

SEND Information Report 25/26



Approved by: The Full Governing Body

Date: May 2025

Signed:

M. Greenwood

Howard Park Community School

Contents

Table of Contents

Introduction	1
SEN Provision at Howard Park	1
How We Identify Pupils Who Need Additional Help	2
What Should I Do If I Feel My Child Has Additional Needs	2
How Do We Consult With Parents Whose Children Have SEND?	3
How Do We Consult With Children And Consider Their Views?	3
Arrangements For Supporting Pupils Moving To School And Onto A New Setting	3
How We Teach Pupils With SEN	4
How Adaptations Are Made To The Curriculum And Environment For Pupils With SEN	4
What Additional Support Is Available For Pupils With SEN	5
How Specialist Expertise and Training Is Secured To Support Pupils With SEN	5
How Specialist Equipment To Support Pupils With SEN Will Be Secured	5
How We Review And Assess The Progress of Pupils' With SEN	6
How Are Pupils Included In Activities Outside The School Classroom?	6
How Have We Made Our School Accessible To Pupils With SEN	6
Arrangements For Handling Complaints From Parents Of Children With SEN Regarding The Provision	7
Support Services For Pupils With SEN	7

SEND Information Report 2025/2026

Introduction

At Howard Park Community School, we strive to enable all pupils to achieve their potential and believe that at the heart of our school is '*the child first and always.*' We hope that the information below helps to answer any queries you may have but do not hesitate to contact our school if you have any further questions.

Type of School	Primary Community School
Headteacher	Mr Jonathan Pickles
SENCo	Mrs Lauren Simper
Governor with responsibility for SEN	Mr Kevin Huby
Contact	office@howardpark.co.uk 01274 864972
Local Offer Webpage Link	Kirklees Local Offer
Funding	Kirklees LA

Students with SEN are allocated a school place in two distinct and separate ways:

- Those pupils with an EHCP have a separate admissions process overseen by the Kirklees SEN team
- Those pupils who have SEN but do not have an EHCP are admitted via the normal school's criteria.

Detailed information and guidance of **how to apply** for a place at Howard Park both if your child has an EHCP, or if they have SEN but do not have an EHCP can be found on the school's website.

SEN Provision at Howard Park

Our school is an inclusive school where every child matters; we aim to address children's needs and support their development in the most appropriate way possible. At Howard Park School, we celebrate effort as much as achievement. Our school's SEND policy document is available on this website and details our philosophy in relation to SEND. Additional and/or different provision is currently being made in school for children with a range of needs, including:

- Cognition and Learning – e.g. Moderate learning difficulties; Specific learning difficulties - dyslexia, developmental co-ordination disorder (dyspraxia).
- Sensory, Medical and Physical – e.g. hearing impairment, sensory processing difficulties, epilepsy.
- Communication and Interaction – e.g. autistic spectrum conditions, speech and language difficulties.
- Social, Emotional and Mental Health – e.g. attention deficit hyperactivity disorder.

There is no specialist provision at Howard Park, however, we do consult with specialist provision where required.

How We Identify Pupils Who Need Additional Help

Every half term, the progress and attainment of all pupils is reviewed by the Senior Leadership Team in line with our assessment policy. You will be informed about your child's general progress and targets termly, and twice yearly through Parents' Evenings and their annual report.

We will know if pupils need additional help if:

- concerns are raised by parents/carers, teachers or the child;
- limited progress is being made;
- there is a change in the pupil's behaviour, progress or emotional wellbeing.

What Should I Do If I Feel My Child Has Additional Needs?

At Howard Park, we have an open-door policy and are always here for a chat. We have a highly experienced team of staff who may be involved in supporting your child at Howard Park.

Your first point of contact is your child's **class teacher**, who is responsible for:

- Monitoring and reporting on the progress your child is making and identifying, planning for and giving any additional help your child may need. This could be in the form of an intervention group activity; targeted work; additional classroom support or precision teaching. They will inform the SENDco and parents about any additional support; this will be monitored carefully using the school's pathway and procedures for identifying and addressing any additional needs and the support implemented.
- Writing 'Individual Plans' (Pupil Passport) if appropriate. These will be shared with parents/carers each term and reviewed, before future targets are set.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The **SENDco** who is responsible for:

- Coordinating all additional support for pupils with special educational needs or disabilities (SEND) and developing the school's SEND Policy to ensure all pupils receive a consistent, high-quality response to meeting their needs in school.
- Ensuring that parents/carers are involved in supporting their child's learning at home; kept informed about the support their child is receiving and involved in reviewing their child's progress made towards targets
- Liaising with professionals who may be coming into school to help support the child e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are records of your child's progress and needs.

- Monitoring, tracking and analysing the progress of all SEND pupils including progress made through attendance at intervention groups.
- Providing specialist support for teachers and support staff in the school so that they can help SEND pupils in the school to make the best progress possible.

The **Head Teacher** who is responsible for:

- The day to day management of all aspects of the school; this includes the support for pupils with SEND.
- Working with the SENDCo and class teachers to ensure that your child's needs are met.
- Ensuring that the Governing Body is kept up to date about any issues in the school relating to SEND.

The **SEN Governor** who is responsible for:

- Ensuring that the school has provided the necessary support for any pupil who attends the school with SEND.

How Do We Consult with Parents Whose Children Have SEND?

We work closely with parents and carers to ensure that information is shared at all stages of creating and monitoring Pupil Passports, My Support Plans and Education Health Care Plans. We encourage parents to talk as often as possible to their child's class teacher to discuss any concerns or successes. Furthermore, the SENDCo is available to meet to discuss any worries or concerns, an appointment to do this can be made via the child's class teacher or through the school office. Any reports/advice from outside agencies will be shared via the professionals themselves, or if verbal feedback was given to the school, this will be shared with parents/carers via the class teacher or SENDCo as appropriate.

How Do We Consult with Children and Consider Their Views?

We think it is important that children are at the heart of their learning journey. Children's pupil voice is always listened to and recorded three times across the year. This is then reflected in their Pupil Passports, My Support Plans or Education, Health and Care plans.

Arrangements for Supporting Pupils Moving to School and onto a New Setting

When a child with SEND is joining our school, concerns about particular needs will be brought to the attention of the SENDCo. Where necessary, the SENDCo will arrange a further meeting with parents, previous setting, other health professionals etc. Class teachers will receive information from the previous setting, where appropriate. If required, the SENDCo will contact the previous setting to discuss individual pupil's needs.

When a child identified with SEND is due to transfer to another setting, the SENDCo works with parents and teachers to ensure a smooth transition. Appropriate information is shared. If additional visits to the new setting are required, these are arranged before the child moves schools.

How We Teach Pupils with SEN

All children receive high quality whole class teaching, where work is differentiated to meet their individual needs. This is called 'Wave One Provision'.

Some children will require some additional support and this is usually in the form of targeted small group work led by the class teacher or a member of support staff. This is called 'Wave Two Provision'.

If in class interventions have not improved a child's level of progress, then targeted support will be set up. Targets are given to the child and these are worked on in a small group or 1:1. Targets are written up on a Pupil Passport. These are shared with parents and the child and are then reviewed at least every term or sooner if required. At this stage, a child will be part of whole school intervention programmes organised by the school SENDCo and SLT. If the Pupil Passport targets are not helping the child to make progress, then additional help may be required. At this stage, a My Support Plan may need to be completed with the child, parents and school SENDCo. A My Support Plan looks in more detail at the child's difficulties and sets more detailed targets. It might also involve additional support from outside agencies such as Speech and Language Therapy, Occupational Therapy, Physiotherapy and Outreach support from educational services e.g. Educational Psychology or Complex Communication and Interaction Team by the local authority, with advice and approaches fully incorporated into the child's Passport or My Support Plan.

Where a child is evidencing that they have complex needs, an Education Health Care Plan may be requested. This would arise following conversations between class teachers, SENCo and parents. All evidence is gathered and provided in written form and sent to the SEN Assessment and Commissioning Team within the local authority. A panel then decides whether or not additional funding is required to support the child in the school. At times, a child's Special Educational need may be complex and require advice from outside agencies and professionals. If this is required, parents/carers would be informed and consent requested.

Wherever possible, pupils with SEND are supported within a class environment alongside their peers. However, there are times it is more appropriate for pupils to access an environment outside the classroom of their peers to best meet their needs. This maybe on a full-time or part-time basis. School will always endeavour to ensure that pupils are provided plenty of opportunity to socialise and work alongside other children.

How Adaptations Are Made to the Curriculum and Environment for Pupils with SEN

Within the classroom, all work is tailored to the individual child's needs by the class teacher to best enable them to access the curriculum. ETAs may be allocated to work 1:1 with a child or small group to target more specific needs. If a child has been identified as requiring additional support to meet their needs, this will be monitored closely using the school's pathway to identifying SEN concerns prior to moving towards receiving additional support via the school's SEN register at School Support. Targets will be set according to the area of need and these will be monitored by staff and the SENDCO. Action plans will be discussed with parents/carers and a copy given to them. If appropriate, specialist equipment may be given to the pupil e.g.

writing slope, pen/pencil grips or easy to use scissors etc and the impact of their use on pupil's access to learning will be monitored.

What Additional Support is Available for Pupils with SEN

Pupils are well supported by:

- School policies
- Programmes to support social emotional and mental health such as anger management, self-esteem building etc Whole class teaching of personal development/ mental health activities
- A whole school nurturing approach towards children looking after each other.
- Targeted support for individual pupils (bereavement, family issues, friendship/peer group issues) through the use of pastoral team, support staff, teachers and senior leaders.
- Positive, trusting relationships built with at least one adult in school. Our nurture lead helps to deal with any social and emotional issues that children may have. Staff attend relevant training and seek advice from any relevant professionals.
- If a child's Social and Emotional needs are complex and need further support, then this is requested from external agencies.

How Specialist Expertise and Training is Secured to Support Pupils with SEN

We regularly invest time and money in training our staff to improve Wave 1 provision for all students, to develop enhanced skills and knowledge to deliver Wave 2 (short term support interventions) and Wave 3 (individualised support and interventions). Different members of staff have received training related to Special Education Needs and Disabilities. This may include:

- Cognition and learning (specific learning difficulties)
- Communication and interaction (e.g. speech and language difficulties, autism spectrum)
- Physical, sensory needs (e.g. coordination needs)
- Social, emotional and health

Mrs Simper attends the SENDCo network and is part of the cluster model where expertise is shared. When needed, advice is sought from external services such as – Occupational Therapy, Speech Therapy, ASD, Team Teach, Educational Psychology Team and CAMHS.

How Specialist Equipment to Support Pupils with SEN will be Secured

Support Services will be contacted upon identification of an individual child's need, for example:

- Speech and language therapy
- Sensory impairment service (Visual impairment, hearing impairment)

- CAMHS and Kirklees Keep in Mind
- Engage Academy
- Outreach Services including Complex Communication and Interaction Team, Early Years SEND services, Physical Impairment, Mobility and Access Officer etc.
- School Nursing service
- Educational Psychology service
- Parent partnership
- Family Support Service

How We Review and Assess the Progress of Pupils' with SEN

Pupil progress meetings take place at least termly and adaptations to provision are made in light of these findings.

Pupil Passports are reviewed termly with class teachers and parents. During this review, progress towards targets are discussed and documented and new targets are set. My Support Plans (with detailed SEN targets on) are reviewed at least termly with class teachers, parents and the SENDCo. Education Health Care plans are also reviewed termly and an annual review (or bi-annual review where a child is under the age of five) is held where all professionals involved in the child's plan are invited to attend.

Details of pupil targets and their reviews are stored on the online system 'Provision Map'.

Parent's Evenings are held three times a year. Written reports are also sent to parents in the summer term.

How Are Pupils Included in Activities Outside the School Classroom?

Activities and school trips are available to all pupils. Risk assessments are carried out and procedures are put in place to enable all children to participate. The school is fully compliant with DDA requirements.

How Have We Made Our School Accessible to Pupils with SEN?

Howard Park Community School is an inclusive setting that welcomes all children regardless of their abilities.

- We have an Accessibility Plan in place and, where feasible, reasonable adjustments are made to improve the accessibility of our environment to meet individual needs. Our policy and practice adheres to The Equality Act 2010.
- The school is wheelchair accessible to children and adults through all entry school doors.

- Access from the higher school floor to the lower floor is wheelchair accessible via a lift.
- There are two accessible toilets in the downstairs corridor which can be used by adults or children. There is one accessible toilet in the upstairs corridor.
- Visual support for learning is used, such as visual timetables to support learners when needed.
- The front desk has a wheel-chair height section and is DDA compliant.
- The school is sensitively equipped with wide corridors, high contrasting fixtures and fittings, adjustable lighting to enable access for learners with a sensory impairment.
- Staff ratios and appropriately trained staff available as required.
- We endeavour to make all activities accessible for all and we ensure where ever possible that equipment used is accessible to all children regardless of their needs. The SENDCo and Headteacher manage a SEND budget, used to ensure that all pupils have access to the very best equipment.
- After-school provision is accessible to all children, including those with SEND.
- Extra-curricular activities are accessible for children with SEND.
- Fire evacuation procedures include children with SEND.

We are happy to discuss individual access requirements and our accessibility plan and policy can be found on our school website.

Arrangements for Handling Complaints from Parents of Children with SEN

Regrading the Provision

Any complaints to be made to the school regarding the provision for a child with SEN should be made following the school's complaints policy which can be found on the school website.

Support Services for Pupils with SEN

Kirklees Information Advice and Support Service (KIAS). It is a statutory service provided at "arms length" from Kirklees Local Authority (LA) and is based in Dewsbury Town Hall, Dewsbury. They offer support to young people and parents and carers of children who have already been identified as having special educational needs. They also support any parents or carers who are concerned that their child may have special educational needs. They work with all individuals and services involved. The service is free and confidential.

Telephone: 01484 225422

Email: kias@kirklees.gov.uk