



Park Junior School, Wellingborough

SEND INFORMATION REPORT 2025-26

<p><u>Section 1</u> What kinds of Special Educational Needs does Park Junior School make provision for?</p>	<p>Park Junior School is a part of the Northampton Primary Academy Trust with a Unit for children with Social, Emotional and Mental Health Difficulties.</p> <p>Within our mainstream setting we have provision to meet the needs of all children. This may include those with moderate learning, social, emotional and mental health, autism, physical difficulties, visual and hearing impairments.</p> <p>We also provide:</p> <ul style="list-style-type: none"> • Inclusion for ALL pupils • Carefully planned interventions to support the area of need • An understanding of the distinction between SEND and underachievement • Provision of appropriate materials to suit interest and ability • Full access to the school curriculum • Provision to narrow the gaps between vulnerable learners and others • Two SEN Managers and other specialist staff • Individual progress to indicate success. • Differentiation • Personalised learning opportunities
<p><u>Section 2</u> How would Park Junior School identify and assess my child's special educational needs?</p>	<p>At Park Junior School we look at the holistic needs of the child.</p> <ul style="list-style-type: none"> • Pupils are assessed against their own prior learning and experiences. • Baseline assessments are carried out on entry with close liaison with feeder schools. • Assessments can be made throughout your child's time at this school. <p>Where teachers and/or parents have concerns relating to a child/young person's needs, the class teacher must make a referral through the school's Inclusion panel. The Inclusion panel is made up of designated leaders and adults across the school responsible for the inclusion of all students. The referral form includes summarising the student's needs, identifying their current levels of attainment and outlining what outcome they would like from the referral. The Inclusion team will</p>

	<p>complete an observation alongside evaluating the referral form and relevant assessment data before determining whether there may be an underlying need and if specialist advice is required.</p>
<p>Section 3 How does the school evaluate the effectiveness of provision for pupils with Special Educational Needs? How does the school support children’s progress? What are IEPs? How do they help my child? How do I know how well my child is doing at school?</p>	<p>We have a robust system of monitoring, evaluating and reviewing our provision. At Park we constantly monitor the effectiveness of our provision and review the impact through termly tracking. The inclusion team, senior leaders and Governors are involved with the process. This also involves regular evaluations of intervention, lesson observations and book looks in relation to SEND students.</p> <p>The school follows ‘The Graduated Approach’, which includes 4 stages of action: Assess, Plan, Do and Review.</p> <p>Assess - data and information regarding a pupil’s attainment, attendance, social skills and progress, alongside national data and expectations, should be gathered and assessed collaboratively between class teachers and SENCO/SEN managers.</p> <p>Plan – the SENCO decides which adjustments will be put in place, whether targeted interventions will be required, the expected outcomes and a clear date for review.</p> <p>Do - The SENCO/SEN managers will ensure that Teachers/TAs have appropriate specialist training where appropriate and are confident delivering specific interventions.</p> <p>Review - The evaluation will be based on the level of progress the child has made towards their IEP targets, the evaluation of the effectiveness and quality of interventions and any adaptations which need to be made. If the child requires further support to meet age-related expectations, the cycle will be repeated.</p> <p>Individual Education Plans are documents for pupils who have been identified as potentially or do require higher levels of support due to a special educational need, outlining the child’s specific, short-term targets to support them in progressing. The IEP included 3-4 SMART targets based on the child’s individual area of need. These are reviewed half-termly to evaluate the child’s progress and the effectiveness of the provision being provided.</p> <p>If an area of need is highlighted, we will meet with you as parents/carers to hold a structured conversation and discuss IEP targets for your child. If your child has an Education Health Care Plan, we will additionally facilitate annual reviews. As IEPs are reviewed half-termly, you will also get a copy of each report to demonstrate the progress your child has made towards their individualised targets.</p> <p>All planning, both medium term and short term is highly differentiated within the class. Each class has the equivalent of a full-time teacher and</p>

<p>How will the staff support my child? How will the curriculum be matched to my child's needs?</p>	<p>at least 1 Teaching Assistant. The staff at school are supported by Speech and Language Therapists, Physiotherapists, Occupational Therapists, school nurse and any other specialist advisors where and when appropriate.</p>
<p>How do you adapt the curriculum?</p> <p>How is the decision made about the level of support my child receives?</p> <p>How will my child be included in activities outside the school curriculum including trips?</p> <p>What support is there for my child's overall well-being?</p>	<p>Our aim is to provide a curriculum that is relevant and broad and helps children to become as functionally literate, numerate, communicative and as independent as possible in an environment that promotes positive learning experiences.</p> <p>We constantly review your child's needs and using our expertise and experience will identify when and where additional support may be needed.</p> <p>At Park every child has the opportunity to access trips including a year 4 and year 6 residential if parents wish. Provision is again highly differentiated and if for example an activity is not deemed appropriate alternative activities are organised.</p> <p>All children are also invited to join in with the variety of after school clubs that we provide.</p> <p>We have a robust safeguarding policy and protocol in place. Pupil's health and well-being is paramount. Personal Care is conducted discreetly and with dignity, fostering independence whenever possible. We work closely with medical practitioners if your child has a health need and will discuss with you administration of prescribed medication or physiotherapy. We also work closely with social services and the children with disabilities team. We are able to access any support that your child or family require.</p> <p>To ensure that our children who are looked after access all necessary help we work closely with social care and the virtual school from the appropriate county.</p>
<p><u>Sections 4 and 5</u></p> <p>What training is provided for staff supporting children and families with SEN?</p>	<p>All of our teachers are qualified, and some have undertaken specialist further development. This includes Autism specific training, Training in Hearing and Visual impairments, Diabetes and Team Teach.</p> <p>Our TAs have a range of expertise including – Physio, Team Teach, Autism, Diabetes, Hearing and Visual impairment. A number of staff have been trained in Attachment. This is not an exclusive list and ongoing professional development is key to ensuring staff of all categories remain updated and skilled.</p> <p>The SENCO also delivers continuous professional development to teachers and support staff to ensure everyone is kept up to date with the most relevant policies and information.</p> <p>TAs all receive fortnightly training sessions which link to the teacher's StepLab training. They are looking at the following areas to help with</p>

	<p>their development when supporting children in class: Working memory, strategies to support pupil attention, giving instructions, effective questioning, checking for understanding, giving effective feedback, pupil motivation, giving meaningful praise, building and maintaining positive relationships, and pupil independence. TAs are given the opportunity to use these new ideas and strategies in class, with follow up discussions to discuss successes.</p>
<p>Section 6 How accessible is Park Junior School?</p>	<p>Our school is fully accessible with a dedicated disabled parking bay and toileting facilities. We also have ramp and chair lift facilities, and our grounds are inclusive for all.</p>
<p>Section 7 & 8 How are parents/carers involved in the school? How do parents/carers and children get involved in their education? Who should they contact?</p>	<p>We hope to meet new parents/carers at the stage when you are deciding which school is your preferred choice for your child. We hold a new parents/carers evening prior to your child starting our school.</p> <p>We hold termly Parents' Evenings, and you are very much encouraged to come along and share your child's learning. Additional reviews are arranged to discuss your child's provision.</p> <p>Each class hold a community tea once a year where you will be invited to share in an afternoon tea and activities such as a quiz. You will also be invited to attend assemblies when your child has achieved an award.</p> <p>Friends of Park meet approximately every half term to arrange social events and fund-raising activities. You are very welcome to join us on that group.</p> <p>We also hold a Christmas Fayre, Summer Fete and many other events to which you are warmly invited.</p> <p>Regular updates are distributed through emails, newsletters and the school website. Alternatively, you are welcome to contact our school office.</p> <p>The children are involved in the running of the school through the school council and are called upon to support the process of employing new staff where appropriate.</p>
<p>Section 9 What do I do if I have a concern about your provision?</p>	<p>In the first instance we encourage you to contact your child's class teacher. If you still have concerns, then please contact the Inclusion Team or the Head Teacher (head@park-jun.northants-ecl.gov.uk). In the unlikely event that your concern is not resolved then please contact our Chair of Governors via the school.</p>
<p>Section 10 & 11 What specialist services and expertise are available at or accessed by the school?</p>	<p>Fortunately, many members of support staff have acquired specialist training to provide targeted interventions to students with a variety of needs.</p> <p>We also work closely with the following agencies/professionals to support your child's needs and ensure that school staff are accurate and efficient in the support they provide in school:</p>

	<p>All Therapy services including:</p> <ul style="list-style-type: none"> - Occupational Therapy - Physiotherapy - Speech and Language <p>Specialist services including:</p> <ul style="list-style-type: none"> - ADHD/ASD Service - Bereavement Service - CAMHS (Child and Adolescent Mental Health Services) - Community Nursing - Community Paediatric - Contenance Team - Community Eating Disorder service - Educational Psychologist - Jogo (Team Teach) - Looked After Children Mental Health - Maplefield’s SEMH Outreach - Rowan Gate Outreach - School Nurse - Social Services - Teacher of the Deaf - Virtual School - Visual Impairment
<p><u>Section 12</u> How do you prepare my child for joining your school or transferring to another school?</p>	<p>We work closely with your child’s infant school and arrange a number of visits to familiarise them with Park. This is also carried out if your child is transferring mid-year.</p> <p>When the time comes for your child to move on we will liaise with the receiving school and follow their transition process. We will enhance this with social stories and extra visits if necessary.</p>
<p><u>Section 13</u> What is EBSA?</p> <p>What training is available for staff supporting children with EBSA?</p> <p>How are children supported within your school?</p>	<p>Emotional based school avoidance (EBSA) refers to children and young people who experience severe difficulty attending school due to anxiety or emotional distress, frequently associated with Special Educational Needs (SEN).</p> <p>The SEN Managers have received training through TAMHs on what EBSA is and how it presents in children. They have been given strategies that can be used to support children with EBSA and tools to help identify specific triggers so that support is personalised to the child.</p> <p>Recent support and strategies used for a child recently presenting with EBSA include a part time timetable, staggered start time to reduce anxiety coming in to school, Meet and Greet, emotional well-being and anxiety interventions, transitional toy, headphones and fidget tools, individual workstation outside the classroom to help with over stimulation, key trusted adults and regular meetings with parents and other professionals.</p>
<p><u>Section 14</u></p>	<p>Further information can be sought from The Local Offer on the Northamptonshire County Council website which is a one stop of all services available for children and young people with special</p>

Where can I get further information about services for my child?	educational needs and disabilities. As well as the Information, Advice and Support Service for SEND in Northamptonshire (IASS) Or Specialist SEND Support Services (SSS) (please see websites below).
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Links with other services

<https://www.northnorthants.gov.uk/attendance-behaviour-and-home-schooling>

[SEND Information Advice Support Service | North Northamptonshire Council \(northnorthants.gov.uk\)](#)

[Local Offer | North Northamptonshire Council \(northnorthants.gov.uk\)](#)

<http://www.iassnorthants.co.uk/Pages/home.aspx>

<https://www.westnorthants.gov.uk/specialist-send-support-services/send-support-service>

[Emotional Based School Avoidance \(EBSA\) Factsheet](#)