Old Park Primary SEND Information Report

A SEND Information Report will be updated annually to reflect changes and plans within the school. The report explains how we implement our SEND policy at Old Park.

Old Park Primary School is a Local Authority (LA) maintained school. It is a large primary school with 19 mainstream classes, 2 pre-school classes and provision for two-year-olds. We have 2 SEND classrooms, one for Early Years (Hedgehogs) and one for KS1 and KS2 (Oak and Elm) children for pupils with a high level of SEND need.

What are the kinds of special educational needs for which provision is made at Old Park Primary School?

Old Park Primary School strives to be a fully inclusive school. We acknowledge the range of issues to be taken account of in the process of development. All pupils are welcome, including those with special educational needs and disabilities.

A child is classed as having special educational needs if he or she has learning difficulties that call for special educational provision to be made.

A child has learning difficulties if he or she:

• Has a significantly greater difficulty in learning than the majority of children of the same age.
• Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the LA.
• Is under compulsory school age and falls within the definition at a) or b) above or would do so if special educational provision was not made for the child.

Special education provision means:

• For a child over two, educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area.
• For a child under two, educational provision of any kind.

The 2015 SEND Code of Practice outlines for areas of special educational need that include a range of difficulties and conditions:

- **Communication and Interaction** - for example, where children have speech, language and communication difficulties or autism which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.
- **Cognition and Learning** - for example, where children learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills or have a specific difficulty affecting one particular part of their learning performance such as in Literacy or Numeracy. Children may have a specific learning difficulty such as dyslexia, dyscalculia, dyspraxia, moderate or severe learning difficulties.
- **Social, Emotional and Mental Health Difficulties** - for example, where children have difficulty managing their relationships with other people, are withdrawn or if they behave in ways that may hinder their and other children's learning or that have an impact on their health and wellbeing. Children may have ADHD, mental health issues, depression or anxiety.
- **Sensory and/or Physical Needs** - for example, children with visual and/ or hearing impairments or a physical need that means they must have additional ongoing support and equipment.

Some children may have SEND that covers more than one of these areas.

At Old Park Primary we ensure that children in our care are not regarded as having a learning difficulty solely because of their home language being different from the language in which they will be taught. In keeping with Equal Opportunities guidance we ensure that children are not disadvantaged for any reason, because of their race, gender, nature of need or socio-economic background.

All staff at Old Park Primary School will have due regard for the Special Needs Code of Practice when carrying out their duties towards all pupils with special educational needs and ensure that parents are notified when SEND provision is being made for their child.

Our special educational needs co-ordinator (SENCO)

Our SENCO is Mrs R Hughes. She is a qualified teacher and has obtained the National Award in Special Educational Needs Coordination. Contact can be made through oldparkprimary@telford.gov.uk.

Class teachers and teaching assistants.

All our teachers receive in-house SEND training and are supported by the SENCO to meet the needs of pupils who have SEND. The staff at Old Park have a range of qualifications which enable them to support children with SEND effectively, both in class and through a range of interventions. We think carefully about the strengths staff have and how we can use these skills to support the children in our care.

What are the school's policies for the identification and assessment of pupils/students attending the school?

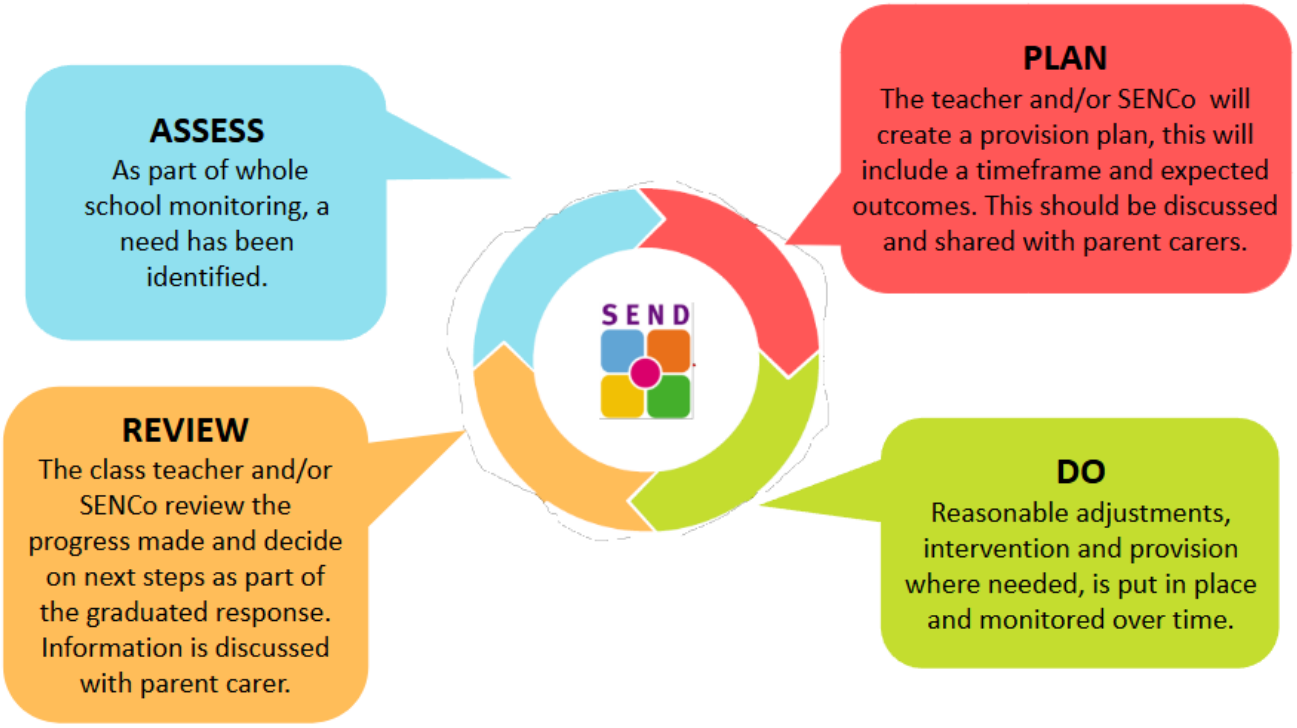
The staged approach to the identification and provision for children with Special Educational Needs involves a graduated response from within school resources and the involvement of outside support agencies, if necessary. A record of children having SEND is maintained by the school's SEND Team.

Parents/carers, families and significant others are encouraged to participate with the school in supporting a child with special educational needs. They are also fully consulted and informed about interventions to help their child, and progress being made.

Our school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation/assessment.
- Their performance judged against National Curriculum expectations.
- Pupil progress in relation to objectives for literacy and numeracy
- Standardised screening or assessment tools
- Screening/diagnostic tests
- Reports or observations (including those from outside agencies)
- Records from feeder schools, etc.
- Information from families
- National Curriculum results

At Old Park, we follow the graduated approach to meeting our pupils' SEND needs. In line with the local authority guidance, we follow the 'Assess, Plan, Do Review' model. We continue to assess the children's progress throughout each term and continue to adapt our plans and interventions to make sure the support we put in place is having the impact we intended. After a term, we review the targets and measures in place to assess progress the child has made. It may be decided that we need to plan for further provision to be put in place, seek more outside agency support, or that no further support is required at this time.



What is the provision for pupils/students at Old Park Primary School and how is it evaluated?

At Old Park Primary School, we want to make a difference to the lives of our young people. We have high expectations for everyone involved in our school – our motto is 'Reaching for success'.

We work hard to create a safe, caring and happy learning environment so that children are confident to take risks and comfortable in being challenged. We want learning to be enjoyable and fun so that our young people develop a thirst for knowledge and grow into lifelong learners. We continue to develop and review our provision to respond to the ever-changing needs presenting themselves in school. We have continued to develop our intervention offer and staff have received training for specific interventions such as Talk Boost and Literacy Pathway to support children with literacy difficulties.

In 2024 – 2025, Old Park were part of the PINS project (Partnership for Inclusion of Neurodiversity in Schools). Specialist health and education professionals delivered whole staff training to help strengthen knowledge and skills and improve the learning environment for children.

In 2025 – 2026, Old Park was part of the ELSEC project (Early Language Support for Every Child) which is a UK government initiative to improve early identification and support for children with speech, language, and communication needs (SLCN) in Nursery, Reception and Year 1. Specialist teams, including speech and language therapy assistants, were deployed in school and school staff were trained to deliver interventions. Further staff have had Talk Boost training in the 2026-27 academic year to continue the success of the ELSEC project within Old Park.

The majority of children having SEND will have their needs met from within the school's Ordinarily Available Inclusive Provision (OAIP) which has been set by Telford and Wrekin's SEND team. If additional resources are likely to be needed for a long time, the child's needs may be assessed further. Such an assessment may lead to the issue of Inclusive Schools Funding or an Education and Health Care Plan. This document describes the child's needs in detail and the resources which will be made available by the LA to assist the school in meeting the child's needs.

The school submits data on the levels and types of special educational needs through the School Census, which is used by the local authority to support strategic planning and the national SEN information report.

Admissions and Equality

A principle of the school's policy is that all children with special educational needs, or those with disabilities, are fully integrated into school and have access to a broad and balanced curriculum. Care is taken to ensure that all children are treated equally in both admission arrangements and daily school life. Modifications have been made to certain areas of the school to assist access for disabled children.

Old Park Primary School follows the Telford and Wrekin Local Authority Admissions Policy. Disabled pupils are admitted on the same basis as all other pupils, and admission arrangements do not discriminate against children with disabilities or special educational needs. Each application is considered individually, and reasonable adjustments are made where necessary to ensure access to education.

Old Park Primary School meets its duties under the Equality Act 2010 and takes all reasonable steps to ensure that pupils with disabilities are not treated less favourably than their peers. Reasonable adjustments are made to teaching, learning environments, assessment methods, and school activities to support full inclusion in school life.

Accessibility Plan

The school has an Accessibility Plan in place in line with the Equality Act 2010. The plan outlines actions to:

- Increase access to the curriculum for disabled pupils
- Improve the physical environment of the school
- Improve the accessibility of information provided to pupils with disabilities

Information is provided to pupils with SEND in ways that meet their individual needs. This may include the use of visual supports, sensory resources, symbols, simplified language, supported communication strategies, passports, and assistive technology where appropriate.

The Accessibility Plan is reviewed regularly and is available on the school website.

The SEND Code of Practice makes it clear that 'all teachers are teachers of pupils with special educational needs.' All teachers at Old Park Primary School are responsible for identifying pupils with SEND and, in collaboration with the SEND Team, will ensure that those pupils requiring different or additional support are identified at an early stage.

The school receives advice from a range of health professionals in order to meet the needs of the students as assessed by the appropriate professionals.

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- Behaviour Support
- Early Intervention
- Child and adolescent mental health services (CAMHS)
- GPs or paediatricians
- School nurses
- Sensory Inclusion Service
- Learning Support Advisory Team
- Social services and other LA-provided support services

All our children are monitored through a progress tracking system. These are reviewed in termly SEND meetings with teachers and teaching assistants to ensure that progress is made by SEND students. Within these meetings the progress and achievement of vulnerable children is monitored closely, studying attainment data in relation to year group expectations. If adequate progress is not being made, then interventions are put in place and provision is mapped accordingly. Interventions undertaken are monitored with feedback given to both our children and parents on attainment and progress.

Interventions currently available in school/nursery

This is in addition to the interventions developed in-house by our teacher and teaching assistants.

Support Area	Programmes / Interventions
Maths Skills	Plus 1, The Power of 2, Perform with Times Tables, Perform with Time, Nessy Numbers, Max's Marvellous Maths and Number sense.
Literacy Skills	Toe by Toe, Read Write Inc. Spelling Programme, Literacy Pathway and SNIP spellings.
Social / Behavioural Support	Talk About, Lego Therapy, Starving the Anxiety Gremlin, Starving the Anger Gremlin, ELSA Interventions, Nurture UK and sensory circuits.
Fine / Gross Motor Skills	Cool Kids, Write From the Start, Advice from Occupational Therapy and Occupational Therapy Online Toolkit.
Speech and Language Support	Talk Boost, Makaton, Attention Bucket, Intensive Interaction, Contrastive Pairs, Contrastive Pairs Plus, Colourful Semantics, Concept Cat and Specialist programmes designed by SALT.

What training do staff have in relation to the needs of pupils/students at Old Park Primary School?

The SENCo attends Local Authority Updates to keep up to date with any legislative changes in SEND. They are also kept up to date through regular SEND newsletters.

The SENCo and support staff can access training through The Local Authority or those provided by outside agencies.

All staff in the school receive training to meet the needs of all the children attending the school at any point in time. This may include training on specific intervention programmes or training in specific aspects of SEND. The training provided responds to the needs of the children and staff at any given time. Local Authority training is accessed, where appropriate, to enable staff to support the children in their care.

2024-2026 training

Speech, Language and Communication Needs (SLCN)
Intensive Interaction
Gestalt Language Processing
Sensory Integration
Attention Autism
Makaton Level 1
SLCN training over Teams with SALT Team and our link SALT from AMICA e.g. contrastive pairs, colourful semantics, vocabulary and concepts.
Talk Boost
Narrative

PINs Project – Partnership for Inclusion of Neurodiversity in Schools
Sensory processing (Occupational therapy)
Behaviour as communication (Linden Centre)
Interoception training (Occupational therapy)
Whole day training on neurodiversity (SENCO attended)

SEMH
De-escalation training
PACE – Playful, Acceptance, Curiosity, Empathy.

Annual Review Workshop
Anaphylaxis Training from PRH team
Asthma training for schools
EP supported Reception and Lions Staff
EYFS: It's Time To Talk, Objects of Reference, Makaton Taster, Intensive Interaction, Concepts, Information Carrying Words
Other training for SEND team includes:

- Moving & Handling
- Catheter Training
- Physiotherapy exercises for specific children
- Hearing inclusion training
- Visual impairment training

TA Training:

- SLCN training over Teams with SALT Team
- RWI training with Literacy Lead
- Ongoing ELSA Training and Supervision
- Best use of TAs
- Spelling precision intervention
- Lego therapy
- Cool Kids

How will equipment and facilities be provided to support pupils/students at Old Park Primary School?

Old Park Primary School is an accessible building for any person with physical disabilities. We are a school that can be easily accessed by wheelchair users for example, wide corridors with ramps and door openings, disabled toilets, shower room. All outdoor areas are accessible. All classes are fitted with window blinds.

We ensure, wherever possible, that equipment used is accessible to all children regardless of their needs. After-school provision is accessible to all children including those with SEND as are extra-curricular activities.

Our School SEND offer details the wide range of provision for our children including the range of equipment and facilities for children with different needs. A link to this can be found on our website.

What are the arrangements for consulting parents of children/young people at Old Park Primary School and involving them in the education of their child?

Home-school communication is regarded highly at Old Park Primary school. The children enter/leave school through their classroom door which means the teaching staff are available at the beginning/end of each day to organise convenient times to discuss any parental queries and these times can be used as the key point of contact between children, parents and staff. Every year group has an email address where parent/carers can contact class teachers, these are found on the school website. Appointments can be made with the class teacher/head teacher when required and the school SENCO is able to meet with parents too, when needed.

At Old Park Primary School - families are fully included in the process of working with their children/young adults.

This includes:

- Initial visits to school/parent introductory meetings
- Parent interview meetings in the autumn and spring terms including update from professionals/sharing of intervention programmes/sharing of Plan, Do, Reviews and Social, Emotional and Sensory Passports
- Two learning review reports a year
- Annual School Report in the summer term
- Open Evening in the summer term
- Orchestra/music concert and chance to watch music lessons.
- Daily home/school book and/or emails for information exchanges and key messages where appropriate
- For those children with an EHC Plan an Annual Review meeting and report
- Regular parent events, including information events run by charities, agencies and professionals.
- Parental Representation on Governing Body
- Parent involvement in changes in school through informal and formal consultations

What are the arrangements for consulting young people at Old Park Primary School about, and involving them in, their education?

At Old Park Primary School we want our children to make a positive contribution to our school and local community so seeking their views is important to us. We view communication and social skills as vital to future success. All pupils are actively involved in making decisions as learners and making choices about the contexts for their learning experiences.

The assessment and annual review process of EHC Plans and ISF funding includes the choices and views of pupils/student. Pupils who have a Social, Emotional and Sensory Passport will discuss their choices and views with their class teachers. Passports are then shared with all staff who work with the pupil. Pupil views may be gathered through drawings, symbols, or supported conversations.

What are the arrangements made by the governing body for dealing with complaints from parents/carers of pupils/students in relation to the provision made at Old Park Primary School?

The process for all complaints is made available in our school prospectus which is updated each year. The complaints procedure is also available on the school website.

How does the governing body involve others - including health, social services, local authority services and voluntary organisations, in meeting the needs of pupils/students at Old Park Primary School and in supporting their families?

We have a wide range of staff working together within the school to support the children, young people and their families. Some are employed directly by the School, others have different lines of management. Other professionals work for a range of agencies who have office bases elsewhere and work in school on particular days or as necessary e.g. BeeU Mental Health Team.

The staff at Old Park Primary work closely with social services to ensure that all children in our care are well cared for and supported both in and out of school. Our Pastoral Team are in frequent contact with Family Connect and other departments, such as Housing, to ensure that all children at Old Park are given the best possible start in life and that they come to school ready to learn.

The Healthy Child Programme 0-19 Service, Speech and Language Therapists, Occupational Therapists, Physiotherapists and CAMHS Service are all professionals that support school staff through training and advice, as well as working with children and young people.

The Sensory Inclusion Service staff – advisory teachers - are employed by the Local Authority, not the school, and are within the Children Specialist Services team. They provide staff training and advice on individual children's needs.

What are the school's arrangements for supporting pupils/students in transferring between phases of education or in preparing for adulthood?

Induction is important to us and we invest time in welcoming new children and their families to our school.

All transitions are well planned for through-out school as children and students move from class to class and phase to phase. Information will be passed on to the new class teacher and Plan, Do, Reviews/Social, Emotional and Sensory Passports will be shared with the new teacher.

If children are new to our school/join from another setting, parents will be invited to look around the school and meet staff. The school will contact any early-years settings, or other schools the child has attended to gather information about their needs. Contact will also be made with any specialist services as necessary.

Pupils moving to new settings are supported by making opportunities available to them to attend the new setting. Where appropriate, a transition plan will be developed in partnership with parents, the child and staff to ensure the child enjoys a smooth move to their new setting. In some cases, children may be provided with a personal transition booklet containing photographs and important information to be shared with the child to help them settle quickly. When a child moves school, the SENCo will ensure all relevant information is passed on and will contact the SENCo of the new school to discuss the child's needs.

In a similar way staff work closely with local secondary schools to develop transition programmes to support children and their families as they move on to KS3.

How does the school support Looked After Children with Special Educational Needs?
The school understands that Looked After Children may require additional support in certain aspects of the curriculum and in terms of their social/ emotional development. The school's pastoral team ensure that these children have all the support and assistance they require. Mr Parton is the school's Designated Teacher for Looked After Children.

Where is the information on the Telford and Wrekin's local offer published?

There is further detail on our website on our own School SEND Offer and there is a direct link to Telford and Wrekin's Local SEND Offer (www.telford.gov.uk) from the home page of our website.

If you have any queries or requests for policies or information relating to this report please contact the SEND Team on 01952 387250

SEND Team

Mrs R Hughes –SENCO

Mrs S Davies – EYFS Phase Leader / Nursery SENCO

Miss K Ryder – Pupil Welfare Manager

Mrs J Barnes – Pupil Welfare Manager and ELSA

Mrs A Voros – Enhanced provision teacher and SENCO

Governor with responsibility for SEND – Tanya Ledger

For further information refer to School SEND offer on our website.

Due for review: October 2027