



Stanhope Primary School

SEN Information Report 2017



Stanhope Primary School Special Educational Needs and/or Disabilities (SEND) Information Report 2017

Stanhope Primary School is a fully inclusive mainstream setting, which strives to provide an environment where all children feel safe, feel valued and can flourish. Stanhope Primary school is committed to providing an education that enables all children to make progress so that they can achieve their full potential. We value each child as a unique individual.

For some children there are occasions when further additional support may be needed to help them to make the best possible progress in school. The intention of this document is to provide information regarding the ways in which we support all of our pupils through their learning journey.

This report summarises the responsibilities of the school, Governors and Local Authority when making sure that the additional needs of pupils who have been identified as having Special Educational Needs (SEN) are met.

The four broad 'areas of need' are:

- Communication and interaction,
- Cognition and learning,
- Social, Emotional and Mental Health Difficulties,
- Sensory and Physical Needs

The Local Offer

Local Authorities and schools are required to publish the arrangements for Special Educational Needs (SEN) and keep under review information about services they expect to be available for the children and young people with Special Educational Needs aged 0-25. This is the 'Local Offer'.

The intention of the local offer is to improve choice and transparency for families. It is also an important resource for parents in understanding the range of services and provision in the local area.

Further detail regarding the Local Offer is available in the Local Authority SEN information report.

All schools receive funding in their budget to enable them to provide for pupils with SEN. Through the 0-25 SEND Code of Practice, schools have the freedom to decide how to make the necessary arrangements, what works for them in partnership with their local authority, parents and young people, using existing staff or look for advice and support from outside the school.

Stanhope Primary School Special Educational Needs and Disability (SEND) policy is available on the school website.

If you require any further information or if you have any concerns about your child's Special Educational Needs and/or Disabilities, provision or progress, please contact your child's class teacher or the Special Educational Needs Co-ordinator (SENCo).

Special Educational Needs Co-ordinator (SENCo) Mrs Korn 0191 4201710

Every child is tracked at Stanhope Primary from entry into nursery until they leave at the end of year 6.

Children are identified as having special educational needs when their progress has slowed or stopped and the curriculum, resources and support are not enabling them to make the progress expected for their age.

We know when pupils needs help if:

- Limited progress is being made
- Concerns are raised by parents/ carers, teachers or the child
- There is a change in the pupil's behaviour or progress

How Pupil Progress is measured at Stanhope Primary School

- Class teachers continually monitor children's progress
- Each pupil's educational provision is planned by the class teacher and differentiated according to the pupils individual needs
- Class teachers have termly pupil progress meetings with the Deputy Head Teacher, Mr Rogers, to monitor assessment, progress and achievement
- Where necessary the class teacher will write an Individual Learning Plan (ILP), which consists of two or three manageable targets for the child. ILPs are reviewed termly and monitored by the SENCO
- Individual Learning Plans (ILPs) may include targets set by outside agencies to narrow any gaps and accelerate learning. These targets are reviewed regularly and evidenced for pupil progress and planning next steps in learning
- The SENCo, Mrs Korn, receives regular updates from class teachers about the progress of pupils
- The SENCo will check that pupils are making good progress within any individual work or group work that they take part in
- The SENCo meets termly with the Head teacher to monitor the effectiveness of SEND provision
- Regular book scrutinies and lesson observations are carried out by the Senior Leadership Team and subject co-ordinators to ensure that the needs of all children are met, and that the quality of teaching and learning is outstanding
- At the end of the Foundation Stage children are assessed using the Early Years Outcomes. At the end of each Key Stage all children are required to be formally assessed using the Standard Assessment Tests (SATs). All schools are required to submit assessments, which are published nationally

Roles and Responsibilities

The class teacher

Responsible for

- Ensuring that inclusive teaching and support is genuinely embedded in the classroom. All teachers are "Teachers of SEN"
- Tracking pupil progress, identifying, planning and delivering any additional help a child may need. This could be targeted work or additional support.
- Liaising with the Special Educational Needs / Disability Co-ordinator (SENCo)
- Writing pupil progress targets / Individual Learning Plans (ILPs) and sharing them with parents at least once each term and planning for the next term.
- Ensuring the School's SEN policy is followed in their classroom for all the pupils they teach with any additional needs

The SENCo: Mrs Korn (year 2 -6) Mrs Warrington (Early Years – year 2)

Responsible for

- Overseeing the management and implementation of the SEND policy
- Co-ordinating all the support for children with SEND through provision mapping
- Maintaining the schools SEN register and making sure that records are maintained
- Ensuring that parents are involved, kept informed and involved in reviewing their child's progress through SEN meetings
- Liaising with external agencies, making referrals to outside agencies where specialist support is needed.
- Providing specialist support for teachers and support staff in the school
- Assessing and reviewing the progress of pupils with special educational needs

The Head teacher: Mrs Martin

Responsible for

- Ensuring that inclusive teaching and support is genuinely embedded in the school
- Ensuring that the necessary provision is made for the pupil's with Special Educational Needs through the day to day management of all aspects of the school
- Monitoring the effectiveness of the provision for children with Special Educational Needs and taking into account what may be needed for future pupils with a disability
- Ensuring that the Governing body is kept up to date about issues relating to SEND.

The SEND Governor: Mrs Adair

Responsible for

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

Intervention Team: Miss Franks (Social and Emotional Lead), Mrs Ainsley (TA)

The staff support targeted children both on a one to one basis and within groups to support their individual learning needs. An open door policy to our Mindful Moments room ensures effective pastoral care for all pupils who need a place to talk and a space to relax, reducing anxiety and promoting emotional well being and resilience.

How individual needs are met at Stanhope Primary School

- As a fully inclusive mainstream setting all pupils are included in activities outside the school classroom, including extra- curricular activities that are available for children at the school
- Class teachers have high expectations for each child with targeted classroom teaching (Quality First Teaching)
- Teaching is built on what the child already knows, can do and can understand
- All staff have opportunities to receive on-going training in relation to meeting the needs of all pupils within the classroom
- A range of teaching strategies, learning opportunities and resources are in place so that all children are fully involved in learning in class

- Class mapping, individual target setting and the tracking process identifies any gaps in children's understanding and learning
- Use of Individual Learning Plans (ILP), which consist of two or three manageable targets for the child, involving the pupil, parents and staff. ILPs are reviewed termly and monitored by the SENCO.
- Assessment of learning environment, teaching styles and curriculum materials
- Areas of low distraction within the classroom or around the school (Mindful moments room)
- Assessment of individual pupils physical sensory and cognitive barriers
- Assessment of pupil's social and emotional needs and other relevant circumstances
- Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to
- Effective pastoral care for all pupils
- Specific strategies are in place to support children with identified SEN
- Specialist equipment is provided to make classroom life easier
- Differentiated curriculum and resources
- Additional and different provision such as individualised or small group planning
- Specific group work
- Small group targeted intervention which may run in the classroom or a group room by a teacher or a teaching assistant (TA)
- Increased use of ICT resources
- Individualised programmes of support – Play therapy, Mindfulness, BLAST
- School staff liaise with a range of professionals from outside agencies and deliver programmes within school (e.g. speech and language activities)
- Behavioural management systems in school are based upon encouraging pupils to make positive decisions about behavioural choices
- Support / supervision in place for unstructured times of the day
- Support staff are placed where needed throughout the school
- Strategies to reduce anxiety and promote well-being
- Support is offered to families and they are signposted to services / organisations /professionals which may offer support/ advice where appropriate
- Staff understand and apply the 'Administration of Medicines Policy'
- Care plans are in place for pupils with individual medical needs
- Support with personal care
- All entrances to the school allow for wheelchair access
- There are disabled changing and toilet facilities
- There are disabled parking bays in the car park

Working in partnership with parents

At Stanhope Primary School we have an 'open door' policy which means any parent can request an appointment through the school office, to discuss their child's progress.

- Parents/carers will be able to discuss their child's progress at Parents' Evening
- ILP's will give information about how a child is achieving and progressing
- If a child has an Early Help plan, meetings are held every six weeks or more often according to need and circumstances
- The class teacher may suggest ways of how parents can support their child
- The SENCo can support and may also have strategies parents can use
- If outside agencies have been involved they often provide recommendations for both home and school

- Family Learning sessions and school workshops run occasionally to help parents support their child in literacy and numeracy

Although school complaints procedures are in place, we would always hope to resolve any issues or concerns informally by working in partnership with parents / carers.

Specialist groups run by outside agencies

A pupil identified by the SENCo / class teacher as needing some extra support in school from a professional outside the school. This may be from

- Behavioural support team
- Speech and language therapy (SALT)
- Hearing impaired service
- Educational Psychology Service (EPS)
- Local authority resilience team

Parents will be asked to give permission for the school to refer their child to a specialist professional. This will help the school and parents to understand a child's particular need better and 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.

Educational Psychology Service

Barbara Routledge is the named psychologist for Stanhope Primary. Barbara is in school on a regular basis and is able to work closely with children, parents/ carers and staff.

Barbara provides support to the school in assessing a child's needs. She carries out observations and assessments with children and then discusses her findings with staff and parents/ carers and recommends a range of strategies and support, which will enable pupils to access the curriculum and make progress.

Where parents/ carers and staff feel that involvement of the Educational Psychologist will be beneficial, the SENCo will discuss this with Barbara and a referral to the service can be made.

Specified Individual Support

This type of support is available for children whose learning needs are severe, complex and lifelong, this is usually provided by an Education, Health and Care Plan (EHCP). This means a child will have been identified by professionals as needing a particularly high level of individual or small group teaching.

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

The school and/or parents can request that Local Authority services carry out a statutory assessment of a child's needs. This is a legal process, which sets out the amount and type of support that will be provided to meet the child's needs.

The Education Health Care Process (EHCP)

- A request is made to a SEND panel outlining the child's specific needs and what support the child has currently received in school as well as the impact of the support
- The panel will decide if the level of need seems complex enough to require a statutory assessment
- If the Local Authority agree, parents and professional involved with the child will be asked to write a report
- If the Local Authority do not think an EHCP is required they will ask the school to continue with the support already in place.
- When all reports have been completed the panel of professionals will decide if the child's needs are severe, complex and lifelong. If this is the case they will write an Education Health Care Plan (EHCP)
- The plan will outline the number of hours of individual/ small group support the child will need and what strategies must be in place. It will have long term and short-term goals for the child, ensuring as they move between phases in their learning journey they are prepared to be independent adults.
- If the panel do not agree to an Education Health Care Plan (EHCP), they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure the child makes as much progress as possible.
- The progress of children with an Education Health Care Plan will be formally reviewed at an annual review with all adults involved with the child's education.
- The school holds interim reviews in between the annual review or at the request of parents

Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS)

If parents would like to seek impartial advice regarding SEND, the Local Authority offers an advice and support service (**SENDIASS**). The service offers the following:

- Independent support and someone to talk to in complete confidence
- Explanation of matters concerning SEND
- Information leaflets and information regarding local support groups and voluntary agencies
- Help with filling in forms and expressing views
- Someone who can provide support at meeting

The Special Educational Needs and Disabilities Information, Advice and Support Officer is **Gillian Harte**

She is based at **Primrose Village Children's Centre**

Phone -**0191 4246345**

Email – **parentpartnership@southtyneside.gov.uk**