

## **Stapleford Primary School – SEND Information Report - Updated September 2020**

### **Special Educational Needs and Disability (SEND)**

This is the SEND Information Report which has been developed in consultation with parent/carers, governors and staff. It complies with the SEN Code of practice 0-25 years (January 2015). It is based on key questions asked by parents with SEND in Hertfordshire.

Mrs Ali Patrick is the Special Educational Needs and Disability Co-ordinator (SENDco) at Stapleford Primary School.

### **1. How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?**

At Stapleford we are continually assessing and monitoring the progress of all children. Pupils not making expected progress or who are falling behind age related expectations will be identified during pupil progress meetings at the end of each term. We might also decide a pupil needs additional support if children tell us they are struggling, there is a change in their behaviour, or concerns are raised by external agencies or a previous educational setting. Class teachers will notify parents and discuss interventions we can put in place to help support your child.

If you have concerns about your child's education, please speak to the class teacher initially to share your concerns. They can then decide, with you, if additional interventions are needed. If necessary the school's Special Educational Needs Coordinator (SENDco) will be involved. We aim to make all these decisions with your involvement.

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

If you, as a parent, have concerns regarding your child then you should:

- Make an appointment to see the class teacher. Where appropriate the concern will then be shared with the school SENDco – Mrs Patrick. Further discussions may then take place between all relevant parties to determine the best way forward for your child.

### **2. How will school staff support my child?**

For all children, regardless of ability or need, quality first teaching – providing high quality education on a daily basis, which includes adapting and differentiating the curriculum accordingly.

Teachers ensure that the learning of all children is supported through individualised targets, differentiated activities, use of specialist equipment, specialised next steps, peer group or playground support, friendship circles.

Where extra support is necessary, we will decide on the best course of action with you and your child. This could be differentiated work in class, small group work or 1 to 1 support.

The school SENDco coordinates the support across the school, develops the school's SEN policy to ensure that all children in the school receive consistent and high quality teaching in order to meet their needs.

- Quality first teaching – providing high quality education on a daily basis for all children, which includes adapting and differentiating the curriculum accordingly.
- • Appropriate specialist equipment may be given to your child e.g. writing slopes, pencil grips, wiggle cushions.
- • Small group or one to one support from teaching assistants– targeted interventions (e.g. following specialist advice such as when a child is on a speech and language programme.)
- • Playground support.
- • All pupils are encouraged to take part in all areas of school life including events and visits off site arranged by the school.

### 3. How will I know how my child is doing?

We support and involve parents in their child's learning both formally and informally. This may include:

- Open door policy where the teachers make themselves available after school for discussions
- Face to face or on the telephone.
- Parents consultations to fully discuss the needs of the child with the class teacher
- Target setting
- Interim and Annual reports
- Termly review meetings (where applicable)
- Annual review meetings (where applicable)
- Support from SENDco – Mrs Patrick.
- Additional appointments can be made with the class teacher via the school office.

### 4. How will the learning and development provision be matched to my child's needs?

The method of identifying and allocating provision follows a graduated approach.

#### **Quality first teaching**

Each child's education will be planned for by the class teacher as part of quality first teaching. Teaching and learning will be differentiated accordingly to suit the needs of individual children. This may include additional general support by the teacher or teaching assistants in class.

#### **Additional Need**

If a child's needs relate to more specific areas of learning then the child may be included in an intervention group. This may be led by the class teacher or teaching assistant. The length of time the intervention is run for varies according to need but will be monitored regularly. Interventions will be reviewed by the SENDco and class teacher to establish the effectiveness of the provision and to inform future planning.

#### **Higher Needs**

If a pupil has higher level needs this may result in them being identified as requiring SEN support and in the creation of a support plan. This process will identify targets for the child and how they may be achieved. These will be created in conjunction with parents and child.

**Complex Needs**

If a pupil's needs are more complex a formal assessment for an educational, health and care plan may be undertaken. A child may move between the levels of support, depending on their individual need.

**5. What support will there be for my child's overall wellbeing?**

We recognise that some children may have additional emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative. The whole school has a nurturing ethos. Each class has a worry box where children can post their worries (anonymously if they would like) this box is checked regularly and concerns are discussed, either as a whole class or small group during circle time sessions. Members of staff are available for pupils who wish to discuss issues and concerns. Where it is deemed appropriate parents will be invited in to school to discuss concerns and plan for further support. Where it is felt that pupils are encountering significant emotional difficulties the support of outside agencies will be considered, such as CAMHS, the school nurse and the school family support worker.

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

The school works closely with a variety of outside agencies to support the needs of children, please refer to the Local Offer for a comprehensive list.

Hertfordshire Local Offer webpage –

[www.hertsdirect.org/localoffer](http://www.hertsdirect.org/localoffer)

**7. What training have the staff, supporting children and young people with SEND, had or are having?**

The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues. Individual teachers and support staff have access to training from outside specialist agencies that are relevant to the needs of specific children in their class.

**8. How will you help me to support my child's learning?**

Your child's class teacher may suggest different ways in which you can support your child at home, both with homework and with individual areas of need. The SENDco (Special Educational Needs Co-ordinator) - Mrs Patrick, may meet with you to discuss strategies on how to support your child with their specific needs. If outside agencies, for example the Educational Psychologist, have been involved, suggestions and programmes of study are normally provided by them that can be used at home.

## **9. How will I be involved in discussions about and planning for my child's education?**

At Stapleford Primary School we believe in a child-centred approach. When children have been identified as having additional needs, the thoughts and feelings of the child and the parents/carers, together with the views of school staff and relevant professionals are taken into account, this may be through:

- Informal discussion with staff
- Teacher and child meetings
- Teacher and parent meetings
- Review meetings, including outside agencies where appropriate

## **10. How will my child be included in activities outside the classroom including school trips?**

We aim for all children to be involved in all areas of the curriculum. Appropriate provision and reasonable adjustments will be made where necessary to meet this. Medical support will be put in place if appropriate.

## **11. How accessible is the school environment?**

All Hertfordshire schools comply with Equality Act 2010. Please refer to the equality scheme for more information.

## **12. Who can I contact for further information?**

Key Contacts

- Headteacher – Mr Shillito
- SENDco – Mrs Patrick
- SEND Governor – Alun Broadwood-White

## **13. 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?**

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible. If your child is joining us from another school:

- The SENDco - Mrs Patrick, will undertake a pre-visit where appropriate.
- Your child will be able to visit our school and stay for taster sessions, if this is appropriate.
- The SENDco – Mrs Patrick, will contact the current school to ensure all information is up to date to allow for a smooth transition.

If your child is moving to another school:

- We will contact the school SENDco/InCo and ensure he/she knows about any special arrangements or support that needs to be made for your child. Where possible, a planning meeting will take place with the SENDco/InCo from the new school.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and a transition planning meeting will take place with the new teacher.
- There will be opportunities to make additional visits to the new classes, if this is appropriate.

In Year 6:

- The Inclusion Co-ordinator (Special Educational Needs Co-ordinator) will discuss the specific needs of your child with the SENDco/InCo of the child's secondary school.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.

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

The school budget, received from Hertfordshire LA, includes money for supporting children with SEN.

- The Head Teacher decides on the budget for Special Educational Needs in consultation with school governors, on the basis of needs in the school.
- The money is used to provide additional support or resources dependent on individual needs.
- Resources may include deployment of staff depending upon individual circumstance.
- Exceptional Needs Funding, where appropriate, may be applied for in order to support the needs of individuals. The decision to award this is decided at a county level.

#### **15. How is the decision made about how much support my child will receive?**

Support is determined through consultation with parents, teaching and support staff, and relevant external agencies.

- The level of support will be constantly reviewed in order to identify when and where additional support may be needed.

#### **16. How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?**

Hertfordshire Local Offer webpage – [www.hertsdirect.org/localoffer](http://www.hertsdirect.org/localoffer)

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