

Stanford Junior and Infant School Information Report 2020 - 2021

Stanford Junior and Infant School is an inclusive school where every child matters. We aim to give every child the very best chance to succeed by removing barriers to children's learning and preparing them for a happy and successful future. We believe in a 'Growth Mindset'. We aim to foster a sense of belonging and celebrate effort as much as achievement.

This report is designed to answer some of the most frequently asked questions about the provision for children with Special Educational Needs and Disabilities.

If you require further information please see our SEND Policy or contact **Emma Hill (SENCO/Inclusion Manager)** via the school office.

What kinds of Special Educational Needs and/Disabilities does the school cater for?

Stanford Junior and Infant School has a dedicated team of staff providing effective provision for all pupils with a SEND. Under the 2014 Code of Practice SEND are categories under the following four headings:

- **Communication and Interaction** e.g. speech, language and communication needs (SLCN), Autism Spectrum Disorder (ASD), Asperger's Syndrome
- **Cognition and Learning** e.g. Specific learning difficulties(SpLD), moderate learning difficulties (MLD), severe learning difficulties(SLD), Profound and multiple learning difficulties (PMLD)
- **Social, Emotional and Mental Health difficulties** e.g. attention deficit hyperactive disorder(ADHD), depression, attachment disorders, severe anxiety
- **Sensory and/or physical needs** e.g. vision impairment(VI), hearing impairment (HI), multi-sensory impairment (MSI), epilepsy, Cerebral Palsy, mobility difficulties

DECISIONS ABOUT WHETHER A STUDENT HAS SEN

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

We aim to identify any special educational needs and disability as early as possible. The decision to place a child on the SEN register is made in discussion with the class teacher, Senior Leadership team including Inclusion Manager together with parents/carers and professionals. The best interests and wellbeing of the child are paramount. When considering if a child needs support the school takes into account:

- Liaison with previous school/setting where applicable
- The pupil's previous progress and attainment
- The pupil's development in comparison to their peers and national data
- The views of the parent/carer
- The pupils own views
- Pupil progress monitored carefully.
- Specialist assessment and advice from relevant external agencies where applicable.
- Identification through involvement with EHA /CIN/CP where applicable
- Attendance

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEN as follows:

“A child or young person has SEN if they have a learning difficulty or a disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:

- a) has a significantly greater difficulty in learning than the majority of others the same age, or*
- b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16s institutions.”*

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

- A Graduated Approach based on level of need
- The decision is made with Class Teacher / SENCo/ Teaching Assistant / Deputy Head / Headteacher/ together with parents and professionals involved.
- Parents are invited to meetings and are encouraged to be actively involved.
- Personal Learning Plan (SEN My plan) is shared with parents adding their views.
- 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, or offer advice, complete further diagnostic assessment based on individual need.

SUPPORT FOR LEARNING AND WELL-BEING

How does the school support pupils with special educational needs?

The school follows a graduated response.

If a learner is identified as having SEN need, we will provide support that is **additional to** or **different from** the differentiated approaches and learning arrangements normally provided as part of high quality, individualised teaching intended to overcome the barrier to their learning. This support is set out in an individual “SEN graduated support Plan”.

When providing support that is “additional to” or “different from” we engage in a four-stage process:



Assess – this involves taking into consideration all the information from discussions with parents/carers, the child, the class teacher and assessments.

Plan – this stage identifies the barriers for learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on an SEN Graduated plan and will form the basis for review meetings.

Do - providing the support – extra assistance for need – as set out in the plan.

Review – measuring the impact of support provided, and consider whether changes to that support need to be made. All of those involved – learner, parents or carers, teacher, learning mentor, SENCO and outside agencies contribute to this review. This stage then informs the next cycle.

Stanford Junior and Infant School adheres to the following inclusive principles:

Staff value all pupils and support inclusion. Within the school, staff and pupils will be constantly involved in the best ways to support all pupils needs within the school. There is flexibility in approach in order to find the best provision for each child. Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.

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

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. All classes follow a SMSC, PSHE and SRE curriculum to support this development.

Additional provision includes:

- The school has two Learning Mentors (Mrs Fielding and Mrs Jones) who work with children on an individual or small group basis.
- Social awareness and friendship support eg TALKABOUT resources
- Lunch time and play time support / play partners
- Lego therapy sessions
- Buddy system
- Access external agencies and professionals for further advice/guidance/support eg School Psychology, YMM, SAS SEMH specialist teacher

The school benefits from a Behaviour Policy with clear rewards and sanctions applied across the school. In respect of Anti Bullying, there is a policy in place that has been drawn up with staff and pupils and is accessible to Parents. As part of the curriculum, the school plans activities during Anti Bullying week and each year sets out to Parents its core principles regarding inappropriate behaviours and bullying.

In addition:

- 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. Attendance is monitored closely. Where attendance causes concern school works closely with relevant outside agencies. Home visits take place as required and close liaison is maintained via text, letter or telephone call.
- Pupil voice is at the heart of the curriculum. Views of pupils are obtained via regular pupil voice meetings.
- All medicines are locked in a cabinet with the exception of inhalers and Epi-pens 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 or other Key Health professional alongside parents
- We are in close contact with the school nurse and other appropriate agencies to ensure staff training is up to date e.g. Epi-pen use.
- Prior to children entering the school at Foundation Stage transition arrangements are made working with parents and their children as well as previous settings. In addition, a home visit will take place prior to pupils starting with us.
- 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 parent/pupil/teacher mentor meetings 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 term our tracking system is updated based on this information.
- Parent/pupil/teacher mentor meetings provide an opportunity to discuss progress and attainment. This is where SEN graduated support plans can be reviewed and next steps discussed.
- 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 involvement and views 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.
- 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 pupil/parent/teacher mentor meetings
- Children are able to contribute to their learning on an individual basis through regular discussions with teachers/coaching partners about their targets.
- Children have their views recorded as part of their Individual SEN My Plan
- All pupils have a turn participating in Pupil Voice meetings making decisions on aspects of school life.

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 Inclusion Manager works closely with class teachers and Teaching Assistants to ensure good quality provision.
- Children know who they can talk to about any issues.
- Outside agencies support the school when and where necessary.

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 alongside the SENCO.

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 has 2 part-time learning mentors. Within the learning support staff there are a range of areas of expertise including ASD, Dyslexia, SALT, Mental Health and Team Teach.
- School accesses support from the Specialist advisory Service which includes Learning and Cognition specialist, SEMH specialist and Communication and Interaction Specialist; Educational Psychologist, Occupational Therapy, Young Minds Matter, SALT, School Nursing team and other specialist support services as required.
- Our school also accesses a range of other specialist services through EHA, CIN and Child Protection meetings.

How accessible is the school environment?

- The school building is wheelchair accessible.
- The school has several disabled toilets.
- The school has a designated disabled parking spot

How are pupils included in activities outside the classroom including 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?

- Our SENCO has 20 years experience in the role and has the following SEN qualifications: a Post Graduate Diploma in SEN, Advanced Teacher Specialist (ATS) in Dyslexia, Supporting children with ASD qualification (level 3)
- The SENCO attends regular authority led SEN meetings to ensure best practice
- Two members of staff are trained as paediatric first aiders
- All teachers and teaching assistants are Team Teach trained
- Medical Care plans are prepared with support from the School Nursing team.
- A team of experienced teaching staff
- A team of Teaching assistants that have between them extensive experience and training in planning delivering and assessment additional provision.
- SEND training forms part of the continuing professional development and is organised in accordance with the needs of our children.
- Staff are able to draw on the expertise of the SENCo and others within our team as and when required.

TRANSITION

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. Staff will offer to visit the home in the Summer term before children start in September.
- 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.
- Where necessary a bespoke transition plan will be tailored to meet an individual need.
- Mid-year admissions begin with parents and children being invited into school to familiarise themselves with the setting and meet staff. Staff will contact the previous setting to obtain all pupil records. For children with SEND, the SENCO will contact the previous setting by telephone to gain information on how to best meet the needs of the child.

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 school if they wish to arrange to speak to any member of staff.

The school welcomes the involvement of the Parent Partnership Service. If you would like independent support or advice as a parent of a child with SEND please contact SENDIASS on 01472 355365.

Complaints

It is in everyone's best interests for complaints to be resolved as quickly and at a low a level as possible and our SEN complaint procedure is as follows:

- In the first instant the complaint is dealt with by the class teacher. If the matter remains unresolved the complaint will be dealt with by the SENCO or by a member of Senior Leadership Team. If there is still no resolution, the Head should become actively involved. If the matter continues to be unresolved the complainant must put their complaint in writing to the Chair of Governors. The Governing Body will deal with the matter through their agreed complaint resolution procedures.
- The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:
 - Exclusions
 - Provision of education and associated services
 - Making reasonable adjustments, including the provision of auxiliary aids and services

Further information

This document forms part of North East Lincolnshire Council Local offer which can be found at:

<https://www.nelincs.gov.uk/children-families-and-schools/send-and-local-offer/>

For independent SEN advice or support:

SENDIASS

<http://www.barnardos.org.uk/north-east-lincolnshire-sendiass/service-view.htm?id=174049955>

