

Stanley Common Church of England Primary School

SEND Information Report



Introduction

At Stanley Common we value the abilities and achievements of all of the children, and are committed to providing for each child, the best possible environment for learning. We have high aspirations for improving the outcomes for children with Special Educational Needs and Disability (SEND).

SEND children are fully included in school life and we recognise and value the contributions that they make.

What should I do if I am concerned my child may have SEND?

- Talk to us. If your child is already in our school then the best person to speak to initially is your child's class teacher.
- If your child has not started our school yet, for example they currently attend a pre-school/nursery, then please make an appointment to speak to Mrs Blurton.

Who is the SENCO

Here at Stanley Common Mrs Blurton is the SENCO, who manages and monitors Special Educational Needs and/or Disabilities (SEND) across the school.

Mrs Blurton has the SENCO qualification with a National Award in Special Educational Needs Co-ordination and keeps up to date through attending both Derbyshire and DDAT SENCO network meetings throughout the year.

The SENCO can be contacted using the following email address:

sendco@stanleycommonprimaryschool.derbyshire.gov.uk

What are the areas of need?

There are four broad areas of SEND which are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Physical and Sensory Needs

How does the school identify children with SEND?

Early identification of children at Stanely Common is a priority. Children are identified as having SEND through a variety of methods. These approaches include, but are not exhaustive to:

- Liaison with Early Years setting/previous school
- The rigorous tracking of termly progress meetings and identifying any specific areas of concern.
- Concerns raised by a teacher following observations and ongoing teacher assessment.
- Discussion during Diminishing the Difference (pupil progress) Meetings.
- Standardised testing results
- Concerns raised by a parent
- Monitoring of progress over time and with the support and provision through Quality First Teaching.
- Liaising with external agencies i.e. Occupational Therapy, Speech and Language Therapy etc...

A child has SEND where their learning difficulty or disability calls for special educational provision, namely that is different from or additional to that of 'normally available'.

Children have a special educational need if:

- They have a significantly greater difficulty in learning than the majority of children of the same age; or

- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in school.
- They are under compulsory school age and fall within the definition(s) above or would do so if special educational provision was not made for them.
- A child needs to make progress with a social/emotional need.

At Stanley Common we follow the Graduated Approach of identification and support for children with SEND. Children who receive support from an outside agency are placed on the SEND register, with signed permission from the parent/carer. Children registered as SEND Support could move from this status if the actions taken by the child, parents/carers, school staff and outside agencies enable the child to make enough progress in their area of needs. However, some children, dependent on their need, may stay on SEND Support or progress to an Education Health and Care Plan (EHCP).

How do we support a child with SEND?

Access to quality first teaching (QFT) is a priority for all children at Stanley Common Primary School. All children benefit from 'Quality First Teaching': this means teachers assess, plan and teach all children at the level which allows them to make accelerated progress with their learning. Through Quality First Teaching, we ensure that the curriculum and teaching sequences are adapted to meet the individual needs of all children. A SEND plan will be put in place.

We support children with SEND through various means:

Curriculum support:

- Adaptation of learning in class by the class teacher through quality first teaching (QFT).
- Specialist advice and support from external agencies including Educational Psychologists (EP).
- Implementation of various strategies so every child can access the curriculum at a level appropriate to their specific needs

Communication and Interaction difficulties:

- Speech and language therapy support (NHS).
- Speech and language therapists, https://dchs.nhs.uk/our-services-and-locations/a-z-list-of-services/speech_language_therapy/childrens-speech-and-language-therapy
- Targeted small group work
- Advice from Inclusion Support Advisory Service

Social and Emotional and Mental Health difficulties:

- Transition and review meetings between school and parents
- Advice is sought from Changing Lives/Inclusion Support Advisory Service
- Positive Play
- Outdoor Forest School Provision

Physical and or Sensory Support:

- Outreach Support Service for Physical Disability
- Individual Health Care Plans
- Physiotherapist support
- Occupational therapy advice and support
- Resources such as writing boards and pencil grips

How are the Local Trust Committee (LTC) involved and what are their responsibilities?

- The Head Teacher reports to the LTC each term to inform them about the number of children with SEND and how they are being supported.
- The SEND LCT link is Mrs Emma Mitchell. She can be contacted by email:
- emitchell@stanleycommon.derbyshire.sch.uk
- The SEND LCT link's role is to work alongside the SENCO to monitor the provision within the school, support the school in its work with children with SEND-numbers, staffing ratios, budget allocation reporting back to the full LTC after discussions with the SENCO so the whole school know about current situations in school.

- The LTC agree priorities for spending within the school budget which includes SEND budget with the overall aim that all children receive the support they need to make progress.

How are arrangements made to consult with parents?

Stanley Common C of E Primary School has a strong commitment to work closely with parents/carers and has an open door policy to ensure that information is always accessible to parents and staff. School values the contribution of information from parents/carers and consults them throughout the academic year.

SEND support plans (MEP/IEP) will be shared with parents three times a year. November, March and July. Parents are able to ask questions and find out information through various means:

- Initial support from the teacher
- Liaison with the SENCO
- Information is on the school website. Information Advice and Support Services for SEND (DIASS)
- Pre-transition meetings to ensure smooth entry to school.

In addition to the above there are a number of agencies/ organisations who are able to support and advice parents of children with SEND, such as The Neuro Hub <https://joinedupcarederbyshire.co.uk/news/four-new-community-drop-in-hubs-opened-for-neurodiverse-children-and-young-people/>

How are the children's voices being heard in the process?

Children are consulted and their views are sought throughout their educational journey whilst at Stanley Common. We ensure that all children are asked about their own strengths and areas for development. They are involved in their one-page profiles and their SEND support plans. Children with SEND are included in pupil voice opportunities and are represented in various groups.

How will the school support transition for children with SEND?

Moving into Reception

- Establish links with local pre-school providers enable us to support children with SEND as they move to Reception. This may include additional visits prior to their school start date, meetings with the class teacher/SENCO/outside agencies (e.g. health)

Moving from KS1 to KS2

- Careful thought and consideration is given to ensure that there is a smooth transition for the children moving into Key Stage 1. The small numbers of both staff and children enable opportunities for staff and children to plan whole-school opportunities to work together.

Moving from KS2 to KS3 (Secondary School) ;

- Established links with Secondary Schools allow for necessary information to be shared easily and additional support to be put in place. This might include meetings or extra visits during Year 6.

Mid-academic Year transitions

- If your child has identified SEND please make an appointment to meet with the a SENCO so that we can work together to ensure a smooth start for your child.

What policies are in place to support children with SEND?

As we are part of DDAT, we use the DDAT SEND Policy which can be found within our school SEND section.

The following policies are available for viewing on the website:

- DDAT SEND Policy
- Positive Behaviour Policy
- Anti-Bullying Policy
- Health and safety policy
- Safeguarding Policy
- Medical Policy
- Social, Emotional and Mental Health Policy
- Accessibility Policy

How does the school work in partnership with others?

It is important that the SENCO, teachers, parents, TA's, outside agencies, details and concerns will be discussed with parents.

Following discussions with parents and class teachers, the SENCO may request advice from the following services:

Educational Psychologists, Speech and Language therapists, Visual Impairment Team, Hearing impairment Team, Clinical Psychologist, Social Services, Child and Adolescent Mental Health Services (CAMHS)

What happens if I am unhappy about a SEND issue?

Please speak to your child's class teacher in the first instance. If the issue is unresolved then please speak to the SENCO who is happy to meet and help in any way possible.

What is Derbyshire's local offer?

Since January 2015, the Code of Practice states that all local authorities should publish their local offer. The local offer provides information on what services children, young people and their families can expect from the authority. Knowing what is available gives you more choice and therefore more control over what support is right for you child.

The local offer can be found at: www.localoffer.derbyshire.gov.uk

SEND Code of Practice accompanies the legislation and can be found on the Department for Education's website.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>