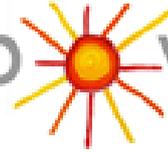




Building Bridges to a Brighter Future

Stonebow



Stonebow Primary school
SEND Information Report
2020-2021

Special Educational Needs and Disability

Information Report

Stonebow Primary School

Address:	Stonebow Close Loughborough Leics LE11 4ZH
Telephone Number:	01509 646217
Head teacher:	Mr Paul Brockless
Head teacher's contact details:	01509 646217
Website address:	www.stonebow.leics.sch.uk
School Specialism:	Mainstream Primary
Age range of pupils:	4-11 years
Date of last inspection:	12 – 13 Sept 2019
Outcome of last inspection:	Good
Does the school have a specialist designated unit / additional learning support department?	No
Total number of students with special educational needs at setting:	33

1. The kinds of special educational needs for which provision is made at Stonebow Primary School.

At Stonebow Primary School we have pupils with a range of Special Educational Needs, this includes pupils with general and specific learning difficulties such as dyslexia, social, emotional and mental health needs, ASD, ADHD, hearing and visual impairment, speech and language difficulties, fine and gross motor skill difficulties and pupils with other medical needs.

2. Information about Stonebow's policies for the identification and assessment of pupils with special educational needs.

At Stonebow Primary School we care about every child's well-being and progress. Class teachers ensure through 'Quality First Teaching' that the child is given every opportunity to progress.

As recommended by the SEND Code of Practice 2014, if a teacher observes that a child is making less than expected progress given their age and individual circumstance further action will be taken.

The progress of every child is monitored closely; regular pupil progress meetings take place with the head teacher/Phase Group Leader and where there are concerns about a pupil, the class teacher will complete an initials concerns form and then discuss it with the SENCo (Special Educational Needs Co-ordinator) to decide the next steps.

If after a period of in class support, the child continues to experience significant difficulties and does not make expected progress then this will be further discussed with the SENCO and parent and a decision taken as to whether a child should require a higher level of intervention or help and be placed on the SEND register.

A graduated response to SEN Support is implemented by the school, that is, we will 'Assess, Plan, Do and Review'. This may result in the child being placed on the SEND record and an Individual Education Plan (SEND Support Plan) formed.

At all stages, concerns and next steps will be communicated with parents either by the class teacher or SENCO. We recognise at Stonebow that parents have a vital role to play in their child's education and that they know their child well. They are welcomed to raise or discuss any concerns they may have about their child, and can make an appointment to discuss this with the class teacher initially or the SENCO.

In addition to teachers and parents raising SEN concerns, previous schools or settings or outside agencies such as Speech and Language Therapy may bring a child's specific needs to our attention.

3. Information about Stonebow Primary School's policies for making provision for pupils with special educational needs whether or not pupils have Education Health and Care (EHC) Plans, including:

(a) How Stonebow evaluates the effectiveness of its provision for such pupils.

Evaluating the effectiveness of the provision is an on-going process and involves the class teacher, support staff, SENCO, members of the Senior Management Team (SLT) and SEND governor.

The class teacher monitors the progress of pupils in their class and any interventions or strategies they may have used to support a child with SEND on the SEND Support Plan tracker. The class learning support assistants may also contribute their observations.

The SENCO will monitor the progress through the year working closely with class teachers. When a child takes part in a specific intervention programme their entry and exit levels are measured.

The SLT and SEND governor in conjunction with the SENCO may carry out learning walks, class observations, book scrutinises and pupil interviews to help evaluate the progress of all pupils. Data on progress and attainment for all pupils is scrutinised by the SLT and the Head teacher reports this back to governors.

(b) Stonebow's arrangements for assessing and reviewing the progress of pupils with special educational needs.

Class teachers will have termly meetings with SLT/Phase Group Leaders to discuss the progress of all pupils, including pupils with SEND.

At the end of each key stage (e.g. at the end of year 2 and year 6) all children will be 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. Teachers will review if pupils with SEND can access SATs or are entitled to extra support (in guidance with government guidelines) and will discuss this with parents.

Children on the SEN record have a School SEMD Support Plan which is reviewed with parental involvement, every term and the plan for the next term made. These meetings are a good opportunity for parents to find out what support they can give their child to help with their progress towards meeting their targets.

The progress of children with an EHC Plan is formally reviewed at an Annual Review. All adults involved with the child's education, health and care will be invited to attend, with the intention of having a multi-agency approach to aid a useful and comprehensive review. Class teachers will review the EHCP outcomes termly which will feed into the Annual review.

Stonebow, with parental consent, will seek advice from outside agencies if it is felt that a child with SEND needs further support from agencies such as. Outreach Support, Inclusion Support, Specialist Teaching Services or the Educational Psychologist.

(c) Stonebow's approach to teaching pupils with special educational needs.

At Stonebow we embrace diversity and acknowledge that all children are different and have individual needs. We are an inclusive mainstream school.

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs and Disability (SEND) Code of Practice 2014.

At Stonebow we strive to provide all children with high, quality first teaching. We aim to develop independent learners who can transfer these skills to future life. We educate pupils with SEND, wherever possible, alongside peers in mainstream classrooms.

We track and monitor pupil data which informs the appropriate support required. We are proactive in seeking help and support from outside agencies, to gain advice and ideas for support to improve our teaching of children with SEND. Although we aim to put in effective support to enable a child to reach their targets, we do not encourage learned dependence on an adult.

We believe that children with SEN and disabilities are entitled to be taught by their class teacher. Support given to pupils with SEN may be through group work or individual programmes of work. We feel that working in partnership with parents is important to help the child develop.

(d) How Stonebow will adapt the curriculum and learning environment for pupils with special educational needs.

All our classrooms are inclusive and friendly. All of our children have access to the full curriculum and we recognise their achievement and expertise in all areas.

Class staff teams know the profile of their class and individual needs and learning activities are planned to match children's learning needs.

We have Learning Support Staff within most Maths and English lessons. During the afternoon sessions they will provide individuals or groups of children, including children with SEND needs with specific interventions. These will range from Maths, English, Social groups and ELSA.

All staff will have access to training, advice and resources to enable them to contribute to developing fully inclusive practice.

The environment is stimulating, supportive and well resourced. All children, if needed, can have access to a variety of resources such as pen/pencil grips, coloured overlays and highlighters scaffolding work cards. Visual resources are used to prompt and encourage

children to learn and achieve independently. Some children at school use specialised equipment such as radio aid systems and writing slopes.

The school is accessible for wheelchair users. All lessons are adapted in order to allow all children to participate.

Children are encouraged to access the wider life of the school community, activities and trips are available for all. Risk assessments are carried out and procedures put into place to enable all children to participate.

(e) How Stonebow will provide additional support for learning that is available to pupils with special educational needs.

The support a child at Stonebow has varies and aims to match their needs. This support is written on a Provision Map which specifies the intervention, when it takes place and who is delivering the programme of support. It is the class teacher's duty to provide appropriate intervention and keep evidence of progress against the agreed target. This becomes part of the next Pupil Progress meeting.

The class teacher will make decisions regarding the type of intervention needed but advice can be sort from the SENCO regarding resources including staff. At Stonebow we use a range of interventions that are carefully matched to aim to close children's gaps in their learning. These interventions include:

- Read, Write, Inc
- Fischer Family Trust (FFT) Wave 3 Literacy Intervention
- Speech and Language programmes
- Social Communication Groups
- Precision Teaching
- Re-teach and Pre-teach
- Inference Training
- Number Stars
- ELSA
- Finger Gym

These interventions may be run for individuals or groups who need a boost in a particular area. They can be accessed by any child with or without SEN, if the teacher decides it is an intervention to meet needs.

The level of provision will depend upon a number of factors including their progress in other areas, their attitude to learning, what the class teacher considers to be their need and will focus upon a key area to develop their learning. Your child may work in a small group with other children with similar needs or individually. Interventions are timetabled into the morning Key Skills session or the afternoon so that children are not missing substantial amounts of time from core subjects.

If progress has not been made despite appropriate intervention, teachers and parents working together may contact other outside agencies to provide support and advice to both the school and parents. The SENCO will support the class teacher in collecting the appropriate evidence needed in order to make a referral. The evidence needed will vary depending upon the service required.

Support may come from a number of providers including:

- Local Authority services such Specialist Teaching Services,
- Educational Psychologist,
- Outside health agencies such as the Speech and Language Therapy (SALT) Service, Occupational Therapist, Physiotherapist, Paediatricians,
- Inclusion Support from Specialist Schools e.g. Ashmount School, Oakfields Short Stay School

(f) Activities that are available for pupils with special educational needs in relation to those available in accordance with the curriculum.

All the children in our school have equal access to all opportunities. Extra curriculum clubs are open to all pupils. If a child has additional needs, we will ensure that the necessary adjustments to trips and visits are made to enable them to take part in activities.

Risk assessments are carried out for each trip and a suitable number of adults are available to accompany the pupils, with 1 to 1 or 2 to 1 support if necessary.

We have a before school and after school care provider called Play Fit. Play Fit is inclusive and welcomes all children.

(g) Support that is available for improving the emotional and social development of pupils with special educational needs.

All children at Stonebow are treated as individuals and all adults work together to meet every child's academic and pastoral support needs. Class teachers plan activities as part of the Social, Moral, Spiritual and Cultural aspect of the curriculum. Children can be referred to ELSA or our Mental Health Champions to support them with their emotional needs.

Children with SEND may need to work on additional activities to further enhance their emotional and social development. Stonebow, with parental consent may seek the advice from the School Nurse or other outside agencies, such as Speech and Language Therapists or a Community Paediatrician. If parents and school are concerned that the child may have mental health needs, parents can ask their GP to make a referral to CAMHS (Child and Adolescent Mental Health Services).

4. The name of and contact details of the SEN co-ordinator.

Mrs Bina Mistry is the SENCO at Stonebow Primary School.
Appointments can be made by contacting the school office on 01509 646217.

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

The SENDCo has gained her National Award - Postgraduate Certificate in Special Educational Needs Coordination. The SENCO attends termly SENCO net meetings to be updated on important national and local initiatives and to provide an opportunity for SENCOs to share good practice.

The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

As we see all our class teachers as teachers of SEND children, we recognise the need to train all our staff on SEN issues and we have funding available to support this professional development. We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

We ensure our Learning Support Staff attend training to help meet the needs of the children at school. For example most teachers and support staff (including lunchtime

supervisors) have had some form of training on autism. Over the past few years, most staff have had AET Level 1 training attachment and Disorder and Dyslexia. AET Level 2 training. Learning Support Assistants have been on a range of SEND training courses. These include FFT Literacy Wave 3, Write Dance, Speech and Language Needs in the classroom, Makaton, Positive Handling - Team Teach, behaviour management and AET Level 2 training.

6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.

Stonebow Primary School receives an additional amount of money to help make special educational provision to meet children's SEN. This is called the notional SEN budget. At Stonebow we use money from this budget to pay for support staff and the purchase of any additional items that are required to meet the needs of the pupils.

If a pupil with SEN needs more than £6,000 worth of special educational provision, the local authority can be asked to provide top-up funding through applying for an SEN Support Plan or an Education Health Care (EHC) plan.

7. The arrangements for consulting parent/carers of children with special educational needs about, and involving such parents/carers in, the education of their child.

We are keen to ensure that we work in partnership with parents. We have parent interviews every Autumn and Spring term and keep parents informed about their child's learning. A formal written report will be sent out at the end of the academic year during the Summer term. Children with IEPs have their targets reviewed termly and parents are invited to be involved in the reviews and setting of new targets. Other informal meetings may be scheduled at other times and parents are welcomed to seek advice and support about their child at pre-arranged times.

8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.

Teachers always talk with pupils about the work they are doing to ensure the children understand what is happening and why.

The involvement of pupils is an essential part of promoting progress; pupils with SEN are consulted where possible. This includes involvement in their review meetings and target setting process. Pupils with SEN are encouraged to put themselves forward to be House Captains, join our Leadership Teams or take up other types of responsibility to help play a key part in making developments within school.

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents and carers of pupils with special educational needs concerning the provision made at the setting.

Wherever possible we seek to discuss and come to an agreement about children's education. If a parent has a concern, they can contact the class teacher, SENCO, Head teacher or SEND Governor. If the concern is not resolved then parents should use the formal complaints procedure which can be found on the school website.

10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

When supporting children and their families we will seek to access the most appropriate services. These include:

- Educational Psychology Service
- Specialist Teaching Services - Hearing Impaired Support Team, Visually Impaired Support Team, Physical Needs Support Team, Autism Outreach Service, ICT Assessment Service
- School Nurse
- Speech and Language Therapy
- Paediatricians
- Occupational Therapy
- Physiotherapy
- Specialist Mobility Centre
- Child and Adolescent Mental Health Service
- Early Years Services
- Ashmount Special School Outreach Services
- Oakfields Short Stay School
- Counselling Services
- Social Services

11. The contact details of support services for the parents and carers of pupils with special educational needs.

The Local Authority Offer can be found on their website: www.leics.gov.uk.
The Special Educational Needs Assessment (SENA) service can be accessed at www.leics.gov.uk or on the telephone number 0116 232 3232.
The Parent Partnership Service can offer additional support and can be accessed at www.leics.gov.uk/index/education/parents.htm or by telephone number 0116 3055614.

12. The setting's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

We understand that children and parents may feel anxious about moving to a new class or school, and at Stonebow we aim to make that transition as smooth and as successful as possible.

On entry to Stonebow Primary:

- Induction events during the summer term support the transfer for children joining the Foundation Stage in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENCO and Foundation Stage Co-ordinator meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- The Foundation Stage Teacher / Learning Support Assistant will aim to visit each child in its preschool setting.

On transition to secondary school:

- The transition programme in place for pupils provides a number of opportunities for children and their parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND.
- The annual review in Y5/6 for pupils with an EHC Plan begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other schools may be arranged as appropriate.
- For pupils transferring to local schools, the SENCOs of both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.

- The records of pupils who leave the school mid-phase will be transferred within five working days of the school/parents notifying their child has been enrolled at another school.

13. Information on Stonebow's contribution to the publication of the local authority's local offer.

Stonebow Primary School contributes to Leicestershire's Local Offer which can be found at
http://www.leics.gov.uk/index/children_families/family/local_offer.htm