



Parkroyal Community School
Special Educational Needs and Disability (SEND) Information Report

This report aims to answer typical questions about our SEND provision.
Last updated September 2025.

Our approach to supporting pupils with SEND

At Parkroyal Community School we are an inclusive mainstream setting that welcomes and celebrates diversity. We therefore ensure we support the needs of each child as an individual. We cater for children and young people with a wide range of needs who are able to demonstrate capacity for accessing the mainstream curriculum with differentiation and support. Children have access to high quality teaching within the classroom, focused interventions and support where needed as well support from specialist services if and when appropriate.

Types of Special Educational Needs

A pupil has Special Educational Need and Disability (SEND) when 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. A pupil may have a disability which requires the school to make reasonable adjustments, but this does not automatically mean that they have a SEN.

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 and Sensory and/or Physical.**

At Parkroyal Community School we recognise that some pupils require ongoing medical support. This support may be part of or addition to our SEND offer. Further details of our policy on such support can be found in the [Supporting Pupils with Medical Conditions Policy](#)

Identification and assessment of Special Educational Needs

At Parkroyal Community School we employ a graduated approach to the identification of special education.

- **Universal-** Quality First Teaching available to all children with or without SEN.
- **SEN Support-** Children who have been identified as having special educational needs requiring provision that is additional to or different from the mainstream curriculum.
- **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.

	<p>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.</p> <ul style="list-style-type: none"> ● Specialist- Children who have an EHC Plan and are receiving their education in a specialist provision. <p>Children with SEND are identified as early as possible within our school through discussion with class teachers, teaching assistants (where appropriate), parents and the SENCo. Initial concerns raised might be based on a pupil's wellbeing, their emotional or behavioural presentation, their progress in comparison to their peer group or their profile against recognised characteristics of specific forms of SEND. We recognise that early identification of SEND is paramount, therefore staff working in school monitor children's progress every term through pupil progress meetings and discuss the needs of each individual child.</p> <p>Following identification, discussions take place focusing on the desired outcomes for the child and look at what provision might be necessary to enable the child to reach those outcomes. The SENCo keeps a register of pupils requiring additional support in order to monitor the progress of these pupils, and to plan for provision across the school.</p>
<p>Teaching and Learning Support</p>	<p>We aim to bring out the best in every child through high quality first class teaching. Class teachers differentiate teaching to match individual learning needs. This could be through adaptations for materials or visual reinforcements. Teaching assistants support children within lessons using a variety of strategies. Adaptations are made, where required, to the learning environment to ensure it is accessible for all pupils with SEND.</p> <p>For some pupils, in addition to the class based support approaches, a package of out of class interventions could be created. We use a range of individual and small group interventions to target specific areas of need. Interventions include programmes such as Nessy Reading and Spelling, Forest School, Time to Talk, and Little Wandle Rapid Catch-up.</p> <p>Those pupils with the highest levels of need might be referred to other agencies for further advice and support. The SENCo keeps a register of pupils requiring additional support in order to monitor the progress of these pupils, and to plan for provision across the school. Specialist external agencies we may refer to include: Educational Psychologist, Speech and Language Therapist (SALT), Child and Adolescent Mental Health Team, Occupational Therapist, Cheshire East Autism Team (CEAT), Adelaide Outreach Service and Paediatrician.</p>
<p>Social and Emotional Wellbeing</p>	<p>Social and emotional well-being is at the heart of our curriculum and class teachers address this through regular personal, social, health and economic (PSHE) education sessions in class.</p> <p>Staff promote an environment in which positive personal relationships can flourish and seek to support children in managing and regulating their emotions. Parkroyal has a mental health and wellbeing team of staff in school, including</p>

	<p>a designated pastoral support lead, who are trained to deliver interventions and support children and families specifically to promote pupil well-being. This is acknowledged by our AcSEED accreditation award in March 2023.</p> <p>Where children require additional support we have a range of interventions including, Emotional Literacy Support, Social Communication Groups, Nurture Groups and Self-esteem Support.</p> <p>We have three fully trained ELSA (Emotional Literacy Support Assistant) and several members of staff who are trained in delivering a range of SEMH interventions, supporting a tiered approach to meeting the needs of all children.</p>
<p>Involving Parents and Pupils in Assessing Progress Towards Desired Outcomes</p>	<p>At Parkroyal we adopt the ‘assess, plan, do, review’ format for monitoring progress towards desired outcomes. Children who are identified as having a special educational need will have an SEN support plan in place with children and parents involved at all stages of the monitoring cycle. Parents of pupils with SEN have regular meetings with their child’s class teacher and the SENCO to review their progress, their needs and to plan future provision. For children with an EHC Plan, an annual review will also take place. The SENCo will also signpost parents/carers to any other agencies and sources of advice/support where appropriate.</p>
<p>Evaluation of the Effectiveness of Provision for Pupils with SEND</p>	<p>The SENCo meets with class teachers each term to review the progress of children with additional needs. Plans and support are updated in collaboration with parents and any outside agencies involved. This ensures that appropriate support is in place for pupils to make progress towards meeting their individual outcomes. A full report on the progress of children will be presented to the Local Academy Committee (LAC) once per year and the identified SEND LAC member will be encouraged to take a full challenging role regarding the progress of these children with both the SENCo and the Senior Leadership team.</p>
<p>Staff Training and Expertise</p>	<p>All staff have a good awareness of SEN and receive professional development to support them in meeting the individual needs of the children. At Parkroyal we also employ the following specialists: NHS Commissioned Speech and Language Therapist, Elklan trained Speech and Language Teaching Assistant, Emotional Literacy Support Assistants, Reading Intervention Teaching Assistant and a Maths Intervention Teaching Assistant.</p> <p>The SENCo maintains an up to date awareness of the most effective, research based interventions and signposts colleagues to any relevant sources of support and training.</p> <p>Relevant training is delivered to all staff regularly by the SENCo and external professionals including from CEAT and SALT.</p>
<p>Other organisations and Specialist Expertise</p>	<p>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: CEAT, Child and Adolescent Mental Health Service (CAMHS), Educational Psychologist, School Nurse/NHS services, Sensory Inclusion Service and the Inclusion Quality SEND Team.</p>

Inclusion and Accessibility	<p>We endeavour to offer all our pupils the same learning opportunities. The school has a range of equipment and resources to support children with SEN. For example, coloured overlays, reading schemes, handwriting programmes, writing slopes. We try to maintain some flexibility in order to include our children with SEND. This may include the provision of additional staff or a change in accommodation for a residential trip. We have a range of after school activities that welcome all pupils from our school. The school building is accessible and we have a lift to provide access to the first floor. Further details can be found in the school's Accessibility Policy.</p>
Safety and SEND	<p>As a school we recognise the key importance of keeping all our children safe in the community, online and within school. We recognise the additional risks and vulnerabilities that children with SEND may have and ensure that all learning is appropriate to their level of understanding and revisited in a timely and consistent manner. Children with SEND are taught specific lessons on safety appropriate to their individual needs and at a level that they are able to engage with and understand.</p>
Admissions and Transitions	<p>The school complies fully with the Equality Act 2010 and the School Admissions Code 2012 in relation to the arrangements for the admission of disabled pupils. Where a child is disabled the school will make reasonable adjustments and provide auxiliary aids or services where reasonable to ensure that no disabled child is placed at a substantial disadvantage compared to other pupils.</p> <p>For further information about admission to Parkroyal, please contact the school office or view our Admissions Policy Email: admin@parkroyalcs.org Phone: 01625 426083</p> <p>When a child with SEND is transitioning to another school e.g. high school, the SENCo works closely with the new school to plan a thorough transition process and hand over all key information. Additional transition arrangements could be implemented which could include additional visits to the new school.</p>
Handling complaints	<p>If you are not happy about your child's provision and you would like to discuss further please do not hesitate to contact the SENCo for further support. The SENCo, class teacher and parents will meet to discuss concerns and together formulate an action plan for next steps for the child. For further details, please see our Complaints Policy</p>
Further Information	<p>For further details view our Special Educational Needs Policy</p> <p>Measures to prevent bullying - Anti-bullying Policy</p> <p>The 0-25 Cheshire East Local Offer for Special Educational Needs and Disability can be found on their website.</p> <p>Livewell Cheshire East offers support and services available to families. Details can be found on their website.</p>

	<p>This report is reviewed and updated each year by the SENCo and Governing Board.</p>
Contact Details	<p>The first point of contact to discuss something is your child's class teacher. Appointments can be arranged through the school office.</p> <p>Email: admin@parkroyalcs.org Phone: 01625 426083</p> <p>You may also wish to contact:</p> <p>Headteacher: Mrs C Beaumont head@parkroyalcs.org</p> <p>Special Educational Needs Co-ordinator (SENCo): Ms H Waller h.waller@parkroyalcs.org</p> <p>Special Educational Needs LAC member: Seren Hathway</p> <p>Designated Safeguarding Lead: Mr M Ransom - contactable via admin@parkroyalcs.org</p>