



Park Gate Primary School

2026/2027

Special Educational Needs and Disability Information Report



Park Gate Primary School

Special Educational Needs and Disability Information Report

Dear Parents & Carers

The aim of this document is to explain how we implement our SEND policy. In other words, how does special educational support look 'on the ground' at Park Gate Primary. This report aims to give you information about our grassroots level SEND.

We aim to include as much information as possible, however, there will inevitably be questions that remain unanswered. If you have any further queries please do not hesitate to contact the school. Details of how to do this are included at the end of this report.

What types of SEN does the school provide for?

The Special Needs Code of Practice sets out clear guidelines and support when identifying pupils with special educational needs. Special Educational Needs provision can be considered under these four broad areas:

- Communication & Interaction – including autism spectrum disorder (ASD) and Speech and Language difficulties.
- Cognition & learning – including specific learning difficulties: dyslexia, dyspraxia and dyscalculia, as well as moderate to severe learning difficulties.
- Social, Emotional & Mental Health
- Sensory and/or Physical – including hearing, visual, physical and multi-sensory impairments plus attention deficit hyperactivity disorder (ADHD) and attention deficit disorder (ADD).

How does the school know if a child needs extra help?

- We have close links with our pre-schools. During the transition period prior to a child starting school, our Early Years staff meet with staff from the pre-schools to share information about children who will be coming to Park Gate. This includes information about additional support and SEND where appropriate. This early identification and sharing of information ensure that all appropriate support is in place as a child starts school.
- Concerns about SEND may be raised at anytime during a child's education. These concerns may be raised by parents, staff, other professionals or the child themselves. Staff members continually monitor all aspects of educational achievement. Through this close monitoring any concerns in relation to educational progress are quickly identified and further actions agreed where appropriate.

What should I do if I think my child may have special educational needs?

- If you are concerned about your child for any reason during their time at Park Gate, we ask parents to speak to a member of staff. This may be the class teacher in the first instance, who may then suggest parents talk to the Inclusion Manager (sometimes known as the Special Educational Needs Coordinator (SENCo)).

How will Park Gate Primary support my child?

- If a child is identified as having special educational needs, their barriers to learning will be explored by the adults working with them and the SENCo. The class teacher will specify personal targets for the child and outline how the school and parents will provide support to help the child achieve these targets. In most cases these targets will be met through quality first teaching in the classroom, including the use of additional resources, adaptations and scaffolding of tasks. In some cases, a child may require additional support through specific interventions or programmes, working with the teacher, a Teaching Assistant or an outside professional.
- The child's targets will be informed by any relevant reports from other educational and health professionals.
- At this point the child's name is recorded on the SEND register. This is a formal record of all the children at the school who have identified SEND.
- Once a child is placed on the SEND register, we will put together a passport for your child that includes their targets.
- Any child with an SEN passport, also has a learning ladder that allows the child to track their progress towards their targets in a child friendly way.
- Occasionally a pupil may need more expert support from an outside agency such as the Educational Psychologist, Speech and Language Therapist etc. A referral will be made, with your consent and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.
- If a child requires a significant amount of additional support to allow them to access the curriculum as a school we may apply for an Education, Health and Care plan to support your child.

How is the decision made about what type of support my child will receive?

- Every child's progress is tracked regularly and formally reviewed in progress meetings each term. During these progress meetings the inclusion manager liaises with the class staff to review progress and identify the type and level of support required for children with SEND.
- If a child has more severe or complex needs that the school does not have the expertise to support, with your agreement, referrals may be made to other appropriate agencies, eg; speech therapy, education psychology, primary behaviour support
- If a child requires a significant amount of additional support a transition Partnership Agreement (TPA) or an Educational Health Care (EHC) plan may be considered. These additional, formal procedures are used only where a child requires significant support which is often of a more complex nature.
- Transition Partnership agreements are drawn up by the school to list your child's strengths and difficulties and outlines a plan to address their personal targets. These plans are particularly useful when children who have significant additional needs but do not meet the threshold for an EHCP are transitioning between schools
- For your child to be granted an Education, Health and Care Plan your child would need to meet the criteria set out in the Special Educational Needs code of practice. This would be considered following involvement with the school's link Educational Psychologist. The school would then make an application to the local authority via the EHCP Hub (an online application platform) so that the learning plan required to support your child can be formally recognised in a statutory document – the Educational, Health and Care Plan. Once in place,

an Educational Health and Care plan can support your child's needs for as long as they need it, up to the age of 25 years. These EHCPs are reviewed annually to ensure that your child is progressing towards their targets and that the plan is still relevant to your child's ongoing needs

Who will explain all of this to me?

- Parents are involved in all aspects of the process. This close, working partnership between parents and the school is crucial to the success of all children.
- The class teacher will share the targets on the passport with you and discuss the level of support required to enable them to be met. The targets will be reviewed with parents each term, usually at parents' evenings, but may be reviewed at any time during the school year as required. Parents will be kept informed about a child's progress by the class teacher.
- Parents are encouraged to share any concerns or queries they have with the class teacher as soon as they arise, rather than waiting for a formal review meeting.

How does the school adapt the curriculum and learning environment for children with SEND?

- The school curriculum is designed to meet the needs of all children as individuals. Tasks and activities are scaffolded, so that the vast majority of the children can access the learning, including children with SEND.
- Most children with SEND have their needs met through quality first teaching and the school's Ordinarily Available Provision. This may include adapted teaching approaches, scaffolded learning activities, visual supports, assistive technology, sensory strategies and targeted interventions. Teachers at Park Gate are highly skilled at adapting the curriculum to support the best academic progress possible.
- For some children, further adaptation may be required. This may include support in small groups or individual support. The curriculum may need to be adapted to accommodate individual needs to ensure a child is fully included.
- The school offers a wide range of extra-curricular activities as well as school visits and additional curriculum enrichment activities. These are all inclusive and we encourage all children to take part.
- Park Gate Primary School recognises and celebrates neurodiversity. We are committed to understanding and responding to individual differences in learning, communication, sensory processing and social interaction so that all pupils can thrive.

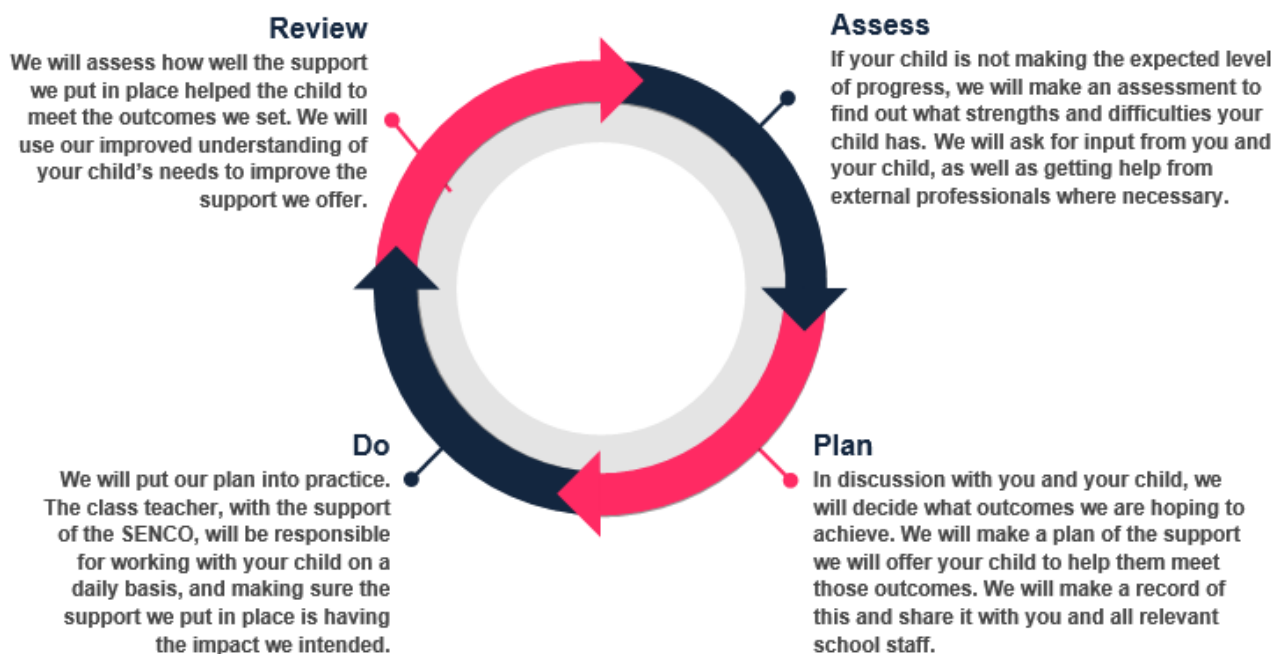
My Passport This is me... My name: My photo 	
What people like and admire about me... (my strengths) •	What I love... (Things that I enjoy doing and things/people that make me happy) •
What I find difficult... (my barriers to learning) •	What works for me (how you can best support me) •
What doesn't work for me... (and I don't read well) •	Other relevant information that you need to know about me (including medical) •

My Name: My current year group:				
My Autumn 2025 term targets set by (name of teacher):			Date set: Summer 2025	
Better to learning (see areas of SENIO)	My targets (with small steps)	Provision	Success criteria	Review date:
				End of Autumn 2025
Date class comes to parents:				

My Learning Ladders

How will I know how effective the provision is for my child?

- Park Gate follow the graduated approach to meeting SEN needs. The graduated approach is a 4-part cycle of **assess, plan, do, review**.



- If the SEND provision is effective parents should be able to see the progress their child is making as they support their child.
- The class teacher will share information formally about progress towards achieving the targets which have been set. However, more informal discussion will take place as required, either with the class teacher or inclusion manager.
- A pupil may be removed from the SEND Register where their special educational needs can be met effectively through high-quality inclusive classroom teaching and SEND Support is no longer required.

How does the school know how effective its provision is for children with SEND?

- The regular monitoring of educational achievement helps to inform any review of our SEND provision. The inclusion manager, headteacher and governors all take a role in monitoring the impact of SEND support within the school.
- The SEND Governor is Ms Sarah Allen.
- Monitoring information is shared with governors in the form of:
 - Regular meetings between the inclusion manager and the SEND governor
 - Reports on pupil progress from members of the senior leadership team
 - External reports, written by inspectors and advisers

What support will there be for my child's overall wellbeing?

- The class teacher has overall responsibility for the pastoral care of every child in the class and as such identifies and provides appropriate support within the classroom. They are particularly vigilant about the self-esteem and emotional resilience of the children with additional needs.

- The class teacher is the first point of contact for parents who may have concerns about their child's wellbeing.
- If a child requires further support beyond that offered within the classroom environment, the inclusion manager will identify the appropriate member of the pastoral team to provide this support.
- The pastoral team at Park Gate includes an Emotional Literacy Support Assistant (ELSA) who works under the direction of the inclusion manager to support any children who are vulnerable for any reason. They can support children through family issues, bereavement, anxiety and self-esteem issues, friendship difficulties and anger management concerns.
- Where appropriate additional support may be sought from the Behaviour Support Team, the school nursing team, health professionals or other professionals within the Children's Services Department.

What support is there for behaviour, avoiding exclusion and increasing attendance?

- As a school, we have a very positive, relational approach to behaviour, with a clear reward system that is followed by all staff and pupils.
- If your child presents difficulties with behaviour, emotional regulation or engagement you would be invited into school to discuss the issues. An Individual Behaviour Management Plan (IBMP) is written to identify the specific behaviours, put relevant support in place and set targets which would be reviewed regularly. Further support may be sought from the Educational Psychologist or Primary Behaviour Support Services. The school and professional services will make every effort to reduce the risk of exclusion.
- Is monitored daily and the school works proactively with families and external agencies where appropriate to promote good attendance and remove barriers to attendance. Lateness and absence are recorded and reported upon to the Head teacher. Good attendance is actively encouraged throughout the school.

What happens if my child needs regular medication?

- The school follows the Local Authority guidelines for administration of medicines and the policy is available on the school's website.
- If your child requires regular, prescribed medicine this can be given in school, once the appropriate permission has been given by parents.
- A medical register is kept for children with on-going medical conditions and individual care plans are written for children who may need emergency care.
- All staff members receive regular training and updates in relation to conditions and medication that are relevant to children at the school. This ensures that all staff can manage medical situations.
- Where a child has more complex medical needs, individual members of staff receive additional training from health care professionals to ensure the child's needs are met.

What training is provided for staff supporting children with SEND?

- The school's Inclusion Manager/SENCo holds the National Professional Qualification for SENCOs (NPQ for SENCOs) in line with current national requirements.

- The inclusion manager oversees all training in relation to SEND by
 - identifying appropriate courses for staff to attend
 - sharing practice with other local schools
 - liaising with other professionals.
- Recent training for staff includes
 - Little Wandle Phonics training
 - Kinetic handwriting part 1 and 2
 - PACE approach to behaviour – Playfulness, Acceptance, Curiosity and Empathy
 - Dreikurs' Theory
 - Team Teach – physical intervention
 - Manual handling/ physiotherapy – programmes for individual children
 - Specific medical training
 - Makaton
 - Understanding Down Syndrome
 - Maths Mastery training and updates
 - Transforming SEND; Neurodevelopmental Approach to Learning
 - Introduction to Thrive
- In addition to attending training courses we work very closely with any external agencies that we feel are relevant to individual children's needs with our school. This enables us to secure the most appropriate specialist expertise. These include;
 - Health professionals including GPs, school nursing, clinical psychologist, paediatricians, speech and language therapists, occupational therapists, physiotherapists.
 - Children's Services Department professionals including the Locality Team and social workers.
 - Educational professionals including the Specialist Teacher Advisory Service who work with children with physical disability, hearing or visual impairment; Communication and Language difficulty as well as the advisory services for augmented and assisted communication (AAC), offering ICT support.
 - Primary Behaviour Support Team.
 - Ethnic Minority and Traveller Achievement Service (EMTAS).
 - Other agencies such as Young Carers, Hampshire Autistic Society and Portsmouth Down's Syndrome Association.
- We have also accessed training and support through the outreach service at Heathfield Special School, St Francis Special School and The Waterloo School.

How accessible is the school?

- The school aims to be fully accessible and makes reasonable adjustments in accordance with the Equality Act 2010 to ensure pupils with disabilities are able to access education and wider school activities. It is on one level and has level access at all entrances and exits. The building is ~~fully~~ accessible for wheelchair users. There are two large accessible toilets. Each is fitted with a rise and fall changing table and hoist. Toilets across the school have cubicles fitted with

handrails. A disabled parking bay is situated at the front of the school, close to the main entrance.

- Class teachers respond appropriately to the needs of all the children in their class, including children with physical difficulties. This may include
 - adjusting seating arrangements for children with visual or hearing impairments
 - offering adapted equipment and resources for children with physical needs such as supported seating, footstools, writing slopes, pencil grips.
- If a child with SEND also has English as an additional language we liaise with the Ethnic Minority and Traveller Achievement Service (EMTAS) who assist us in supporting families.

For further information, the school's accessibility plan is available on request.

How will my child be included in activities outside the classroom including school trips?

- Park Gate primary promotes involvement of all our learners in all aspects of the curriculum and school life including activities outside the classroom.
- Any off-site activity requires a risk assessment to be completed to ensure the safety of all pupils.
- Where there are concerns for mobility and access, a personalised risk assessment is carried out to identify where reasonable adjustments can be made to meet any additional needs. If appropriate parents/carers are consulted and involved in planning these.

How does the school consult with parents?

- The school encourages all parents to be involved with the life of the school. We consult with parents on a regular basis.
- The school regularly consults with parents in a formal way through use of a questionnaire, based on the Ofsted framework.
- The close working relationship that we promote encourages parents to come and talk to staff whenever they feel they need to. This informal consultation is often the most effective.
- We use a person-centred approach and value the views of children, young people and their families. Parents and carers are involved throughout the Assess, Plan, Do, Review cycle and are encouraged to contribute to decisions about provision and support.

How does the school consult with children with SEND?

- We encourage children to be independent in all aspects of life. This includes developing their confidence and ability to express their views on all aspects of school life.
- Class teachers work closely with all children to ensure that when appropriate, they are involved in decisions about their education.
- If your child has a TPA or an EHC plan their views will be sought as part of the review process.

How will my child be supported as they start or leave the school?

- We have close links with our pre-schools. During the transition period prior to a child starting school, our Early Years staff meet with staff from the pre-schools to share information about children who will be coming to Park Gate. This includes information about additional support and SEND where appropriate. This early

identification and sharing of information ensures that all appropriate support is in place as a child starts school.

- We have an extensive induction programme for all children starting school. This includes meetings for parents, visits to school, a home visit and visits to pre-schools. Where a child has particular needs, additional transition arrangements may be put in place. These will be designed to meet the individual needs of the child.
- For children who start school outside of the normal admission round, we will liaise initially with parents, while also consulting the child's previous school and seeking information from other agencies that are involved. Visits to school, identification of a 'buddy' in the class and identification key members of staff for support will be used where appropriate.
- The majority of children leave Park Gate when they are 11 years old. We liaise closely with the secondary schools that our children move on to. This includes meetings between the child's class teacher and secondary school staff. The inclusion manager meets with the SENCo from the receiving school to discuss in more detail the specific needs of children with SEND. If the child has an EHC plan the receiving school is invited to attend the annual review meeting prior to transition. If a child has complex needs but does not have an EHC plan a Transition Partnership Arrangement (TPA) may be written in consultation with parents. This will include details about the child's needs, support in place at Park Gate and support to be made available to the child as they start secondary school. A report is written and a review date agreed. Copies of the agreement are sent to parents and to the receiving secondary school.

How are the school's resources allocated and matched to the children with Special Educational Needs?

- The SEND budget is allocated each financial year, and through the governing body SEND finances are monitored and reviewed regularly. The money is used to provide additional support or resources dependent upon need, including the deployment of staff.
- The school pays for a Service Level Agreement with the Education Psychology Service. The level of the SLA is reviewed annually.

What do I do if I am not happy about the SEND provision for my child?

- We would encourage parents to come and talk to us about any concerns or problems that may arise. In almost all cases we will be able to resolve any issues quickly.
- If, following discussion with school staff, you are still unhappy and feel that the matter is unresolved, the school's complaints policy can be found on the school's website, or is available on request from the school office.

Where can I get further information from?

- Hampshire County Council's Local Offer is available at <https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page?familychannel=6>
- Detailed information about Park Gate Primary School, including a copy of the SEND policy, can be found on the school's website at www.parkgateprimary.co.uk

- Advice and support for parents is also available at SENDIASS: <https://www.hampshiresendiass.co.uk>
<https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds>
Independent Parental Special Educational Advice: www.ipsea.org.uk
The school will signpost parents to additional advice and support for specific needs relevant to their child.
- If you would like to look around the school and ask further questions please do not hesitate to contact the school office:
Telephone: 01489 575444
Email: adminoffice@parkgate.hants.sch.uk

Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN

➤ **Transition** – when a pupil moves between years, phases, schools or institutions or life stages

Inclusion Manager (SENCo):
Headteacher:

Mrs Stephanie Jones
Ms Cara Newman

Reviewed; September 2026
Next Review: September 2027