



## **Stanley St Andrew's Church of England Primary School Special Educational Needs & Disabilities (SEND) Information Report**

As a church school we believe that every person, every child and every adult is unique and special with God given gifts and talents which is our job to nurture and cherish.

Our SEND Report aims to set out our expectations on meeting the needs of pupils with Special Educational Needs & Disabilities to ensure they can make best possible progress in school. All schools are expected to be as inclusive as possible, with the needs of pupils with a Special Educational Needs being met in a mainstream setting wherever possible, where families want this to happen.

### **Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?**

#### **The SENDCO is responsible for:**

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
  - involved in supporting your child's learning
  - kept informed about the support your child is getting
  - involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc...
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

#### **Class teachers are responsible for:**

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENDCO know as necessary.
- Writing Individual Education Plans (IEP) and sharing and reviewing these with parents at least once each term and planning for the next term.

- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

**The Headteacher is** responsible for:

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

**The SEND Governor / governing body is** responsible for:

Making sure that the necessary support is made for any child who attends the school who has SEND.

**What are the different types of support available for children with SEND at Stanley St Andrew's Church of England Primary School?**

Directly funded by the school:

- Teaching Assistants to support in each class – EYFS, Key Stage One and Juniors.
- Support programmes in place.

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

- Autism Outreach Service
- Educational Psychology Service
- Sensory Support Service for children with SEND (SSSEN)
- Speech and Language Therapy (provided by Health but paid for by the Local Authority).
- Behaviour Support
- CAMHS
- MAT Teams / Family workers.

Provided and paid for by the Health Service (Derbyshire NHS Trust) but delivered in school:

- School Nurse
- Occupational Therapy
- Physiotherapy

**How can I let the school know I am concerned about my child's progress in school or make a complaint?**

- If you have concerns about your child's progress you should speak to your child's class teacher initially.

- If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENDCO/Headteacher.
- If you are still not happy you can speak to the school SEND Governor.
- Additionally, look on the website and you will find the complaints policy and procedures.

### **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 to any concerns you may have too
- Plan any additional support your child may receive
- Discuss with you any referrals to outside professionals to support your child's learning – this can only be done with **your full consent**.

### **How is extra support allocated to children and how do they move between the different levels?**

- The school budget, received from Derbyshire LA, includes money for supporting children with SEND.
- The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.
- The Head Teacher/SENDCO 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
  - They decide what resources/training and support is needed. All resources/training and support are reviewed regularly, and changes made as needed.

### **Who are the other people providing services to children with SEND in this school?**

- Autism Outreach Service
- Educational Psychology Service
- Sensory Support Service for children with SEND (SSSEN)
- Speech and Language Therapy (provided by Health but paid for by the Local Authority).
- Behaviour Support
- CAMHS
- MAT Teams / Family workers.
- School Nurse
- Occupational Therapy
- Physiotherapy

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

- The SENDCO's job is to support the class teacher 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 ASD and Speech and language difficulties.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the ASD Outreach service,

### **How will the 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.
- Specially trained support staff can adapt the teachers 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.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

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

- Your child's progress is continually monitored by the class teacher.
- Progress is reviewed formally every term in reading, writing, numeracy and science.
- If your child is in Year 1 and above, but is not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels'.
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.
- Children at Graduated response 1 or 2 will have an IEP which will be reviewed with your involvement, every term and the plan for the next term made.
- The progress of children with a statement of SEND/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENDCO / Head Teacher and Assessment Coordinator will also check that your child is making good progress within any individual work and in any group that they take part in. The children's progress will be monitored using the schools tracking system on a termly basis.

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

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENDCO 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.
- IEP's will be reviewed with your involvement each term.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

## **How is Stanley St Andrew's Church of England Primary School accessible to children with SEND?**

- We ensure that equipment used is accessible to all children regardless of their needs.
- After school provision is accessible to all children including those with SEND.
- Extra-curricular activities are accessible for children with SEND.

## **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 as smooth as possible.

- If your child is moving to another school:
  - We will contact the school 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.
- 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. All IEP will be shared with the new teacher.
  - If your child would be helped by a book to support them understand moving on then it will be made for them.
- In Year 6:
  - The SENDCO / year 6 teachers will attend the Primary Transition meetings to discuss the specific needs of your child with the SENDCO of their secondary school, and the specialist session for students with an ASD, as appropriate.
  - Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
  - Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

## **Policy Review**

This policy was approved for use on 17 July 2023 at the meeting of the Governing Body.

This policy will be reviewed annually by the governing body in accordance with our schools' policy delegation schedule.

We will review this policy earlier than the scheduled review date should there be any change in guidance or legislation related to this policy or should we feel that an earlier review is necessary.