

Stanbury Village School

Special Educational
Needs and Disabilities
Information Report

September 2018

FN

SEND Information Report

The Special Educational Needs and Disability Regulations 2014 require the school to publish certain information regarding our provision for pupils with SEND. We hope parents of current and prospective pupils find the following information helpful and we encourage all interested parties to contact the school for more information.

The Key people in school you may wish to speak to regarding SEND are:

Special Educational Needs and Disabilities Coordinator:	Mrs Helen Collins
SEN Governor:	Mr Russel Brown
Head Teacher:	Mr Graham Swinbourne
School contact telephone number is:	01535 642270
School email address is:	office@stanbury.bradford.sch.uk
School website address is:	www.stanburyvillageschool.co.uk

What is the Local Authority Offer?

Our **SEND Local Offer** is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families at Stanbury Village School that have an Education, Health and Care (EHCP) Plan and those who do not have a plan, but still experience some form of special educational need or disability.

Stanbury Village School provide in the following kinds of ways for children with special educational needs and disabilities (SEND):

Admission Arrangements:

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This included children with any level of SEND; those with Education, Health and Care Plan and those without.

Our last OFSTED inspection was carried out in May 2018 and the school was graded as *GOOD*.

Definition of SEND:

The Special Educational Needs and Disability Code of Practice 2014 states that a child or young person has a special educational need or disability if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if 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 education facilities of a kind generally provided for others of the same age in mainstream schools.

SEND and SEND Provision at Stanbury Village School fall under the following four broad areas, in accordance with the SEND Code of Practice:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

Identification

At Stanbury Village School, children are identified as having SEND through a variety of ways including:

Prior or during admission

- Liaison with the previous education setting

- Liaison with parents and /or carers
- Liaison with external agencies

Whilst the child is at Stanbury Village School

- Concerns and/or observations raised by parents and/or carers
- Concerns and/or observations raised by class teacher or other school staff
- Concerns raised by the child
- Tracking information - is the child performing below age related expectations?
- School based assessments (carried out initially by the class teacher or SENDCO)
- Further assessments carried out by the SENDCO where concerns are raised
- Health diagnosis
- Assessments completed by outside agencies e.g.: Educational Psychology Team, Behaviour Support Service, CAHMS, School Health, Paediatricians, Speech and Language Therapists.
- Teaching Assistants may become involved in a school based programme
- Behaviour tracking to see if a child is continually struggling with their emotions and concentration.

Who are the best people in school to talk to about my child's difficulties with learning, Special Educational Needs or Disability (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 keeping the SENDCO informed.
- Writing Pupil Progress targets and sharing and reviewing these with parents/carers at least once each term and planning for the next term.
- Personalised teaching and learning for your child.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.
- Overseeing support that TAs provide for your child.
- Ensuring that parents/carer are involved in supporting their child's learning.

The Special Educational Needs and Disabilities Coordinator (SENDCO) - Mrs Helen Collins

Responsible for:

- Developing and reviewing the school's SEND policy and updating the SEND Information Report annually
- Coordinating all the support for children with special educational needs or disabilities (SEND) including outside agencies, staffing, resources, Education Health Care Plans.
- Ensuring that parents/carers are:
 1. Involved in your child's learning
 2. Kept informed about the support your child is getting and its impact
 3. Involved in reviewing how your child is doing and the next steps
- Liaising with all the other people who may be coming into school to support your child's learning i.e. Speech and Language Therapist, Educational Psychologist
- Updating the school's SEND register and making sure that records of your child's progress and needs are kept
- Providing specialist support for teachers and support staff at the school so that they can help children with SEND difficulties in the school to achieve the best progress possible
- Arranging termly SEN reviews for children at Range 2 and above.
- Reporting to the Head Teacher and SEND Governor

The Head Teacher: Mr Graham Swinbourne

Responsible for:

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- The Head Teacher will give responsibility to the SENDCO and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Head Teacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

The SEND Governor: Mr Russel Brown

Responsible for:

- Making sure that the necessary support is given for all children with SEND who attend the school.
- The review of the SEND Policy
- The review of the SEND Information Policy
- The review of the Inclusion and Equality Policy
- Making sure that the availability of these reports and policies and a link to the Local Authority Offer is on the Stanbury Village School website.

Our approach to teaching pupils with SEND includes:

At Stanbury Village School we ensure that all pupils in our school are equally valued by having equal access to a broad and balanced curriculum which is differentiated to meet individual needs and abilities.

- We have effective management systems and procedures in place for SEND, taking into account the current Code of Practice (2014)
- We have successful communication between teachers, children with SEND, parents of SEND children, Teaching Assistants who run groups, Support Service for children with Special Educational Needs (SSSEN) and other outside agencies
- We acknowledge and draw on parents knowledge and expertise in relation to their own child
- Children are encouraged to take an increasingly active role in their targets, progress and next steps
- We are committed to developing the knowledge and skills of all the staff to manage the challenges of the range of needs in the school, and to ensure that all support is of high quality
- We have an effective review cycle that allows us to monitor, review and plan for the next steps of development based on the ASSESS PLAN DO REVIEW cycle.

We ensure that consideration for SEND crosses all curriculum areas and all aspects of teaching and learning.

What are the different types of support available for children with SEND in our school?

Class teacher input, through targeted classroom 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 builds on what your child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- That specific strategies (which may be suggested by the SENDCO) are in place to support your child to learn.

- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

Specific group work

Intervention programmes which may be:

- Run in the classroom or a group room/area.
- Run by a teacher or a teaching assistant (TA)

Specialist groups run by outside agencies, e.g. Speech and Language therapy

This means a child has been identified by the SENDCO/class teacher as needing some extra specialist support from a professional outside the school. This may be from:

- **Local Authority Services**, such as teachers from SSEN, Autism Outreach and the Behaviour Support Team.
- **Health Services** such as occupational therapists, speech and language therapists or physiotherapists.
- **Sensory support services** such as hearing or visual impairment specialist teachers
- **Outside agencies** such as the Education Psychology Service, ADHD solutions and CAHMS.

What could happen?

- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better 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. The school will then implement recommended programmes and strategies. The specialist professional may come back in to review progress.
- If your child is identified by professionals as having a particular high level of need then the school can apply for an Education, Health and Care Plan (EHCP). This type of support is available for children whose learning needs are severe, complex and lifelong and where barriers to learning cannot be overcome through Quality First Teaching and intervention groups.

For your child this would mean:

- The school (or parent/carer) can request that Local Authority Services carry out an Education, Health and Care assessment for your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some by you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory Education, Health and Care Plan. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.
- After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case they will write an Education Health Care Plan (EHCP). If this is not the case, 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 your child makes as much progress as possible.
- The EHCP will outline the amount of funding the school will receive from the LA to support your child. It will also outline how the support should be used, and what strategies must be put in place. It will also have long and short-term goals for your child.

- An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child. Other resources may also be secured through this funding but this is a collaborative decision involving education or health care professionals and yourself.

How can I let the school know I am concerned about my child's progress in school?

- If you have concerns about your child's progress, you should speak to your child's class teacher initially. They are usually available before and after school.
- If you continue to be concerned that your child is not making progress, you may speak to the school's SENDCO - Mrs Collins
- The school SEND Governor can also be contacted for support - Mr Russel Brown

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

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to:

- Listen and record any concerns that you may have
- Plan any additional support your child may need including social and emotional support.
- Discuss with you any referrals to outside professionals to support your child's learning.

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

The school budget received from Bradford Council LA includes money for supporting children with SEND. Different children will require levels of support in order to help them make progress and achieve their potential.

The Head Teacher will decide on the deployment of resources and staff for children with SEND in consultation with the Senior Leadership Team, SENDCO and Governors, on the basis of needs in the school and children.

The Head Teacher and the SENDCO discuss all the information they have about SEND in the school including:

1. The children getting extra support already and the impact
2. The children who have been identified as needing extra support
3. The children who have been identified as not making as much progress through Provision Maps which for SEND children identifies all resources/training and support and is reviewed regularly and changes made as necessary.

Who are the other people providing services with SEND in this school?

School Provision

- The Class Teacher providing 'Quality First Teaching'. Teachers are responsible for planning differentiated sessions to meet the needs of all pupils within the class setting.
- Teaching Assistants working with small groups or individual children under the direction of the teacher including small groups for reading interventions, writing support, fine motor skills work and Numeracy programmes.
- Teaching Assistants offering support for children with emotional and social development through Positive Play.
- SENDCO implementing a range of diagnostic assessments.

Multi Agency Provision including Local Authority Provision delivered in school

- Support Service for children with Special Educational Needs (SSSEN)
- Educational Psychology Service
- SALT (Speech and Language Therapy)
- Autism Outreach Service
- Behaviour Support Service

- Specialist Teachers for the hearing and visually impaired
- Information and Advice Support Services Network - IASS (Parent Partnership)
- Early Help Intervention Team

Health Provision delivered in school

- School Health
- Occupational Therapy
- Physiotherapy
- CAMHS
- Clinical Psychology
- Input from Paediatricians

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

The SENDCOs job is to support the class teacher in planning for children with SEND - recommend interventions, strategies that may help.

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 identifying needs and different intervention strategies. The training is run by the SENDCO and other agencies as appropriate.

Individual teachers and support staff attend training run by outside agencies that are relevant to the needs of specific children in their class i.e.: Autism Outreach, Speech and Language Therapy, Physiotherapy.

Staff that are new to the school follow an induction programme which includes training and information on SEND.

Training provided during the current academic year to date includes: Twilight staff meeting on Behaviour management, Barnardo's- Autism support, Training for teaching assistants on interventions for children with SEND. Regular meetings are held with teaching assistants and teaching staff to discuss pupil welfare and needs.

How will 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.

Staff will identify children who are not making required progress and highlight possible interventions and monitor the impact

Support staff, under the direction of the class teacher, can adapt 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. Examples of this could include Numicon, Number squares, sloping desks, computer programmes, triangular pencils, coloured overlays, visual timetables.

How will we measure the progress of your child in school?

Progress in Reading, Writing, SPaG and Mathematics is formally assessed each term by the Class Teacher.

Progress is monitored regularly by the Head Teacher, Senior Leadership Team and SENDCO.

At the end of KS1 (Year 2) and at the end of KS2 (Year 6), all children are required to be formally assessed using Standard Assessment Tests (SATs). This is a government requirement and the results are published nationally.

Where necessary, children will have a Learning Support Plans (LSPs) based on areas of need identified. Progress against these targets will be reviewed 3 x per year and future provision amended as necessary

The progress of children with an EHCP will be formally reviewed at an Annual Review where all the adults who work with the child along with parents can celebrate success, set further targets and evaluate provision

The SENDCO will also check that your child is making good progress within individual work and targeted group work via

- Book scrutinies
- Observations
- Data analysis

Regular book scrutinies and lesson observations will be carried out by members of the senior leadership team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

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

The class teacher is available before or after school to discuss your child's progress, any concerns you have or to share information.

The SENDCO is available to meet with you to discuss any concerns or worries you may have (Please make an appointment with the school office either in person or by telephoning 01535 642270).

All information from outside agencies/professionals will be shared with you by the person involved directly, or where this is not possible in a report.

Homework will be set so that it meets your child's individual requirements.

If required, a home / school communication book can be set up.

How is Stanbury Village School accessible to children with SEND?

The school is fully compliant with Disability Discrimination Act (DDA) requirements.

There is a disabled toilet available in the main corridor.

There is wheelchair access via a ramp to the side of the school through the key stage 2 playground.

We ensure wherever possible that equipment used is accessible to all children regardless of their needs.

Extra-curricular activities are accessible for children with SEND.

We work closely with specialist teacher advisors (where appropriate) to complete risk assessments for children with physical disabilities, and in advance of any off site activity, such as swimming, a school visit or residential trip.

How will we support your child when they are joining the school, leaving the school or moving on to another class?

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:

- Pre-school visits by the class teacher or Foundation Stage Leader when appropriate and SENDCO will attend annual reviews for pre-school children.
- If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them with information about their current placement and their new school.
- Your child will be able to visit our school and stay for a 'play date' or a getting to know you day.
- Parents will be invited into school for a 'look round' and to meet any staff who will be working with your child.

- You may be given an opportunity for additional visits where appropriate to help to prepare your child for their move to the school.
- Home visits will be made for all children joining our nursery prior to admission.

If your child is moving to another school:

- We will contact the school's Inclusion Leader or SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.
- If your child would be helped by a transition book/passport to support them in understanding moving on, then one will be made for them.
- We will inform outside agencies that your child has moved to a different school so that the relevant agencies can continue to support them.

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. Learning Support Plans will be shared with the new teacher.
- The new class teacher will be invited to meet you, if appropriate, as part of the transition meetings that are arranged during the summer term prior to moving classes.
- If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them.
- A whole school transition sessions take place in the summer term to allow children to familiarise themselves with their new setting.
- Your child may participate in a transition group or be able to visit the new class more frequently, where appropriate, to prepare them for the move.

In Year 6:

- The class teacher and SENDCO will discuss the specific needs of your child with the SENDCO/Inclusion Manager of the child's secondary school. A transition review meeting to which you will be invited will take place in the summer term with the SENDCO from the new school.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- Your child will have one or two official transition days (depending on which secondary school),
- Other transition visit opportunities will be arranged where necessary and some cases staff from the new school will visit your child in this school.
- If your child would be helped by a book/passport to support them to understand moving on, then one will be made for them.

How will we support your child's emotional and social development?

At Stanbury Village School, we believe that pupils achieve best when they are happy. We aim to ensure that your child's emotional and social development is a priority and this was reflected in our latest OFSTED report (May 2018), which stated that:

"You, your staff and governors place a strong emphasis on developing the whole child. You ensure that pupils succeed academically. However, you also prepare pupils for life beyond school."

We also celebrate the children's successes with positive learning experiences. Sometimes children also experience some setbacks or challenges along the way and we are committed to supporting them through these. These needs can present themselves in a number of ways including behavioural difficulties, anxiousness, being upset or uncommunicative.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this should be your first point of contact. If further support is required the class teacher liaises with Mrs Collins (SENDCO) for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Service.

Social stories are used to reflect upon specific concerns/incidents and 1:1 behaviour.

Concerns about children's behaviour and wellbeing are recorded using our safeguarding system and monitored by our three safeguarding leads.

SEALS programme is used with children to promote mental health/wellbeing.

Lego Therapy is used as an intervention for groups of Key Stage 2 children.

We have a strong 'family' ethos in the school and older children are given responsibilities for assisting with the younger children during breaks and some transition times, under the supervision of members of staff.

We also recognise that parents and carers often need support when supporting children with SEND and we therefore encourage you to make an appointment with our SENDCO for further support if needed.

Complaints Procedure

Pupils, staff and parents are expected to listen carefully and respectfully to each other. Where an issue arises, parents should, in the first instance, make an appointment to speak with their child's class teacher and seek to resolve any concerns.

If a parent believes that their concern has not been resolved to their satisfaction or is of a more serious or sensitive nature, an appointment should be made to see the Head Teacher, who will investigate and report back on the results of the investigation. Where an issue is not satisfactorily resolved, parents should then take up the matter with the Chair of Governors (Mrs E. Turner). A copy of the school's Complaints Procedure is available on request from the school.