



Stoneydelph Primary School

Stoneydelph Primary School's SEN Information Report is written with due regard to the Children and Families Act, published in June 2014. The revised Special educational needs and disability code of practice: 0-25 years (2014) is the statutory guidance that has been published to exemplify statutory duties that bodies such as local authorities, governing bodies of schools, NHS Trusts and Clinical Commissioning Groups must comply with to ensure that the needs of children and young people with special educational needs and disabilities are met. Schools must also comply with the Equality Act (2010) when making provision for all learners. From September 2014, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. The intention is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

Staffordshire LA has devised a local offer in collaboration with parents, children and young people, NHS health trusts and other providers from the statutory and voluntary sector. Latest information about Staffordshire's local offer can be accessed at:

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>

The Governing Bodies of maintained schools, like Stoneydelph Primary School, must contribute to the local offer by providing further information about how each school implements the school policy for pupils with SEN. This must be done in the form of an SEN Information report which should be updated at least annually.

Aims of provision at Stoneydelph Primary School

Stoneydelph Primary School's focus is on learning not just within and across subject areas but also the personal development of all learners who attend our school. We are a learning community providing children with the opportunity to develop as independent, confident, effective and responsible learners through an enriched, real and vivid curriculum.

At Stoneydelph we believe that every pupil, regardless of gender, race or disability, has a right to equal access to a broad and balanced curriculum. We consider it essential that the curriculum is presented in a supportive and stimulating atmosphere, which values each child and encourages him or her to achieve his or her full potential.

Definition of SEN

Stoneydelph Primary School regards pupils as having special educational needs if they have a significantly greater difficulty in learning than the majority of learners of the same age or if they have a disability which either prevents or hinders them from making use of educational facilities of a kind provided for learners of the same age. These children will need help that is 'additional to or different from' help that is given to other children of the same age. At Stoneydelph Primary School, we operate an equal opportunities policy for all learners, including those with special needs.

The categories of special educational need as set out in the SEN Code of Practice (2014) are:

- Communication and interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical need

What SEND needs does the school provide for?

We cater for pupils who experience difficulties in communication and interaction, cognition and learning, behaviour, emotional and social development and sensory and/or physical and medical conditions. The children require different strategies for learning and need a range of different teaching approaches and experiences.

What is the school policy for identifying children with SEN and for assessing their needs?

All children are assessed when they enter our school. If our assessments show that a child may have a learning difficulty, the class teacher raises their concern with parents and the Special Educational Needs Coordinator (SENCO). Provision is made within the school to meet the child's needs which are different or additional to those provided as part of the school's usual working practices. The class teacher will keep parents informed and draw upon them for additional information. We record this in an Support Plan which is catered to the child's individual needs. It shows the short term targets which are reviewed each term. If after a review meeting, it is felt that the child would benefit from further support from outside services, we will consult parents prior to any support being actioned. External support services will provide information for the child's new Support Plan.

How do you consult with families of children with SEN and involve them in their child's education?

The school works closely with parents in support of those children with special educational needs by encouraging an active partnership through an on-going dialogue with them. Termly review meetings take place throughout the academic year with the class teacher to share the progress of children with special needs with their parents. If outside intervention is sought parents are informed. All parents of children identified to have SEN will receive copies of their Support Plans.

What are your arrangement for assessing and reviewing a child's progress?

The class teacher informs the SENCO and the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. The class teacher and SENCO assess and monitor the children's progress in line with existing school practices. This is an ongoing process. Support Plans, which employ a small step approach, feature significantly in the provision which we make in school.

How do you prepare children as they move between phases of education?

Children have the opportunity to spend the day or a morning at their chosen school towards the end of the summer term. In some cases it is felt that certain children may benefit from visiting the school more than once, either as a small group or individually. When moving into a different class or Key Stage we ensure at least 2 visits are made, if a child needs more this is catered for.

How do you adapt your curriculum and your learning environment for our children with SEND?

Children with special educational needs will have access to the National Curriculum which will be differentiated to take account of the child's particular needs and modified to ensure maximum flexibility and attention to the particular child's academic and personal development. Lessons have clear learning objectives and we use assessment to inform the next stage of learning. We strive to be a Communication Friendly Environment and access to distraction free space is available if required. Alongside this we have previously achieved Dyslexia Friendly Status which ensures that all of our quality first teaching incorporates dyslexia friendly strategies.

What training have staff had and will expertise be secured?

Specific staff in school are currently trained to support children with autism, speech and language needs, social and emotional difficulties, and assessing children with cognitive and learning difficulties. As and when new training is available and where necessary to support a child new training will be sourced.

How do you evaluate the effectiveness of your SEND provision?

Stoneydelph Primary School provides a broad and balanced curriculum for children with special educational needs. Teachers adjust their teaching of subjects to meet their needs and additional support is determined from within school or from outside agencies. Provision is monitored by the SENCO through books trawls, observations and by talking with the children to ensure that the provision is having an impact where needed.

How do the school help meet the needs of SEND children and their families with regards support from external bodies?

Speech and Language, Specialist Teaching Services, Behaviour Support and the Educational Psychologist are used to support children with SEN. Pupil assessment and classroom observations provide recommendations for classroom teaching and setting targets. Parents are given the opportunity to contact Staffordshire Family Partnership who offer advice and support, we also have our own Home School Link Worker who can signpost you to any support you feel you may need.

What is the role of the class teacher?

The class teacher is aware of the school's policy for the identification and assessment of pupils with SEN and the provision it makes for them. Support plans for SEN pupils are developed by class teachers, working closely with the SENCO and support staff, on a termly basis. When planning, teachers set appropriate learning challenges and respond to children's diverse learning needs to enable them to participate effectively in curriculum and assessment activities.

What is the role of the SENCO?

The SENCO, Mrs Katie Devitt, is responsible for the day-to-day running of the provision of SEN by managing a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs. The SENCO co-ordinates the provision for and manages the response to children's special needs, oversees the records of all children as well as acting as the link with

external agencies, parents and other support staff. The SENCO supports and advises colleagues, monitors and evaluates the special educational needs provision and reports to the governing body.

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

Within school Teachers and Teaching Assistants support children with SEND in school.

Outside agencies currently working with the school are:

- Autism Outreach
- Educational Psychologist
- SEND Family Partnership
- Speech and Language Therapists.
- The Visual and Hearing Impaired Teams
- School Nurse
- Behaviour Support

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