

Park Hill Primary School

Special Educational Needs and Disabilities (SEND) Information Report



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Approved On	20 th October 2025
Category	Statutory
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Policy Availability	School Website
Person Responsible	Mrs C Watson
Related Document(s)	Glossary of Acronyms (available on school website)

Policy Version Control

Date of Change	Details of Change
08.10.24	P5- vocabulary change P6- intervention added P8- vocabulary change P9- edit to the remit of the Hive P9- changes to Inclusion team
25.09.25	P4- changes to statement of intent P5- addition of parent input to target setting P 6 & 7- changes to some provision offers P8- changes to Early Years Inclusion name P8- changes to Park Hill's Early Identification process P9- changes to the sensory room P10- changes to inclusion team P12- consult process for EHCP P14- addition of 'so' section

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Why? - Statement of Intent

At Park Hill Primary School, every child matters. We are an inclusive school, and our aim is to help your child achieve their very best—personally, socially, emotionally and academically. We want all children to feel happy, valued and successful, whatever their needs or background.

This SEND Information Report is here to explain how we support children with Special Educational Needs and Disabilities (SEND). We believe that every teacher is a teacher of SEND, and our staff work hard to make sure that all children in their class are supported, included and able to shine.

As a Sandwell maintained school, we also work closely with the Local Authority and other professionals so that your child receives the right support to make good progress and feel part of our school community.

Most importantly, we are always happy to talk with you about your child's needs, listen to your concerns, and work in partnership with you to ensure your child is supported every step of the way.

Key Personnel in Relation to this Policy

Name	Role(s)
Mrs C. Logan	Head Teacher Designated Safeguarding Lead
Mrs A. Boardman	Deputy Head Teacher Deputy Designated Safeguarding Lead
Mrs C. Watson	Special Educational Needs Coordinator (SENCO)
Mrs N. Glover	Learning Mentor Deputy Designated Safeguarding Lead
Mrs L. Lohan	Chair of Governors

1. Local Offer

The intention of the local offer is to be used as a resource for families in understanding the range of services and provision available within the local area. It should be easy to navigate ensuring transparency and offering choice to families within every Local Authority (LA).

Under the Children and Families Act 2014 maintained schools, maintained nursery schools and academy schools must publish information on their websites about the implementation of the setting's policy for pupils with SEND.

We consult with pupils and their families on our local offer by meeting with parents regularly through SEN reviews, informal coffee afternoons, parents' evenings and informal meetings; these can be prompted by parents, teachers or external professionals.

Further information about Sandwell's local Offer can be found at <http://www.sandwell.gov.uk/send>



2. How will Park Hill support my child and their additional needs?

We take steps in line with our SEND policy and graduated approach document.

The Head Teacher and the SENDCo have an overall responsibility for SEND and Inclusion. As a priority, inclusion issues are regularly discussed at Senior Leadership meetings.

We monitor progress and well-being of our children with SEND through our monitoring cycle which consists of learning walks, teaching observations, intervention observations, book trawls, pupil voice (where appropriate) and discussions with teachers and staff. The SENDCo will offer or source training where necessary.

When a pupil is identified as having special educational needs, we support their development and progress by using an online system called Provision Map. Your child will be allocated a plan with SMART targets and the provisions they are receiving are outlined which generates a provision map. This allows us to monitor the quality of our provision in conjunction with your child's targets and allows for amendments easily. Teachers do this termly in conjunction with their support staff and yourselves and parents/carers. Parents/carers will be offered a meeting in addition to our parents evening, once a term, with allocated time to discuss your child's SEND needs and progress.



Your child will also complete an 'All About Me' with their trusted adult at school which is a more personal document outlining likes, dislikes and things that are in place to support e.g. sensory items or weighted walks, diagnosis or additional need and their targets. This information can be found through parent's personal access to Provision Map. If you are unaware of your login, your child's class teacher can give you your allocated login details.


SEND support plans will allow class teachers to reasonably adjust work and provide support where needed. Individual support is used to teach, practice and develop skills related to targets on their plan. Support staff will have a clear understanding of targets and how to achieve them.

The SENDCo, teachers and support staff (where appropriate) are involved in all decision-making processes and meet with parents to discuss progress both for concerns and to congratulate.

We fully involve our Governors when the SEND policy is reviewed and revised.

3. What kind of SEND can Park Hill provide for?

Area of needs	Support Available at Park Hill
<p>Communication and Interaction Needs:</p> <p>e.g.</p> <ul style="list-style-type: none"> • Autistic Spectrum Disorders • Speech, Language and Communication Needs. • Social Communication Difficulties. 	<ul style="list-style-type: none"> • Strategies to reduce anxiety / promote emotional wellbeing e.g. Visual timetables, now and next boards. • Many of our staff are trained in the use of Assisted Language Displays, PECs and Communication Books. • Access to bespoke Speech and Language communication methods as suggested by external agency. • Varied range of communication methods are offered such as Makaton signing and visual aids. • Support / supervision at unstructured times of the day. • Strategies / programmes to support speech and language development e.g. Wellcomm and Early Talk Boost. <div style="text-align: center;">   </div> <ul style="list-style-type: none"> • Social skills programme / support including strategies to enhance self-esteem. • Small group work to improve skills. • ICT is used to support learning where appropriate. • Planning, assessment and review. Work with pupils, parents, carers and staff to develop and review plans based on the need of the pupil. • Teaching resources are routinely evaluated to ensure they are accessible to all pupils. • Reasonably adjusted curriculum and resources • Support from services e.g. Enhanced Speech and Language Therapist.
<p>Cognition and Learning Needs:</p> <p>e.g.</p> <ul style="list-style-type: none"> • Moderate Learning Difficulties. 	<ul style="list-style-type: none"> • Quality First Teaching provision consistently provided in all classes that ensures lessons are broken down into small, management steps with clear expectations. • Visual supports, word banks, writing frames and scaffolding methods are used to support children's independence. • Visual cue cards may be implemented to give children access to ask for help without having to verbalise this.

	<ul style="list-style-type: none"> • Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas on some occasions, i.e. reading groups, Colourful Semantics, Handwriting scheme, White Rose Infinity, Read Write Inc. Tutoring, precision teaching.  <ul style="list-style-type: none"> • ICT is used to reduce barriers to learning where possible. • Support and advice are sought from outside agencies to ensure any barriers to success are fully identified and responded to. • Assess, plan, do and review. • Access to teaching and learning for pupils with special educational needs is monitored. • Teaching resources are routinely evaluated to ensure they are accessible to all pupils. • Access to implements that may support specific learning needs such as writing tools, writing slopes, sensory resources etc. • Work with pupils, parents, carers and staff to develop and review plans based on the need of the pupil. • Personalised maths curriculum is implemented for those children who cannot yet access their year group curriculum.
<p>Social, Emotional and Mental Health e.g.</p> <ul style="list-style-type: none"> • Behavioural Needs • Social Needs • Mental Health Needs • Emotional Health and Well-being 	<ul style="list-style-type: none"> • The school ethos values all pupils • Behaviour managements systems to encourage pupils to make positive decisions about behavioural choices. • The school's trauma informed behaviour policy identifies where reasonable changes can be made to minimise exclusions. • Risk assessments are used and actioned to increase safety and inclusion in all activities. • Mentoring and pastoral care offered. • Members of staff are all trained in emotion coaching. • Support and advice is sought from outside agencies to support pupils where appropriate such as from Murray Hall and Kaleidoscope. • Small group programmes are used to improve social skills and help them deal more effectively with stressful situations e.g. Lego Club • Programmes are used to improve social skills and help them deal more effectively with stressful situations e.g. social emotional fix. • Personalised time is allocated to children who require time to reflect on their week. • Green bags (attention tools) and recovery boxes are implemented around the school to support reflection and calming time.

	<ul style="list-style-type: none"> • 5-point scale visuals, personalised reward charts and emotional toolkits may be created bespoke to each child to ensure they have a support plan around them. • Our sensory room, sensory circuits and sensory breaks are offered and timetabled dependent on the child's needs to support regulation.
<p>Sensory and Physical Needs e.g.</p> <ul style="list-style-type: none"> • Hearing/Visual Impairments • Multi-sensory impairment • Physical and Medical needs 	<ul style="list-style-type: none"> • Support and advice are sought from outside agencies to support pupils, where appropriate. • ICT is used to increase access to the curriculum. • Support to access the curriculum and to develop independent learning. • Advice and guidance are sought and acted upon to meet the needs of pupils who have significant medical needs. • Access to interventions to support Occupational Therapy / Physiotherapy. • Support with personal care if and when needed. • Staff receive training to ensure they understand the impact of a sensory need upon teaching and learning. • Staff understand and apply the medicine administration policy. • The Special Educational Needs Coordinator completes any necessary training in order to offer advice and guidance to staff about the needs of pupils. • The school has a disabled toilet. • Hoist facilities • Removeable ramp.

4. How does Park Hill identify Special Educational Needs and Disabilities?

Parents are those who know their children best. At Park Hill we ensure that upon starting, discussions with parents and carers about their children are held in order to plan effectively to meet their needs. On home visits and initial meetings, we ask whether parents have any concerns about their children – for example, if they have a disability, special need or medical need. This helps us to plan how we will support their child once they start school.

Where a child has attended a previous setting, we use information from that setting to plan the best programme of support to develop a Transition Plan. We will also contact any specialist services that support your child. Some children may already be known by either ISEY (Inclusive Support Early Years), SALT or a paediatric consultant. This gives us clear targets of a child's needs.

In addition, children are 'baselined' when they start Nursery or Reception. This gives us a clear indication of their individual needs and also their stage of development. Discussions are had with parents at regular intervals during a child's time in school where concerns and successes are shared. Children who are not making the expected progress are identified through our graduated approach to SEND and interventions are put in place to support their development. Staff will complete an 'Early Identification Document' for a number of weeks and should their/ your concerns continue then a 'SEND Support Form' will be completed and sent to the SENDCo for further monitoring.

Following the assessment and monitoring of a child's potential needs, you may then be consulted and invited for a meeting/discussion to have your child placed on the SEND register in order for school to implement and plan for further intervention and provision to be made. Any child identified as having a

special educational need and/or disability is identified on the SEND register should their needs require provision that is above or different to that of their peers.

5. What is Park Hill's approach to teaching children with Special Educational Needs?

We are a fully inclusive school, which ensures that all pupils achieve their full potential. This may be through reasonable adjustments, scaffolded work, small group work, personalised teaching in class or on rarer occasions, children may take part in small group sessions out of the classroom. This is usually to address a very specific need which can be better addressed in a quieter/ different environment (e.g. The Hive, the nurture room or the sensory room)

Sensory Room

In February 2025, we opened our sensory room, *The Zen Den*, to provide a calm and supportive space for children who may need help with regulating their emotions, reducing anxiety, or taking a sensory break. The Zen Den is designed to promote wellbeing, focus and self-regulation, using sensory resources and a peaceful environment to help children return to learning feeling settled and ready to engage. Charity 'Wooden Spoon' supported us in part funding this project which has a lasting impact on all children who access it.



The Hive

The Hive is a purpose-built unit that can offer a space for children who may not be able to access their classroom or year group expectations at that time. Children in here may access lessons that are outside of their age-related year group. Children in the Hive also access specific sessions which focus on the four broad areas of need.

Within the Hive children may access;

- Speech and Language support
- Sensory circuits
- Attention Autism
- Life Skills sessions



6. Who will be working with my child if a need is identified?

The class teacher and members of support will be working with your child on a daily basis. These staff will have received adequate training from the SENDCo or external agencies where appropriate. The Senior Leadership Team will be working alongside staff to ensure quality first teaching is implemented in every class.

The SENDCo continues to do via the monitoring cycle. The SENDCo may also work with your child when carrying out assessments or during learning walks.

The other people / agencies and teams providing services to children with a special educational need / disability in school include:

- Educational Psychologist – Zoe Capper
- Speech and Language – NHS: Sophie Kingston, Enhanced: Rachel Eskriett.
- Complex Communication and Autism Team: Louise Pearce.
- Learning Advisor – Michelle Duke.
- SEMH Advisor – Richard Barker.
- Children's Services
- Dyslexia Team
- Public Health (School nurse)
- CAMHs
- Sensory Services including VI and hearing team.
- Pupil Referral Outreach Team
- GPs

- Physiotherapists

7. How does Park Hill adapt the curriculum and learning environment for children with SEND?

The curriculum and learning environment are adapted to meet the needs of the child as an individual – all children at Park Hill are believed to have their own individual needs – we teach the learner not the lesson! The school takes all reasonable steps to modify and adapt both the environment and the teaching/learning to meet the needs of the children. For example, via Visual timetables, assisted language displays etc.

On some occasions, the SENDCo may use the Orchard Curriculum/Sandwell Skills Ladders/Small Steps Tracking through Connecting Steps and seek advice from specialist services to provide a bespoke curriculum for the child. In addition, for some children using the Hierarchy of Independence as a focus for provision is more beneficial.

8. How does Park Hill support my child with an Education Health Care Plan?

This means your child will have been identified by the class teacher/SENCO or Sandwell Inclusion team as needing a particularly high level of individualised or small group teaching (more than 20 hours a week), which cannot be provided from the budget available to the school.

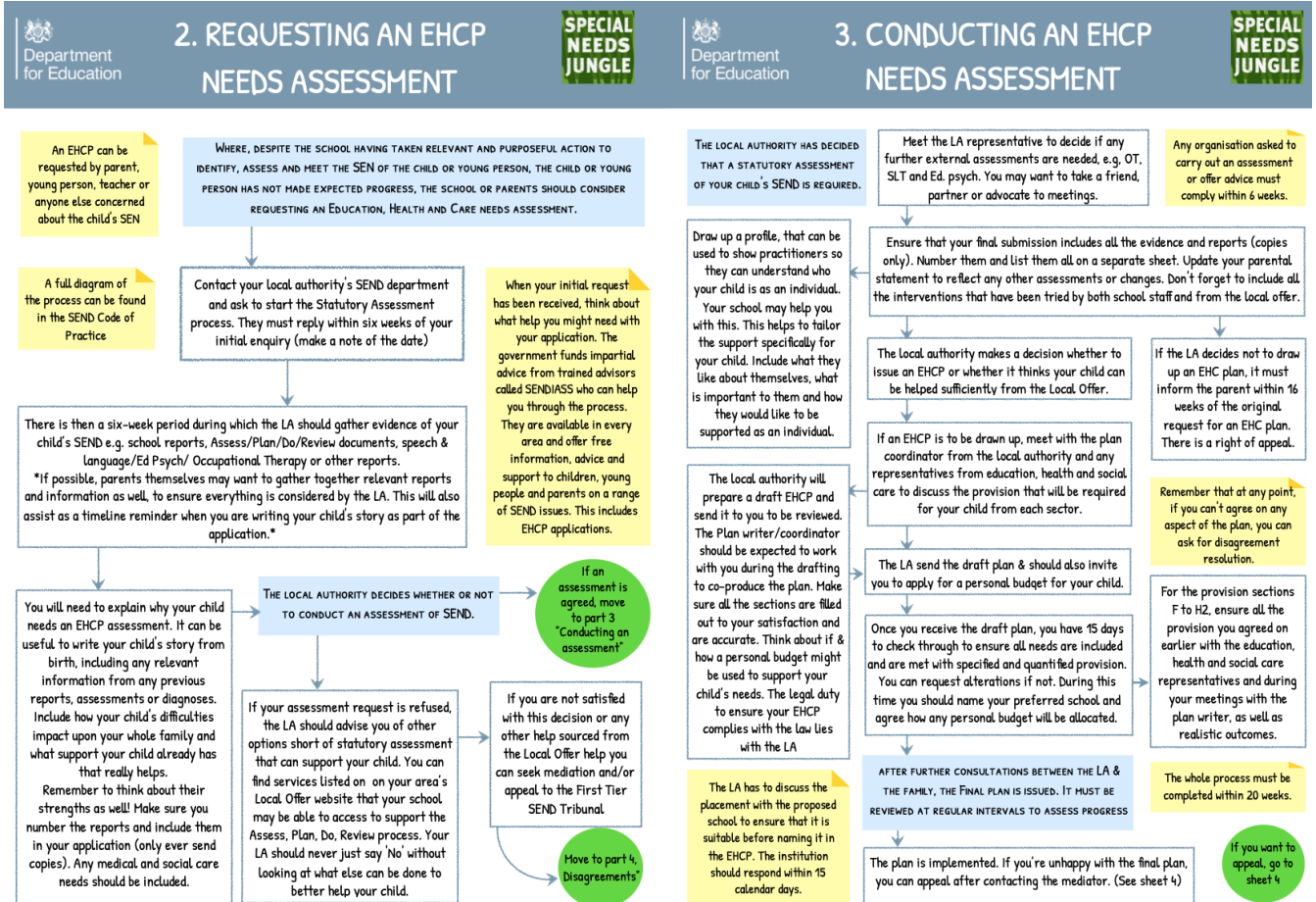
Usually your child will also need specialist support in school from a professional outside the school. This may be from:

1. Local Authority central services such as Inclusion Support, the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)
2. Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational Health or Physiotherapy services.

For your child this would mean:

- After following our graduated approach to SEND – assessing, planning, doing and reviewing school will have robust evidence to support an application for and Education and Health Care Plan (EHCP).
- The school (or you) can request that we hold a Community Assessment Meeting (CAM) to discuss next steps for your child and whether we think a statutory assessment of your child's needs is appropriate.
- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child within an **Education and Health Care Plan (EHC Plan)**.
- After the request to the Local Authority (with various information about your child, including some from you and from your child), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment.
- If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs.
- If they do not think your child needs this, they will ask the school to continue with the support at SEN Support.
- After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need additionally funded support in school to make good progress.
- If this is the case they will write an EHC Plan. If this is not the case, they will ask the school to continue with the support at SEN Support level and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.

- The EHC Plan will outline the additional support your child will receive from the Local Authority and how the support should be used and what strategies must be put in place. It will also have long and short-term goals for your child.



- This support is allocated based on particular need and the strategies/provision outline within the EHC plan.
- If your child is given an EHCP, schools will be consulted (at parent's preference, whether that be for mainstream or specialist setting dependent on needs- conversations would be had as part of the process) and then school will make a decision on the outlined provisions as to whether they could suitably and appropriately meet the provisions and offer/continue to offer a place for your child.
- You should expect an annual review to be held every year to update the current EHCP.

9. How can you let Park Hill know if you have any concerns about your child's progress?

1. Talk to the class teacher about your concerns.
2. If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to Mrs Watson (SENDCo). An appointment can be made to discuss your child's needs call: 01215562188 or use the contact form on the school website. <https://www.parkhillprimary.co.uk/send/>
3. If you need further support as a family, you can contact our parent liaison Mrs. Glover. An appointment can be made to discuss further.
4. If you are still not happy you can speak to the headteacher – Mrs. Logan.
5. You can also contact the governor for SEND – Esther Gladwish.
6. You can also contact SENDIASS an organisation to support families with children identified as having SEND.

<https://www.sandwellsendiass.co.uk>
sendiassenquiries@actionforchildren.org.uk
Tel: 01215004010

10. What arrangements are there for consulting and involving parents of children with SEND?

Parents of children at Park Hill are actively encouraged to be partners and/or take the lead in their child's education through; informal discussions and telephone contact with the class teacher.

In line with our graduated approach to SEND. Class teachers and/or the SENDCo should meet or discuss termly to review provisions, targets and their 'All About Me' section. This can be done through face to face meetings or through the parental contribution comments box on Provision Map.

Coffee afternoons are offered to parents as an informal event to discuss changes for SEND and share progress.

Family Support meetings are also available with our parent liaison- Mrs Glover upon request. The SENDCo is also available to meet and support parents whenever required, preferably with an appointment.

In addition, children where appropriate are involved in the discussions about their progress in a way they understand.

11. What are the school's arrangements for supporting children with SEN in transferring between phases of education?

At Park Hill we believe in the power of conversation between all parties. We will discuss with parents and children at all points of transition what they feel to be their individual needs and will strive to support these needs. We provide scheduled transition days to the local secondary school and further visits for vulnerable children, we liaise with staff, including form teachers and SENDCos of the transitional schools. Should children need to transfer to specialist provision; a transition plan will be put in place.

The Sandwell Transition Plus Pathways is used for transition in and out of Park Hill and all agencies are actively involved wherever possible. For transition into school ISEY will help with initial visits to home and school for all parties and then support will be given for a period of time.

For transition to high school, support staff will begin 'moving on' stories with the children as they enter year 5 to allow two years of transition. The children are then accompanied to their new school as soon as it is identified for a transition period during the final term of year 6 – and also into the school holiday and summer school if deemed necessary.

Transition at all points during school life is recognised as high need for children with SEND and is addressed accordingly. During Summer 2, all those children identified as having SEND begin visiting their new classroom, interacting with their teacher and support and engaging with new surroundings e.g. playground where necessary.

Scheduled meetings are held between class teachers and support to discuss the needs of the class and in particular children with SEND. Transition booklets are also made and sent home.

12. How does the Park Hill involve health, social services, LA support services and others, in meeting the needs of children with SEND and supporting their families?

In order to meet the needs of a child, the school will work with or seek advice from any member of the Inclusion Support Advisory Team or health colleague. School works closely with the local COG team and supports families through TAF or TAC meetings to ensure that children's needs are catered for at all levels. Where necessary and requested, the SENDCo will also accompany parents and children to appointments to ensure 'continuity of care' for the family.

13. What are the contact details of support services for parents of children with SEND, including those for arrangements made in clause 32*?

- Children's therapies (SALT, OT, PT): 01216122010
- Sandwell Inclusion Support:
0121 569 2777
E-mail: inclusion_support@sandwell.gov.uk
- Sandwell Parent Partnership service (SENDIASS):
<https://www.sandwellsendiass.co.uk>
E-Mail: sendiassenquiries@actionforchildren.org.uk
Tel: 01215004010
- Inclusion Support Early Years: 0121 569 2860
- Sandwell Early Help: 0121 569 7294
https://www.sandwell.gov.uk/info/200219/children/677/early_help
https://www.sandwell.gov.uk/info/200219/children/677/early_help/7 (Contacts page)
- Child and Adolescent Mental Health Services: 0121 612 6620

14. Where can I access Sandwell's Local Offer?

<https://fis.sandwell.gov.uk/kb5/sandwell/directory/localoffer.page>

So...

As summarised in this report, this means your child will be supported to do their very best, feel happy and included, and grow in confidence and independence. You can be assured that we understand your child's needs and will work closely with you to make sure they receive the right support at every step of their learning journey.