

# Vernon Park Primary School

# SEND Information Report

2023-2024



At Vernon Park Primary School, we aim to provide all children, parents, carers and the wider school community with a safe, caring and inclusive environment where high quality learning experiences enable all children to be the best that they can be.

Our school values of [Kindness and Empathy](#), [Friendship and Respect](#), [Honesty and Responsibility](#), [Tolerance and Fairness](#), [Support and Inclusion](#), [Challenge and Resilience](#) resonate through all areas of our school.

As part of the Children and Families Act (2014) schools are required to publish a document setting out the services they offer for children and young people with special educational needs. We appreciate any questions or comments you may have that will contribute to this document and to our provision for children with needs.

### **The definition of Special Educational Needs**

“A child or young person has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Children and young people who have SEN may also have a disability under the Equality Act 2010.”

“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. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole class provision tend to be more cost effective and sustainable.”

(Special Educational Needs and Disability (SEND) Code of Practice, September 2014)

### **Staffing**

The designated teacher responsible for coordinating SEND provision (The Inclusion Manager) is Katy Mickle.



Mrs Katy Mickle  
(Inclusion Manager/Assistant Head Teacher)

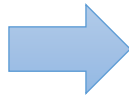
## Our Goal for all our Children of SEND at Vernon Park Primary School

We want our children to learn as much as they possibly can, do as well as they possibly can and make as much progress towards an independent adult life as they possibly can, whilst they are at Vernon Park.

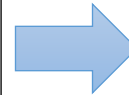
## How does Vernon Park Primary School know if my child needs extra help/ has Special Educational Needs?

### Identifying Needs:

Assess each pupil's current skills and level of attainment  
Consider evidence that a pupil may have a disability, as defined by the Equality Act 2010, and, if so, reasonable adjustments will be made.



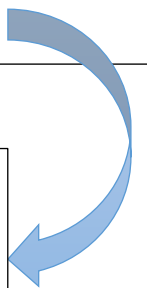
Class teachers make regular assessments of progress for their pupils. At the end of every term these assessments are reviewed by the Senior Leadership Team, Governors and Inclusion Manager.



Assessments seek to identify pupils who are making less than expected progress. This can be categorised by progress which:

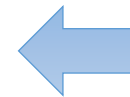
- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

NB: Slow progress and low attainment does not necessarily mean that a child has an SEND. Equally, attainment in line with the child's chronological age does not necessarily mean there is no learning difficulty or disability.



The 'School Offer' outlines the support that will be put into place.  
The following four broad areas will be used when reviewing support needed:

- Communication and interaction;
- Cognition and learning;
- Social, emotion and mental health difficulties;
- Sensory and/or physical needs.



High quality teaching targeted at the pupil's areas of weakness/difficulty.  
Inclusion Manager to work alongside the; class teacher, child's parents/carers and pupils to gather further information. SEND Support Plans and/or One Page Profiles may be co-produced at this stage.

## **How does Vernon Park Primary School support my child?**

At Vernon Park Primary School, we are used to supporting children with many different needs. We believe your child must be happy in order for them to learn. Our staff are trained in supporting children who struggle with early application of reading, writing and maths skills. We also support pupils who are neurodivergent (such as autistic children or children who have ADHD). We support children who have motor skill difficulties, physical needs, social, emotional and mental health needs and a range of disabilities. At Vernon Park, our teachers know all our children very well. This enables us to draw on many different strategies to ensure all needs are being supported. This happens on a day-to-day basis during all lessons by presenting the work to children in different ways. However, there may be a time when children need 1-1 or small group time to support their progress. In our school, we have trained Teaching Assistants (TAs) who carry out a variety of interventions for maths, writing, reading, speech and language, motor skills as well as giving emotional and nurturing support to children. For some children, further support is required. This may be because they are working significantly below their peers and have difficulties in one or more of the following **four** areas, As stipulated in the 2014 SEND Code of Practice:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

## **How are decisions made for the type and level of support my child will need?**

If parents have any concerns about their child's progress or development they should discuss this first with their child's class teacher. If a child is struggling to make progress in one or more of the four areas of learning, following class teachers' Quality First Teaching (a universal offer of good classroom practice) and evidence of a robust, graduated response, an initial discussion will be held with Katy Mickle. School may then be able to offer a small group intervention to address the area/s of need. We may then refer a child to an outside agency that work with us, for extra advice or to implement an observation. If children continue to not make the desired progress, class teachers and parents/carers will co-produce an SEND support plan. These detail the child's aspirations, strengths, needs, targets, strategies and intended outcomes. Each child will also produce a One Page Profile with a trusted adult in school. This is also shared and added to at home. The progress of children within this plan is monitored and communicated with families at least termly to discuss successes and next steps. This gives everyone involved the opportunity to discuss the effectiveness of the plan and make changes where necessary. Our Inclusion Manager is involved at every step and is also able to offer advice, resources and training to staff.

## **What provision does the school make to include all children regardless of their needs?**

As an inclusive school, we believe that every child should be involved in all areas of the curriculum. We use adaptive teaching and flexible groupings to ensure that children can access the learning, in a way most appropriate to them. Our teachers plan so that each child has the opportunity to develop as an independent learner. If required, children will have individualised targets/plans/timetables. We can also adapt resources to suit different needs. We will adapt our plans and activities to suit all children and work with parents to ensure children feel involved. As an example, we are often able to give bespoke small group support focused on phonics, maths, motor skills, reading and emotional needs. If a child has a particular need, disability or medical concern we ensure all staff have relevant training. We will also change the physical environment if needed e.g. to create a personal space or to allow access. (Please see the VPP Provision Maps for further information)

## **How do we support pupils with specific Speech and Language needs?**

At Vernon Park Primary School, we have a Speech and Language Centre, which is for children with specific speech and language needs. It has places for 10 children of Nursery or Reception age. These places are allocated by the NHS and Local Authority after a lengthy assessment period. Vernon Park does not have any direct involvement with the admissions of these places and therefore this provision is not accessible for children in our mainstream setting.

## **Who is there to help me and my child?**

Mrs Mickle is our Inclusion Manager, and can be contacted via the school office or email at [katy.mickle@vernonpark.stockport.sch.uk](mailto:katy.mickle@vernonpark.stockport.sch.uk). She has held the role of Special Educational Needs Coordinator and Inclusion Manager in a variety of Stockport Schools for over 20 years. Parents may also arrange to see the Head Teacher, Mrs Lee at any time, by contacting the office on 0161 480 4378. However, if a parent/carer have any concerns about their child's progress, the class teacher should always be contacted in the first instance. We also have a highly experienced Pastoral Manager who is available to discuss a child's social and emotional needs via appointment.

Our teachers are all teachers of SEND. We also have a very experienced and dedicated team of TAs and HLTAs. All staff attend courses and in-house training to help them identify and support children with a variety of needs. This has included training on Autism, Attachment, Dyslexia, ADHD, Restorative Approaches and De-escalation Techniques.

We are a Restorative School and this feeds into our Behaviour and Relationships Policy and our Anti-bullying Policy (both of these are available on our website). We make staff available when children need time to talk, resolve issues or to help reduce anxiety.

### **How does the school work with parents and children to support learning?**

At Vernon Park we know that working with children has to be a team effort. We have an open-door policy and we welcome discussions with our parents/carers. All our parents are given timely information about their child's progress through parents' evenings and/or reports. Through discussions with the children, we also gather the children's feelings about their progress and if anything else might be done to help them. We use this as an opportunity to celebrate their achievements and successes. We also actively seek parents'/carers' views and use the 'We asked...You said... We did...' model.

### **What support is there for behaviour, avoiding exclusions and increasing attendance?**

We pride ourselves on the excellent behaviour of our children at Vernon Park. We have a nurturing ethos which forms the basis of our Restorative Approach. We have an experienced Pastoral Manager and we have specially trained children who go on to become Restorative Approach Champions/Ambassadors. Our Behaviour and Relationships Policy (which can be found on our website) encourages children to take responsibility for their actions, to understand the consequences and to repair and restore relationships. We also start each day as a new day so that children know they can start every day afresh. For children who have particular difficulties we prepare step-by-step plans to help them build positive relationship skills that they need to make the right choices independently. Exclusions are a rarity at Vernon Park as we believe that only through regular attendance can we support change.

### **How does the school support a child moving between phases of education?**

We have special systems in place to support transition in school, from year group to year group and transition to new schools or secondary education. Before children start at Vernon Park Primary School parents have the opportunity to meet 1-1 with the class teacher. We recognise that parents know their children best and their feelings about their child are important to us. As children move through the school, class teachers ensure that information is passed on to the next teacher and thorough transition meetings are arranged for all children. When children transfer to a new school we ensure that all our records are passed on and we meet with receiving staff to make them aware of any children with SEND. Extra visits can be arranged if it is felt that the child will benefit.

## **How does the school measure the progress of children with SEND?**

We will follow a graduated approach and a four-part cycle of 'assess, plan, do, review'. We track the progress of all our children carefully, and we keep parents updated throughout the year. The class teacher will work with the Inclusion Manager, Data Manager, Deputy Head Teacher and Head Teacher to carry out a clear analysis of the pupil's needs.

This will draw on:

- The teacher's assessment and experience of the pupil;
- Their previous progress/attainment and/or behaviour;
- Other teachers'/agencies' assessments, where relevant;
- The individual's development in comparison to their peers and national data;
- The views and experience of pupils;
- The views and experience of parents/carers;
- Advice from external support services, if relevant;

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

## **Are there a range of services with which the school can liaise?**

There are a number of agencies who work regularly with Vernon Park. We call on these agencies when a need has been identified and a graduated approach has been implemented. These agencies are only ever contacted with parents' permission. These agencies include:

- Inclusion Team
- Educational Psychologist (E.P.)
- Sensory Support Services
- Speech and Language Therapists (SALT)
- School Nurse
- Family Help Coordinator
- Physiotherapy
- Primary Jigsaw
- Social Care/MASSH
- Occupational Therapy (O.T.)
- Education Welfare Officer (EWO)

These agencies work in different ways, at different times, depending on the needs of the child – this may involve staff training, meetings with parents/carers or working 1-1 with a child.

In addition to this, Mrs Lee and Mrs Brough also meet with agencies who form a Team Around the School (TAS). This involves a linked school

Age Plus Worker, School Nurse, Education Welfare Office and a Social Worker. Again, parental consent is obtained prior to these meetings so professionals can discuss concerns/difficulties and this then helps school to signpost parents for further support.

**This information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:**

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities;
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for Education, Health and Care plans (EHCP), SEND co-ordinators (SENDCOs) and the SEND information report.

### **Stockport SEND Local Offer - SEND Support from the Local Authority**

The Local Offer was first introduced in the Green Paper (March 2011). The Stockport SEND Local Offer provides advice, information and services to children and young people with special educational needs or disabilities (SEND) and their families.

### **Stockport Entitlement Framework**

The local authority has worked with parents, early years settings, schools, colleges and a range of professionals to develop Stockport's Entitlement Framework. This document helps teachers and school leaders at Vernon Park Primary School to further improve how they support children and young people with SEND and help parents to understand how the needs of their children should be met. (Further information about **Stockport's Entitlement Framework** can be found [here](#).)

**Information about the Stockport Outcomes Framework can be found [here](#).**

**Information about Stockport's Co-production Charter can be found [here](#).**

### **Key to acronyms used in this document**

ADHD – Attention Deficit and Hyperactivity Disorder

EHCNA – Education, Health and Care Needs Assessment

EHCP – Education, Health Care Plan

HLTA – Higher Level teaching Assistant

SEND – Special Educational Needs and Disabilities

TA – Teaching Assistant



If parents have any concerns or questions we ask that they speak to their child's class teacher or the Inclusion Manager. We can usually resolve any issues at this point. If parents still have concerns then our Complaints Policy is available on the website. Please do not hesitate to contact us if you have any questions.