

The principles of the Code of Practice :

- **The views, wishes and feelings of the child or young person and their parents must be taken into consideration**
- **The increased importance of the child or young person and their parents, participating as fully as possible in decisions; and being provided with the information and support necessary to enable participation in these decisions**
- **The need to support the child or young person and their parents in order to facilitate the development of the child or young person and to help them achieve the best possible outcomes, preparing them, effectively for adulthood**

		What we offer.	How do we do this?	Who is involved?
1	Our SENCO is: Contact via: (Clause 30 & 64)	Mrs. Lesley Sherlock Stanley Primary School Wordsworth Avenue Blackpool FY3 9UR		
2	The SEND provision provided by the school including any support provided in relation to learning or the curriculum (Clause 30 & 64)	All teachers at Stanley are teachers of Special Educational Needs. They plan and deliver appropriately differentiated lessons, according to the needs of individual children. The school's marking and assessment policy ensures that all children in our school are monitored and tracked to make sure they are making expected progress. Many classes have a Teaching Assistant and this support is carefully deployed to those children or groups with the greatest need. This could be in small groups or on a 1:1 basis, either within or outside the classroom. SEN provision maps outline specific interventions and resources for individual pupils who require additional support.	All children are entitled to Quality First teaching.	Speak to the SENCO or the Head teacher.

		All staff have regular access to Continuous Professional Development and relevant training, enhancing skills to enable them to support individuals and groups of children.		
3	<p>The arrangements that the school has for identifying those with Special Educational Needs and the process for informing and consulting with parents.</p> <p>(Clause 30 & 64)</p>	<p>Our School works closely with pre-school settings. Children starting in Reception with an additional need will be discussed at a transition Meeting in their last term at nursery. Nursery staff, the SENCO and class teacher are then able to discuss appropriate strategies to support these children in school.</p> <p>For children entering other Year groups at different times other than September (Non Routine Admissions), children and their parents will be invited to visit Stanley. The SENCO will then liaise with the child's previous school to establish if any specialist provision is required to support the child. In order to provide the appropriate support when he /she arrives in our school information will be shared with relevant staff to ensure as smooth a transition as possible.</p> <p>In preparation for the transition to high school, in the Summer Term of Year 6, the SENCO and Learning Mentor will meet with the SENCO or designated teacher from the high school to discuss individual pupils and their needs. All children are invited to a taster day at their allocated high</p>	<p>All pupil progress is tracked.</p> <p>Class teachers will liaise regularly formally and informally to keep parents and guardians informed.</p> <p>The SENCO is available where clarification, explanation or</p>	<p>All staff.</p> <p>SENCO and Learning Mentor.</p>

		<p>school. Additional visits are planned for those children who require them, in order to familiarize themselves with the new school environment.</p> <p>Following Teacher Assessments, Pupil Progress meetings are held between the class teachers and the Head teacher. During this meeting, the progress of all children is discussed. For some children, who may not be making expected progress, intervention will be discussed and implemented. For other children, it may be appropriate for school to seek advice from outside agencies. In these cases, parental consent will be sought. The SENCO will be pleased to support parents with any appointments and attend with them if requested.</p> <p>Some of our children may require an Individual Education Plan. This is written with the class teacher and SENCO and shared with parents. The Plan will be reviewed every term and parents are invited to discuss the provision for their child's needs. Once the new targets have been agreed and appropriate interventions and support discussed, parents will receive a copy of the Plan.</p> <p>There may be other times throughout the year when teachers have concerns regarding a child who may have, or develop an additional need. In this case, they will discuss these concerns initially with the class teacher and then with the SENCO, who will then invite the parents into</p>	<p>reassurance is needed.</p>	<p>All staff.</p> <p>Class teacher and the SENCO</p> <p>SENCO, class teacher and Learning Mentor</p> <p>Class teacher, SENCO</p>
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		<p>school to discuss a plan of action. Should a child be placed on the SEN register, parents will be informed and asked for their consent</p> <p>All parents have the opportunity to attend Parents' Evenings and are provided with a detailed report at the end of each academic year. The SENCO is available, in addition to the class teacher on these occasions, to meet with parents. The teachers and SENCO are also available at other times to discuss concerns with parents. A mutually convenient time for this meeting can be arranged and if appropriate, other professionals may be invited.</p> <p>All children with Special Educational Needs who are accessing extra support, will have a Provision Map. This will show the level and frequency of the provision.</p>		
4	<p>How the school develops its overall teaching and adapts its curriculum to ensure that teachers can include pupils with Special Educational Needs</p> <p>(Clause 30 & 64)</p>	<p>At Stanley, we have high expectations for all, recognising all educational achievement, and providing an inclusive-learning environment that meets the needs of all children, enabling them to reach their true potential.</p> <p>Our assessment of the children's learning is paramount, allowing teaching staff to teach to, and assess the individual child's learning needs and styles. Our staff use a range of evidence for teacher assessments, which confirm what children can do over a given period of time. A learning</p>	Regular planning meetings	Class teachers, Teaching Assistants, Senior Management Governors and parents.

		<p>environment is created whereby children are empowered to develop independence and an awareness of how they can improve. Teaching staffs employ a range of teaching resources that support and extend children's learning. Children are taught how to use these resources themselves to foster independent and collaborative learning.</p> <p>Our pupils, staff and parents are clear about what is to be learned. Clear learning objectives and success criteria are identified for individual pupils, creating personalized learning. Our pupils and staff are fully involved in deciding next steps in children's learning. The school's marking policy celebrates children's successes and identifies next steps. Our pupils and staff practice self and peer assessment, enabling children to have greater influence in directing their own learning paths.</p> <p>The Senior Leadership Team (SLT) ensure that teaching observations are undertaken and that teaching staff are consistent in employing our teaching and learning policy. This approach enhances the teaching and learning of the children, by assisting in the monitoring of our school's provision and progress, enabling us to plan for improvement. Termly pupil progress meetings between teaching staff and SLT, assist in identifying children's specific learning needs, and any subsequent interventions that may be needed or planned.</p>	<p>Certificates, stamps and stickers.</p> <p>Individual class reward system.</p>	
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		<p>Training needs of the Teaching Assistants are assessed throughout the year and if appropriate, individuals attend courses to meet the needs of children with specific difficulties and to enhance their own professional needs.</p> <p>The SENCO has regular contact with specialist teachers from the Local Authority. Advice will be provided for children with Autistic Spectrum Disorder, Speech, Language and Communication Difficulties, Hearing or Visual Impairment, Physical Difficulties and Emotional or Behavioral Difficulties. The school also works very closely with the Educational Psychologist.</p> <p>Shine (Private speech & Language Therapists, Occupational Therapists and Sensory Therapists) are bought in to work with some of our children as well as providing input for our staff around speech and language, sensory and occupational therapy.</p>	<p>Appraisal and informal discussion.</p>	
5	<p>How progress towards particular outcomes are measured and reviewed</p>	<p>Pupil progress data is submitted each term and the pupil progress meetings are led by the data that has been submitted. The progress of children with additional needs is tracked in the same way as everyone else in the school as far as possible.</p> <p>Our SEND children's progress is also recorded on the B-Squared program, which tracks and compares children</p>		<p>Class teachers, Senior Management and SENCO.</p>

		<p>according to their specific need. This is a nationwide program recognized by OFSTED.</p> <p>The Senior Leadership Team (SLT) and the Class Teacher analyze the data looking for any anomalies or concerns. Core groups of children are scrutinized. Such groups include Children Looked After (by the Local Authority), Children receiving free school meals, children with English as an additional language and children with Specific Learning Difficulties (Dyslexia).</p> <p>A professional discussion takes place, and staff will look at the steps that need to be taken in order to support a child or group of children, who are not achieving their targets or a child who is exceeding their targets.</p> <p>Any children who require additional support will be identified at this point. The Senior Leadership Team will work with the class teacher to look at the intervention, which needs to be put in place in order to improve the outcomes for each individual. Targets will be set and closely monitored. These may be around literacy, numeracy, speech, language and communication needs and social and emotional difficulties or working towards independence. Each child in our school is familiar with their personal targets in reading, writing and numeracy and knows what they need to do to achieve these targets. Children with additional needs have an Individual Education Plan to</p>		
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		<p>include these targets and any others which the class teacher, SENCO or parents feel would be appropriate for the child.</p> <p>The SENCO has an overview of the interventions, which are taking place in School.</p>		
6	<p>The transition process / arrangements that the school makes for pupils entering and leaving the school</p> <p>(Clause 30)</p>	<p>Children start in our Reception class when their 5th birthday falls between 1st September and 31st August of a particular academic year. The maximum number of children admitted to each class is thirty. Parents and carers of new Reception children are invited to visit school prior to applying for a place, to look around and hear about the life and work of our school. We strongly encourage new parents to attend the Induction Evening in the Summer Term, prior to their children starting in Reception in September. The SENCO will be available on this evening to meet and discuss any concerns new parents may have. The school nurse is also normally present.</p> <p>The SENCO also attends transition meetings with the child's nursery, if there are any difficulties or additional needs, which will need to be addressed in Reception.</p>	<p>Meetings.</p> <p>Involvement of Pupil Welfare Service and the school nurse if necessary.</p>	<p>SENCO, Class teacher, staff from feeder setting and parents.</p>

		<p>possible way, in order to reduce any worries. Additional visits are planned for any children who require them, in order to familiarize themselves with the new school environment.</p> <p>Throughout the whole year we work closely with our colleagues in these schools, and we are involved in many shared activities. This helps to ensure that our children's transfer to secondary education as smooth as possible.</p> <p>Our local secondary schools make arrangements to see their pupils before transfer and our children visit their new high school during their last term with us. Any children with special educational needs, disabilities, medical conditions or any other need are offered the opportunity to make additional visits so that they are well prepared and feel comfortable in their new secondary school.</p>	<p>Sharing of information.</p>	<p>Class teachers, SENCO and Learning Mentor and relevant Support staff and parents.</p>
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7	<p>How the school secures additional services and the names and contact details of those services</p> <p>(Clause 30 & 64)</p>	<p>The SENCO can make referrals for individual children to specialists, both within the Local authority and private companies. This is to gain advice to support children with specific needs such as Speech and Language, Visual and Hearing impairments, Autistic Spectrum Disorder, Physical Difficulties, Emotional difficulties, Specific Learning difficulties etc. When the parents and the school have made a joint decision, the SENCO will complete the forms, which outlines the nature of the problem and send them to the relevant agency. Professionals decide the next steps on how best to coordinate support for your child. You may be invited to attend feedback meetings with the SENCO/ professionals or receive a written report.</p>	<p>Pupils whose specific learning difficulties cannot be overcome through quality teaching and support.</p>	<p>SENCO, Class teacher, Local Authority and other outside specialists including medical if appropriate and parents.</p>
8	<p>Contact details of Support Services</p> <p>(clause 64)</p>	<p>The SENCO has the contact details for outside agencies, including the school nurse and the Educational Psychologist. Please contact the school for further details you may require.</p>	<p>Discuss with other agencies who may be involved with your child.</p>	<p>SENCO</p>

<p>9</p>	<p>How the effectiveness of special educational provision is assessed, evaluated and reviewed including information about how children, YP and their parents take part in this. (Clause 30 & 64)</p>	<p>Pupil progress data is submitted 3 times per year and pupil progress meetings are used to discuss the data. We have a very effective tracking system, which highlights children's progress in Math's, Literacy and Reading.</p> <p>The Senior Leadership Team (SLT) and the Class Teacher analyse the data looking for any anomalies or concerns. Core groups of children are scrutinized, these include groups such as: LAC (Those in local authority care) FSM (Free school Meals) EAL (English as an additional language) SEN (special educational needs) G&T (Gifted and Talented) and Travelers children</p> <p>A professional discussion takes place. Staff will look at the steps that need to be taken in order to support a child or group of children who is not achieving their targets or a child who is exceeding their targets.</p> <p>For children with an EHC plan (education and Health Care Plan) an annual review is held and led by the SENCO, parents and relevant professionals are invited to the meeting. There is opportunity before the meeting for all to record in writing their thoughts, which will be discussed at the meeting. The child's views are also sought before the</p>	<p>Regular scrutiny of results.</p> <p>Review support and outcomes.</p> <p>Regular parents evenings are held for all pupils throughout the year.</p>	<p>Class teacher, SENCO and other professionals who may be involved with your child.</p>
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		<p>meeting and if appropriate the child will be invited to attend part of the meeting.</p> <p>For some other children with additional needs review meetings may be held with relevant professionals (as necessary) and school staff to discuss progress and set targets.</p> <p>The impact of interventions is regularly assessed and additional or alternative interventions put into place if required.</p>		
10	<p>How facilities that are available can be accessed by children and YP with SEN</p> <p>(Clause 30 & 64)</p>	<p>Children entering the school with specific needs and who have had access to specialist equipment will continue to be provided with this equipment. School will liaise with the relevant Early Years services and continue to work with them until the end of the child's first term in school (January). Children will then be transferred to the local authority specialist services and monitored in school.</p> <p>We also provide other specialist equipment such as writing slopes, pencil grips, support cushion, special scissors etc for those children who would benefit from this.</p> <p>Ramps can be provided when needed to accommodate mobility needs.</p>	<p>School to follow advice supplied by outside agencies including health.</p> <p>Annual asthma and diabetes training for all staff.</p>	<p>SENCO and local Authority.</p> <p>Health professionals.</p>

		School follows advice provided by health professionals.		
11	<p>Information about the expertise and training of staff in relation to children and YP with SEN and how specialist expertise will be secured</p> <p>(Clause 64)</p>	<p>All staff have access to relevant training to support the needs of the school and to enhance their own professional development.</p> <ul style="list-style-type: none"> • Staff feed back to their colleagues, usually via staff meetings and specific Teaching Assistant Meetings. • We have one Teaching Assistant with a degree. • 2 staff have assisted with literacy moderation across Blackpool, at Key Stage 1 and Key stage 2. • Training is accessed from the Local Authority, Lancashire Authority and outside agencies. We are part of the Blackpool Primary Partnership, sharing good practice with our local Primary schools and we have hosted training events in our school. • Teachers from our school are involved in a number of outside projects in Math's. • We have 2 Senior Teaching Assistants who have had ELKLAN (speech & language) training, who work closely with children needing more specific input and in ABC (Attention, Balance and Co-ordination). This helps support children with co-ordination difficulties. 	<p>Professional development is ongoing and staff attend all relevant and available training.</p> <p>Staff share their expertise and training with colleagues.</p>	All staff.

		<ul style="list-style-type: none"> • The SENCO has an Advanced Certificate in Special Educational Needs. • The majorities of our Teaching Assistants have received training for Dyslexia and Dyspraxia (Specific Learning Difficulties) and have been provided with useful strategies to use in class. • Most of our Teaching Assistants have had training in delivering reading and spelling /phonics programs and these sessions take place on a daily basis. • Some our TA's have also been trained with the 'Maths First program. 		
12	<p>Extra curricular activities that the school offers and how these can be made accessible for pupils with Special Education Needs (Clause 30)</p>	<p>School offers a variety of inclusive lunchtime and after school activities, which are available to all children, ranging from choir, dance, netball, rugby, football, golf etc. All staff involved in the delivery of the sessions are made aware of any children who may encounter difficulty in accessing the club, and allowances are provided accordingly.</p> <p>Additional staff provide 1:1 support at lunchtime, swimming and off site trips where necessary. Risk assessments are written to measure any potential dangers. Registers are kept for all the extra curricular activities. Parents can enquire about various clubs and activities for pupils with SEN within the community.</p>	<p>Available for all pupils.</p> <p>Information in newsletters, on the website, in assemblies and in individual letters home.</p>	<p>Various staff, which may change throughout the year.</p>

		If you are seeking activities for the holidays, please ask, the SENCO we may be able to help you and signpost you in the right direction.		
13	Arrangements made by the Governing Body or proprietor for the treatment of complaints from parents of pupils with Special Educational Needs, concerning the provision made at the school	In the first instance you have the opportunity to come into school to discuss your concerns with the SENCO or head teacher. If you are unhappy with the outcome, you will then be directed to the school's complaints policy.	Respond to your comments as soon as possible.	SENCO, Head teacher, SEND Governor and Chair of Governors.
14	How the LA supports children & YP and families of children & YP with SEN	A copy of Blackpool Local Authority's offer can be found on the Blackpool Council website.	All families.	Local Authority.