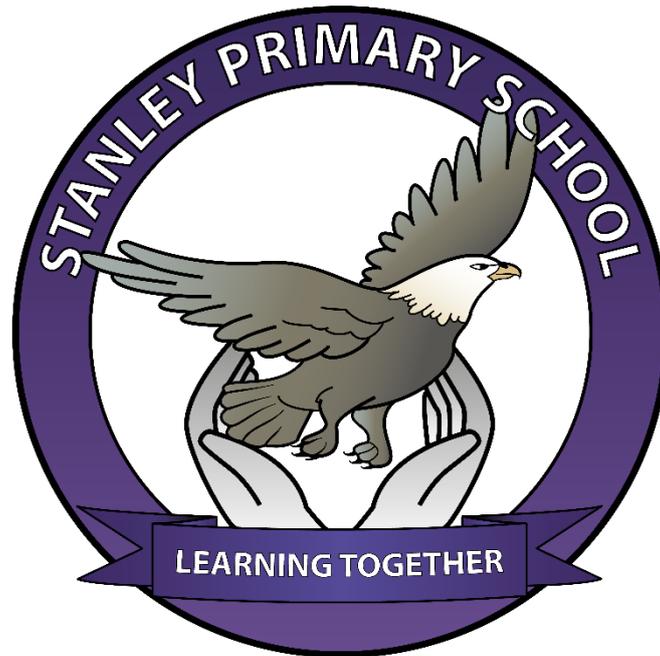


# STANLEY PRIMARY SCHOOL



## SEND INFORMATION REPORT

Approved by:	Full Governing Board	Date: March 2023
Last reviewed on:	January 2024	
Next review due by:	January 2025	

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy which can be found on our website.

You can ask a member of staff to make a copy/send you the policy.

**Note:** If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

## WHAT TYPES OF SEND DOES THE SCHOOL PROVIDE FOR?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
<b>Communication and interaction</b>	Autism spectrum disorder
	Speech and language difficulties
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
<b>Social, emotional and mental health</b>	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
<b>Sensory and/or physical</b>	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

## WHICH STAFF WILL SUPPORT MY CHILD, AND WHAT TRAINING HAVE THEY HAD?

### **Our special educational needs co-ordinator, or SENCo**

Our SENCo is Miss Manson.

They achieved the National Award in Special Educational Needs Co-ordination in Aug 2019.

### **Class teachers**

All of our teachers receive in-house SEND training through Blackpool's inclusion team and are supported by the SENCo to meet the needs of pupils who have SEND.

Staff also have access to training through external providers.

### **Teaching assistants (TAs)**

We have a team of TAs, ranging from level 1 to level 4 who are trained to deliver SEND provision and interventions. They all access to in house training and training through Blackpool's inclusion team. Our interventions take place in the classroom, corridors and in an intervention room within a small group. These include:

- Every day readers
- Precision phonics
- Number interventions
- Speech and Language
- Handwriting
- Sentence structure
- RWInc
- Active Spelling
- Phonological Awareness
- Toe by Toe
- Mastering Number
- Fluency reading
- Sensory diet plans
- Fine / Gross motor skills
- Processing / Language games
- EAL groups

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- Mindfulness
  - Regulation activities

**In the last academic year, TAs have been trained in:**

- Blackpool's Graduated approach
- Blank Level Questions
- Introduction to SLCN
- SLCN and Literacy
- Active Spelling
- Phonological Awareness Pack
- Basic Numeracy Training
- Basic Makaton

**External agencies and experts**

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Primary Mental Health Worker (PMHW)
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations

## WHAT SHOULD I DO IF I THINK MY CHILD HAS SEND?

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

<p>If you think your child might have SEND, the first person you should tell is your child's teacher.</p> <p>Please call the office to make an appointment or email them directly through seesaw.</p> <p>They will be in touch to discuss your concerns and will include the SENCo if they feel they need advice and support.</p> <p>Alternatively, they might meet with yourselves and another meeting might be needed with the SENCo present.</p> <p>You can also contact the SENCo directly for advice and recommendations after you have spoken to the class teacher. Again, please contact the office to arrange an appointment.</p>	<p>We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.</p> <p>Together we will decide what outcomes to seek for your child and agree on next steps.</p> <p>We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.</p>	<p>If we decide that your child needs SEND support, you will be informed and your child will be added to the school's SEND register.</p>
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## HOW WILL THE SCHOOL KNOW IF MY CHILD NEEDS SEND SUPPORT?

All our class teachers are aware of SEND and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include reading, writing, number work, speech and language or emotional dysregulation.



If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra interventions to try to fill it. This will be recorded on a whole class provision map. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled. All parents will be informed if their child is having any extra interventions.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCo, and will contact you to discuss the possibility that your child has SEND and any extra interventions will be discussed.

The SENCo might observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The teacher / SENCo will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCo will decide whether your child needs SEND support. You will always be informed of the outcome.

If your child does need SEND support, their name will be added to the school's SEND register, and the class teacher will keep you informed of all progress being made.

## HOW WILL THE SCHOOL MEASURE MY CHILD'S PROGRESS?

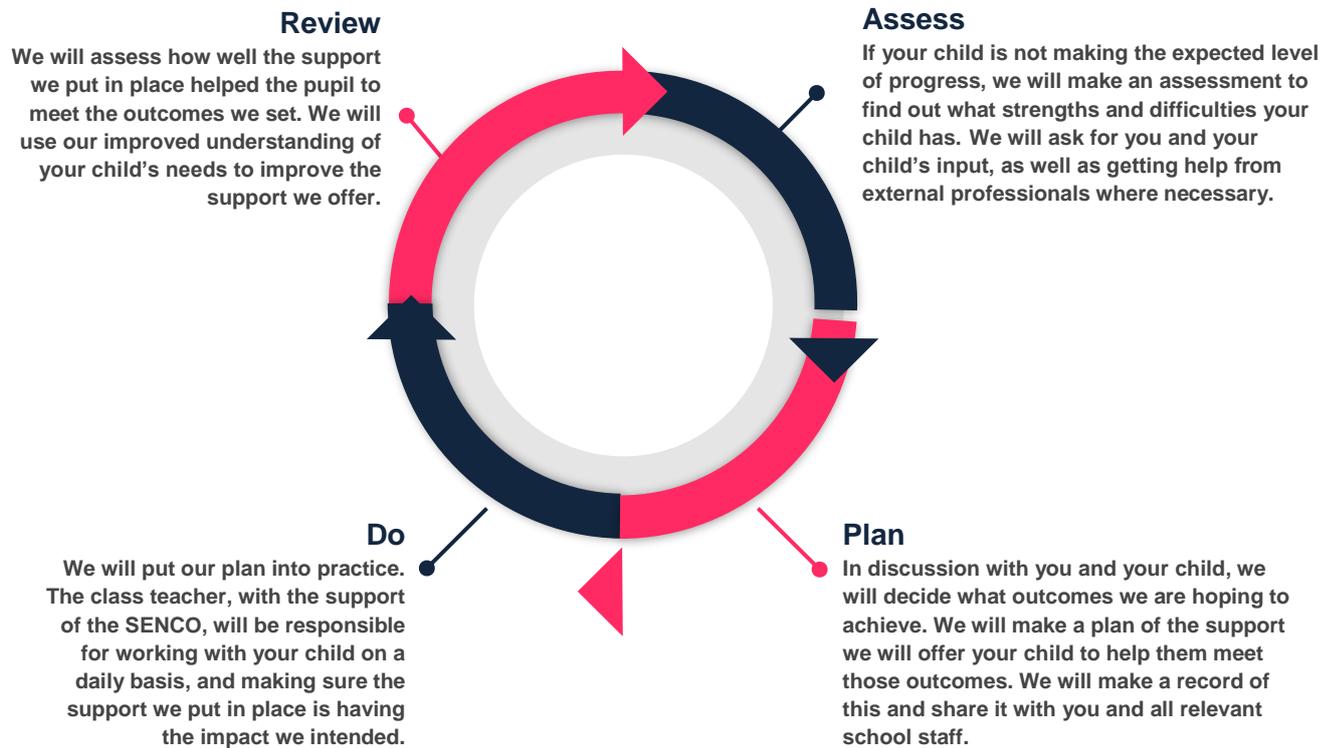
Stanley Primary School have worked with parents / carers to create a 'Parent SEND Flow chart' as parents felt this was an easy way to understand procedures.

<https://www.stanleyprimaryschool.com/page/special-educational-needs-and-disabilities-offer/137349>

We will follow the 'graduated approach' to meeting your child's SEND needs. If you would like to read more about Blackpool's Graduated approach you can find it here:

<https://www.blackpool.gov.uk/Residents/Education-and-schools/Local-offer/Professionals/Graduated-approach/Graduated-approach.aspx>

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

## HOW WILL I BE INVOLVED IN DECISIONS MADE ABOUT MY CHILD'S EDUCATION?

Your class teacher will meet with you at a minimum of three times a year and provide an annual report on your child's progress at the end of the year. Depending on the needs of your child this may increase. The class teacher will:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress

- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCo may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher via the main office or email them through seesaw.

## HOW WILL MY CHILD BE INVOLVED IN DECISIONS MADE ABOUT THEIR EDUCATION?

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

## HOW WILL THE SCHOOL ADAPT ITS TEACHING FOR MY CHILD?

Please also see our accessibility plan this can be found on our website under policies.

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child’s needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate, adapt and be responsive in how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adaptive teaching strategies, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, scaffolding worksheets etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants may support pupils on a 1-to-1 basis if this is stated on their APDR
- Teaching assistants will support pupils in small groups depending on the whole class provision maps

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
<b>Communication and interaction</b>	Autism spectrum disorder	Visual timetables Social stories Pictorial aids / widget
	Speech and language difficulties	Speech and language therapy NHS Speech and language therapy – The Language tree Pictorial aids Pictorial aids / Widget
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Coloured overlays

		Wobble cushions Widget worksheets Talking tins
	Moderate learning difficulties	Scaffold sheets Word banks / widget Differentiated work I pads Manipulatives
	Severe learning difficulties	1:1 APDR Small group work ipads
<b>Social, emotional and mental health</b>	ADHD, ADD	Quiet workstation Rocking chairs Wobble cushions Library provision
	Adverse childhood experiences and/or mental health issues	Nurture groups Access to Pupil Engagement Officer
<b>Sensory and/or physical</b>	Hearing impairment	Batteries Headphones Mirco phones
	Visual impairment	Enlarging of text Coloured overlays Cream paper Smarts / powerpoints Braille

	Multi-sensory impairment	Bean bags Trampoline Balance Bikes Sensory diets Thera putty Peanut balls Balance boards Liquorice chews Fidget items Weighted lap belts Shoulder collars
	Physical impairment	Risk assessments in place Ramps Early entry / exit

These interventions are part of our contribution to Blackpool Local Authority local offer.

## HOW WILL THE SCHOOL EVALUATE WHETHER THE SUPPORT IN PLACE IS HELPING MY CHILD?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions at least termly but sometimes half termly
- Using pupil questionnaires
- Monitoring by the SENCo
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

## HOW WILL THE SCHOOL RESOURCES BE SECURED FOR MY CHILD?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

## HOW WILL THE SCHOOL MAKE SURE MY CHILD IS INCLUDED IN ACTIVITIES ALONGSIDE PUPILS WHO DON'T HAVE SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trip to Water Park Outdoor Adventure Centre

All pupils are encouraged to take part in sports days / school plays / special workshops.

No pupil is ever excluded from taking part in these activities because of their SEND or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

## HOW DOES THE SCHOOL MAKE SURE THE ADMISSIONS PROCESS IS FAIR FOR PUPILS WITH SEND OR A DISABILITY?

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEND
- They are known to external agencies
- They have an education, health and care plan (EHCP)

The school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.



Therefore, the school may delay a starting date until the required information has been gathered from any of the following sources

- Information request from the previous school.
- Meeting with parents to discuss needs and support.
- Meeting with school nurse to complete a Health Care Plan.
- Meeting with other supporting professional agencies.

When applying for a reception place, Blackpool Council admissions will ensure that all prospective pupils whose EHC plan names Stanley Primary School will be admitted before any other places are allocated.

Our SENCo / Reception teachers will meet with all Early Year Providers to discuss any children known to them as having SEND before they start at Stanley Primary School to ensure the correct provision is put in place.

From Year 6 (Primary School) to Year 7 (Secondary School)

- Our Year 6 Team Leader liaises with the Year 7 leaders of the Secondary Schools during the Summer Term.
- Year 7 staff visit children within the School.
- Year 6 children have induction visits to the secondary schools during the Summer term prior to starting secondary school. Where necessary additional visits may be requested in consultation with the secondary school and parents.
- Informal discussions between SENCo's at both schools may take place.
- Where necessary transition meetings will be held with the SENCo of both schools, parents/carers, pupils and the relevant supporting agencies to discuss the needs of the child and provision that is to be made.
- Children with Education, Health and Care plans will have a transition review scheduled where a member of the Local Authority SEND team will be present.
- All SEND records for Year 6 children are copied and sent to the relevant secondary school during the final weeks of the Summer Term.

## **HOW DOES THE SCHOOL SUPPORT PUPILS WITH DISABILITIES?**

- Stanley Primary School has an Accessibility Plan which can be found on our website this includes details on how we:
  - Increase the extent to which disabled pupils can participate in the curriculum
  - Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
  - Improve the availability of accessible information to disabled pupils

## HOW WILL THE SCHOOL SUPPORT MY CHILD'S MENTAL HEALTH AND EMOTIONAL AND SOCIAL DEVELOPMENT?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council / eco club / library club to promote teamwork/building friendships
- We provide pastoral support for listening to the views of pupils with SEND
- We run a nurture club for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying. Please see our anti bullying policy and behaviour to learn policy.
- We have regular drop in sessions for parents with our PMHW
- We have three members of staff trained in the mental health first aid course

## WHAT SUPPORT WILL BE AVAILABLE FOR MY CHILD AS THEY TRANSITION BETWEEN CLASSES OR SETTINGS OR IN PREPARING FOR ADULTHOOD?

### **Between years**

To help pupils with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend final meeting of the year when the pupil's SEND is discussed
- Schedule transition lessons with the incoming teacher towards the end of the summer term

### **Between schools**

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

### **Between phases (for primary schools)**

The SENCo of the secondary school will come into our school for a meeting with our SENCo. They will discuss the needs of all the children who are receiving SEND support. Parents may also be invited to these meetings if needed.

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge

## **WHAT SUPPORT IS IN PLACE FOR LOOKED-AFTER AND PREVIOUSLY LOOKED-AFTER CHILDREN WITH SEND?**

Our SENCo will make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

## **WHAT SHOULD I DO IF I HAVE A COMPLAINT ABOUT MY CHILD'S SEND SUPPORT?**

(Our school complaints procedure is outlined on the school website under key information/policies. A hard copy is available from the school office.

[https://www.stanleyprimaryschool.com/serve\\_file/23449560](https://www.stanleyprimaryschool.com/serve_file/23449560)

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher/team leader. We will try to resolve the complaint informally in the first instance. If this does not resolve concerns, parents are welcome to meet with the assistant head or deputy head teacher – if they still feel the situation is not resolved they can submit their complaint formally following the complaints procedure.



Formal complaints about SEND provision in our school will be handled in line with the school's complaints policy.

We also encourage parents/carers to make use of Blackpool's Parent Partnership service (SENDIASS) which provides free and impartial advice:

01253 477083

[sendiass@blackpool.gov.uk](mailto:sendiass@blackpool.gov.uk)

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

## WHAT SUPPORT IS AVAILABLE FOR ME AND MY FAMILY?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Blackpool Council website they also publish information about the local offer on their website:

<https://www.blackpool.gov.uk/Residents/Education-and-schools/Local-offer/Local-offer-home.aspx>

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

01253 477083

[sendiass@blackpool.gov.uk](mailto:sendiass@blackpool.gov.uk)

Local charities that offer information and support to families of children with SEND are:

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

## GLOSSARY

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil’s EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil’s needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child’s needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority’s decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil’s needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area
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- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
  - **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
  - **SENCo** – the special educational needs co-ordinator
  - **SEN** – special educational needs
  - **SEND** – special educational needs and disabilities
  - **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
  - **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
  - **SEND support** – special educational provision which meets the needs of pupils with SEN and disabilities
  - **Transition** – when a pupil moves between years, phases, schools or institutions or life stages