PARK ROAD ACADEMY PRIMARY SCHOOL

SEND INFORMATION REPORT

2026-2027

At Park Road Academy Primary school we welcome working with parents, as your child's education and overall welfare is extremely important to us.

This document will help you understand the types of SEND support that we offer at our school.

For further information about SEND at Park Road Academy Primary School, please see our SEND policy, which can be found on our school website:

https://www.parkroadacademy.co.uk/page/?title=Policies&pid=42

What is the Local offer?

Under the Children and Families Act 2014, every local authority must publish a Local Offer. The Local Offer provides information about the education, health, care and support services available for children and young people with Special Educational Needs and/or Disabilities (SEND) and their families.

Trafford's Local Offer provides parents and carers with information about the support and services available locally, including education, health, social care and preparation for adulthood.

Please visit their website for further information.

http://www.trafforddirectory.co.uk/kb5/trafford/fsd/localoffer.page

Support for Children

Park Road Academy is an inclusive school that welcomes and celebrates diversity. We recognise that EVERY child has the opportunity to be successful with their learning and achievements and they can achieve their very best.

Our Commitment:

- To ensure that all learners' individual and special needs are met effectively so that they receive their educational entitlement and are given equal access to a broad, balanced and relevant curriculum.
- To ensure that provision for learners with individual and special needs is central to curriculum planning. Teaching and learning will be adapted appropriately so that learners may achieve high standards and make good progress for their abilities.
- To recognise and record students' strengths and successes to encourage a positive self-image.
- To ensure all children are valued as individuals and are encouraged to be independent learners. They are given the best opportunities to fulfil their potential, including those who may face barriers to their learning.

At Park Road we follow a **graduated response** to children's SEND:

Step 1: Initial Concerns

Parent / carer or Teacher express concerns around a child's progress.

Teacher and parents meet to discuss concerns. Teacher to complete Initial Concerns Form. The SENCO will be made aware of these early concerns.

The class teacher puts in place Quality First Teaching strategies to start the 'Assess, Plan, Do, Review' (ADPR)process for a minimum period of 8-12 weeks

Has the child made satisfactory progress through Quality First Teaching?

Yes

Continue with these adaptations.

No

Step 2: Targeted Support

If sufficient progress is still not being made, the parents/carer, class teacher and SENDCO will meet to discuss a plan of support. Targeted strategies will then be put in place (including support from outside agencies where appropriate). Minimum of 2 cycles of ADPR

Monitor the child's progress through the APDR process.

Is the child making sufficient progress through the Targeted support?

Yes

Continue with Targeted Support

No

Step 3a: Complex Support

If a child is not making sufficient progress, then a needs assessment will be considered. This decision will involve advice from external professionals such as the Educational Psychologist. If the local authority feels there is evidence that the needs of the child are greater than step 2 (Targeted Support) then the school or parents can apply for an Education Health Care Plan (EHCP) on behalf of the child. This process takes 20 weeks to be implemented.

Is the child making progress through the EHCP?

Yes

Continue with the EHCP Annual Review Process and Internal termly Learning Plans

No

Step 3b: Specialist Support

If the EHCP does not meet the needs of the child, then consideration may be given to alternative provision in exceptional cases where a mainstream setting cannot meet the SEN of the child.

School Support	A child is identified as having an additional need/s which requires support beyond Ordinarily Available Provision and Inclusive Quality First Teaching and at SEN level. This may take the form of small group interventions and adaptations to provision. Other agencies may be involved e.g. Occupational Therapy, Physiotherapy, Speech and Language, Educational Psychologist etc.
EHC	A child is identified as having a high level of additional need/ complex needs that require further funding to meet. They are provided with an Education and Health Care Plan, which may involve assigning 1:1 support for a period of time. Following recommendations from the EHC Plan, a learning plan is created and SMART targets are devised.

How do we know if your child needs support?

- At Park Road Academy Primary School we track pupil progress from Nursery through to Year 6 and carry out termly assessment to ensure that every child is making their own expected steps progress.
- School resources are used to target support at every level for children who are experiencing difficulties. If a child is not making appropriate progress, the first port of call is for the class teacher to liaise with parents. The SENDCO is then brought in. They will liaise with parents and teachers and carry out observations in order to provide the best support for each child.

- If it is deemed (after we have exhausted extra support) that a child is not making appropriate progress, then school will bring in professionals to advise us as to how we should proceed. This may take the form of bringing in an Educational Psychologist which may then involve school requesting that an Educational Health and Care Plan (EHCP) should be created.

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

If you have any concerns about your child, you can contact school to make an appointment to see the class teacher, the SENDCo and the Head Teacher / Deputy Head Teacher. Your concerns will always be taken seriously, as your views are very important to us.

How will school support my child?

- Your child's needs will be met within the class, supported by high quality teaching, including lesson planning that takes into account the needs of each child.
- The progress of all children is reviewed on a regular basis.
- The class teacher will develop a plan for your child with the SENDCo, setting appropriate targets. This will be reviewed three times a year to ensure that support remains appropriate.
- Where necessary an individual programme of support will be used and progress monitored.
- Where necessary, the school may seek support from external services. This will be discussed with you and a referral made with your permission.
- The governing body is responsible for ensuring that funding is used appropriately, and for monitoring teaching and accessibility. There is a designated SEND governor who works with the SENDCo – Carmen Donaghy.

How will the curriculum be matched to my child's needs?

The leadership of SEND is the responsibility of the SENDCo – Miss Joanne Cox. The SENDCo works closely with all teaching and support staff at Park Road who provide targeted support and

intervention at all layers for children throughout the school. Teachers and support staff meet with other agencies and professionals to discuss the needs and recommendations as appropriate. All class teachers at Park Road work closely with the SENDCo and Teaching Assistants to ensure that the children in their class, who have additional SEND needs, are supported and their needs are addressed.

We ensure:

- The Graduated Approach is applied and reasonable adjustments are made so that all children can learn and progress.
- Teachers take account of the needs of the individual child and plan different tasks and materials appropriately.
- Tracking and assessment enables each class teacher to analyse the progress of the child.
- Pupil progress meetings are held three times a year with the Head Teacher, SENDCo and class teacher to discuss suitable teaching programmes for each child.
- Reviews of learning targets for your child are reviewed three times a year with the class teacher and, where appropriate, the SENDCo. A new programme or support is organised as necessary, leading to personalised learning.
- Targets are set to support children's individual needs and are regularly updated.
- Children work in a variety of groupings, such as small supported groups, 1:1, mixed ability and similar ability groups.

In addition to the procedures and structures that are in place for all children at Park Road Academy Primary School, children with additional educational needs can access:

- A broad and balanced curriculum with their peers.
- High expectations of independence and outcome.
- Adapted support within the classroom. (By task, outcome and support: adult or resourced)

- Links with specialist support external such as Educational Psychologists, Speech and Language therapy services, Occupational Therapy, Physiotherapy, CAMHS (Children and Adolescent Mental Health Services), SENAS etc. if required.

Statutory Testing

During testing (SATs) SEND children are provided with support appropriate to their need. This may include:

- Rest breaks
- 1:1 readers/ scribes
- A quiet, familiar place to work
- Use of assistive technology
- Reasonable adjustments are considered and actioned according to a child's individual need and will adhere to the Standards and Testing Agency Access Arrangements Guidance. (https://www.gov.uk/government/publications/key-stage-2-tests-access-arrangements/2024-key-stage-2-access-arrangements-guidance)

Any adjustments that are made are supported by being well planned and part of the regular practise and procedure for the child.

What support will there be for my child's overall well-being?

- The class teacher has responsibility for the overall well-being of every child in their class. If you have any concerns, please speak to the class teacher first. If further support is needed, the class teacher will speak to the SENDCo/ Mental Health and Well-Being Lead.
- All class teachers have paediatric first aid training.
- If your child has significant medical needs such as diabetes, epilepsy or severe asthma, for example, you will need to speak to the SENDCo/Head Teacher to discuss how we can best support you and your child. This might include drawing up a Health Care Plan.

*Please note that we do not administer unprescribed medicine in school.

What specialist services and expertise are available at or accessed by the school?

At Park Road, we have access to external services such as:

- Educational Psychology Service
- Speech and Language Therapy
- School Nurse
- SENAS (Special Educational Needs Advisory Service)
- Occupational Therapy
- CAMHS (Child and Adolescent Mental Health Service)
- Physiotherapy
- Trafford SEN Service

What training have staff had, or are undertaking, to support children with special needs?

- A wealth of regular professional development opportunities are available to all staff to ensure that all staff have the skills they require to support pupils.
- We also have medical training to support children who may need medical care plans such as epi-pen training, asthma training etc.

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

- We try to ensure sure all activities outside the classroom and school trips are available to all.
- Risk assessments are carried out for each trip and a suitable number of adults are made available to accompany the pupils, with 1:1 support if necessary.
- Parents/ carers may be invited to accompany their child on a school trip if need be.

How accessible is the school environment?

- The school site is largely wheelchair accessible.
- We have a disabled toilet that is large enough to accommodate changing and suitable for wheelchair users.
- There is a shower situated in the disabled toilet area.

For further details on our schools accessibility and accessibility plan, see our school website:

https://parkroad.ovw7.devwebsite.co.uk/attachments/download.asp?file=587&type=pdf

How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

- Home visit meetings take place during the summer term for all children who are joining the Early Years Foundation Stage (EYFS) (Nursery and Reception) in September.
- Effective procedures are in place to transfer all SEND information.
- Previous schools contacted for information sharing.
- Transition to new class facilitated by 'Move up Mornings/ Afternoons during the summer term with the new class teacher and environment for Years 1 – 6. Children in the EYFS have a 'staggered start' to the beginning of the school year, attending two 3 hour sessions before moving to their full timetable. This staggered start is flexible and can be increased according to the needs of the individual child.
- Transition sessions for Year 6 pupils during the summer term or earlier if necessary.
- Additional reasonable adjustments may be made to support the transition of children with SEND.

How are the school's resources allocated and matched to the children's special educational needs?

- The special educational needs (SEND) budget is managed by the Head Teacher, SENDCo, SEND Governor and Bursar.
- Resources are requested and ordered as necessary to support each child's learning.
- Regular meetings are held to monitor impact of extra support.
- The governing body is kept informed of funding decisions.

How is the decision made about what type and how much support my child will receive?

- Each child is assessed individually according to the SEND Code of Practice and LEA guidance, and personalised or group learning support programme/s will be developed dependant on need.

- Additional assessments from external services, such as educational psychologists, SENAS, language and learning support, speech and language etc. will inform the types of support and/or resources needed.
- Regular review meetings with appropriate staff are carried out to discuss your child's progress and any additional needs that require support.
- Pupil progress meetings are held with the Head Teacher, Deputy Headteacher, Assessment Lead and class teacher to track progress and decide upon next steps and actions.
- School based Learning plans are discussed with parents and staff up to three times a year (if appropriate).

How are parents involved in the school?

- Park Road offer two parent evenings a year and also an opportunity to attend 'Class Meetings' at the beginning of an academic year, where parents can meet the class teacher and discuss routines and procedures.
- All parents can share their views in a yearly questionnaire. In addition, all children contribute to their annual report and are encouraged to reflect and evaluate their learning over the year.
- Park Road offers an open door policy. Parents and carers can request meetings with teaching staff at any time upon appointment.
- Parents are invited to class 'Learning Together' sessions and workshops.

Who can I contact for further information?

- Class teacher
- SENDCo
- Head teacher / Deputy Headteacher
- School website

SEND Profile for 2025-2026 (as of 19.7.26)

Number of Pupils on SEN Register	37
Number of Pupils with an EHCP	3
Percentage of Pupils on the SEN Register	16%
Number of Pupils with Pupil Premium / Pupil Premium + / EY Pupil Premium on the SEN Register	2
SEN Policy	SEND policy reviewed in October 2025.
SEND Information Report on School Website	SEND Information Report reviewed October 2025. SEND information report meets statutory requirements.
Staffing for SEND and interventions	There are 3 experienced and trained members of staff employed to support pupils with an EHCP. We are continually reviewing how we deploy our Teaching Assistants (TAs) and how best to use this most valuable asset. TAs provide different types of support depending on each child's individual needs. This ranges from individual/group support in class to targeted interventions and social skills support. Children who need additional provision are supported through a programme of individual, targeted and universal support, led by the individual needs of the child. Interventions include, but are not limited to, Little Wandle SEND Phonics Interventions, Maths interventions, Dyslexia Gold, WELLCOMM, Lego Therapy, Social Communication Group, Colourful semantics, Pre-Teach Vocabulary Groups and use of Assistive Technology and communication aids. These interventions are delivered by specifically trained members of staff. Staff work closely with the SENDCo to provide support for children with pastoral and social, emotional and mental health needs.
Overall Quality of Provision for Pupils with SEN	Best practice at PRAPs: • Strong partnerships with outside agencies e.g SENAS, Trafford Speech and Language and Educational Psychologist to ensure children's needs are being met. • All SEND pupils have a pupil passport and, where appropriate, a learning plan and SMART targets which are shared with home. • Senior leaders with responsibility for SEND work closely alongside class teachers and teaching assistants to support adaptation and curriculum development. • Teachers have a good understanding of pupil needs and personalised strategies are informed by parent/carer partnership.

	• The individual needs of pupils are communicated effectively to all staff. EduKey provision map has had a positive impact on this communication of needs and sharing of information. • Teachers use assessment information to plan and adapt lessons effectively were required. This includes setting homework that is matched to pupils' individual needs. • Shared understanding amongst all staff of the importance of Early intervention. • All staff have access to high quality CPD. We encourage all staff to continue their professional development throughout their career with us. The SENDCo attends relevant training and in turn delivers any relevant/ subsequent training to the school staff. There are training opportunities available through the cluster groups. Teaching Assistants are trained both in-house and by attending relevant courses. • SENDCO attends Trafford SEND Forum and Trafford SEND Subject Lead Network. • SENCO holds the NASENCO qualification. • All teachers have had Gradated approach, inclusive classroom and sensory circuits CPD. • One member of teaching staff enrolled on to Level 5 Master Certificate in Dyslexia; Literacy, Support and Intervention.
Pupil Voice	Children are at the centre of writing and reviewing pupil passports. Their views are also recorded whilst constructing Learning Plans and Reviews of Targets.
Parent / Carer Voice	A parent questionnaire is sent home at the end of the school year which includes questions relating to SEND provision. Parent voice is also captured within parent meetings, on learning plans and pupil passports. Close home / school communication through Learning Plan Meetings and Reviews.
External Agencies	At Park Road, we regularly liaise with External Agencies within the Trafford Local Offer to ensure that we are providing the best possible education and provision for our pupils with SEND. We have strong links with agencies including, but not limited to, SENAS, Educational Psychology Team, Speech and Language Therapy Team, ND Pathways (Social Communication Pathway, TCAS Pathway), Occupational Therapy Team, Trafford EHCP Team, Physiotherapy Team, Trafford Sensory Impairment Support Service, Trafford Health Visiting Team and School Nursing team.
Complaints relating to SEND	No complaints received.

If you have a question, want to look around or perhaps you feel that your child's needs are hard to meet and you want to discuss the matter in more depth, do not hesitate to contact us:

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Frieston Road
Timperley
WA14 5AP

Tel: 0161 972 4820

Fax: 0161 9724829

Email: admin@parkroadacademy.co.uk or sendco@parkroadacademy.co.uk

Review Date – October 2027

Ratified by Trustees October 2026