SEND Information Report and

Local Offer for Stanhope Primary and Nursery School

Updated by:	N Wright SENCO
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S.E.N.D. Information Report and Local Offer

Our Vision

Please visit the 'About Us' section of the website to access Our Vision and Values.

At Stanhope Primary School, we are committed to meeting the needs of all pupils, including those with SEND and giving all pupils the opportunity to reach their full potential.

Our Aims

All Nottinghamshire maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s being met in a mainstream setting wherever possible, where families want this to happen.

1) Who are the best people to talk to at Stanhope Primary and Nursery School about my child's difficulties with learning/ Special Educational Needs and Disabilities (SEND)?

The Class Teacher

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the SENCO know as necessary.
- Setting personal targets. Sharing and reviewing these with parents at least once a term and panning for the next term.
- Ensuring that all staff working with your child in school are helped to deliver the planned learning for your child; so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned learning and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with SEND.

The Special Educational Needs Coordinator –

Mrs Natalie Wright

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:

  Involved in supporting your child's learning

  Kept informed about the support your child is getting

  Involved in reviewing how they are doing

  Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.

  Updating the school's SEND Register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are clear records of your child's progress and needs.

  Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible and assisting in relevant referrals.

The Head Teacher –

Mr Curtis White

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- She will give responsibility to the SENCO and class teachers but is still responsible for ensuring that your child's needs are met.
- She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.
- Ensuring provision for pupils with an EHCP is appropriate and matches need; ensuring reviews are up to date and other processes related to maintaining EHCPs.

SEN Governor: Ms Natalie Hawker

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.

2) What are the different types of support available for children with SEND at Stanhope Primary and Nursery School?

a) Class teacher input via excellent targeted teaching (Quality First Teaching)

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- That different way of teaching are in place so that your child is fully involved in learning in class. This may involve things like more practical learning.
- That specific strategies (which may be suggested by the INCO) are in place to support your child to learn.
- Dyslexia Friendly School practices are embedded in each classroom by each class teacher.
- Your child's teacher will have carefully checked your child's progress and will have gained an understanding as to where the gap or gaps are in their learning and how to use extra support to make the best possible progress.

Specific Group Learning Intervention which may be:

- Run in the classroom or group room.
- Run by a teacher, teaching assistant (TA) or other specialist teacher.

b) Specialist groups run by outside agencies e.g. Speech and Language Therapy, Physiotherapy.

This means that the child has been identified to the SENCO and is deemed to have needs which require extra specialist support in school from a professional outside the school.

This may be from:

- Local Authority Central Services, such as the ASD Outreach Team, Personal, Social, Emotional Development Team (PSED) or Sensory Service for students with hearing or visual needs.
- Outside Agencies such as the Educational Psychology Service (EPS) or Child and Adult Mental Health Service (CAMHS).

What could happen?

- You will be asked to give your permission for the school to refer your child to a specialist professional e.g. Speech & Language Therapist (SALT) or Educational Psychologist. This will help the school and you to understand your child's particular needs better and to be able to support them more effectively in school.
- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support. This may lead to specific group or individual learning being carried out.

c) Specified Individual Support

This type of support is available for children whose learning needs might be severe, complex and lifelong.

This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small groups support. If a Statement or Plan is agreed by the Local Authority is will be reviewed annually.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Your child might also need specialist support in school from professionals outside the school. This might be from:

- Local Authority Central Services such as the ASD, PSED, Cognition and Learning Team, Schools and Families Specialist Services or the Sensory Service (for children with a hearing or a visual need).
- Outside agencies such as the Speech & Language Therapy (SALT) service.

For your child this could mean:

- The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child. It is advisable to speak with the SENCO before a request is made.
- After the request has been made a panel of professionals will decide whether or not to assess your child. The school, other professionals and you will all be asked to submit a report on the child's needs; the panel will use this information to make their decision. If the panel decide not to assess they will ask the school to continue with the current support. You do have the right to appeal if you feel strongly that the assessment of need should go ahead.
- If the panel decide that an assessment is the most appropriate way forward then more detailed reports will be requested for an SEN Officer to compile the Draft plan. The draft plan will not be finalised until a meeting with all those involved have agreed on all aspects of the plan.
- The EHC Plan will outline the support you child needs in order to make the necessary progress; how the support should be used and what strategies should be in place. There will be short and long term goals for your child.
- An additional adult may be used to support your child with whole class learning, to run individual programmes or run small groups including your child.

3) How can I let the school know that I am concerned for my child's progress?

- Initially, you should speak to your child's class teacher about your concerns.
- If you're still concerned or not happy about your child's support and/or progress you should speak either to the SENCO or the Head Teacher.
- If you are still not happy you can arrange to speak to the SEND Governor.
- There is a 'graduated response' policy that you can refer to, which provides further information on the process of raising concerns.

4) How will the school let me know if they have any concerns about my child's learning at school?

- If your child is identified as not making enough progress or showing other signs of difficulty in school then the class teacher or support staff will discuss this with you.

This may initially take place during parent's evening, with a longer meeting being set up at a later date to discuss concerns in more detail and to:

- Listen to any concerns you may have
- Plan any additional support your child may receive
- Discuss with you any referrals to outside professionals who might be used to support your child's learning.

5) How is the extra support allocated to children and how do they progress in their learning?

- The school budget, received from Nottinghamshire LA, includes money for supporting children with SEND.
- The Head Teacher decides on the budget for SEND in consultation with the school governors, on the basis of needs in the school.
- The Head Teacher and the SENCO discuss all the information they have about SEND in the school including:

-The children getting support already

-The children needing extra support

-The children who have been identified as not making as much progress as would be expected

And decide what resources/training and support is needed

- All resources/ training and support are reviewed regularly and changes made as needed.

6) Who are the other people providing services and support to children with SEND at Stanhope Primary School?

Directly involved in the school:

- A team of highly trained Teaching Assistants
- Family SENCO (providing support and funding across the family of schools)

The SENCO will seek advice, as appropriate around individual pupils, from external support agencies through the termly Springboard meetings:

- Early Help Unit and the Multi-Agency Safeguarding Hub
- Schools and Families Specialist Services
- Speech and Language Therapy Service
- Community Paediatricians
- Occupational Therapists
- Physiotherapists
- Physical Disability Support Service
- PSED Team
- School Nurse
- CAMHS
- GAPS (Gedling Area Partnership)
- Healthy Families Team

7) How are the teachers at Stanhope Primary School helped to work with the children with SEND and what training do they have?

- The SENCO and Family SENCO support the class teacher in planning for the children with SEND.
- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as autism, ADHD, Speech and Language etc.
- If a child arrives with a condition unknown to the school, the SENCO with the support of the parent will research the condition and disseminate the information to all staff.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

8) How will the teaching be adapted for my child with SEND?

- Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.
- Specially trained support staff can adapt the teacher's planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed, to meet your child's learning needs.

9) How will staff at the school measure the progress of my child in Stanhope Primary School?

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally every term and a National Curriculum level is given in reading, writing and mathematics.
- If your child is in Year 1 or above but is not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P Levels'.
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Attainment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.
- Children at School Support and SEN Support will have separate targets, according to their need and these will be reviewed at least every term with you and your child. New targets will be set for the following term at this meeting.
- The progress of children with a Statement or EHC Plan is formally reviewed at an Annual Review with all adults involved in the child's education.
- The SENCO will also check that your child is making good progress within any individual learning and in any group that they take part in.

10) What support do we have for you as a parent of a child with SEN?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.

- The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly or where this is not possible, in a report.
- Support Plans (formerly known as IEPs) or targets will be reviewed with your involvement each term.
- Home learning will be adjusted as needed, to your child's individual needs.
- A home/school contact book may be used to support communication with you, if this is agreed to be useful to you and your child.

11) How is Stanhope Primary School accessible to children with SEND?

- The two buildings are accessible to children with a physical disability. The Lower school building can be accessed by using any of the entry points. The Upper school building can be accessed via the main gate on Keyworth Road.
- We ensure that equipment used is accessible to all children regardless of their needs.
- The curriculum, including PE is accessible to all pupils and adaptations are made where necessary.
- After school provision is accessible to all children including those with SEND.
- School trips and residential visits are accessible to all children.
- Extra-curricular activities are accessible to all children.

12) How will we support your child when they are: joining Stanhope Primary School, leaving Stanhope Primary School or moving to another class?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- We will contact the school SENCO and ensure he/she knows about any special arrangements or support that needs to be made for your child.
- 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 in most cases, a planning meeting will take place with the new teacher. All targets will be shared with the new teacher, along with all other paperwork.
- If your child can be helped with a photo book of the new staff and classroom to support their understanding – this can be made for them.

In Year 6:

- The SENCO will contact the Secondary School SENCO (in line with GDPR) to advise them of your child's needs.
- The class teacher will liaise with the SENCO and Secondary School with any strategies which may help your child in a new setting.
- Where it is felt necessary, your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
- Where possible your child will visit their new school on several occasions to familiarise themselves with a key worker and the new buildings. In some cases a key worker from the new school will come to Stanhope Primary School to visit you child.

13) Where can I access further information?

A more detailed policy of SEN support at Stanhope Primary School is available on the school website via the link below:

http://www.stanhopeprimary.co.uk

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

One significant change arising for the Governments reforms is that Statements of Special Educational Needs, for those children with the most complex and severe needs, have now been replaced with a new Education, Health and Care Plan. These plans are being supported by a Pathway. You can view an animation describing this pathway on Nottinghamshire's SEND Local Offer website:

www.nottinghamshire.sendlocaloffer.org.uk