

## **Stondon Lower School Parents' Information**

### **SEND Information Report**

#### **SEND Background:**

Stondon Lower School follows the Code of Practice for children who have special or additional needs. All classes in school are of mixed ability, and teachers provide work that is specially designed to match the ability of each group. They do this using a variety of materials and classroom support.

If a child has special or additional needs, parents will be informed that their child is being registered on the special needs register. These children will have an individual educational plan (IEP), which is reviewed with parents regularly.

For a small proportion of children, the school may need to involve the use of advice of specialists outside of school. Parents will always be informed of this in advance so that they have the opportunity to ask questions and raise any concerns.

At Lower Stondon School, we are sensitive to the needs of all children and ensure that their achievements are recognised. We aim to provide all of our children with a curriculum differentiated to their needs, if those needs can be met by the school.

There is a member of staff in school who is responsible for children on the SEN register and to support staff and parent: Mrs N Foxall is the school SEND co-ordinator.

#### **Introduction**

All Central Bedfordshire Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and Disabilities (SEND) and are supported by the LA to ensure that all pupils regardless of their specific needs make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with SEND being met in a mainstream setting wherever possible.

The four broad 'areas of need' are Communication and Interaction, Cognition and Learning, Social, emotional and Mental Health Difficulties, and Sensory and Physical needs.

#### **What is the Local Offer?**

Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with SEND aged 0-25. This is the Local Offer'. For further information click on the following link:

<http://www.centralbedfordshire.gov.uk/learning/local-offer/default.aspx>

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

#### **The school SEND Information Report**

This utilizes the LA Local Offer to meet the needs of SEND pupils as determined by school policy, and the provision that the school is able to meet.

**Your Child has Special Educational Needs and Disabilities. What can we at Stondon Lower School offer you?**

The following are some key questions you may ask about your child. We hope these outline the provision available at Lower Stondon for children with SEND.

- Q1. What does 'special educational needs and disabilities' (SEND ) mean?
- Q2. Who are the best people to talk to at Stondon Lower school about my child's difficulties with learning, special needs or disabilities? (SEND)
- Q3. How does the school identify children with SEND?
- Q4. How will the school let me know if they have concerns about my child's learning?
- Q5. How is extra support allocated to children and how do they progress in their learning??
- Q6. What are the different types of support available to children with SEND in Stondon Lower School?
- Q7. How will we support your child when they are joining this school? Leaving this school? Or moving onto another class?
- Q8. Who are the other people providing services to children with SEND in Stondon Lower School?
- Q9. How are the teachers in schools helped to work with children with an SEND and what training do they have?
- Q10. How will teaching be adapted for my child with SEND?
- Q11. How will we measure the progress of your child in school?
- Q12. What support do we have for you as a parent/carer of a child with SEND?
- Q13. How is SLS accessible to children with SEND?
- Q14: How will we support your child's emotional and social development?

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***Q1. What does 'special educational needs and disabilities' (SEND ) mean?***

Some children find it more difficult to learn and make progress. Children can have needs and difficulties that affect their ability to learn. For example, a child with emotional and social difficulties may have problems making friends or a child may have specific difficulties with reading, writing or maths. A child may have a disability such as a hearing or sign impairment. Children who are identified as having significant difficulties in school are categorised as having special educational needs or disabilities or SEND.

**Q2. Who are the best people to talk to at Stondon Lower school about my child's difficulties with learning, special needs or disabilities? (SEND)**

If you have any concerns regarding your child's progress or ability to adapt to the school structure you should arrange an appointment to speak with your class teacher initially. They will be able to listen to your concerns and consider any adaptations to teaching and learning provision within school to support your child.

- If you continue to be concerned that your child is not making progress, you can speak to the school SEND co-ordinator, Mrs Foxall (SENDCo).
- The school SEND governor, Mrs Mills, can also be contacted for support.

There are a number of communication mechanisms open to you:

- Note in the school diary.
- Letter.
- Email to school office. [stondon@deal.bedfordshire.gov.uk](mailto:stondon@deal.bedfordshire.gov.uk)
- Phone call to the school office: 01462 850288

**The class teacher is responsible for:**

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities Co-ordinator (SENDCo) know as necessary.
- Writing Pupil Progress targets/Individual Education Plans (IEPs), and sharing and reviewing these with parents at least once each term and planning for the next term.
- Personalized teaching and learning for your child as identified on the school's provision map.
- Will facilitate regular communication between home and school. This will vary depending on the needs of the child, but you will have at least one formal meeting a term to discuss your child's SEN, and in addition to this you will receive regular updates via the child's diary and in some cases there will be a daily communication book.
- Will be available to meet with you, via appointment, at any time to discuss your child's SEN.

**The Head teacher is Miss S Woodham who is responsible for:**

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- The Head teacher will give responsibility to the SENDCo and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

**SENCO (Mrs N Foxall) will:**

- Develop and review the school SEN policy.
- Co-ordinate all support for children with SEN or disability.
- Ensure the continuous cycle of monitoring and assessment takes place so that suitability of provision for your child is maximised.
- Ensure the SEND governor is fully involved and informed through termly updates.
- Ensure that you are involved in supporting your child's learning, kept informed about your child's progress, and are involved in reviewing how your child is performing.
- Liaise with external professionals who may be involved in supporting your child's learning. Eg. Speech and Language therapist, occupational therapist.
- Maintain SEND records

- Act as a facilitator, and offer “expert” advice to staff supporting your child, so that staff are able to support your child to reach their full potential.

**The SEND Governor is Mrs J Mills who is responsible for:**

- Ensure that Stondon Lower School delivers its statutory responsibilities linked to SEND.
- Making sure that the necessary support is given for any child with SEND who attends the school.
- Report to the Full Governing Body once a term about SEND within the school.
- Report to parents annually about SEND provision in the school

### ***Q3. How does the school identify children with SEND?***

Approximately 1 in 5 children nationally are identified as having SEN but many more children will have special educational needs of some kind during their education.

A pupil is considered to have Special Educational Needs if they have either a learning difficulty or a disability and they need special educational provision to be made for them. Special educational provision is defined as any education provision which is additional to or different from that generally made for others of the same age in mainstream school.

At Stondon Lower School we believe that class teachers are teachers of all children. It is their responsibility to meet the needs of all pupils within their care. They do this by employing high quality teaching strategies which acknowledge the individual needs of each pupil in their class. Teachers continuously monitor the progress and attainment of every pupil in their class. When a pupil does not make adequate progress this is identified, and provision is put in place within the classroom setting to try to address this. The Code of Practice suggests that pupils are only identified as having a Special Educational Need if they continue to fail to make adequate progress once they have had all the appropriate Wave 1 interventions/adjustments and quality personalised teaching.

At Stondon Lower School if this is the case the pupil is then identified as having a Special Educational Need.

Staff may use a variety of assessments both formal and informal to help them reach judgements about your child’s individual needs. The SENDCo, in collaboration with yourselves may also facilitate a referral to specialist support services, such as Speech and Language therapy, to enable the best possible provision for your child.

### ***Q4. How will the school let me know if they have concerns about my child's learning?***

Every child’s progress is measured continuously throughout each academic year in reading, writing, maths and science. Whilst there are times when all children’s learning slows or accelerates, we use this information to identify any children who may have difficulties. Children’s progress is discussed at school pupil progress meetings held half termly. Any children not making expected progress will be discussed and a plan will be put into place. This may be to provide them with some extra support in a particular area (e.g. a reading intervention).

If concerns persist and your child is identified as not making progress, the school will set up a meeting to discuss this with you more detail and to

- Listen to any concerns you may have.
- Plan any additional support your child may need.
- Discuss with you any referrals to outside professionals to support your child.

Following this discussion a decision will be agreed as to how we can support your child more effectively. At this stage they may be listed on the school's Special Needs register.

***Q5. How is extra support allocated to children and how do they progress in their learning?***

Quality First Teaching is funded through the school budget, received from Central Bedfordshire LA which is based on pupil numbers. This includes money for supporting children with SEND.

- The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school.
- The Head Teacher and the SENDCo discuss all the information they have about SEND in the school, including the children getting extra support already, the children needing extra support, and the children who have been identified as not making as much progress as would be expected.
- Children with a statement of SEND, or an EHC Plan are allocated additional Higher Needs funding and this funding is used to meet their individual needs that cannot be met from the additional needs funding the school already receives.

From this information, they decide what resources/training and support is needed.

- The school identifies the needs of SEND pupils on a provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

***Q6. What are the different types of support available to children with SEND in Stondon Lower School?***

**a) Class teacher input, via excellent targeted classroom teaching (Quality First Teaching).**

**For your child this would mean:**

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- That specific strategies (which may be suggested by the SENDCo) are in place to support your child to learn.
- The teacher will have carefully checked on your child's progress, and will have decided that your child has a gap / gaps in their learning. The teacher will then plan additional intervention / support to enable your child to make the best possible progress. This intervention may take place within the classroom or in small group withdrawal sessions.
- Your child will be actively encouraged to take responsibility for their own learning. They will be expected, where possible, to express their opinions about what they are learning and the progress they are making. They will be supported to contribute to the review process and the planning of any intervention they will be participating in.

- Your child will be taught to develop a growth mind set, which aim to support their learning journey.

### **Specific group work:**

Intervention which may be:

- Run in the classroom or a group room.
- Run by a teacher or a teaching assistant (TA).

### **b) SEND School Support**

If your child continues to progress at a slower rate than their peers, and attain at a lower level despite the intervention outlined above, or continue to struggle to overcome barriers to learning, the school will identify your child as having Special Educational Needs, and will place your child on the SEND register at School Support level. This will happen in collaboration with yourself and your child. When your child is placed at School Support, the class teacher remains responsible for monitoring, evaluating and delivering provision for your child, in collaboration with yourselves, your child, other staff within school and the SENDCo.

The triggers for SEND School Support would include:

- Receiving a formal diagnosis;
- Continued little or no progress in areas of difficulty;
- Working well below National Curriculum expectations for their age;
- Demonstrating significant difficulties with literacy and numeracy skills;
- Evidence of cognitive needs requiring specialist equipment, advice or support from a service or agency;
- Social, behavioral or emotional difficulties affecting their own learning or that of other pupils;
- Medical, sensory or physical needs requiring specialist equipment, advice or support from a service or agency;
- Continuing communication or interaction difficulties that prevent social relationships and/or impedes their learning or that of other pupils.

### **Typically your child will:**

- Have an SEND Support Plan which identifies the needs of the pupil, the targets for progress, how these targets will be implemented, the frequency of support received by the pupil and have clear criteria for success within an agreed time frame.
- Have regular reviews of progress where next steps will be identified.
- Have some parts of curriculum planning adapted so that your child can access learning to ensure progress.
- Have some additional adult support, either within the classroom, or in small group withdrawal sessions.
- Follow evidence based intervention programmes designed to address the identified needs for your child.

There are two levels of support – Stage 1 and Stage 2.

- SEND Support Stage 1 - this is where some additional support is required within the school or setting to enable the child to access independent learning and the curriculum. In addition to QFT interventions, it is likely to involve more individual or small group intervention both in and outside of the classroom.
- SEND Support Stage 2 - this is where the child's needs requires more sustained and/or substantial intervention in order for the child to make continued progress. These pupils will require a higher level of support and involvement of additional adults/resources which is likely to be sustained and/or substantial. It is likely that external services, both Local Authority and other outside agencies (Educational Psychologist, Speech and Language Therapist, Pediatric Consultants, Occupational Therapist etc.), will have deeper involvement.

**c) Specialist groups run by outside agencies, e.g. Speech and Language therapy**

This means a pupil has been identified by the SENDCo/class teacher as needing some extra specialist support in school from a professional outside the school. This may be from

- Local Authority central services, such as the ASD Outreach Team, Behaviour Support Team or Sensory Service (for students with a hearing or visual need).
- Outside agencies such as the Education Psychology Service (EPS), Occupational therapy, Jigsaw Centre – behaviour support.

**What could happen:**

- You may be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and you to understand your child's particular needs better and be able to support them more effectively in school.
- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

**d) Specified Individual support**

This type of support is available for children whose learning needs are severe, complex and lifelong. This is usually provided Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Your child may also need specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as the ASD Outreach Team, Behaviour Support or Sensory Service (for students with a hearing or visual need).
- Outside agencies such as the Speech and Language Therapy (SALT) Service.

**For your child this would mean:**

- The school (or you) can request that Local Authority Services 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 request has been made to the 'Panel of Professionals' (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 current support .

- After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write a Statement of Special Educational Needs or an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of 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 Statement or EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and 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 adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

### **Q7. How will we support your child when they are joining this school? Leaving this school? Or moving onto another class?**

We recognize that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school:

- Where possible the SENDCo and new class teacher will visit your child's current setting to meet your child and gather as much information about your child's needs as possible.
- The SENDCo will arrange a transition meeting, which will involve you and all professionals involved in your child's care so that there is an opportunity to share information.
- If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them. This may include photographs and social stories.
- Your child will be able to visit our school and stay for a taster session, if this is appropriate.
- The SENDCo will liaise with any external professionals already involved in your child's provision.

If your child is moving to another school:

- We will contact the school SENDCo and ensure she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENDCo from the new school.
- We will make sure that all records about your child are passed on as soon as possible.
- If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. IEP s will be shared with the new teacher.
- Your child will take part in transition days in the summer term when the children spend the days in their new classroom. They may have additional support for this.
- If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them.

Transfer to Middle School at the end of Year 4:



- The SENDCo will discuss the specific needs of your child with the SENCo of the child's Middle School. In most cases, a transition review meeting to which you will be invited will take place with the SENDCo from the new school.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.
- If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them.

***Q8. Who are the other people providing services to children with SEND in Stondon Lower School?***

School provision

- Teachers responsible for teaching SEND groups/individuals.
- Teaching Assistants and HLTAs may work in the Group Rooms with either individual children or small groups or may work directly within the classroom environment.
- SMILE counsellors. Teaching Assistants of HLTA's with specialised training to support children with emotional and behavioural challenges.

Local Authority Provision delivered in school

- Autism Outreach Service
- Educational Psychology Service
- Early years advisory teacher / Support team
- Sensory Service for children with visual or hearing needs
- Parent Partnership Service
- SALT (Speech and Language Therapy)
- Jigsaw Centre – support for children experiencing emotional, social or mental health difficulties.
- CHUM's

Health Provision delivered in school

- Additional Speech and Language Therapy input to provide a higher level of service to the school
- School Nurse
- Occupational Therapy
- Physiotherapy
- Community Paediatrician team
- Health visitor team
- Medical needs support team
- CAMHs

***Q9. How are the teachers in schools helped to work with children with an SEND and what training do they have?***

The SENDCo's role is to support the class teacher in planning for children with SEND.

- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues, such as Autism Spectrum Disorder (ASD) 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 Autism Outreach Team (AoT) service.

***Q10. How will teaching be adapted for my child with SEND?***

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.

- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.
- 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.

***Q11. How will we measure the progress of your child in school?***

As with all children in the school the class teacher will continually monitor his/her's progress and routinely review their overall progress against targets.

- His/her progress will be reviewed formally with the Head teacher and SENDCo every term in reading, writing and numeracy.
- At the end of Year 1, all children participate in a Statutory Phonics Screening Check. The phonics screening check is a short, simple assessment to make sure that all pupils have learned phonic decoding to an appropriate standard by the age of 6. All year 1 pupils in maintained schools, academies and free schools must complete the check and report their results. The phonics check will help teachers identify the children who need extra help so they can receive the support they need to improve their reading skills. These children will then be able to retake the check in year 2.
- At the end of Key Stage 1 (i.e. at the end of year 2), 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.
- Where necessary, children will have an SEND Support Plan with targets set specific to their needs; these may include targets agreed with outside agencies. Progress against these targets will be reviewed regularly, evidence for judgements assessed and a future plan made.
- The progress of children with a statement of SEND/EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENDCo will also check that your child is making good progress within any individual work and in any group that they take part in.
- Regular book scrutinies and lesson observations will be carried out by the Head teacher and other members of the Senior Leadership Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

***Q12. What support do we have for you as a parent/carer of a child with SEND?***

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.

- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Personal progress, targets and next steps (usually formalised in an IEP) will be reviewed with your involvement regularly, at least 3 times a year.
- Homework will be adjusted as needed to your child's individual requirements.
- A home-school contact book may be used to support communication with you.
- The school will routinely provide information about outside support groups who can offer services and support to children with SEND and their parents.
- The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- A SEND drop-in hosted by the SENDCo will be held termly to allow parents to share their concerns and meet other parents with children with SEND.
- The SENDCo can signpost you to other services if you require specialist support.

***Q13. How is SLS accessible to children with SEND?***

- The playgrounds and the field are fully accessible to wheelchair users or those with physical difficulties.
- There is one disabled toilet.
- We ensure where ever possible that equipment used is accessible to all children regardless of their needs.
- We ensure that, wherever possible, equipment used is accessible to all children regardless of their needs, and we provide specialist equipment when required to ensure equality of access to the curriculum,
- After-school provision is accessible to all children, including those with SEND.
- Extra-curricular activities and lunchtime clubs are accessible for children with SEND.
- All children at Stondon Lower School are entitled to attend visits off site, and all reasonable adjustments will be made to ensure this can happen for your child. This may mean additional staffing is provided to support your child on a trip / visit outside the school.
- The school will make all reasonable adjustments to the curriculum and the environment to ensure equality of access for your child.

***Q14: How will we support your child's emotional and social development?***

We recognize that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties and anxiousness.

- The values education at the school promotes high self-esteem and support reflection on social skills.
- Stondon Lower is able to offer mentoring to those children who require it through the school SMILE programme. Two teaching assistants have been trained to work with children identified by class teachers on an individual or small group basis to support the development of social skills, behaviour and self-confidence. A programme of support will be agreed with the class teacher dependent on the child's needs and parents will be informed.
- An informal weekly SMILE drop-in is also run during a break time.
- Stondon Lower School has a firm commitment to promoting positive behaviour choices and uses a school wide system of rewards and sanctions, called Good to be Green. This has a positive impact on behaviour at the school and the number of incidents of poor behaviour is

low. Where there is a concern about the behaviour of a child, systems and interventions are put in place to support the child and eradicate the poor behaviour.

- At Stondon Lower School we recognise that lunchtimes can often be a challenging time for children with SEN. We provide an active programme of lunchtime clubs and encourage children with SEND to attend these clubs. They enable us to structure the lunchtime for your child and gives them a focus at a time when they may feel otherwise vulnerable.
- Stondon Lower School monitors attendance and lateness closely and will address any issues swiftly to ensure your child attends school as much as possible. If necessary, we will seek the involvement of the Education Welfare Officer to support you in ensuring your child attends school.
- Stondon Lower School has a policy for supporting children in school with medical conditions, and we will work with you to ensure your child gains access to the whole curriculum. We will also ensure that any specialist support required is in place. We have a number of staff trained in first aid, and liaise closely with the School Nurse team. Medicines are kept in a locked cupboard in the school office.
- If your child requires more specialist help to promote their well-being, we will, in consultation with you, refer them to appropriate outside agencies, for example CHUMs.