



## Special Educational Needs and Disabilities (SEND) Information Report November 2017

(Based on SEN Code of Practice 2014)

This report will be reviewed and updated in January 2019

SCHOOL NAME	Stannington First School	
TYPE OF SCHOOL	Nursery and First School (3-9 years)	
STAFF RESPONSIBLE and CONTACT DETAILS	Mrs Wakeling (SENDCo)	01670 789276 <a href="mailto:admin@stannington.northumberland.sch.uk">admin@stannington.northumberland.sch.uk</a>
	Mrs Palmer (Head Teacher)	
	Mrs Dungait (Governor with responsibility for SEND)	
ACCESSIBILITY	Fully wheelchair accessible	Yes
	Auditory/Visual enhancements	We arrange seating plans to meet the needs of individuals and enlarge the font on texts where appropriate No hearing loop
	Other adaptations	Yes
RELATED POLICIES	<p>The school has the following policies:</p> <ul style="list-style-type: none"><li>• SEND (includes an explanation of how children with Special Educational Needs and Disabilities are identified and assessed).</li><li>• Safeguarding</li><li>• Child Protection</li><li>• Behaviour</li><li>• Equality and diversity</li><li>• Behaviour</li><li>• Supporting pupils with medical conditions</li><li>• Inclusion</li></ul> <p>These (along with many others) are available on request from the school office or can be viewed on the website at: <a href="http://stanningtonfirstschool.co.uk/">http://stanningtonfirstschool.co.uk/</a></p>	



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

In the first instance, you should direct all questions and concerns to the class teacher. They are responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help which your child may need. This could be things like targeted work or in class support.
- Letting the SENDCo know if they have any concerns or feel that your child requires additional support.
- Ensuring that the school's SEND policy is followed in their classroom and for all of the pupils they teach with any SEND.
- Keeping parents informed and involved so that they know how their child is being helped and can support them at home.

If you have further concerns, you should arrange to speak to the school's Special Educational Needs and Disabilities co-ordinator (SENDCo), Mrs Wakeling, who is responsible for:

- Coordinating all of the support for children with special educational needs or disabilities (SEND) and developing the school's SEND policy to make sure that all children get a consistent, high quality response to meeting their needs in school.
- Co-ordinating referrals to appropriate outside agencies (for example to Speech and Language Therapy, Educational Psychology etc).
- Ensuring that you are:
  - Involved in supporting your child's learning
  - Kept informed about the support your child is getting
  - Involved in reviewing how your child is doing
- Liaising with all other people who may be coming in to school to help support your child's learning (for example, Speech and Language Therapy, Educational Psychology, Inclusion Team etc).
- Updating the school's SEND register termly and making sure 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.

You may also wish to speak to the Head teacher, Mrs Palmer, who is responsible for:

- The day to day management of all aspects of the school; this includes the support for children with SEND.
- Delegating responsibility to the SENDCo and class teachers whilst maintaining overall responsibility for ensuring that your child's needs are met.
- Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND.



Our SEND Governor, Mrs Dungait, 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 Stannington First School?

Class teacher input via excellent targeted classroom teaching, also known as Quality First Teaching.

For your child, this would mean:

- That the teacher has the highest possible expectations regarding behaviour for learning.
- That the teacher has high aspirations for the academic progress of your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different methods of teaching and learning are in place so that your child is fully involved and motivated in their learning. This may involve things like using more practical learning.
- They are able to access individual or small group support from their class teacher on a regular basis, which will help the teacher to target specific learning goals and to have a good picture of the child's current understanding and next steps.
- Continuous assessment takes place which informs planning and individual expectations.
- That if your child's class teacher has monitored their progress and identified a gap in their learning/understanding, they will receive targeted extra support (usually in the form of specific group work) to help them make the best possible progress.

Specific group work, often called 'interventions'.

- This may be taught inside or outside of the classroom.
- This may be taught by a teacher or most often a Teaching Assistant who has had training to run this group.
- This type of support is available to any child who has specific gaps in the understanding of a subject/area of learning.

For your child, this would mean:

- He/she will engage in group sessions with specific targets to help him/her to make more progress.



## Additional specialist support from an outside agency.

If the class teacher or parent's request for advice cannot be met from within the expertise of the school, the SENDCO or Head teacher may identify the need for extra specialist support in school from an outside professional for example, Local Authority central services (such as Local Inclusion Support Team, Visually Impaired Service and Hearing Services) or outside agencies (such as the Speech and Language Therapy Service and Children and Young People's Service).

This would mean:

- Your child has been identified by the class teacher, SENDCO or Head Teacher (or you may have raised your own concerns) as need specialist input instead of, or in addition to, quality first teaching and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional such as a Speech and Language Therapist or Educational Psychologist. This will help staff at school and yourself understand your child's particular needs better and be able to support them better in school.
- A visiting specialist professional will work with your child to observe their work and behaviour and to directly question them or ask them to complete assessment tasks if appropriate. They will work with your child to understand their needs and make recommendations which may include:
  - Making changes to the way your child is supported in class, for example, some individual support or changing some aspects of teaching to support them better.
  - Support to set targets which will include following programmes in their specific area of expertise.
  - A group run by school staff under the guidance of the outside professional
  - A group or individual may work with the outside professional
- The specialist professional will discuss the staff's hopes for the outcome of the visit and look at records of the child's assessment and the targeted work to date.
- The specialist professional may give immediate verbal feedback to staff and will prepare a written report which is shared with parents

The school may suggest that your child needs some agreed individual support in school. We will tell you how the support will be used and what strategies will be put in place. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

## Specified Individual Support

If your child has been identified by their class teacher, SENDCO or Head Teacher as needing a particularly high level of individual or small group teaching (more than 20 hours per week) then this is usually provided via extra funding given to school. In these instances, it is also likely that your child will need or will already be accessing specialist support from professionals outside of the school.

For your child this would mean:

- In the first instance, the school can apply for extra funding (Top-Up funding) in order to provide additional support to meet a child's needs. This funding is short term and is usually reviewed after 6 months or a year.
- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.



- After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support they are currently receiving.
- After the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more than 20 hours of support in school to make good progress. If this is the case they will write an EHC Plan. If this is not the case, they may agree to "top up funding" for a year which will allow the school to provide additional support. Alternatively they may ask the school to continue with existing support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The EHC Plan will outline the number of hours of individual/small group support your child will receive from the Local Authority, how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.
- The additional funding may be used to:
  - provide an adult to support your child within the whole class learning
  - run individual programmes or small groups including your child.
  - pay for support from outside agencies
  - provide resources not available within the school budget

This type of support is available for children whose learning needs are:

- Severe, complex and lifelong
- Need more than 20 hours of support in school

## Early Help Assessments

Where two or more external agencies are involved with a child (but where no statement or social work involvement is in place) school and parents may have agreed to fill in an Early Help Assessment.

This will mean:

- Regular (usually termly but more frequently if there is a need) meetings of school staff, family and other professionals involved.
- Children may be involved in individual or group interventions in school or accessing support from other agencies.
- An action plan will be agreed and different professionals will have a role in helping the family to achieve improved outcomes for their child which may range from attendance and punctuality issues, health or housing concerns, to academic progress



## Who are the other people providing services to children with SEND in Stannington First School?

Currently at Stannington we have:

- One full time Head Teacher.
- 5 full time class teachers.
- 6 full or part time Teaching Assistants (TAs), who together have a wealth of experience in working with other agencies and children with a variety of difficulties.
- Some of our support staff time is directly organised to running interventions groups, the rest of the time is used to address these needs as well as providing support for learning across the curriculum, particularly in Maths and English, depending on the needs of the cohort.

We liaise closely with the following services:

- Children's Services (social workers and family support workers)
- Sensory Services for children with visual or hearing needs
- Speech and Language
- Psychological Services
- SEND ASD and Behaviour team
- School Nurse
- Health Visitors
- Inclusion team professionals
- Occupational Therapy
- Physiotherapy
- CYPS (Children and Young Peoples Services regarding mental health)

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

- All teaching staff have SEND training as part of their initial teacher training, and receive updated training on school procedures each year. In addition staff may attend external courses which directly or indirectly offer advice in how to help and best educate children with additional needs.
- The Headteacher and SENCo regularly attend training on the EHCP and EHA including changes to application forms and accompanying advice.
- The SENDCo's job is to support the class teacher in planning for children with SEND.
- The school responds to and seeks out training for all staff to improve the teaching and learning of children including those with SEND. This includes whole school and individual training on SEND issues such as ASD (autistic spectrum disorder), behaviour, nurture 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 LIST team.



## How will the teaching be adapted for my child with SEND?

- Class teachers regularly give out curriculum information, copies of which can be found on the school website.
- 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.
- The learning environment can be adapted, for example, working in a quiet area or "workstation".
- 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 do we provide support for improving emotional and social development?

At Stannington First School, we're proud of the nurturing environment that we aim to provide for all children in our care. Staff take much pride in the positive relationships which they build with all children. Daily assemblies help children to explore aspects of their spiritual, moral and personal development as well as learning about diversity and other beliefs. Circle time in each class helps children to develop social skills as they mature.

Each class has a clear set of rules which are visibly displayed and referred to regularly. These help the children to understand right from wrong. All staff endeavour to use an approach to behaviour management which relies on positive reinforcement. Children are rewarded for showing appropriate behaviour but clear sanctions are also in place when required.

We place a high emphasis on anti-bullying throughout the school year in school and as a result, bullying incidents are very low. Our school deals quickly and effectively with any reported incidents of bullying. Children know what to do if they are being bullied or see bullying taking place.

From September 2017, all children in school are paired to form buddies. Each pair consists of a younger and older child. Pairs are given the opportunity to spend time with their buddy in specific playtimes and on other occasions such as swap around days. It is hoped that these buddy pairings will give younger children an older mentor who they can turn to for support in school when or if needed.



## How will the views of my child be listened to?

At Stannington First School, we also pride ourselves on the emphasis which we place on 'pupil voice'. Children in each class from Year 1-4 are elected to positions on the School Council. They then work with Mr Tunesi to suggest and implement improvements in school. School Council representatives are encouraged and trained to represent the views of all children in their class.

Each year, we ask all children in school to complete a questionnaire which asks for their views on all aspects of school life. The school's governors analyse the results of the questionnaire and changes are made as necessary.

All children on the school's SEND register work with their class teacher or a teaching assistant to complete a document which provides all staff in school with a summary of the things they like, their strengths and how they think they can best be supported in school.

As part of the application process for an Education Health Care Plan or Top-Up Funding, children will be asked for their views. Once in receipt of either, wherever possible, your child will be asked to complete an information document that will be shared at their review meeting.

## How will the school measure the progress my child makes?

Your child's progress is continually monitored by his/her class teacher and this information is shared with the Head Teacher in regular Pupil Progress Meetings. This information is shared termly with parents at evening consultation meetings through progress reports.

- 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 at Stannington and then at the end of year 6 at middle school) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally.
- Progress in interventions will be reviewed every term and the plan for the next term made.
- The progress of children with an Education Health Care Plan is formally reviewed at an Annual Review for all adults involved with the child's education.





## How do we close the gap for children with SEND?

Some children will remain on the SEND register throughout their time at Stannington First School because the nature of their need(s) means they require additional or different support from the majority of their peers for an extended period of time. However, many children on our SEND register make such good progress they no longer need additional support and so can be removed from the register. Because the group is not a fixed group it is difficult to give meaningful figures which truly reflect the rate of progress.

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

- Class teachers are always available and happy to discuss your child's progress or any concerns you may have – appointments can be made by speaking to either Mrs Harker or Mrs Gresham in the school office. When or as necessary, we will arrange meetings with you so that we can share what is working well at home and at school so that 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, again, please arrange an appointment to meet with Mrs Wakeling via the school office.
- All information from outside professionals will be discussed with the parents of children involved and/or copies of reports will be sent home.
- Homework may be adjusted as needed to your child's individual needs.
- All children in school have 'Home/School' books to help communications between home and school.
- It may be that we are able to point you in the direction of local parent support groups who will be able to provide more personalised and experienced family support.

## How will the school support my child when they are leaving Stannington First School or moving on to another class?

At Stannington, we recognise that times of change can be particularly unsettling for a child with SEND so we take steps to ensure that any transition is as smooth as possible.

### **If your child is moving to another school:**

- We will contact the SENDCo of their new school to ensure that they know 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.
- Wherever possible, we encourage children to visit their new school as much as possible. For children with specific concerns, it may that extra visits can be arranged to reduce and minimise worries and to ensure that they are as prepared as possible for the changes to come.



## When moving classes in school:

- Information about your child and their needs will be passed on to the new class teacher in advance and a planning meeting will take place.
- All children have the opportunity to spend time with their new class teacher for September at the end of the summer term.

## What should I do if I feel my child is not receiving the support they require?

- If there are any concerns in relation to the SEND provision we provide, the recommended approach would be to speak first to the class teacher.
- If concerns persist the next point of contact would be the SENDCo (Mrs Wakeling).
- Further discussion can be arranged to include the Head Teacher (Mrs Wakeling) only after this pathway has been followed.
- The named governor for SEND is Mrs Claire Dungait and she can be contacted via the school on 01670 789276 or by email to [admin@stannington.northumberland.sch.uk](mailto:admin@stannington.northumberland.sch.uk)
- Parent Partner Support and Mediation services are also available – contact County Hall for details.
- Our school's complaints procedure is available should you require it - please ask at the office or see the school website for further information.

## Where else can I go for further information?

The Northumberland Local Offer is available from:

<http://www.northumberland.gov.uk/SEND-Local-offer.aspx>