

SUPPORTING PUPILS WITH SEND AT PARKROYAL COMMUNITY SCHOOL

Types of Special Educational Needs

A pupil has Special Educational Need and Disability (SEND) when their learning difficulty or disability calls for provision different from or additional to that normally available to pupils of the same age.

Children's SEND are generally thought of in the following four broad areas of support:

- Communication and Interaction;
- Cognition and Learning;
- Social, Emotional and Mental Health;
- Sensory and/or Physical.

Pupils who require ongoing medical support may also have a plan in place to outline the specific support required.

What should I do if I have a concern about my child?

- Share your concern with your child's class teacher - they should be your first point of contact
- You may also wish to contact our Special Educational Needs Co-ordinator (SENCo): Miss Waller h.waller@parkroyalcs.org

Graduated approach

We employ a graduated approach to the identification of special educational needs. As part of the graduated approach, we follow the following four-part cycle:



Step 1: Assess

- Where a concern is identified, a meeting with parents is arranged. Assessments carried out in school are discussed. These may include assessments in maths, reading, language understanding and social skills.

Step 2: Plan

- Based on the assessments carried out and parents' views, an appropriate level of plan is written with identified small, specific targets that we hope the child will achieve. We would also outline the provision on the plan that may be in addition to the universal classroom provision.

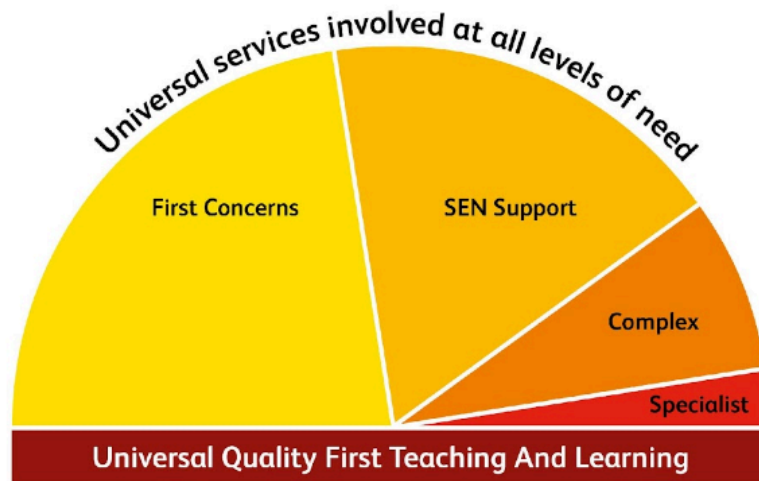
Step 3: Do

- The plan is implemented and provision put in place.

Step 4: Review

- After a period of about 6 weeks, a meeting with parents is arranged. We review the progress made by the child towards the targets that have been set and discuss the effectiveness of the provision that has been in place.

Types of plans



- **Universal** – Quality First Teaching available to all children with or without SEN. (No individual plans for children)
- **First Concerns** – Children who have been identified as having emerging difficulties.
- **SEN Support** – Children who have been identified as having special educational needs requiring provision that is additional to or different from the mainstream curriculum. [This includes any pupil who is receiving 1:1 or group ELSA support and any pupil who is receiving Speech and Language Therapy from the NHS service, although they may not have a specific SEN Support Plan.](#)
- **Complex** – Children who have been identified as having significant and complex difficulties and may be in the process of an Education Health Care (EHC) needs assessment or have an EHC Plan in place. For children with an EHC Plan, an annual review will also take place.

At Parkroyal Community School we do not have a specialist provision unit, however those pupils with the highest level of need, may be referred to outside agencies for further advice and support.

- **Specialist** – Children who have an EHC Plan and are receiving their education in a specialist provision.

Pupils with ongoing medical needs may have a **one page profile** in place. This gives an overview of the provision / adjustments required for the child.

Other organisations and specialist expertise

For children with more specialised needs, the SENCo is able to consult and refer to external agencies, in liaison with parents and the class teacher.

These agencies include:

- Cheshire East Autism Team (CEAT),
- Child and Adolescent Mental Health Service (CAMHS),
- Educational Psychologist,
- School Nurse/NHS services,
- Sensory Inclusion Service,
- NHS Speech and Language Therapy Team.

Types of additional support

Additional support in place for pupils will be dependent on their area of need. Some examples include -

Cognition and learning:

- Specific english or maths interventions
- Resources to support cognitive load e.g. talking tins, visual prompts, checklists

Communication and interaction:

- Group interventions that focus on specific skills e.g. turn taking
- Bespoke 1:1 sessions as advised by Speech and Language Therapist

Social, emotional and mental health:

- Group interventions e.g. nurture group, self-esteem group
- Bespoke behaviour / anxiety management plans

Sensory and/or physical:

- Motor skills interventions e.g. Theraputty sessions
- Sensory resources e.g. wobble cushion, ear defenders, 'attention grabber' toys
- Specific writing equipment e.g. sloping writing board, pencil grip