



# SEND Information Report

**September 2025**

**Date of Next Review: September 2026**

**Person Responsible: Miss Tina Partridge**

## Old Park School

Government Legislation requires all schools to publish a SEND Information Report that details the provision that the school can offer your child.

Our SEND information report is updated annually to reflect plans within our school.

### Questions covered in the report:

What type of SEN do we provide for?

How do we identify and assess pupils with SEN?

How do we evaluate the effectiveness of the provision?

How does the school assess and review the progress my child makes?

What is the school's approach to teaching pupils with SEN?

How do we adapt the curriculum and learning environment?

How is the decision made about the level of support my child receives?

What kind of enrichment opportunities will my child have at Old Park?

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

What training and expertise do the staff have to meet the needs of my child?

How accessible is the school and what equipment and resources will be available to meet the needs of my child?

What are the arrangements for consulting and involving me in the education of my child?

What do I do if I have a concern about the school provision?

What specialist services and expertise are available at or accessed by the school to support the needs of my child?

Who can parents contact with concerns and how do we handle complaints about the provision of SEN?

What support services are available to parents and where can the Local Authority local offer be found?

## **Section 1**

### **What type of special educational needs does Old Park make provision for?**

Old Park is a community maintained Special School. We offer provision for up to 149 pupils (funding as of 2025-2026) between the ages of 4 to 19 and provide education for pupils with a wide range of learning difficulties.

#### *Cognition and learning*

We meet the needs of children and young people with severe learning difficulties (SLD) and profound and multiple learning difficulties. (PMLD).

In addition, pupils may have one or more additional needs in the following areas:

#### *Communication and Interaction*

Pupils at the school may also have speech, language and communication needs (SLCN) and have difficulty communicating with others. Children and young people with Autistic Spectrum Disorder (ASD) who are also likely to have difficulties with social interaction, are also provided for by the school.

#### *Sensory and/ or Physical Needs*

Many of our pupils have sensory needs, such as a vision, hearing or multi-sensory impairment. Some pupils also have complex medical needs or a physical disability that requires additional support and equipment to enable the child to access the curriculum opportunities available at the school.

#### *Social and Emotional Needs*

Several of our pupils have social and emotional needs associated with their condition. This can often result in pupils displaying behaviours that challenge.

## **Section 2**

### **How would Old Park identify and assess my child's special educational needs?**

Every pupil at Old Park school has an Education, Health and Care Plan (EHCP). These are reviewed annually. In addition, each pupil has a Personal Provision Plan. This details the small steps towards outcomes within each area of the EHCP.

Assessments of pupils take place daily and your child's progress will be carefully recorded and monitored. At Old Park School staff use our own assessment tool for pupils working at subject specific level. This considers National Curriculum end of year descriptors and Key Stage standards.

Over 60% of our school population are working at pre-subject specific level. We use the Willow Dene assessment frameworks and engagement model for this cohort. Evidence is recorded and shared via the Evidence for Learning platform.

We work closely with professionals from other agencies e.g. Speech and Language Therapists to help identify and assess needs within specific areas.

### **Section 3a**

#### **How does Old Park evaluate the effectiveness of the provision?**

We evaluate how well we are doing as a school by the progress made towards individual pupil outcomes within each area of their EHCP. We also carefully review the curriculum opportunities we are providing for pupils at each pathway through focused discussions with staff, pupils, governors, families and other agencies.

We have a robust system of reviewing our provision using The Ofsted framework to self-evaluate and highlight areas for development. This includes considering how we support:

Quality of Education  
Behaviour and Attitudes  
Personal Development  
Leadership and Management

Governors are very much involved in the process and receive reports on progress of school improvement initiatives through the various school committees.

The school was last inspected in May 2024 and continued to be outstanding.

### **Section 3b**

#### **How does the school assess and review the progress my child makes?**

At Old Park School we recognise, value and celebrate the unique nature of all of our learners. We understand that each pupil has their own skills, strengths and barriers to learning and we use this knowledge to plan, teach and assess the progress each pupil makes.

Evidence of progress is gathered in several ways including subject specific evidence books and using the Evidence for Learning (EfL) assessment platform. Evidence is gathered towards both curriculum targets and individual PPP targets.

At the annual review of EHCP we discuss progress towards expected long term outcomes for your child within each area of the EHCP. Personal Provision Plans are written termly and shared with families and pupils (where appropriate) in an accessible format.

Regular contact is maintained with families through the pupil virtual diaries and the EfL parent portal.

Families receive an Annual Report from us in July of each year.

### **Section 3c**

#### **What is the school's approach to teaching pupils with SEND?**

At Old Park our vision, mission and values are driven by four key areas: the unique learner, positive relationships, engaging environments, learning and development. These are at the centre of our school ethos and the principles of each are shared by all members of our school community. The curriculum places the pupil at the heart of the planning process and so provides an approach aimed at meeting individual needs.

The school is arranged into four phases, with a total of 16 classes. Each class has an average of 10 pupils and is made up of peers with similar needs. We do not organise our classes purely by chronological age. Each class is led by a teacher and a team of Level 3 Teaching Assistants and Special Needs Support Workers.

Our 14-19 phase operates a 'college-based approach', with young people moving across classrooms to access different areas of the curriculum.

### **Section 3d**

#### **How does the school adapt the curriculum and learning environment to support my child?**

Old Park School provides a curriculum that is relevant, stimulating and which meets all statutory requirements. We aim to provide a curriculum that helps children to become as functionally literate, numerate, communicative and as independent as possible in an environment that promotes engagement within positive learning experiences.

Our curriculum is designed around five pathways which run throughout school and support pupils working at the earliest levels of development to those working at Key Stage 2 expectations (Year 3). An overview of the key characteristics of these pathways can be found in on our website.

We are a purpose-built special school that offers an adapted learning environment that includes:

Hoist tracking throughout the school ensuring inclusive learning environments

Fully equipped care rooms in each phase of the school.

Physiotherapy, medical and family rooms

Multi- agency and training rooms

Wide corridors for easy access

Classrooms designed to meet learning needs (ASD/ PMLD)

Accessible specialist areas- ICT, Food Technology, Library, Sensory, Soft Play, Music.

Sports facilities and a trampoline for Rebound Therapy

An outside Multi Use Games Area

Swimming/ hydro pool with multi- sensory light and sound.

Lighting and paint schemes, carpeting and finishes to support pupils differing needs

Fully accessible outside learning environments

A large fully accessible Forest School with outdoor classrooms (currently awaiting renovation).

Signage throughout the school that provides a Total Communication environment.

ICT Technology to enhance learning. This includes ipads, touch screens with specialist programmes, hearing loops and eye gaze.

### **Section 3e**

#### **How is the decision made about the level of support my child receives?**

Your child will initially have their strengths and needs identified through their Education, Health and Care Plan. This will also include the provision needed to meet these. This is reviewed regularly using our staff expertise and experience. A formal review of EHCP is held at least annually.

### **Section 3f**

#### **What kind of enrichment opportunities will my child have at Old Park?**

Our wonderful school facilities help to enrich the curriculum. We make sure that the school is fully utilised!

Our two minibuses, further supplemented by private hire vehicles, ensure all pupils have opportunities to visit the local community. Our pupils love taking part in local activities such as music festivals and performances at the Town Hall..

A range of professionals are invited to come into school to work with our pupils. These take the form of theatre groups, environmental sessions, music and dance workshops and representatives of other faiths.

### **Section 3g**

#### **What support is there for my child's overall well-being?**

The school places the safeguarding and welfare of pupils at the centre of everything that we do. Our safeguarding procedures are robust and led consistently by a team of Designated Safeguarding Leads.

Old Park School mission, vision and core values are understood by all. Our core values, agreed after consultation with our school community promote individuality, inclusion, trust, teamwork, responsibility, respect, engagement and encouragement.

The school is highly staffed and all pupils throughout the school have an identified key person. Families are well-supported by both the class team and our Family Support Lead.

Personal care is carried discreetly and with dignity, fostering independence whenever possible. Where needed, pupils have an intimate care plan. Our school nurse provides health and medical support across the school, ensuring protocols and procedures are followed and provides support and training to staff.

Personal, Social, Health Education including Relationships, Sex, Health Education is taught throughout school.

### **Sections 4 and 5**

#### **What training and expertise do the staff have to meet the needs of my child?**

We carefully recruit staff that we believe have the right ethos and qualities to support your child. Staff undertake a variety of training opportunities to support the pupils in their care.

Training is ongoing throughout the year for all staff and includes:

Safeguarding

Communication including use of symbols, Makaton signing and AAC

Positive behaviour support

Moving and handling

Supporting medical needs

We provide a wide range of specialist training and have our own staff trained to deliver this to others.

The school has a full-time nurse and identified staff are trained to undertake procedures such as enteral feeding, suction and giving medication. Intimate care procedures are in place and followed by staff. Where appropriate, staff are trained in safe methods of moving and handling pupils. Identified staff are also trained in how to ensure supportive and positive physical interventions. Pupil risk assessments including health care plans are in place where needed.

This is not an exclusive list and ongoing professional development remains a key part of school improvement.

## **Section 6**

### **How accessible is the school and what equipment and resources will be available to meet the needs of my child?**

Old Park is a purpose-built special school. It was designed to be fully accessible to meet the needs of children and young people with severe, complex, and profound learning difficulties.

We work very closely with other agencies and families to ensure that every child has the resources they need at school to enable them to learn and make progress.

## **Section 7**

### **What are the arrangements for consulting and involving me in the education of my child?**

We believe that close working with families is essential.

All prospective families are warmly welcomed to visit the school and if it is agreed that this is the school that will best meet your child's needs, a transition plan would be put in place.

Old Park encourages all families to sign our home too school partnership agreement. A copy can be found on our website.

We hold parents' evenings in the autumn and spring term. This is an opportunity to discuss your child's progress and achievements and agree PPP targets for the following term. We also ask families to attend their child's annual review. These are held throughout the school year.

We arrange health clinics at school for you to see your child's paediatrician or therapist. We also hold regular Agreed Behaviour Support Plan meetings for pupils with behaviours that challenge.



All families have access to their child's daily virtual diary via the School Life app. Families also have log in details to the EFL Parent Portal.

As well as more formal meetings there are a wide range of informal opportunities available to come in and see us.

We do like to keep you well informed about what is happening at the school. We have a website, Facebook page and use the School Life app.

## **Section 8**

### **How is my child consulted with and involved in their education?**

Communication and interaction are central to all that we do at Old Park School. It enables our pupils to make choices, be informed about what is happening to and around them, express their likes and dislikes, exert their human rights and make a positive contribution to their community.

At Old Park we follow the MORE communication principles. These focus on ensuring every pupil has the means, opportunities, reason and environment to communicate.

Where appropriate, pupils are encouraged to contribute to their annual review either in person or by completing an adapted questionnaire. We also include pupil comments in the end of year annual report.

Pupils in KS5 play an active role in transition discussions and planning for life after Old Park.

## **Section 9**

### **What do I do if I have a concern about the school provision?**

Our aim is to ensure that you are happy with the school provision. We would firstly suggest that you contact your child's teacher. If the problem is still not resolved, we would ask you to contact the Assistant Headteacher who oversees your child phase. At present Ms Read oversees primary classes (Lower and Middle) and Mrs Croft oversees secondary classes (Upper and 14-19).

A copy of the school's complaints procedure can be found on our website.

## **Section 10**

### **What specialist services and expertise are available at or accessed by the school to support the needs of my child?**

We work very closely with a wide range of professionals and services to support your child's needs.

Services that we can provide or access for your child include:

#### **Health**

School Nurse

Physiotherapy



Speech and Language Therapy  
Occupational Health

### **Social Services**

Children's Disability Team  
Adult Disability Team

### **Specialist services**

Educational Psychology  
Specialist teachers for Visual and Hearing Impairment  
Family Support  
Wheelchair Services  
Connexions  
College links

### **Equipment**

Wheelchair Services  
Seating systems, walkers and standing frames  
Communication aids  
Sensory equipment

## **Section 11**

### **What are the contact details of support services available to me?**

A wide range of specialist support services are available to support your child. You can find individual contact details on our website.

## **Section 12**

### **How do you prepare my child as they transfer between phases of education and prepare for adulthood and independent living?**

All transitions are well planned for throughout the school as children and young people move from class to class and phase to phase. This is supported by resources such as social stories. Families can meet the teacher and new class staff early in the autumn term.

Students are well supported in their planning for transition from school to adult life. This planning starts from Year 9 as individual pathways are agreed and planned for. The school works closely with transitional social workers, Connexions and local providers.

Information can be found on the Careers, Information, Advice and Guidance area on our website.

## **Section 13**

### **Information on where the local authority's 'Local Offer' is published**

The information provided by the school forms part of the Dudley Local Offer which can be found on their website.

<http://www.dudley.gov.uk/resident/localoffer/>

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September 2023, Reviewed March 2024