

Stanah Primary School



SEN Information Report 2017

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Stanah Primary School's Vision and Beliefs

At Stanah Primary School we want every child to enjoy learning and develop confidence, independence and a feeling of self-worth which they will carry forward in to their future lives. Within a caring, supportive and stimulating environment, we aim for all our children to achieve their best and develop into caring, thoughtful individuals with a life-long enthusiasm for learning.

We are a mainstream school setting and believe that all children should be included in all aspects of school life regardless of their academic ability or special educational need.

We also believe that every teacher is a teacher of every child or young person, including those with a special educational need. We operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.

Our school's policies for the identification, assessment and provision of pupils with special educational needs.

- What arrangements does our school have to identify and assess children with SEN?

Early identification is vital.

The class teacher continually assesses and monitors the pupils throughout the year. If appropriate interventions are put in place by the class teacher for any pupil who needs additional support/provision.

If a pupil does not show progress from these specific interventions they inform the SENCO at the earliest opportunity to alert them to concerns and enlist their active help and participation. The SENCO has many years' experience of working with children who have: autistic spectrum disorder, moderate learning difficulties, speech, learning and communication difficulties and specific learning difficulties (ASD, MLD, SLCN and SPLD.) The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices. If the SENCO believes there may be a special need for the pupil parents are invited into school to discuss the next strategies that will be put in place for the child.

Outside agencies also help to advise on the provision of intervention strategies.

➤ What additional support can be provided in the classroom?

The class teacher is responsible for writing an Individual Education Plan (IEP) for the children on the SEN register which is overseen and monitored by the SENCO. If initial interventions within the classroom do not have an impact on the child then an internal referral is made to the SENCO for the child to be assessed further, if necessary they will then be included in focused intervention groups within school which are planned and monitored by the SENCO/Deputy Headteacher.

➤ What provision do we offer to facilitate access to the curriculum and to develop independent learning?

The school has a range of ICT facilities available for pupils with SEN including access to Samsung tablets, iPads, netbooks, computers and interactive whiteboards. All classes have a teaching assistant within them for part of the day to help support pupils within lessons.

Children with Educational Health Care Plans are supported as stated within their documents provided by the authority.

The SENCO works closely with parents and teachers to plan an appropriate programme of intervention and support.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school.

Our school's staff training and awareness of children who need additional support for SEN

➤ What SEN and disability and awareness training is available to all of our staff?

Staff have received First Aid and Epi-pen training. A small group of staff have also received training in Type 1 Diabetes.

Teaching Assistants have received training in Phonics, First Aid, Child Protection, Guided Reading, PIVATs, ASD, De-escalation Training, Grammar & Punctuation, ICT, Speech and Language (Vocabulary) and Maths.

Two support assistants in foundation stage have attended 'Talk Boost' training. This intervention strategy identifies children with speech and language difficulties in foundation stage.

Support staff have also completed training in Lego Therapy. This is a research based intervention that is particularly effective for children with autistic spectrum disorders and social interaction difficulties.

- What staff specialisms/expertise in SEN and disability do we have?

The SENCO has over 12 years' experience of working in a special needs school which catered for children with emotional, behavioural and social difficulties, MLD and children who were on the Autistic spectrum. The Deputy Headteacher also has extensive experience of working with and supporting children with special educational needs.

- What ongoing support and development is in place for our staff supporting children and young people with SEN?

Teaching staff are given training throughout the year as appropriate to the specific needs of the children within the school at that time.

Individual teaching staff also attend training provided by the authority for any individual areas of need as necessary in relation to SEN.

The SENCO also gives advice and support to class teachers as appropriate for any individual children who need further help and guidance.

The SENCO also attends half termly meetings provided by the local authority to ensure the school maintains up to date provision for all SEN pupils in line with the new SEND reforms put in place from September 2014.

How our school will meet each child's specific needs.

- How well does our SEN provision map illustrate the range and level of support for individual pupils or groups with similar needs and the resources allocated to meet those needs?

The SEN provision map within school records the type of intervention a pupil is receiving, the duration, pupils' progress throughout the school and records how much progress individuals make following interventions. The class teacher is informed of the each child's work and progress on a weekly basis and, along with the SENCO, is responsible for monitoring and evaluation the impact of the intervention provision.

The Lancashire E- Tracker also tracks progress, provides data and monitors pupils receiving the Pupil Premium as well as pupils with SEN.

- What arrangements are in place for review meetings for children with Education, Health and Care (EHC) Plans?

Every 12 months an Annual Review will take place for a pupil who has an EHC Plan. This is arranged and set up by the SENCO within school. All parties/agencies involved with the child will be asked to complete a report which is submitted to be included in the information discussed during the annual review meeting. Parents also contribute and take part in Annual Reviews and receive copies of all relevant paperwork concerning their child. Pupils are also asked to make a contribution to their own review and are encouraged to attend part of the meeting to ensure they have their 'own voice' and are included.

- What arrangements are in place for children with other Special Educational Needs?

Children who do not have an EHC Plan but are on the SEN register will be monitored by the SENCO in a variety of ways.

The class teacher will write an I.E.P. to outline the child's strengths and barriers to learning and to highlight the specific areas of needs which is overseen by the SENCO.

The SENCO and class teacher decide together which intervention groups would be most relevant to the child's needs.

The I.E.P. will also be shared with parents/carers to ensure that everyone is aware of the provision being put in place for the child. The class teacher will submit the pupil's current academic ability to the SENCO so that monitoring can then take place of the impact of these interventions.

The class teacher and SENCO will regularly monitor the provision and identify what progress is being made by the child.

If the child does not make sufficient progress after a set period of time within these programmes of interventions, the class teacher and SENCO will discuss the next appropriate steps to take, e.g. a different intervention group or looking at further assessment to identify any possible areas that need addressing.

- How do we assess and evaluate the effectiveness of the provision we make for children and young people with SEN and Disability?

I.E.P.s are produced termly or half termly, depending on the circumstances and pupil, for children on the SEN register who do not have a Statement/EHC Plan.

Pupils' progress is monitored throughout the school and pupils with SEN are also monitored on the Provision Map.

- What handover arrangements will be made at the start and end of the school day?

If required, a handover is carried out by the class teacher/teaching assistant to the appropriate parent/carer. There are parking areas by the school for pick up and drop off points. This will be a planned handover process which will be pre-arranged and discussed with parents/carers for children who require this high level of support for transitional times at the start and end of the school day.

- What arrangements will be made to supervise a child with SEN during breaks and lunchtimes?

A teacher supervises the lunch hall each lunch break in addition to lunchtime support staff who also supervise children in the play areas at playtimes and lunch times. Support is available in every class but some classes have additional adult support if required.

Reception classes have additional 2 support staff + teacher.

EHC Plan pupils are supported 1:1 during the social times of the school day as outlined within their specific needs.

The school trains volunteers from year 5 and 6 pupils to be PALS at lunchtime. The PALS are taught playground games and techniques for encouraging social interaction of all children on the playground.

- How do we ensure a child stays safe outside the classroom? (e.g. during PE lessons, school trips)

All support and teaching staff are kept regularly up to date with First Aid Training to ensure staff are familiar with what action to take in the event of an emergency. In addition, Diabetes and Epipen training has been provided by the School Nurse and other NHS professionals to ensure the relevant staff are conversant with the appropriate action or medical procedure required.

Children who have SEN needs that require specific support outside of the classroom will be identified on the Risk Assessment and support will be put in place to address those needs.

- Where can parents find details of our policy on anti-bullying?

Parents can access the Anti-Bullying Policy on the new school website.

- What arrangements are made for reasonable adjustments and support to the child during tests and SATs?

The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

When sitting official examinations children with SEN can be supported 1:1, have timed breaks, be granted additional time if appropriate, sit exams in a quiet setting or in a small group to aid concentration etc.

- How do we manage safe keeping and administration of medication? How do we work with a family to draw up a care plan and ensure that all relevant staff are aware of the plan?

All medicine is recorded in a class medicine book along with details of dosage and frequency and parents sign to grant authorisation to the school to administer to the child.

If necessary a Medical Care plan is written by the SENCO and the parents/carers and this is passed on to the relevant Class Teacher and the master copy is kept in the SEN records.

- Which health or therapy services can children access on school premises?

The school employs a family support worker for 52 weeks a year. This person is available to support children with any emotional and family difficulties. The family support worker also provides support for any looked after children who attend the school.

The school 'buys in' the services of the Linden Centre. This service is available to provide support and advice for any child or family who have experience loss such as bereavement, splitting of the family or loss of family stability. Recently the looked after children at the school have had the opportunity to access the 'Pebbles' support group.

How our school consults parents/carers and children with special educational needs and how we involve them in their education.

- How do we ensure that parents know “who’s who” and who they can contact if they have concerns about their child/young person?

The website contains details of all staff currently employed by the school and the School Prospectus also provides this information. Photographs of all staff at the school are displayed on our website so that staff are easily identifiable to parents and visitors to the school.

- How do we keep parents updated with their child/young person’s progress? Do we offer Open Days? How can parents give feedback to our school?

The school holds ‘meet the teacher’ evenings at the beginning of the school year so parents can meet the class teachers. The School operates an Open Door policy and has two parent evenings a year to provide opportunities for parents to discuss the progress of their child. A parent & child questionnaire is also provided for parents to record their views and suggestions.

- What opportunities do we offer for children to have their say? e.g. school council

There is a School Council for pupils to contribute their own views about the school. Improvements to the school playground that have been suggested by the school council have recently been implemented. The children are invited to complete a questionnaire annually. This questionnaire is used to take into account the needs and feelings of the children.

All children are involved in monitoring and reviewing personal targets in Maths and English.

- What opportunities are there for parents to have their say about their child's education?

Parents can have their say about their child in Parent Evenings, Annual Reviews, I.E.P. reviews (if they express a wish to do so). They are also welcome to make an appointment to speak to their class teacher as necessary throughout the whole of the school year.

- What opportunities are there for parents to get involved in the life of the school or become school governors?

Elections to the Governing Body are held in the event that a vacancy arises.

- Do we offer help with completing forms and paperwork? Who normally provides this help and how would parents access this?

The Class Teacher, Head Teacher or office staff can offer help with forms if this is required. For help and guidance with special needs issues the SENCO offers support to parents/carers for any specific enquiries/problems.

- What information, advice and guidance can parents access through the school?

There is a community noticeboard which contains additional information of upcoming events for children and families.

Parents are informed of any events, workshops or curriculum updates through the weekly Stanah Standard newsletter. This information is also available on the school website.

The school also has a twitter account where daily information and news is shared on.

- What support does our school offer around transition? (e.g. visits to the secondary school)

Each year pupils visit their forthcoming Secondary School for taster sessions and also Secondary Teachers from the local school visit to help ease the transition from Year 6 to Year 7.

Where appropriate the school will arrange additional visits to the receiving high school for children with SEN. Structured, individual transition programs are planned by the SENCO in conjunction with the class teacher, secondary school staff and parents/carers.

- Do we offer school holiday and/or before and after school childcare?

A Voluntary Management Committee (VMC) operates a daily Breakfast Club and School club available to all pupils.

There are opportunities for pupils to take part in a weekly Taekwondo sessions, at a fee.

During the school year, pupils can take part in a variety of after school clubs including, football, Showstoppers, athletics, tennis, tag rugby, board games, gymnastics and outdoor games club. These clubs are free of charge and change on a half termly basis depending on the expertise and availability of staff.

The Clubs are available to all the pupils in the designated age range assigned to that activity (e.g. Showstoppers available to Key Stage 2 pupils but not Key Stage 1).