

The Local Offer for Stanford Junior and Infant School

The Special Educational Needs Regulations to be published as part of the new SEN Code of Practice make it clear that the governing body/trustees or proprietor of all schools and academies must publish a report containing SEN information. This report must set out their arrangements on its website for identifying, assessing and making provision for pupils/students with SEN. as set out in the relevant schedule (Regulation 3).

We have set out our SEN information in the following parent-friendly format which we trust you will find helpful.

Should you have any queries, please don't hesitate to contact Mrs Hill, our SENCo.

DECISIONS ABOUT WHETHER A STUDENT HAS SEN

How does the school know if children need extra help and what should parents do if they think their child may have special educational needs?

- Liaison with previous school/setting
- Early identification through Foundation Stage and Year 1 Assessments
- Conversations with parents to address any concerns
- Conversations with staff following concerns raised re – academic and other progress through 'Cause for Concern' system.
- Pupil progress monitored carefully.
- Pupil progress for every child in school measured on a termly basis.
- All children RAG progress rated (red, amber, green)
- Liaison with a relevant external agencies.
- Identification through involvement with CAF/CIN/CP
- First point of contact for parents would be class teacher who would then be signposted to appropriate member of staff.

How is the decision made about how much individual support pupils will receive?

- The decision is made with Class Teacher / SENCo/ Teaching Assistant / Deputy Head / Headteacher/ together with parents and professionals involved.
- Parents are invited to attend meetings.
- Parents receive copies of reports and Personal Learning Plans.
- Advice may be given to parents as to how to support their child at

- home.
- Other agencies are brought in to work with the child based on individual need.

SUPPORT FOR LEARNING AND WELL-BEING

How does the school support pupils with special educational needs?

- Initially the school will map out the individual child's needs and then identify an appropriate programme of support. This is done through observations, assessment and close monitoring of learning as well as emotional social and behavioural development.
- Interventions can be offered on an individual or small group basis with the class teacher involved in the monitoring of progress with the support of the SENCo.

What mechanisms are in place for supporting pupils' overall wellbeing?

- The school has a behaviour and discipline policy of which all staff and pupils are aware.
- The school has a good programme of support for children with social, emotional and communication difficulties which is delivered by Mrs Cawley, our Learning Mentor, and overseen by the Deputy Head and SENCo. Certain individual pupils may have tailor-made 1-1 or small group programmes as required. Children are closely monitored and external agencies are involved when appropriate. Parents are kept informed during this process.
- With regard to attendance a process of first day contact is in place and children are prioritised as necessary.
- Regular register trawls are made, home visits take place as required and close liaison is maintained via text, letter or telephone call.
- The views of pupils are obtained via the school council.
- All medicines are locked in a cabinet with the exception of inhalers and Epipens which are stored in the child's classroom to ensure quick access when needed.
- If a child requires regular medication a medical plan is produced with the guidance of the school nurse.
- We are in close contact with the school nurse and other appropriate agencies to ensure staff training is up to date e.g. Epipen use.
- Prior to children entering the school at Foundation Stage transition visits take place. Where necessary additional visits can be arranged.
- A first aider is on duty at every playtime and lunchtime.

PROGRESS, PLANNING AND KEEPING PARENTS INFORMED

How will parents know how their child is doing?

- Parents are kept informed of how well their children are doing through an opportunity to meet with class teachers each term in the form of a parents' evening with individual appointments. In addition other meetings may be arranged by staff or requested by parents as required.
- Staff regularly monitor progress and update targets to inform future planning. Each half term our tracking system is updated based on this information.
- Parents' evenings form an opportunity to discuss levels, progress and attainment.
- There are informal opportunities on a daily basis for parents to talk to staff as children enter or leave. If more regular contact is required other strategies such as texts or a home school book may be used.

How are parents involved in discussions about planning for their child's education?

- Our school has an open door policy where Parents/Carers are welcomed and listened to. Parents' views are canvassed through questionnaires and meetings as and when appropriate.
- Parents/carers are encouraged to participate in all aspects of school life e.g. accompanying educational visits, hearing readers, support in class.
- Parents are invited to discuss any interventions that are recommended either by school or outside agencies.
- Suggestions are often made as to how parents can further this support at home.
- Regular updates are then given and where necessary the next stage is discussed.
- Parents are made aware of their child's progress compared with the national picture.

How are children able to contribute their views?

- Children's views are sought through class discussion and through the work of the School Council.
- Children are able to contribute to their learning on an individual basis through regular discussions with teachers/coaching partners about

their targets.

PROVISIONS, RESOURCES & SERVICES

How is learning and development provision matched to individual pupils' needs?

- Stanford Junior and Infants is an inclusive school and we develop and nurture the whole child. The school employs a flexible approach to ensure each individual is able to access all aspects of the school's day.
- Differentiation is built in to all lessons taking into account different learning styles, educational needs and also social, emotional and behavioural difficulties.
- The SENCo works closely with class teachers and Teaching Assistants to ensure good quality provision.
- Children know who they can talk to about any issues.

How are the school's resources allocated and matched to pupils' SEN?

- The school's SEN budget is allocated to providing resources to support the progress and attainment of all.
- The SEN budget is managed by the Head and Business Manager.

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

- The first resource in school is the expertise of the SENCo who provides advice and support for pupils, staff and parents where appropriate. She also works closely with other SENCos in the Authority.
- The school a full time learning mentor. Within the learning support staff there are a range of areas of expertise including ASD, Auditory Impairment, Dyslexia and Team Teach.
- School accesses support from the Learning and Cognition team, Educational Psychologist, ESHV and other specialist support services as required.
- Our school also accesses a range of other specialist services through CAF, CIN and Child Protection meetings.

How accessible is the school environment?

(n.b. every school/academy must have an up to date Accessibility Plan which is reviewed periodically by Governors).

- The school building is wheelchair accessible.
- The school has a disabled toilet.

How are pupils included in activities outside the classroom including trips?

(n.b. the DDA Reasonable Adjustments legislation expects schools/academies to be anticipatory in respect of school activities and trips)

- All pupils with SEND are able to access the school's activities and the school assists individual pupils on a needs-led basis.
- Meetings are held in school prior to longer school trips so that parents can be involved in deciding what reasonable adjustments are necessary.

STAFF TRAINING

What training have the staff supporting pupils with SEN had, or what are they expected to have?

(n.b. under the SEN Code of Practice legislation, schools/academies need to offer high quality professional development and training to the work force.)

- Staff have received training in ASD, Dyslexia, Dyspraxia and Visual Impairment Awareness.
- Staff are able to draw on the expertise of the SENCo as and when required.
- In addition the school provides continual professional development and training.
- Staff will receive additional SEND training as required to ensure they can support individual pupil's needs

TRANSITIONS

How does the school prepare and support pupils to join the school, transfer to a new school or the next stage of education and life in

order to ensure their well-being?

- Dependent upon the needs of the child transition will be carefully planned after consultation between staff, parents and previous school or setting.
- Pupils who are joining our Foundation Unit at the beginning of the school year will have been offered a range of opportunities for the child both with and without their parents/carers to participate in a range of activities and meetings.
- Pupil files and information will be shared with a new school/previous setting. For example meetings are arranged between the preschool setting and SENCo and meetings are arranged between Year 6 class teachers and feeder school teachers during the summer term to discuss individual pupil needs.
- When children are moving on from Year 6 the school engages fully with all feeder school transition.
- Our school also participates in a wide range of events and activities across the area providing our children with opportunities to experience other settings/schools and to meet potential future classmates.
- In year 6 further visits to feeder schools are planned with additional visits arranged for any pupil who requires extra support with transition.

FURTHER INFORMATION

Who can parents contact for further information?

- The first point of call for a parent who wishes to discuss something about their child would be the child's class teacher, however, the SENCo is available to discuss any issues as they arise.
- Parents can phone or call in to school if they wish to arrange to speak to any member of staff.
- Complaints about the school should be addressed to the Head teacher.
- Complaints about the Head teacher should be addressed to the Chair of the Governing Body.
- The school welcomes the involvement of the Parent Partnership Service.