



# The Stonebridge School School Offer



# **THE STONEBRIDGE SCHOOL OFFER**

## **How does the school meet the needs of children with SEND?**

The school meets the needs of all children including those with SEND in a number of ways.

- Quality first teaching and a differentiated curriculum
- Use of a range of resources
- Through experiences and educational visits
- Involvement with outside agencies
- Specific interventions to meet particular needs

## **How are the teachers & staff in school helped to work with children with SEND and what training do they have?**

- The SENCO support the class teachers in planning for 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 social, emotional and mental health needs, Autistic Spectrum disorders (ASD), Specific Learning Difficulties (SpLD), Moderate learning difficulties (MLD), Down's Syndrome and Speech and Language Difficulties.
- Individual teachers also and support staff attend training courses run by external agencies that are relevant to the needs of specific children in their class e.g., in class support from BOAT when a child has a diagnosis of ASD as well training by outside providers and the LA. There are also online training materials such as the Inclusion Development Programme, Advanced Teacher Materials which have resources and training modules for particular aspects of SEND. All staff are aware of these materials.
- LATA's also have half termly training as well as ongoing training in respect to the role they are carrying out.

## **How will the teaching and curriculum 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 through whole class teaching.
- Specially trained support staff can adapt or modify the teachers planning to support the needs of your child where necessary e.g. LATA s with training for ASD.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted if needed to meet your child's learning needs. The SENCO oversees the provision of all SEND children across the school and trains and supports teachers and support staff accordingly.

## **How is extra support allocated to children?**

The school budget, received from Brent LA, includes money for supporting children with SEND.

- The head teacher decides on this budget allocation on the basis of needs in the school. This is outlined in the annual budget which is agreed consultation with the school governors
- The **SENCo and The Senior Strategic Team (Head teacher and Deputy Head teachers)** discuss all the information they have about SEND in the school,

Including:

- the children getting extra support already
- the children needing extra support
- the children who have been identified as not making as much progress as would be expected

The **SENCo** and the SST decide what resources/training and support is needed. All resources/training and support are reviewed regularly and changes made as needed.

## **How do the children move between the different levels of support?**

- Initially the class teacher in consultation with the SENCo and the parents/carers implements interventions to address the concerns, and monitors progress at the class level. This is known as SEN Support. (SS)
- Some children need outside agency involvement to work alongside the interventions already implemented at a class level to make progress. After reviewing the interventions at a classroom level, referrals may need to be made to better understand your child's needs and to support them better. This is known as SEN Support with Outside Agency Involvement (SSOA).
- Children with particular needs may at times be referred directly to an outside agency without interventions first being put in place at a classroom level. This is because specialist intervention is required to further investigate their needs. This is done in consultation with the parents. Children do not always have SEN support in class before they are referred to outside agencies.
- Some children require the school to request a statutory assessment to meet their needs. These children who have had SEN Support in class, outside agency involvement but are still making no or very limited progress in relation to the support that they are getting. This process requires the school to submit evidence to the SENAS – Special Educational Needs Assessment Group. If the LA authority agrees with the school about the severity of the child's need, an Educational Health Care (EHC plan) formerly known as a statement is given. Children already on an EHC plan receive support according to the hours



allocated by SENAS in their statement. The support is tailored according to the child's needs.

## **Who are the other agencies/companies provide services to children with SEND in this school?**

### **Directly funded by the school:**

- Two Art Therapist Provision for across both sites
- Reading Recovery Teacher
- Highly trained Learning and Teaching Assistants
- 1:1 support for children without an Educational Health Care Plan (EHC plan)
- Specialist SEN Support Assistant (Speech and Language Trained) and Occupational Therapist
- Parent Support Advisor
- Place 2 Be Provision for both sites
- Boyz to Men Mentoring Service
- Educational Psychologist
- Social Inclusion Worker
- SEBD Specialist – Social, Emotional and Behavioural Specialist
- Welfare Officers – one on each site

### **Paid for centrally by the Local Authority but delivered in school:**

- Brent Outreach Autism Team (BOAT)
- Educational Psychology Service (EPS)
- Brent Deaf and Hearing Impaired Service (BDHIS)
- Brent Visual Impairment Service (BVIS)
- Complex Needs Consultant (Physical/medical disabilities)
- Specific Learning Difficulties Consultant (Assessment, advice and resources for children with literacy or numeracy difficulties including Dyslexia)
- Speech and Language Therapy for those children with a statement of SEN or an EHC Plan (provided by Health but paid for by the Local Authority).

### **Provided and paid for by the Health Service (NHS Trusts) but delivered in school:**

- School nurse – allocated school nurse
- Physiotherapy
- Occupational therapy
- Speech and language therapy at School Support level

## **How does the school measure the academic progress of your child?**

Your child's progress is continually monitored by his/her class teacher. His/her progress is reviewed formally every term in reading, writing, maths and science. Previously this was done in national curriculum levels however in September 2014 the Government changed the National Curriculum (what the children are taught) and the way in which children are assessed (what they have learnt). Children will no longer be given a level but will be judged as

fulfilling age related expectations if they are in Year 1, 3, 4 and 5. Children in years 2 and 6 will still be given a level in Reading, Writing, Maths and Science.

If your child is in years 1, 3, 4 and 5, their progress will be assessed according to the age expected statements. Your child will be assessed as beginning to work within the age expected statements, working within the age expected statements, secure at age expected statements or beginning to work at the age expected statements for the year above. If your child is working below age expected statements for the year that they are in, the teacher will look at the age expected statements for the year below.

- At the end of each key stage (i.e. at the end of year 2 and year 6) all children in year 2 assessed using Standard Assessment Tests (SATs) and are formally so are children in Year 6. This is a government requirement for children in year 6 and the results are published nationally.
- Some children at SEN Support will an Individual Education Plan to be reviewed with your involvement. All IEPs are discussed with parents at parents' evenings and a copy is also provided to parents.
- The progress of children with a statement of SEND/ EHC Plan is formally reviewed at an annual review and should involve all agencies involved with the child.
- The class teacher will also monitor your child's progress and liaise with the SENCo if there are any concerns

### **What can I do if I am worried about my child's learning or overall development?**



- If you have concerns about your child's progress in any aspect, you should speak to your child's class teacher initially. The class teacher will discuss the concerns with you and any action that may be needed and may also inform the SENCO. The class teacher will also update you on your child's progress.
- You could also speak to the **Special Needs Coordinator** (SENCo) who will work together with you and the class teacher to further support you.

### **What types of issues would prompt the school to be concerned about my child's development?**

- Slow progress over a period of time in one or more subject area
- Poor social relationships with peers and adults
- Under developed skills in relation to age expected development such as social skills (ability to problem solve effectively) language skills – (use of language and understanding language) fine motor skills, (handwriting, and using scissors) and gross motor skills (ball skills, balancing, throwing skills etc.)
- Social, emotional and mental health difficulties such as persistent defiance, inability to form secure relationships, violent outbursts, persistent low level disruption, shyness that affects the child's well-being, low self-esteem

## ***How will the school let me know if they have any concerns about my child's learning in school?***

If the school has any concerns about your child's development whether about their learning, behaviour or social needs, the class teacher will;

- talk to you about his/her concerns,
- talk about particular interventions that will be put in place to help your child
- Listen to your views and feedback
- set a time to review your child's progress and discuss the impact of the interventions

In some cases, where the school is particularly concerned about a child, the SENCo will arrange a meeting with you to;

- plan any additional support your child may need
- discuss with you any referrals to outside professionals to support your child's learning
- listen to any concerns you may have
- Arrange meetings with you to discuss with senior member of staff
- Arrange multi-agency meetings to support the child

## ***What support do we have for you as a parent of child with SEND?***

The class teacher is regularly available to discuss your child's progress or any concerns you may have and give you an opportunity 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.
- Pupil with Individual Education plans will have their plans reviewed with your involvement each term.
- Home learning will be differentiated as needed to your child's individual needs.
- Parents are informed of and actively encouraged to support individual targets at home.
- Access to Brent Parent Partnership (which supports all parents who have a child identified as having special educational needs) and to other parent support groups.
- Coffee morning and workshops that address SEN issues are also held at the school and parents are always encouraged to come. Sometimes specialists and outside agencies are invited in to work with parents or discuss particular issues.
- The Parent Support advisor and the Social Inclusion Worker are available to support parents either directly or by sign posting them to other agencies that can help.



## **What support is there for my child's overall wellbeing?**

Our school's motto is 'Learning for Life' which emphasises that we educate the whole child to prepare them for all aspects of their life. We are an inclusive school and we welcome and celebrate diversity. We believe that children having high self-esteem is crucial to their well-being and progress in all aspects of life. We have a caring, committed and understanding team looking after all the children.

- The class teacher has overall responsibility for the day to day pastoral welfare of every child in their class; therefore this would be the parents' first point of contact.
- The school has a number of initiatives in place to promote the social, moral, spiritual and cultural well-being of all children at the school. Such as the behavioural system 'Going for Gold', affirmation certificates, empowering learners principles and also a value led curriculum.
- If further support is required the class teacher liaises with the SENCO and for further advice and support. This may involve working alongside outside agencies such as Health and Social Care, and/or specialist services.
- Sometimes a child requires support from Place 2 Be, Boyz to Men or Art Therapy to further support their social, emotional well-being.
- Some children require a respite day at Specialist provision to better meet their needs.
- Parents must consent and are part of the referral process.

## **How will my child be able to contribute their views?**

We celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the Article 12 Group which has an open forum for any issues or viewpoints to be raised.

- Children who have individual support plans discuss and set their targets with their class teacher.
- There is an annual pupil questionnaire which is analysed and actioned. We actively seek the viewpoints of children especially concerning being able to speak to an adult if they have a worry.
- There are also worry boxes on both sites which are regularly checked by a senior member of staff and acted upon.
- If your child has an EHC Plan/statement their views will be sought before any review meetings and they will be invited to attend if this does not distress them.
- Children share their views through a every year
- All children have Individual Targets and that are shared by the staff with the children and they updated with the children's input.



## **How does the school manage the administration of medicines?**

The Welfare officers have responsibility to attend to children with medical needs that have been made known to the school. They keep a list of children's medical needs as well as children who have to have medication during school hours. This is done with written consent from the parents and depending on the nature of the illness in consultation with health professionals such as the diabetic nurse. They also oversee any children who need medical attention throughout the school day. The parents are informed in writing if their child has been medically attended to.

- Parents need to contact the Welfare officer if medication is recommended by Health professionals to be taken during the school day and a medication consent form needs to be completed.
- On a day to day basis the Welfare officers generally oversees the administration of any medicines. The school also has 21 members of staff who have been first aid trained who are able to assist with medical issues if needed. First Aid Training is up dated on a regular cycle and more first Aiders are added every year.

## **How is The Stonebridge School accessible to children with SEND?**

- All children have an Initial meeting with a senior member of staff to outline any particular needs or information that the school may need to be aware of.
- All children will have a baseline assessment on entry to the school.
- We ensure that teaching resources and equipment used are accessible to all children regardless of their needs.
- The main site is housed in Grade 2 listed Victorian building which hinders accessibility for children with particular physical disabilities as the school is limited in making changes to the building.
- After school and extra-curricular provision is accessible to all children including those with SEND.
- Support for SEND children is considered very carefully when they are going on educational visits. Needs catered for accordingly.

## **How will we support your child when they are leaving this school or moving on to another class?**

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is a 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 a planning meeting will take place with the new teacher. All support plans will be shared with the new teacher.
- Children with particular needs have a profile which outlines their needs and strategies to help them.
- Meetings are also held by the SENCO for children who have very specific needs.
- Meetings can also be held throughout the year as needed to further support the child's needs.

In Year 6:

- We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has an EHC Plan an annual review will be planned as a transition meeting during which we will invite staff from both schools to attend.
- The SENCo will discuss the specific needs of your child with the SENCO of their secondary school.
- Where possible your child will visit their new school and in some cases staff from the new school will visit your child in this school.
- Boyz to Men Transition groups

***What support is there for children with social emotional and mental health needs who display concerning behaviours and what measures can be taken to support the child?***

As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils.

- If a child has been identified as having social emotional and mental health needs, regular meetings will be held by the class teacher and these are usually supported by the Year team leader at the initial stage. A senior member of staff may attend these meetings when necessary. These meetings are minuted and actioned.
- Persistent concerns are brought to the Senior Strategic Team's attention who then have follow up meetings with the parents and child.
- Support is put in place and a behaviour chart or points chart is started and the child's behaviour is monitored. The charts are sent home weekly so that the parents/carers are kept up to date with the child's progress.
- When misbehaviour is persistent despite the above measures, the child may be referred to Art therapy, Place 2 be, Boyz to Men mentoring service or Pre-Exclusion service. This may be in conjunction with other referrals to other services such as CAMHs or Child and Family Clinic if these are not already in place.
- A child may be excluded if he is a danger to himself, others or school property. This decision is never taken lightly.
- The school also uses alternative provision to support a child's emotional, and mental health needs as appropriate. This is in conjunction with parental support.



### ***How does the school work with parents to increase attendance?***

Attendance of every child is monitored on a daily basis by the class teacher. Any concerns are brought to the head teacher and the Parent Support Adviser who lead on attendance. The head teacher and the Parent Support Adviser monitor attendance on a weekly basis and lateness and absence is recorded by the admin staff.

- Families who are often late or absent are written a standard letter to remind them of the importance of attendance and punctuality.
- If lateness or absences persist, the family is called to a meeting with the PSA, head teacher and Education Welfare Officer. If attendance and punctuality does not improve the situation will then be monitored by the school in conjunction with the EWO service. Please see parent booklet on attendance and punctuality.
- Support is given through an incentive scheme where good attendance is actively encouraged throughout the school and is recorded on the attendance and punctuality board at the main site and at the annexe and in weekly newsletters.
- We have had many successes where families were struggling with attendance and / or punctuality issues but are now able to get their children into school regularly and on time.

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

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.
- We also rely on parents and carers' support to meet the adult to pupil ratio on trips. Some children will require and parents will need to support their children as needed.
- A risk assessment is carried out prior to any off-site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an educational visit activity, then alternative learning will take place at school.

### ***How the school's resources are allocated and matched to children's SEND needs?***

- We ensure that all children who have special educational needs have their needs met to the best of the school's ability with the funds available.
- We have a team of LATAs who are funded from the SEND budget and deliver programmes designed to meet groups of children's needs.

- The budget is allocated on a needs basis. The children who have the most high level and complex needs are given the most support often involving 1:1 support from an LATA and various interventions.
- Children with less complex needs have support in small groups and through interventions to meet their needs.
- Continual monitoring of provision and additional support is put in place when needed.
- The school also ensures that staff are continuously being upskilled in order to meet the needs of children that they work with. This is reviewed regularly.
- The school also seeks to recruit staff with particular skills to meet the children's need.

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

- Our SENCo has completed the NASENCo Accreditation Award, which is a national award needed for any teacher who carries out the role of the SENCo and has been appointed over the last 5 years. The SENCo and is fully qualified and accredited.
- As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: educational psychologists, specialist services for Hearing Impaired/Visually Impaired/Autism, Inclusion Team; Health including – GPs, school nurses, clinical psychologists, paediatricians, speech & language therapists, physiotherapists, occupational therapists; Social Services including locality teams, and social workers and the CLA Team for children with special educational needs and are looked after.

### ***What training has the staff supporting children with SEND had or is currently having?***

- Our SENCo oversees all the training for staff supporting children with SEND through regular CPD, regular meetings, reviewing the needs of staff and ensuring that access to relevant external training is available to staff.
- We have a member of staff trained as an SEN Specialist LATA (Learning and teaching assistant) who receives regular support from the SENCo
- We have two members of staff who have had training in delivering speech & language programmes called 'Working with pupils with communication difficulties for a year. They also have ongoing training from speech & language therapists.
- A number of teachers and LATAs are first aiders.
- An LATA has received training for children with behavioural needs
- The Parent Support Advisor (PSA) has received training from the Trainee Educational psychologist for developing social skills.
- All of our LATAs have had training in delivering reading and spelling / phonics programmes from a fully trained Reading Recovery teacher. She continues to oversee this work as well as the SENCo.
- A member of staff have received training in PECs (Picture Exchange Communication) and another LATA has received training in Makaton.

- A number of staff are trained to deliver Lego Therapy and Maths and English Interventions
- We have a Reading Recovery teacher
- Endeavour to ensure training in the field of SEND is ongoing for all members of staff
- PM targets lead to support & training by staff
- Internal Training for LATA every half term

### ***What If I am not satisfied with a decision?***

Parents are encouraged to work with the school to solve any issues, concerns or complaints. If parents are still concerned, please see the school's complaints procedure.