be fully involved in all aspects of your child's education. Your views and aspirations will be highly valued as we work in partnership to achieve the best outcomes for your child. ☐ Decisions will always be made with your consent. ☐ Each term a review meeting will be arranged to discuss your child's progress, to which you will be invited. ☐ There may be other professionals at the meeting to offer their support and advice, however this will be arranged with you in advance. ☐ A record of the meeting will be given to you.
Who will help me to support him/her at home?	We actively encourage parents and school staff to work closely in helping your child inside of school and outside. If you would like to discuss how we can further support you please get in touch.
How is my child involved in his /her own learning and decisions made about his /her education?	• Your child will be invited to work towards targets that have been discussed and agreed. • They will be involved in review meetings, if appropriate. • Teachers will always tell your child how they are doing and give advice to further their learning. • All children receive feedback through marking and are involved in self-assessment activities.
Who should I contact if I'm not happy with my child's learning and / or progress?	• The first step is to contact your child's teacher and make an appointment. • You may also contact Ms Anna Buckeridge, the Inclusion and Additional Needs Leader, to share your concerns. Alternatively, you may wish to contact our Head-Teacher, Mr Griffin. • If an issue cannot be resolved, you may follow the complaints procedure.



Who else provides services in school for children with SEN or disabilities? How can my family get support from these services?	• SEND Information, Advice of Support Service (SENDIASS) • Social, Emotional and Mental Health Support Service (SEMHL) • Educational Psychology Service (EPS) • Sensory Support Service • Child and Adolescent Mental Health Service • Children's Occupational Therapy and Physiotherapy Service • Speech and Language Therapy Service • Complex Communication Team (CCT) • School Nursing Service • Coventry MIND/Rise • NHS Primary Mental Health Team • Referrals are made in partnership with parents, school staff, school nurse, GP and other professionals. • Advice and strategies are given to support both you and your child.
Who should I contact to find out about other support for parents and families of children with SEN or disabilities?	• SEND Information and Advice Support Service Limbrick Wood Centre Thomas Naul Croft Tile Hill Coventry CV4 9QX Tel: 024 7669 4307 Email: SENDIASS@coventry.gov.uk Website: http://www.coventry.gov.uk/sendias
How will you help my child make successful move into the next class or secondary school or other move or transition.	• Transition meetings, where important information about your child is shared, take place between staff. Parents and pupils are included in this information sharing. • Special arrangements are made for certain pupils e.g. meet their teacher on a one to one basis, visit the new classroom, take home a transition book with photos of your child's new classroom, teacher, etc. • Secondary school staff liaise closely with us to ensure your child makes a successful transition to their new school. • Induction visits are arranged and Open Evenings are available where parents can meet new staff, including the secondary SENCO.



Where can I find out about other services that might be available for our family and my child?

Other web sites to find further information about Special Needs and Disabilities are:

- The Code of Practice for Special Educational Needs and Disabilities.
<https://www.gov.uk/search?q=send+code+of+practice>
- The Local Offer: <http://www.coventry.gov.uk/localoffer>

Information updated: October 2024

Acronym Buster

ADD	Attention Deficit Disorder
ADHD	Attention Deficit and Hyperactivity Disorder
ASC	Autism Spectrum Condition
AWPU	Age Weighted Pupil Unit
CAF	Common Assessment Framework
CAMHS	Child and Adolescent Mental Health Service
CoP	SEND Code of Practice
EAL	English as an Additional Language
EHCP	Education, Health and Care Plan
EP	Educational Psychologist
EYFS	Early Years Foundation stage
FSM	Free School Meals
HI	Hearing Impairment



IEP	Individual Education Plan
LA	Local Authority
LAC	Looked after Child
MLD	Moderate Learning Difficulties
OT	Occupational Therapy
PSHE	Personal, Social and Health Education
SEMHL	Social, Emotional and Mental Health Team
SEND	Special Educational Needs and Disabilities
SENCO	Special Educational Needs Co-ordinator
SLT	Speech and Language Therapy Service
SpLD	Specific Learning Difficulty
VI	Visual Impairment

Glossary - Relating to SEN and Disability

This glossary serves as a comprehensive resource for understanding key terms related to Special Educational Needs (SEN) and disability within the educational context in England. Each entry is designed to support parents, educators, and practitioners in navigating the educational landscape, ensuring that children with additional needs can receive the appropriate support and interventions required for their development and learning.



Term	Definition
Additional Needs	Describes a group of children who require additional support to help them make improved progress or catch up, which may be a short-term intervention or a longer-term strategy.
Advocate	A supporter or person who speaks and acts on behalf of the represented person who is unable to have their own voice.
Alternative Provision	Education provided in a setting that is not a mainstream or special school. The education should be tailored to the needs of the child and may be delivered through various routes, including pupil referral units (PRUs).
Annual Review	The statutory yearly review of a statement of special educational needs. The local authority conducts this review within 12 months of creating an Education, Health, and Care Plan (EHCP), or within 12 months of any previous review.
Asperger Syndrome	Refers to the higher-ability aspect of the autistic spectrum. Individuals with Asperger Syndrome may experience challenges in communication, social relationships, and comprehension of others' feelings.
Assessment for Learning	The utilisation of classroom assessment to enhance student learning. This process aids in tracking pupil progress, establishing individual learning targets, addressing underperformance, and providing structured feedback to students.
Assessment	A systematic process for evaluating a child's needs, circumstances, or progress against established standards or benchmarks, with the intention of making informed decisions regarding appropriate support or confirming that no additional help is needed.



Term	Definition
Attainment	The accomplishment evaluated against specified standards, typically within national expectations.
Attention Deficit Hyperactivity Disorder (ADHD)	A medical diagnosis concerning a child's behaviour and attention span, which can impact their capacity to concentrate and learn.
Augmentative and Alternative Communication (AAC)	A method of improving communication via signing, speech synthesizers, symbols, objects of reference, or a combination thereof.
Autism	A lifelong developmental disorder that affects how an individual communicates with and relates to the people around them.
Child and Adolescent Mental Health Services (CAMHS)	CAMHS offers multidisciplinary mental health services to children and young people experiencing mental health problems and disorders.
Children's Centres	Early years settings that deliver personalised and integrated care, education, services, and support for children under five and their families.
Clinical Commissioning Groups (CCGs)	Clinically led groups that encompass all GP practices in an area, aiming to enable GPs to influence commissioning decisions for their patients.



Term	Definition
Code of Practice	The revised Special Educational Needs Code of Practice was published by the Department for Education and Skills in 2015, providing guidance on policies and procedures intended to help pupils with SEN reach their full potential, be integrated into school communities, and transition successfully to adult life.
Cognition and Learning	The mental processes involved in awareness, perception, reasoning, and judgment that relate to learning.
Common Assessment Framework (CAF)	A nationally standardised approach that aids practitioners across various agencies in assessing and determining how to meet the unmet needs of a child, facilitating earlier intervention, improved multi-agency collaboration, and reduced bureaucracy for families.
Commissioning	The process of ensuring the right individuals and services are in the right place at the right time for all children, young people, and families. This involves planning services, making investment decisions, ensuring delivery, and reviewing effectiveness.
Developmental Delay	A condition characterised by slower rates of development, wherein a child learns at a pace less than that of their peers of the same age group.
Disability	Defined as a physical or mental impairment that has a substantial and long-term effect on a person's ability to perform day-to-day activities. This definition also encompasses children with sensory or intellectual impairments, learning disabilities, severe disfigurements, or progressive conditions.
Dyscalculia	A condition associated with specific learning difficulties in mathematics, manifesting as problems with even basic arithmetic.



Term	Definition
Dyslexia	A learning difficulty that primarily affects the skills requisite for accurate and fluent word reading and spelling, often characterised by challenges in phonological awareness, verbal memory, and verbal processing speed.
Dyspraxia	A common developmental disorder impacting fine or gross motor coordination in children and adults, potentially affecting speech as well.
Education, Health, and Care Plans (EHCP)	EHC plans delineate how services will collaborate to address the needs of a child or young person. They are grounded in a coordinated assessment and planning process that centres the child, young person, and their parents in decision-making.
Epilepsy	A neurological disorder characterised by recurrent seizures resulting from alterations in brain activity.
Foetal Alcohol Syndrome Disorder (FASD)	A condition resulting from maternal alcohol consumption during pregnancy, leading to abnormal brain development before birth.
Fragile X Syndrome	The most common cause of learning difficulties after Down's Syndrome; Fragile X Syndrome is an inherited condition associated with a fragile site on the end of the X chromosome.
Hearing Impairment (HI)	An umbrella term for pupils with varying degrees of hearing loss, from mild impairment to profound deafness.



Term	Definition
Higher Level Teaching Assistant (HLTA)	An experienced teaching assistant responsible for planning and delivering learning activities under the supervision of a teacher, as well as assessing, recording, and reporting on pupils' progress.
Independent Parental Supporter	An individual who can assist parents by attending meetings, promoting parental involvement, and helping parents comprehend the SEND system.
Individual Education Plan (IEP)	A plan designed to outline a child's learning targets and the strategies implemented to address that child's specified special educational needs.
Learning Difficulties/Disabilities	Characteristics that describe pupils who encounter challenges in acquiring new skills or who learn at a different rate compared to their peers.
Learning Mentors	School staff members engaged in helping students effectively engage in learning and enhance their achievement.
Local Authority (LA)	The local governmental body responsible for providing services such as education for residents within a county or city.
Local Offer	A digital platform or section of a website through which local authorities articulate the available provisions for children and young people with SEN, including those without EHCPs, in their respective areas.
Looked After Child (LAC)	Any child in the care of a local authority or provided with accommodation by the local authority social services department for more than 24 hours.



Term	Definition
Metacognition	The awareness and understanding of one's own thought processes, essentially promoting effective learning strategies.
Moderate Learning Difficulties (MLD)	A classification indicating a general level of academic attainment significantly below that of peers of the same age, often accompanied by difficulties in acquiring basic literacy and numeracy skills, speech and language challenges, and underdeveloped personal and social skills.
Monitoring	The systematic evaluation of progress against predetermined targets and the accumulation of information to ascertain the effectiveness of learning strategies and interventions.
Modification	The alteration of a programme of study, assessment targets, curriculum elements, or other learning components to ensure that a child can access those areas of teaching effectively.
Multi-agency Working	Collaborative efforts among practitioners from various sectors and professions to provide cohesive support for children, young people, and families.
Multi-sensory Impairment (MSI)	Refers to pupils with a dual impairment of hearing and vision. They are sometimes termed "deafblind," although they may retain some residual sight and/or hearing.
Parent Partnership Service	Statutory services designed to provide guidance and support to parents and carers of children with special educational needs, ensuring these services are free, impartial, and confidential.



Term	Definition
Peer Support	A form of assistance where fellow pupils offer emotional, social, or practical help to each other. Typically, these pupils receive training to deliver effective support.
Physical Disability (PD)	Disabilities that restrict mobility due to congenital conditions, accidents, or injuries. Some pupils with PD may also have accompanying sensory impairments or learning difficulties.
Provision Map	A documented overview of the range of support available to pupils with SEN within a school context.
Pupil Premium	Additional funding allocated to schools aimed at enhancing the achievement of disadvantaged pupils. Each school's Pupil Premium is calculated based on the number of students eligible for free school meals.
Pupil Referral Unit (PRU)	A type of school organised and maintained by a local authority intended to educate children who are excluded, unwell, or otherwise unable to attend mainstream school.
Profound and Multiple Learning Difficulties (PMLD)	Refers to pupils with highly complex learning requirements, often including those learning at very early developmental stages and those with physical disabilities, sensory impairments, or serious medical conditions. Pupils with PMLD necessitate substantial adult support for both learning and personal care needs.
Quality First Teaching	An array of effective teaching strategies employed by educators for all pupils in mainstream classrooms, ensuring progressive learning experiences.
RAISEonline	An online platform that contains information regarding a school's fundamental characteristics, attainment, and progress in core subjects to facilitate evaluation and target setting.



Term	Definition
Safeguarding	The proactive process of identifying children and young people who have suffered or are likely to experience substantial harm and taking appropriate actions to ensure their safety.
School SEN Support	Additional educational or training provisions that go beyond standard practices for students of similar ages, including tailored support that might involve specialised staff or services.
Severe Learning Difficulty (SLD)	A term describing pupils with significant cognitive or intellectual impairments that impede their participation in the school curriculum without support.
Social, Mental and Emotional Health	Refers to difficulties in social, mental, and emotional health, usually manifesting through behavioural challenges that hinder learning and full participation in school activities.
Special Educational Needs (SEN)	A child or young person is identified with SEN if they present a learning difficulty or disability necessitating special educational provision. This is applicable to children of compulsory school age or young individuals with a substantial learning difficulty compared to peers of the same age or those facing barriers in utilising educational facilities.
Special Educational Needs Co-ordinator (SENCO)	The individual appointed to oversee the provision for all children with special educational needs within a school, with statutory requirements in place mandating the existence of a SENCO in every school.
Special Educational Needs and Disability Tribunal (SENDIST)	A panel created to mediate disagreements between parents and the local authority concerning the provision for a pupil's special educational needs or allegations of discrimination based on a child's disability.



Term	Definition
Specialist Services	Services delivered by local authorities or health services designed to cater to children with acute or high-level needs.
Speech, Language and Communication Needs (SLCN)	A broad spectrum of difficulties associated with various aspects of communication in children and young individuals, encompassing issues with speech, comprehension, and social communication.
Speech and Language Therapy	Healthcare services aimed at assisting children with speech, language, and communication difficulties to attain their maximum communication potential.
Statement	A document issued by the local authority detailing a child's needs and the necessary support and provisions to address those needs. Statements are in the process of being replaced by Education, Health and Care Plans over the coming years.
Statutory Assessment	Assessments mandated before an Education, Health and Care Plan or a Statement of Special Educational Needs can be agreed or issued.
Transition Plan	A structured plan that outlines the steps necessary for transitioning from one educational setting to another or moving from school to adult life.