Parkway Primary School

Special Educational Needs and Disability (SEND) Information Report 2026

This SEND Information Report outlines how Parkway Primary School identifies, supports, and caters for children with Special Educational Needs and Disabilities (SEND) across the mainstream provision (Ash Trees) and the two Specialist Resource Provisions (Oak Trees and Elm Trees).

Key Contact Details & Leadership

Role	Name & Qualification	Contact Details
SENCo	Mrs. Lucy Cross (NASENCO)	Email: senco@parkway.bexley.sch.uk Phone: 020 8 310 1076 (Extension: 3)
Inclusion Governor	Mrs. Lori Mackey	Contact via Main Office: 020 8 310 1076
Headteacher	Mr. Robert Celino-Stock	Contact via Main Office: 020 8 310 1076

Key Areas of Need We Support

Parkway Primary School profiles and provides support across all four broad areas of need identified in the SEND Code of Practice:

- **Communication and Interaction**: Speech, Language, and Communication Needs (SLCN) and Autism Spectrum Condition (ASC)
- **Cognition and Learning**: Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD), and Specific Learning Difficulties (SpLD) such as Dyslexia and Dyscalculia
- **Social, Emotional, and Mental Health (SEMH)**: Underlying mental health difficulties, anxiety, and Attention Deficit Hyperactivity Disorder (ADHD)
- **Sensory and/or Physical Needs**: Visual Impairments (VI), Hearing Impairments (HI), Multi-Sensory Impairments (MSI), and Physical Disabilities

Supporting Specific Learning Difficulties (Dyslexia, Dyscalculia and Other SpLDs)

The school recognises that Specific Learning Difficulties (SpLDs) such as dyslexia and dyscalculia require targeted, evidence-based support.

Identification and Assessment

- **Universal Screening**: All children are monitored through regular phonics checks, reading assessments, and maths tracking
- **Targeted Assessment**: Where concerns arise, the school uses standardised reading assessments and phonological awareness assessments
- **Specialist Assessment**: Where needed, the school requests Educational Psychology assessment for dyslexia

Support Strategies for Dyslexia

- **Structured Phonics**: Daily systematic synthetic phonics teaching using structured programmes
- **Specialist Interventions**: Small group or 1:1 reading support, precision teaching for high-frequency words, and paired reading programmes
- **Classroom Adaptations**: Dyslexia-friendly resources (cream paper, Comic Sans or similar clear fonts, larger text), reduced copying from the board, word banks, writing frames, and extra time for written tasks

- **Assistive Technology**: Text-to-speech software, audiobooks, digital texts, and coloured overlays where beneficial

Support Strategies for Dyscalculia

- **Concrete-Pictorial-Abstract Approach**: Using manipulatives and visual representations before moving to abstract concepts
- **Targeted Interventions**: Number sense programmes, times tables support using multi-sensory methods, and small group maths support
- **Classroom Adaptations**: Visual maths resources (number lines, hundred squares), reduced number of questions (focusing on quality over quantity), step-by-step instructions broken down, and access to calculators where appropriate

Admissions & Resource Provisions

- **Mainstream (Ash Trees)**: Admissions for mainstream places for children with or without SEND follow standard local authority criteria managed by Bexley Council. Children without an EHCP or specialist provision requirement are admitted on an equal basis in accordance with the school's mainstream admissions policy
- **Oak Trees Resource Provision**: Provides 60 places for children with an Education, Health and Care Plan (EHCP) who have Moderate Learning Difficulties (MLD). Includes 6 dedicated classes, sensory rooms, a Therapy Room, a Rainforest Room, and outdoor spaces
- **Elm Trees Resource Provision**: Provides 30 places for children with an EHCP who have Severe Learning Difficulties (SLD). Features 3 dedicated classes, outdoor learning spaces, sensory rooms, and dining facilities
- **Admissions to Resource Provisions**: Admission to Oak Trees or Elm Trees is managed directly by Bexley Local Authority and requires an EHCP naming the specific resource provision

Identifying and Assessing Children with SEND

The school follows a structured Graduated Approach (Assess, Plan, Do, Review) to early identification and targeted delivery:

- **Assess**: Regular tracking, teacher observations, parent inputs, and assessment using the Bexley Quality First Teaching and SEND Toolkit Early Identification Form
- **Plan**: Class teachers and the SENCo design targeted interventions and Individual Support Plans (ISPs) with SMART targets in collaboration with parents and children
- **Do**: Class teachers lead daily instruction, supported by high-quality teaching, adaptive resources, and intervention support staff (ISAs/LSAs)
- **Review**: Impact is formally evaluated termly against target outcomes to modify strategies or transition children off the SEN Support Register

Where progress remains significantly limited despite intensive intervention, the school or parents may request a statutory EHC Needs Assessment from Bexley Local Authority under Section 36 of the Children and Families Act 2014.

Partnership with Parents and Carers

At Parkway Primary School, the belief is that parents and carers are experts on their children. The school is committed to working in genuine partnership with families to ensure the best outcomes for every child with SEND.

Parkway Primary School

Special Educational Needs and Disability (SEND) Information Report 2026

How Parents and Carers Are Involved

- **Initial Concerns**: When SEND needs are first identified, the class teacher or SENCo arranges a meeting to discuss observations, share assessments, and listen to parental views and concerns
- **Planning Together**: Parents are fully involved in creating their child's Individual Support Plan (ISP). The school discusses SMART targets with families and agrees on strategies that can be used both at school and at home
- **Regular Communication**: The school maintains ongoing dialogue through:
    - Termly review meetings to evaluate progress and adjust support
    - Home-school communication books (where appropriate)
    - Email and phone contact with the SENCo and class teacher
    - Drop-in sessions and informal catch-ups
- **Annual Reviews (EHCP)**: For children with an Education, Health and Care Plan, parents are central to the annual review process. The school ensures meetings are scheduled at convenient times and that paperwork is received in advance

Parent Support:
The school offers:

- SEND coffee mornings where parents can meet, share experiences, and hear from specialist professionals
- Workshops on specific topics (e.g., supporting reading at home, understanding autism, managing anxiety)
- Signposting to Bexley IASS (Information, Advice and Support Service) for independent advice

The school actively seeks and acts on parental feedback through:

- Annual parent questionnaires about SEND provision
- Feedback forms after review meetings
- Parent representation on the SEND working group

Pupil Voice and Participation

The school believes that children and young people with SEND should be active participants in decisions about their education and support. Pupil voice is central to the school's provision.

How Children's Views Are Gathered

- **Child-Friendly Tools:** The school uses age-appropriate methods including:
    - **Visual scales and emotion cards for younger children or those with communication difficulties**
    - **Talking Mats and communication boards**
    - **Pupil questionnaires adapted to individual needs**

ISP Involvement
Children contribute to setting their own targets where developmentally appropriate. Staff ask children:

- *What are you good at?*
- *What do you find tricky?*
- *What would you like to get better at?*
- *How can adults help you?*

Parkway Primary School

Special Educational Needs and Disability (SEND) Information Report 2026

Review Meetings
Children are invited to attend part or all of their review meetings. For those who find this challenging, the school:

- Records their views in advance using video, drawings, or written statements
- Uses advocates or trusted adults to represent their views
- Holds separate child-friendly conversations and feeds these into formal reviews

School Council & Representation
Children with SEND are actively encouraged and supported to participate in the School Council, ensuring their voices influence whole-school decisions.

Specialised Interventions & External Agencies
When additional specialist support is required, referrals are made in consultation with parents. The school collaborates closely with:

- Oxleas Speech and Language Therapy (SaLT): The school commissions dedicated SaLT support 4 days per week
- Occupational Therapy (OT) & Physiotherapy: The school commissions OT support 1 day per week
- Educational Psychology Service
- Mental Health Schools Team (MHST) & CAMHS / ChEWS
- Autism Advisory Service & Bexley Early Autism Service
- Sensory Impairment Advisory Services (HI/VI)
- Social Care & Education Welfare Teams

Staff Training
All staff receive regular training on recognising signs of SpLDs, implementing dyslexia-friendly classroom strategies, using multi-sensory teaching approaches, and deploying assistive technology effectively. The staff team is committed to continuous professional development to ensure the school provides high-quality, evidence-based support for all children with SEND.

SENCo Qualifications
Mr Celino-Stock (Head Teacher), Mr Albi (AHT- Inclusion) and Mrs. Cross (SENCo) all hold a National Award for SEN Coordination. They have extensive experience in SEND leadership.

Whole-School Training
All staff receive regular training including:

- **Annual Mandatory Training:**
  - Safeguarding and child protection (with specific focus on vulnerable children)
  - De-escalation and positive behaviour support strategies (Team Teach)
- **Recent Whole-Staff CPD (2026):**
  - Autism Spectrum Condition incl. Attention Autism
  - Makaton
  - Dysphagia
  - Sensory Circuits

Staff identify SEND training needs through annual performance management, and the SENCo delivers in-house training on specific needs. The school invests in external expertise when needed.

Parkway Primary School

Special Educational Needs and Disability (SEND) Information Report 2026

Specialist On-Site Staff

- 4 days per week Speech and Language Therapist
- 1 day per week Occupational Therapist
- Trained Mental Health First Aider
- Forest School Leaders trained in inclusive outdoor learning
- Learning Mentor

Supporting Successful Transitions

Transitions are recognised as being potentially particularly challenging for children with SEND. An enhanced transition support programme is provided at every stage of a child's educational journey.

Starting at Parkway

Early Years / Reception Entry

- **Pre-Admission Visits**: Additional visits arranged for children with SEND and their families
- **Information Gathering**: Detailed transition meetings with previous settings (nurseries, childminders, health visitors)
- **Home Visits**: Reception staff visit all new starters at home; extended visits are available for children with complex needs
- **Transition Books**: Personalised photo books showing the classroom, staff, routines, and key locations
- Gradual Entry: Flexible start arrangements (e.g., shorter days initially, parent presence) tailored to individual needs
- **Early Baseline**: SEND needs assessed within the first term to ensure prompt support

Year-to-Year Transitions Within School

- **Transition Meetings**: Current and receiving teachers meet to discuss SEND children, share strategies, and review ISPs
- **Additional Visits & Visuals**: Extra sessions in the new classroom during the summer term, accompanied by photos of the new teacher, classroom layout, and routine changes
- **Peer Buddies & Staff Continuity**: Older children or familiar peers support children during transition periods. Where possible, key support staff move with children or provide thorough handover sessions

Preparing for Secondary School (Year 6)

- **Early Planning & School Liaison**: Transition discussions begin in the autumn term of Year 6. The SENCo contacts receiving schools to share detailed information regarding SEND needs and effective strategies
- **Enhanced Visits**: Additional visits to secondary schools including small group or individual tours, meetings with the secondary SENCo, taster sessions in key subjects, and social/lunchtime experiences
- **Transition Resources & Summer Support**: Personalised transition books, social stories, maps, and visual timetables are provided

Specialist Transitions (EHCPs / Complex Needs)

Annual reviews in Year 5 include dedicated discussions on secondary options.

Support for Looked After (LAC) and Previously Looked After Children (PLAC)

Children who are looked after or previously looked after with SEND receive tailored multi-agency support:

Parkway Primary School

Special Educational Needs and Disability (SEND) Information Report 2026

- **PEP Alignment:** SEND targets, Individual Support Plans (ISPs), and EHCP outcomes are fully synchronised with the child's statutory Personal Education Plan (PEP)
- **Leadership:** The SENCo works directly with the Designated Teacher for Looked After Children and the Virtual School Head (VSH)
- **Funding & Care:** Pupil Premium Plus (PP+) funding is deployed alongside High Needs Top-Up funding to secure specialised nurture, attachment-aware strategies, and trauma-informed support

Accessibility, Inclusion, and Safeguarding

- **Whole-Site Accessibility**: Wheelchair access, ramped entry points, wide doorways, accessible hygiene/changing facilities, and adjusted acoustics/lighting in key learning zones
- **Inclusive Integration**: Children in Oak Trees and Elm Trees integrate with mainstream peers for educational visits, playtimes, PE, Forest School, swimming, trips, and performances wherever appropriate
- **Anti-Bullying & Wellbeing**: Proactive measures—including learning mentor check-ins, quiet zones, structured break-time clubs, and targeted pastoral support—ensure children with SEND are safe, supported, and protected against bullying

Supporting Children with Medical Conditions

Some children have medical conditions alongside or separate from their SEND needs. The school ensures all medical needs are met safely and sensitively.

- **Individual Healthcare Plans (IHPs):** Created in partnership with parents, school staff, and healthcare professionals for children with significant medical needs
- **Integration with SEND Support:** Where a child has both medical needs and SEND, their IHP and ISP/EHCP are coordinated to provide holistic support
- **Staff Training:** Staff receive training on specific medical conditions relevant to children at the school, including epilepsy awareness, diabetes management, asthma care, severe allergy/EpiPen administration, and tube feeding or complex health procedures (particularly in Elm Trees)
- **Medication & Facilities:** Trained staff administer medication following strict protocols in dedicated accessible changing and personal care facilities equipped with specialist hoists and seating

Full details can be found in the school's Supporting Children with Medical Conditions Policy on the school website.

Monitoring, Evaluation and Impact

The school is committed to continuously evaluating the effectiveness of SEND provision to ensure every child makes the best possible progress.

Monitoring Provision

- **Termly Data Analysis**: The SENCo and Senior Leadership Team review progress data for all children with SEND, comparing it to national expectations and whole-school progress
- **Intervention Impact Reviews**: All interventions are evaluated termly against baseline assessments to determine effectiveness
- **Learning Walks & Work Scrutiny**: Senior leaders and the SENCo regularly observe SEND provision in classrooms/interventions and review children's work to assess quality of differentiation and progress
- **Child and Parent Voice**: Annual surveys gather feedback on SEND provision

Parkway Primary School

Special Educational Needs and Disability (SEND) Information Report 2026

Governance and Accountability

Mrs. Lori Mackey (Inclusion Governor) meets with the SENCo to review provision, scrutinise data, conduct learning walks, and speak with children, parents, and staff. The SENCo provides reports to the Full Governing Body covering child numbers on SEN Support/EHCPs, progress data, training, and parental feedback.

Funding and Resources

The school aims to be transparent about how funding is used to support children with SEND.

Funding Sources

Funding Source	Description
Notional SEND Budget (Element 2)	Main budget funding (up to £6,000/pupil/year) for Quality First Teaching & interventions
High Needs Top-Up (Element 3)	Additional Bexley LA funding for EHCP needs exceeding £6,000 based on assessed profile
Resource Provision	Dedicated funding for Oak Trees & Elm Trees staffing ratios, therapies, & resources
Pupil Premium	Targeted funding for disadvantaged pupils with SEND to remove learning barriers

How Funding Is Deployed

- **Staffing:** Specialist teachers and TAs in resource provisions; LSAs/ISAs in mainstream; commissioned therapy services (SaLT 4 days/week, OT 1 day/week)
- **Interventions & Equipment:** Evidence-based literacy/numeracy interventions, social skills groups, assistive technology (text-to-speech, tablets), sensory tools (weighted blankets, noise-cancelling headphones), specialist furniture, and visual communication aids (PECS, Makaton)
- **Environment & Training:** Sensory rooms, Therapy Room, Rainforest Room, quiet spaces, accessible adaptations, and staff CPD.

Decision-Making

Funding allocation decisions are made by the SENCo under the direction of the Head Teacher in consultation with the SLT.

Complaints & Dispute Resolution

If parents or carers have concerns regarding the SEND provision for their child:

1. **Informal Resolution**:
    a. parents should speak with their child's Class Teacher
    b. schedule a meeting with the SENCo
2. **Formal Complaint**: Parents should follow the formal procedure outlined in the School Complaints Policy by submitting a written complaint to the Headteacher
3. **Governing Body**: Unresolved concerns can be escalated to the Governor body (stage 2)
4. **External Mediation**: For EHCP assessment or local authority provision disputes, families are signposted to the Bexley Information, Advice and Support Service (IASS) and the First-tier Tribunal (SEND)

Useful Links

- **Bexley Local Offer:** Detailed information on borough-wide services for children and young people with SEND (aged 0–25) is accessible via the Bexley Local Offer Website

Parkway Primary School

Special Educational Needs and Disability (SEND) Information Report 2026

- **School Policies:** The school's full *SEND Policy*, *Accessibility Plan*, *Supporting Children with Medical Conditions Policy*, and *Equality Objectives* are available on the Parkway Primary School website

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