



Stanley Road Primary School Special Educational Needs Information Report

At Stanley Road Primary School we believe that having high expectations and meeting every pupil's needs is a shared responsibility. We are therefore committed to offering an inclusive curriculum which ensures the best possible progress and provision for all of our pupils, regardless of their needs or abilities.

We have a positive and enthusiastic approach to ensuring we meet the needs of all children, including those with Special Educational Needs and/or Disabilities (SEND). We believe educational provision is underpinned by high quality teaching and is compromised by anything less.



This document is to inform you of the types of support and provision available for your child at Stanley Road Primary School. It will assist you in knowing who can help if your child needs additional support, and how this support can be accessed.

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SEND Code Of Practice

The SEND 'Code of Practice' (2014) states that there are four broad areas of need within Special Educational Needs. These areas and their meaning are as follows:

- **Communication and Language**
- **Cognition and Learning**
- **Social, Emotional and Mental Health**
- **Sensory and/or Physical Needs**

The table below details some difficulties that children may display, it is important to recognise that children may display difficulties or delays in one or more of the areas.

Area of Special Educational Need or Disability	Relating to difficulties with:
Communication And Interaction	Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASC (Autistic Spectrum Conditions) are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.
Cognition And Learning	Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate adaptations. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health	Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.
Sensory and/or physical needs	Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

The following pages detail further information in response to questions you may have about our approach to supporting and identifying SEND

How do we identify Special Educational Needs and Disabilities?

All children starting our school in the Early Years will receive a home visit. This is an opportunity for parents and/or carers to share information regarding their child's needs and education.

When beginning our school, all children are baselined. We use this information so that we can build upon their prior learning and knowledge and it helps us to provide starting points for the development of an appropriate curriculum for all our children.

Children who join us from other schools are supported using information obtained from their previous school. We then use this to ensure that the curriculum is appropriately adapted to meet their individual needs.

If the outcome of either of these means of assessment highlight that a child may have areas of need relating to a Special Educational Need/Disability parents are contacted at the earliest opportunity. This provides further opportunities to discuss concerns and to enlist their active support and participation. If it is felt that additional support is required for their child they will be placed on the Special Educational Needs (SEND) register and appropriate additional provision will be provided.

If an adult in school is concerned about the learning, progress and wellbeing of any child, at any point in their education, they make the Inclusion Team aware of these concerns through a referral process. The Inclusion Team will then discuss the given concerns and offer advice and/or signpost the concerns to the most appropriate person within school.

The child's progress is then monitored against the recommendations and advice provided through provisional targets, with the additional needs of the child being reviewed regularly. The outcomes of this initial target monitoring will be shared and discussed with parents.

If parents are unable to understand English, we encourage them to bring along a trusted friend who can translate for them or a translator will be provided by the school. Pupils whose language is not English will have a first language assessment if necessary.



It was hard for me to accept that my child had difficulties however the school has helped me on a journey to understanding my child's needs.

What Should I do if I think my child has Special Educational Needs?

Talk to us – We are here to help in any way we can!

Please talk to your child's class teacher if you are concerned about your child or make an appointment to see the school SENDCO – Mr Craig Morgan 01905 355043





It is not easy to understand Autism but a clear explanation from someone who knew was really helpful.



Working with other professionals to support your child's Special Educational Needs.

If we feel it would be beneficial to your child to obtain advice and support from other services or agencies, the SENDCO or your child's class teacher will discuss this with you. In some cases this might involve the support of one or more of the different professionals with whom we work closely with. Some examples of the services/agencies we work with can be seen below:

- School nurse – to advise on any medical needs and provision and to help when a care plan is needed
- Local Authority Specialist Services e.g. Learning Support , Behaviour Support , Communication Disorders
- Specialist health services such as Speech and Language Therapists (SALT), Physiotherapists, Occupational Therapist (OT)
- Educational Psychology Service (EP)
- Play therapist

Perry Hall Multi-Academy Trust Inclusion and Psychology Service (PIPS)

The Trust has established a service that consists of an Educational Psychologist, Assistant Educational Psychologist/SPLD Specialist, an Occupational Therapist and two Speech and Language Therapists. They support all schools across the Trust alongside services made available from the Local Authority and other private providers. Referrals can only be made by school with consent from parents.

What if my child has more complex or severe needs?

The majority of children and young people with SEND will have their needs met within school.

When it is considered that a child or young person may need further special educational provision to be made for them, and if their needs are considered to be more complex or severe, we may discuss the option of requesting the Local Authority complete an assessment to support the application of an Education Health and Care (EHC) Plan.

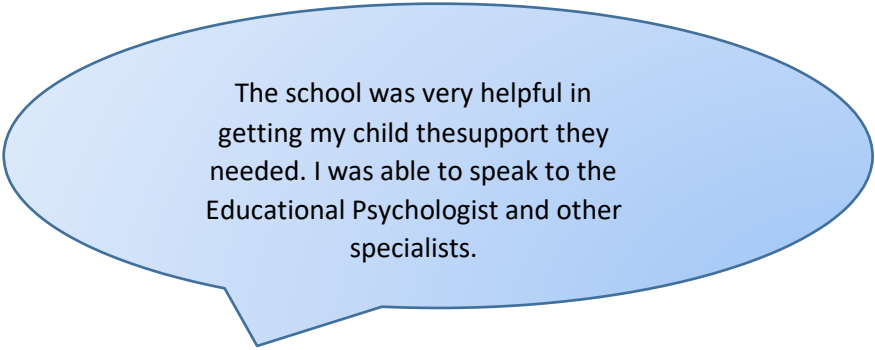
This assessment may lead to an EHC Plan if your child requires additional support beyond that provided through SEND School Support. An EHC Plan looks at all the aspirations and needs that a child or young person has within education, health and care. Parents and/or

Carers are involved throughout this process to decide what outcomes are required, and to identify what is needed to achieve those outcomes. We also strive to ensure the child's voice is represented as part of the process.

The purpose of an EHC plan is to ensure educational provision meets the special educational needs of the child and to secure the best possible outcomes for them to prepare them for adulthood.

How do we involve pupils and their parents/carers?

At Stanley Road Primary we value the importance of working in partnership with parents/carers to support each child's well-being and learning needs.



The school was very helpful in getting my child the support they needed. I was able to speak to the Educational Psychologist and other specialists.

We have an open-door policy to allow parents to contact their child's class teacher with ease. Parents are invited to become involved in school life as much as possible. In addition, if your child is identified as having special educational needs and has an Individual Education Plan (IEP), you will be invited to meet with the SENDCO and your child's class teacher to discuss their targets and how best to support your child to achieve them, this includes how parents can provide support at home. Pupil voice is also collected regularly, and children will have their say on the targets set for IPM's and annual reviews.

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

- Meetings by appointment
- Help with paperwork
- Help with contacting SENDIASS (parent advisory team)
- Referral to appropriate services to support your child
-

How do we adapt the curriculum so that it meets the needs of our children with SEND?

When we identify a child as having a special educational need their work will be adapted by the class teacher to enable them to access the curriculum more easily. All staff are familiar with a variety of approaches to teaching and learning, which means that we are able to adapt teaching approaches and provision to meet the needs within each class.

This may involve:

- Small group or individual intervention.
- Emotional or pastoral support/intervention to manage their own emotions and behaviour.
- Adapting the type and length of instructions given.
- Provide alternative resources that will support them to be more independent.
- IEP targets specifically set for each child.
- Implementing advice and recommendations from outside agencies.
- Extra support from an adult, when appropriate.

Within the school, we have staff that have been trained in Wellcomm, Concept Cat and Elklan to support speech and language, precision teaching and Lego therapy as well as staying up to date with relevant SEND updates or training to support specific roles. The SENDCO has a Level 5 Diploma in Trauma and Mental Health

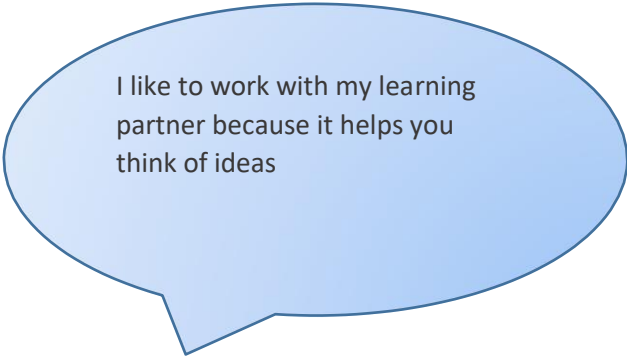
Informed Schools and Communities (Practitioner Status).

What other activities are available for pupils with SEND in addition to the curriculum?

Our children with SEND are given the same opportunities as their peers, with adaptations where required. We have a breakfast club and after school clubs which cover a range of interests which include; sports, creative activities, music. We strive to ensure that all of our trips and extra curriculum activities are fully inclusive and work with parents and external professional to do this where needed.

How is your child's progress and provision assessed and reviewed?

Teachers use information from a range of sources to inform their monitoring of



I like to work with my learning partner because it helps you think of ideas

children's achievement, such as assessment through observation of children's work in class, test results, specialist learning team reports and assessments.

In collaboration, the school leadership team and SENDCO monitor the progress and provision of all groups of pupils termly, discussing what adaptations/intervention is needed to support each child to make better than expected progress from their individual starting points.

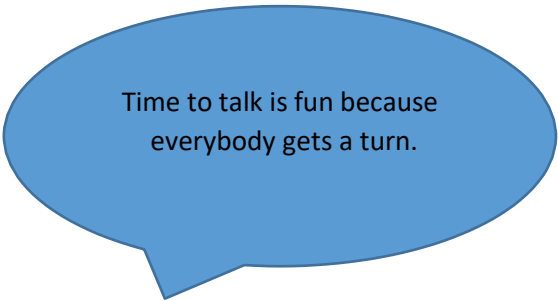
Support may be the allocation of additional adult time to focus on specific needs such as Speech and Language or may mean participation in a support group using a specialist intervention programme e.g. Word Aware.

How do we ensure your child's overall well-being is supported?

At Stanley Road, we take children's' mental health and well-being seriously. We are a trauma informed school with all staff trained in trauma informed approaches.



My child loves NURTURE group and talks about it a lot at home.



Time to talk is fun because everybody gets a turn.

We also offer:

- Time to Talk and Socially Speaking groups
- Lunch time club
- Worry and Anger intervention programmes in small groups or 1:1
- Referral to Reach4Wellbeing WEST and CAMHs
- Advice and support from in-house play therapist.

How will the school support your child at key transition points between key stages or new schools?

Children coming into Stanley Road Nursery or Reception Class will have opportunities to visit the school and may also attend stay and play sessions.

Parents will have the opportunity to attend induction meetings to find out key information.

Families will be visited at home before coming to school for discussion with parents / carers and we may visit your child's previous Nursery setting to help us provide the right support if necessary.

We will work with County to provide appropriate additional provision as necessary.

We provide opportunities for children to meet their new teacher and visit their new class in the Summer Term so they will be ready to start in the Autumn Term.

Year 6 parents have the opportunity to attend a meeting in the Autumn Term to find out Key Information regarding transfer to secondary School.

On transfer to secondary school, we liaise with the secondary school SENCo and class/year teachers, developing personalised transition programmes as appropriate.

We will arrange visits to the secondary school in the summer term with additional visit opportunities for children with SEND.

Parents may wish to contact the SENDCo at the new school to discuss their child's needs.

Who can I contact for further information?

In the first instance, parents/carers are encouraged to talk to their child's class teacher.

For pupils with SEND, further information and support can be obtained from the SENDCo.

Mr Morgan is the Special Educational Needs Co-Ordinator (SENDCO) at Stanley Road Primary School.

He is contactable on: 01905 355043 or via e-mail: c.morgan@srps.perryhallmat.co.uk

Stanley Road Primary School pay due regard to all relevant Legislation and guidance including;

[Worcestershire SEND Local Offer](#)

[The SEND Code Of Practice \(2014\)](#)

[The Equality Act \(2010\)](#)

[The Children and Families Act \(2014\)](#)

[Academy Behaviour Policy](#)

[Arrangements for handling complaints](#)

Parents can raise concerns about SEN provision by contacting their child's class teacher, SENDCO, a member of the leadership team or the Headteacher. If the concern is not resolved informally, parents may lodge a formal complaint. The procedure for lodging a formal complaint is contained within the complaints policy.

[Academy Complaints Policy](#)