



SEND Information Report

(Local Offer)

Stanton Community Primary School is an inclusive school and will provide the following over and above Quality First Teaching for all

1. Who are the best people to talk to about additional support?

- Class teacher
- SENCO: Mrs C. Peck
- Head Teacher: Mrs S. Chapman



2. What is the current percentage of children with Special Educational Needs and / or Disabilities (SEND) in the school?

10%

3. How does the school identify children who may need SEND support?

A child has a Special Educational Need and or Disability if he or she has a learning difficulty or disability that means he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.



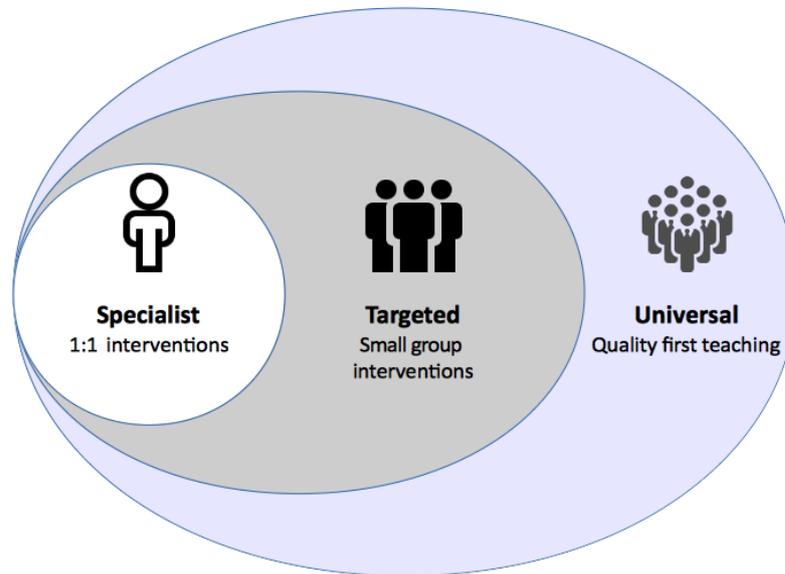
The Assessments we use include:

- Listening to the views of children
- Daily marking and observations of children's work
- Assessment for learning; setting achievable, measurable targets and monitoring children's success in achieving those targets
- Termly class assessments which are shared and tracked at pupil progress meetings
- Informal meetings with parents/carers to include checks on hearing and sight
- Discussion with and observations by Literacy/Numeracy leaders/SENCO
- Consideration of readiness to learn
- Consideration of any difficulties with memory, motor skills and vocabulary.
- PhAB (Phonological Assessment Battery)
- BPVS (The British Picture Vocabulary Scale)
- Sandwell Early Numeracy Test
- Information sharing (teachers, support services, parents/carers, pupil involvement)
- Developmental history with parents including Speech and Language issues
- Consultation with the Advisory Support Teacher
- Referral and consultation with Education Psychologist and Child Development Centre
- Referral to the school nursing team
- Child and Family Consultation Service
- Speech and Language Therapists





4. What are the different types of support available?



We assess each child individually and provide personalised support within three levels:

Universal:

Quality First Teaching (see our Teaching for Learning Policy and SEND Policy). We start from what the children already know and set small targets or learning objectives. We plan and teach differentiated activities and provide small group support to enable children to achieve these targets. We provide plenty of opportunities for practice. We monitor progress. We ensure that parents are aware of the nature of the support and the reason for it. We listen to the views of parents and pupils and involve them in the decision making.

- We hold weekly open mornings and regular parents evenings
- We have pupil progress meetings with the class teacher and senior leadership team and the SENCo
- We consider children's self- assessment
- We plan support from specialist teaching assistants and the class teachers
- We write end of year reports



Targeted:

- We determine children's areas of strength to establish whether the child has difficulties across the curriculum
- We collate data - assessment against age expectations including phonics
- We assess skills such as reading accuracy, fluency, and comprehension, phonological awareness, auditory and visual memory
- We consider - underlying ability, behaviour, motor skills, medical needs and attendance
- We create a personal provision map





Children may access some of the following small-group interventions to achieve their targets:

Listening skills activities for Literacy and Maths	Speaking and Listening activities based on ELKLAN teaching methods
Accelerate/Acceleratewrite	Fischer Family Trust literacy support
Pre-teaching of vocabulary	ELS (Early Literacy Support)
ALS (Advanced Literacy support)	Quest (Year 3 literacy programme)
Precision Teaching	Bear Necessities
Auditory Discrimination Tasks	Memory and concentration tasks
Gym Trail	1 st Class at Number
Numicon	Talking games
Time to Talk	Nurture group / time out space
Socially Speaking	Lego Therapy

Specialist:

This means your child will have been identified by the class teacher/ SENCO as needing a particularly high level of support or small group teaching, which often cannot be provided from the budget available to the school. This is usually provided via an Education, Health and Care Plan (EHCP). This is a legal process which sets out the amount of support that will be provided for your child.

Usually your child will also need support from professional outside the school. This may be from:

- Local Authority central services such as the ASD Outreach Team
- Sensory Service (for students with a hearing or visual need).
- Educational psychologists

For your child this could mean:

Creating a personal provision map, to set individual targets, to outline strategies of how we aim to achieve them and to monitor the impact.

Annual review

1:1 interventions

Personalised curriculum

Exercise programmes





Speech and Language programmes to support Speech Therapists

5. How is extra support allocated to children?

Support is allocated on a needs basis and depending on children's progress which is discussed at termly pupil progress meetings. Resources including staff are reviewed and deployed as appropriate.

The SEN budget is used to deploy staff and buy appropriate resources. Suffolk County assessments are completed, evidence of children's needs collected and additional 'High Tariff Funding' is applied for following Suffolk County Council criteria.



6. How will we measure the progress and review provision for your child?

School assessment in including Literacy and Numeracy and Personal and Social education

Reading/ Spelling assessments

Progress against their individual targets including P scales from the end of year 1 and use of EYFS goals in year 1

Reviews of interventions

Annual Review



We always involve children/ parents in the monitoring and review process.

7. How can I tell the school I am concerned about my child's progress or wellbeing?



Your first step should be to speak to your child's class teacher. If you feel that additional support is needed beyond the universal level of provision, please speak to:

The Special Educational Needs Coordinator (Mrs C. Peck)

Headteacher (Mrs S.Chapman)

Tel: 01359 250225 or email ad.stanton.p@talk21.com

8. How will the school work with me as a parent in discussions about my child and their learning?

We would:



Invite parents in to discuss their child and any concerns

Discuss next steps in school and at home

Make any referrals to outside agencies as necessary

Implement any steps required at school and offer ideas for support at home

Review progress half termly and discuss next steps

9. How do we involve young people with SEND in discussions about their education and support?



Through Building Learning Power we encourage the children to talk about their learning and how to make it better. We encourage the children to challenge themselves against their own personal targets and celebrate all achievement. We have 'children friendly' personal provision maps that are created and reviewed with children. Our end of year reports includes the child's views of their learning across the curriculum.





10. How are adults in school helped to work with children with SEND and what training do they have?



All teachers are trained to provide Quality First Teaching and differentiate appropriately for all the children in their class.

Teachers regularly attend training in supporting children with special educational needs through externally and internally run courses. Strategies are shared at staff meetings and other training days.

Our Nationally Accredited SENCo offers advice on Quality First Teaching and differentiation. The SENCo attends termly network meetings with other SENCos. We have specifically trained teachers/ TAs to implement the following:

- An ELKLAN approach to enhancement of language skills
- First Class at Number
- Precision Teaching
- Numicon
- Fischer Family Trust
- Bear Necessities

11. How will the teaching and curriculum be adapted for my child with SEND?

- Differentiated work
- Teacher and teaching assistant support
- ICT programs and software including Clicker, PhotoStory 3 and Communicate2Print software
- Visual timetables and visual prompts; 'Now, Next, Later' schedules
- Workstations
- Nurture room access
- Personalised play based learning where appropriate
- Resources; support aids, headphones
- Specialised reading books
- Coloured over lays
- Work copied onto coloured paper



12. Who are the other people providing services to children with SEND?

- Speech and Language Therapists
- Local Advisory Teacher
- Educational Psychologist
- School Improvement Service
- Child and Family Support Service
- Behaviour support service
- Paediatricians
- Child and Adolescent Mental Health Services
- School Nursing service/GP
- County Inclusive Resource (ASD support in school)
- Occupational and Physiotherapists
- Neuromuscular team



13. How is Stanton school accessible to children with SEND?

- **Physical**
The main school entrance has a wheel chair accessible ramp and automatic doors
The back door has a wheel chair accessible slope





There is a fully equipped disabled toilet and shower

- **Visual**
All classes have Interactive Whiteboards, laptops and access to ipads to enable resources to be visual. Visual prompts and visual timetables are available for all children or they are personalised
- **Auditory**
Seating arrangements are considered. Headphones are available
- **Kinaesthetic**
Tactile resources are readily accessible
Outdoor learning space

14. How will we support your child when they leave our school or move into another class?

- **Transition:**
Children are prepared for their new classes / schools using discussion times such as Circle times; they meet new teachers; personalised books are made which include photos of significant adults, resources and equipment which are discussed in school and sent home as a talking point; visits to new classes / schools are made over time; internally a transition is phased in over the second half of the summer term with two full days in their new classes organised at the end of the school year; home visits can be made by teachers if necessary; events are organised between schools and visits away from school are shared with other schools.
- One-page profile is available to all school staff



15. Where else can I find support information as a parent of a child with SEN?

You can read our school policies on relevant issues by visiting our website at www.stantonprimariesch.co.uk



- Anti-bullying policy
- Behaviour policy
- Complaints procedure
- Medicine policy
- SEND policy

Or find out more information from other sources e.g.

- Local authority local offer at www.access-unlimited.co.uk/education/special-education-needs
- Parent partnership www.access-unlimited.co.uk/education/parent-partnership
- SEN code of practice - <https://www.education.gov.uk/consultations/downloadableDocs/SEN%20Code%20of%20Practice1.pdf>





From September 2016

We will be establishing an alternative type of provision for some of our children. Our aim is to support and maintain a high level of learner engagement through collaborative preparation and delivery of an innovative, creative and flexible curriculum. We will develop our own approach to delivering an education provision which includes raising self-esteem, developing learning skills and health and safety awareness.

The ethos of Cedar Class is **Cooperation, Enjoyment, Discovery, Awareness, Respect.**

The class will be available 4 afternoons a week with the children being supported in their main classrooms on Friday afternoon.

More details will follow in September.

Reviewed May 2016

