



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 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.

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: |
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| Communication And Interaction | <p>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.</p> <p>Children and young people with ASC (Autistic Spectrum Conditions), including Asperger's Syndrome and Autism, 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.</p> |
| Cognition And Learning | <p>Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.</p> <p>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.</p> <p>Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.</p> |
| Social, Emotional and Mental Health | <p>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</p> |

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| | 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 | <p>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.</p> <p>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.</p> <p>Children and young people with an MSI have a combination of vision and hearing difficulties.</p> <p>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.</p> |

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 assessed. 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 differentiated 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 – Mrs Tracey Murphy 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)
- Family Support Worker
- Educational Psychology Service (EP)

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.

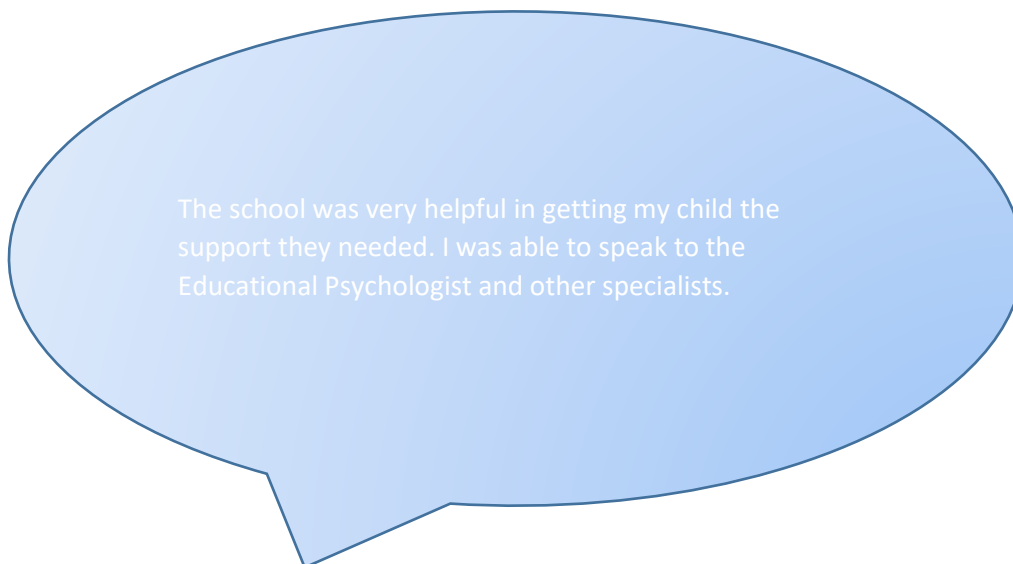
When it is considered that a child or young person may need further special educational provision to be made for them, and if their needs are considered to be more complex or severe, we may discuss the option of requesting the Local Authority complete an assessment to support the application of an Education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

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.

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

- Meetings by appointment
- Termly Parent coffee afternoon
 - Help with paperwork
- Help with contacting SENDIASS (parents advisory team)
- Referral to appropriate services to support your child

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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 differentiated 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.

How your child's progress is assessed and reviewed?

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

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

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

In collaboration, the school leadership team and SENDCO monitor the progress 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. Rapid Reading

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

At Stanley Road we have a Pastoral Team and offer a Nurture programme that can support children with well – being and mental health issues



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 and CAMHs

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 have also attend our pre-school group – FLIGHT.

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.

Mrs Murphy is the Special Educational Needs Co-ordinator (SENDCo) at Stanley Road

Primary School.

She is contactable on: 01905 355043 or via e-mail: t.murphy@perryhallmat.co.uk

**Stanley Road Primary School pay due regard to all relevant
Legislation and guidance including; the SEND Code Of Practice (2014), the
Equality Act (2010) and the Children and Families Act (2014)**