



Parkinson Lane Community Primary School

At Parkinson Lane School we strive for excellence in everything we do. We aim to provide a caring and stimulating environment in which children can develop and learn, by providing a high quality of education for **all** its pupils.

Our main aim is to provide quality experiences in all aspects of school life so enabling the children to be happy, successful and keen to learn, thus helping them to grow into young people who are fulfilled and able to make a positive contribution to society.

The following details of Parkinson Lane Community Primary School's Individual Local Offer (SEN Information Report as required in Schedule 1 of Regulation 51) and should be read in conjunction with the Core Offer found set out in Calderdale's Local Offer www.calderdale.gov.uk/localoffer which details the provision available in all Calderdale schools and academies.

Contact Details	
Headteacher	Mr G. Ahmed
Telephone – School Office	01422 362227
Address	Parkinson Lane Halifax West Yorkshire HX1 3XL
Email – School Office	admin@parkinsonlane.calderdale.sch.uk
Age Range	3 – 11
Funding	Notional budget
Special Educational Needs Co-ordinator (SENCo)	Gemma Kenworthy Kathy Owen
Email - SENCo	admin@parkinsonlane.calderdale.sch.uk
SEND Governor	Keith Moran

Policies for Identification and Assessment of Pupils with SEND

See school web site – Policies - <http://parkinsonlane.com>
 Link to the Inclusion Policy. <https://www.parkinsonlane.com/key-info/inclusion>

Below are frequently asked questions that parents/carers may ask about provision for children and young people who have special educational needs. The information aims to be clear and easy to understand however if you prefer to talk to a member of staff, please use the phone number and or the email addresses above to contact school.

<p>How will Parkinson Lane CPS support my child?</p>	<p>At Parkinson Lane we aim to ensure that all children fulfil their potential. Our assessment cycle enables us to ensure children’s learning needs are addressed at the earliest opportunity.</p>
<p>How do we involve parents, children and young people</p>	<p>All children are involved in the target setting process, knowing their next steps of learning in order to succeed. Targets are written in planners and on books/tables/displays. Marking of work involves levelling and targets. Targets are shared with parents at regular parent’s evenings and through their child’s planner.</p>
<p>How do we help a child with physical needs?</p>	<p>Disabled toilet facilities with adaptations to facilitate independent toileting. Showering facilities. Lift from ground floor to 1st floor. Ramp entrances. Variable height tables and chairs available. Dedicated sensory room. Play Gym Access to a range of equipment ie – specialist writing pens, sloping boards. Specialised ICT equipment. Personal Emergency Evacuation Plans completed. Hand rails as advised by Moving & Handling Risk Assessor.</p>
<p>How do we help a child with speech and language needs?</p>	<p>SULP (Social Use of Language) trained Nursery Nurses and support staff. Let’s Talk- trained support assistant. Use of Toe by Toe/The Word Wasp/Hornet Literacy/Primer, materials Delivery of programmes devised by Speech and Language therapists. Staff trained to use ‘Black Sheep’ narrative, Word Level and Word Wizard materials. Referral for specialist involvement from Speech and Language Therapists.</p>
<p>How do we help a child with sensory impairment?</p>	<p>Use of visual timetables in classrooms as appropriate. Close liaison with Specialist Inclusion Service – HI/VI and ASD Staff trained to use and maintain hearing aids. Dedicated sensory room. SALT specialists delivering Language courses.</p>
<p>How do we help a child who has social and emotional difficulties?</p>	<p>Home school liaison officer. Discussions with parents. Access to specialist support for children with ASD and their families. Staff ASD aware. Use of Circle time. Breakfast Club Out of School Hours Clubs Use of ASTA’s School has a not tolerance policy regarding bullying and all incidents will be taken seriously and recorded. Link to the Anti Bullying Policy https://www.parkinsonlane.com/key-info/policies-documents</p>
<p>How do we help a child with behavioural difficulties?</p>	<p>Close liaison with parents. Breakfast Club to promoted independence skills Out of School Hours Clubs to promote self-esteem. Behaviour Policy used consistently throughout school. Use of positive reinforcement strategies.</p>

	<p>Use of Individual Behaviour Plans. Personalised visual timetables.</p>
<p>How do we help a child who needs support with literacy?</p>	<p>Whole school use of Read Write Inc – staff trained. Dyslexia aware staff. Use of specific IEP's for Literacy Differentiated teaching TA support in class Half termly Genre Reports Regular assessment to ensure progress is being made Focus on oracy. Use of a variety of teaching styles to ensure all children learn. Recognition that first hand experiences and a curriculum that excites children has a positive effect on learning. Use of ICT High quality marking and verbal feedback. Use of Toe by Toe/The Word Wasp/Hornet Literacy/Primer, materials Delivery of programmes devised by Speech and Language therapists. Staff trained to use 'Black Sheep' narrative, Word Level and Word Wizard materials.</p>
<p>How do we help a child who needs support with numeracy?</p>	<p>Use of specific IEP's for Numeracy. Differentiated teaching. Children move from concrete to abstract. Maths activities in playgrounds. TA support in class and groups. Regular assessment to ensure progress is being made. Analysis of assessment result to 'plug' any gaps in learning. Use of a variety of teaching styles to ensure all children learn. Calculations Policy. Use of ICT. Maths weeks to excite and put numeracy into context. Maths Oosh Clubs. Use of Numicon</p>
<p>How do we support a child who has medical needs?</p>	<p>All Foundation Stage and Key Stage 1 staff trained in Paediatric First Aid. Key Stage 2 staff trained in Basic First Aid. 2 specialist First Aiders. Diabetic trained ASTA. Allergy children identified. Asthma school action plans. Epi Pen training. Individual Care Plans written to meet individual children's needs. Close liaison with School Nurse and other agencies.</p>
<p>How do we help a child who has English as an Additional Language (EAL)?</p>	<p>Bi-lingual staff: Punjabi & Urdu Induction program when children enter school. Use of 'Buddy System'</p>
<p>How do we support a child with complex and multiple needs?</p>	<p>Close liaison with parents/carers and agencies Risk assessments conducted by local Special Primary School. PEEP's plans drawn up. Team Around the Child meetings. Staff experience (several children have been through school with complex needs). Regular contact with Portage and Early Years Support Team.</p>

How will we meet a child's personal care needs?	<p>Intimate and Personal Care Plans written to meet needs of child in conjunction with Parents/Carers and school Nurse.</p> <p>Children are given as much responsibility for their own personal care as is possible with staff interventions only when necessary and following strict procedures.</p> <p>Disabled toilet and showering facilities ensure space and sensitivity for aspects of personal care.</p>
How will we include children in activities outside the classroom including school trips?	<p>Out of school activities are staffed by staff who are known to the child.</p> <p>All trips and residential are risk assessed and where necessary extra staff are deployed to ensure a child's needs are met.</p> <p>Parents/carers are always consulted prior to trips/residential for advice and guidance.</p>
How do we prepare and support a child/young person for transition?	<p>Opportunities for children to meet their new teacher provided.</p> <p>Liaison with Portage/EYST</p> <p>Transition meetings between staff.</p> <p>Transition written into IEP's and EHCP's if a difficulty is perceived.</p> <p>High school teachers invited to EHCP reviews in Year 6 and to speak to Yr 6 staff regarding children identified as potentially vulnerable.</p> <p>High school teachers invited to teach Year 6 children.</p>
How will we develop social skills throughout the school day, especially break times?	<p>Playtimes and lunchtimes are seen as important parts of the day for social interaction such times are staffed by trained members of staff.</p> <p>Where necessary for EHCP children 1:1 support is provided.</p> <p>Play leaders trained within school.</p> <p>Staff led activities at playtimes.</p> <p>Resources provided in playgrounds to enable children to be occupied.</p> <p>Staff engage with children playing a wide range of games.</p>
How do we allocate resources?	<p>One to one support given as specified in a child's Education, Health and Care Plan.</p> <p>All years have 3 smaller classes to give children a boost and meet their individual needs.</p> <p>All classes have 1 teaching assistant, time is allocated on a daily basis for individual/group work on IEP targets.</p> <p>Children in receipt of EHCP have designated staff allocated to them.</p> <p>All children reviewed termly and provision is matched to need.</p>
How do we ensure all staff are well trained?	<p>Whole school SEND staff meeting at the beginning of every year.</p> <p>Specialised CPD accessed by staff as requested, accessing both external services and in school support.</p> <p>Commitment to maintain levels of staff training.</p>
How do we raise awareness of special educational needs for parents and the wider community?	<p>Parents / carers / family members invited to attend assemblies to celebrate achievements of children.</p> <p>Drop in sessions held for parents / carers.</p> <p>SEND parents evening held twice a year.</p> <p>Open door policy.</p>
Which specialist services do we access beyond the school?	<p>We have regular contact with for support and guidance and refer children to:-</p> <ul style="list-style-type: none"> Specialist Inclusion Service – ASD/VI and HI Teams Speech and Language Therapy Occupational Therapy Podiatry Physiotherapy School Nursing Team Health Visitors Physiotherapy Specialist Nurses eg Diabetic, Cancer, Epilepsy

<p>How do we evaluate and review the support provided?</p>	<p>Day to day working with children. IEP's annotated Through regular assessment, analysis of results. At review meetings. Discussions with parents.</p>
<p>How do we deal with complaints regarding our provision for children and young people with SEND?</p>	<p>A child's teacher is a parent's first point of contact. The SENCO is also available to meet with parents and discuss any concerns. If parents wish to escalate a concern a meeting with all parties and the Head teacher is made. Further information about complaints procedures can be found in the schools Complaints Policy.</p>
<p>Contact details of support services for parents of pupils with SEND</p>	<p>SEDDIAS -The SEND (Special Educational Needs and Disabilities) Information, Advice and Support Service (formerly Parent Partnership Service) provides legally based, impartial, confidential and accessible information, advice and support for parents of children and young people with Special Educational Needs or Disabilities about education, health and social care.</p> <p>The IAS (Information, Advice and Support) Service will be able to offer face to face, telephone and electronic information advice as well as casework and representation when needed. They will work impartially and confidentially with parents and children / young people together but will also ensure through the Independent Support Coordinator that they are able to provide a service directly and separately to children and to young people should they request it.</p> <p>Calderdale Parents and Carers (CPC) – Meeting other parents with a disabled child can be a huge source of support for families. Many families find it helpful to meet or chat with other families who are in a similar situation to them. Contact 01422 343090</p> <p>Independent Support – both the above organisations have also been commissioned by the Department of Education to deliver Independent Support in Calderdale. These will provide advice and support for parents of children with SEN, and young people with SEN, through the statutory assessment and Education, Health and Care Plan (EHCP) processes.</p> <p>Independent Supporters will help to build resilience in families by offering a range of time-limited support such as liaison across different agencies and advice on personal budgets. The level and nature of that support will be tailored to the particular needs of individual families. For full details of the entire support provided for parents please follow the link to Calderdale's Local Offer: www.calderdale.gov.uk/localoffer</p>

Family Voice Calderdale - get involved, have your say and help shape services in Calderdale

Family Voice Calderdale gathers views from parent carers through surveys, focus groups and meetings. They work closely with local service providers to help improve services delivered to make sure they meet the needs of children and parent carers in Calderdale. For more information, visit: [Family Voice Calderdale](#) , or email: lucy.armour@uniqueways.org.uk .

Below is a link to Calderdale's Local Offer where further information can be found:

www.calderdale.gov.uk/localoffer

School offer to be reviewed: September 2020