

Stanley Primary School



SEND INFORMATION REPORT



INTRODUCTION



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.

Hard copies are available upon request, at the school office.

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.

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What types of SEND does the school provide for?

Our school provides for pupils with the following needs:

Communication & Interaction

- Autism Spectrum Disorder
- Speech & Language difficulties

Cognition & Learning

- Specific learning difficulties (including dyslexia, dyspraxia & dyscalculia)
- Moderate learning difficulties
- Severe learning difficulties

Sensory and/or physical

- Hearing impairment
- Visual impairment
- Multi-Sensory impairment
- Physical impairment

Social, emotional & mental health

- Attention Deficit Hyperactive Disorder (ADHD)
- Attention Deficit Disorder (ADD)

Which staff will support my child, and what training have they had?

Our Special Educational Needs Co-Ordinator (SENDCo):

Our SENDCo is **Miss Manson**.

She achieved the National Award in Special Educational Needs Co-ordination in August 2019.

Class Teachers:

All of our teachers receive in-house SEND training through Blackpool's inclusion team and are supported by the SENDCo 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.

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
- Precision Training
- More Than Words
- Team Teach
- Nurturing Trust Attachment & Regulation Through Play
- Trauma & Attachment





Teaching assistants (TAs) interventions include:

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

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

'The training also equips teachers to identify and effectively support the additional needs of pupils with SEND.'

-Ofsted 2023

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

If you think your child might have SEND, the first person you should tell is your child's teacher. Please call the office to make an appointment.

They will be in touch to discuss your concerns and will include the SENDCo if they feel they need advice and support.

Alternatively, they might meet with yourselves and another meeting might be needed with the SENDCo present. You can also contact the SENDCo directly for advice and recommendations after you have spoken to the class teacher. Again, please contact the office to arrange an appointment.

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.

Together we will decide what outcomes to seek for your child and agree on next steps.

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.

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.



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 SENDCo, and will contact you to discuss the possibility that your child has SEND and any extra interventions will be discussed.

The SENDCo 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 / SENDCo 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 SENDCo 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.

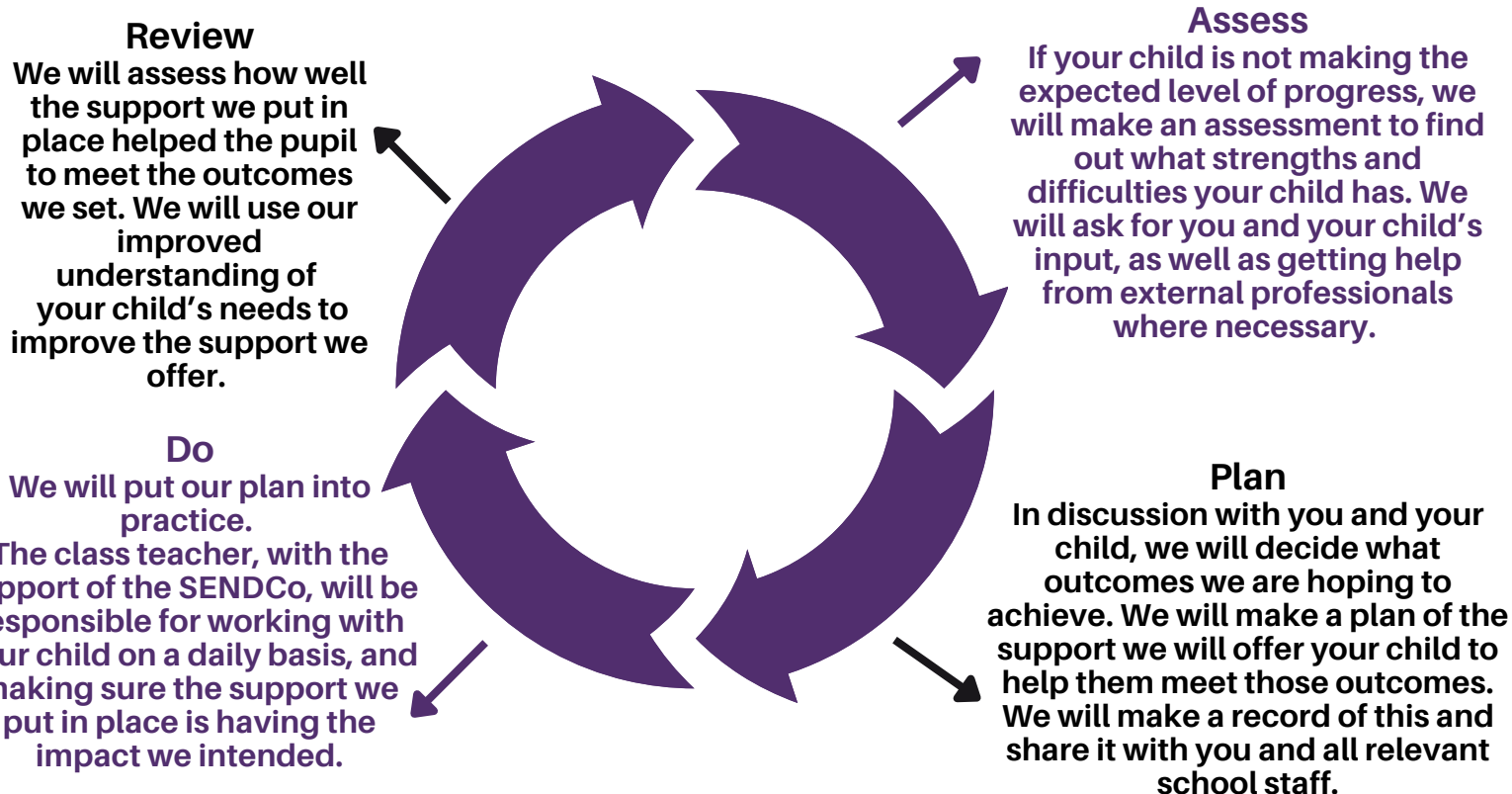


How will the school measure my child's progress?

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:

[Blackpool Gov - Local Offer - Graduated Approach](#)

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.

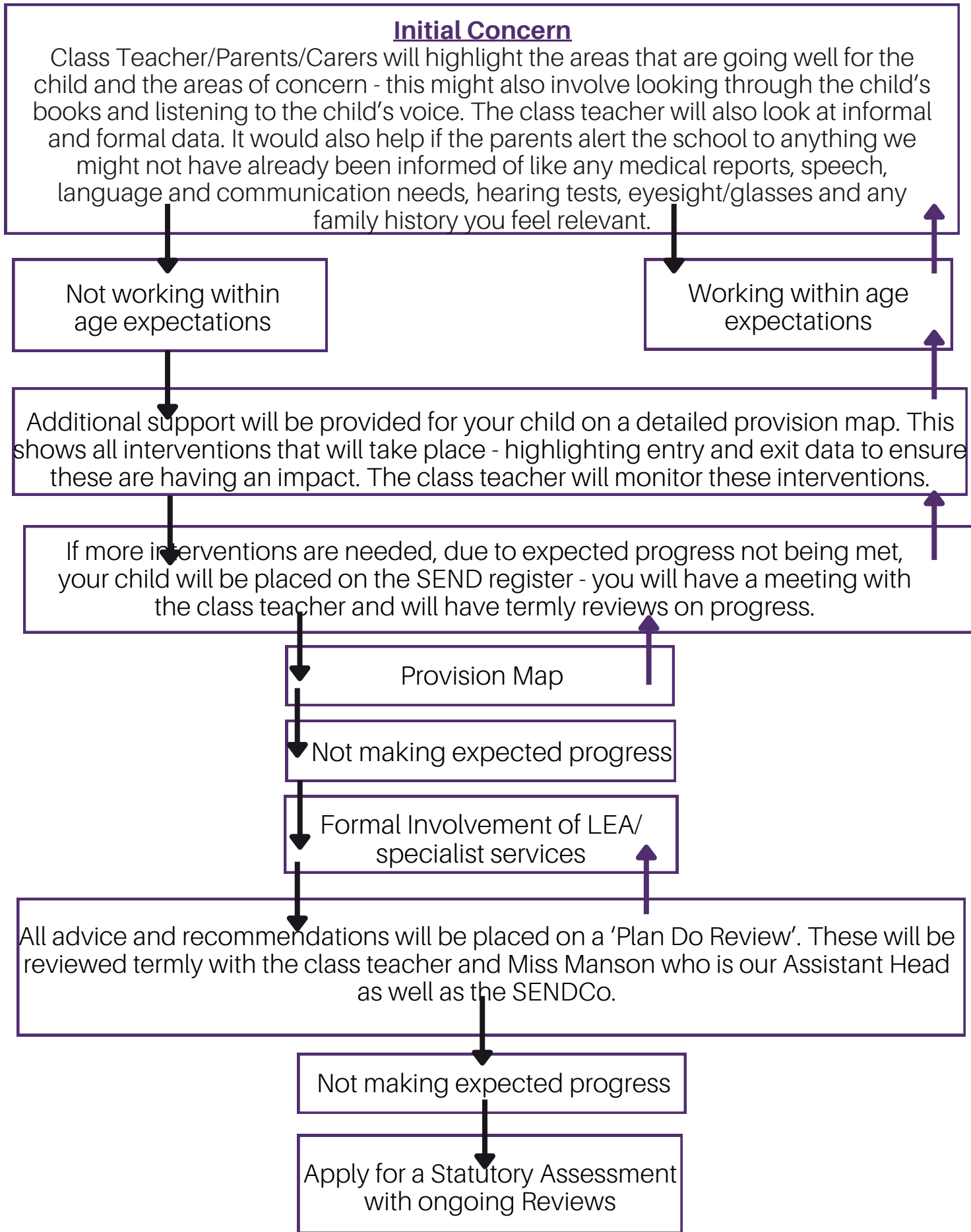
Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

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.

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.

Child's Voice/Class Teacher/SENDCo/LEA/Specialist Services/Professional Advice



If any of our parent or carers would like any independent advice or support this can sought from Blackpool SENDIASS sendiass@blackpool.gov.uk or 01253 477083

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 SENDCo 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?

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	OUR SUPPORT
<p>Communication & Interaction</p>	<p>Autism Spectrum Disorder</p>	<p>Visual timetables Social stories Pictorial aids/widget</p>
	<p>Speech & Language Difficulties</p>	<p>Speech & Language therapy - NHS & The Language Tree Pictorial aids Pictorial aids/Widget</p>
<p>Cognition & Learning</p>	<p>Specific Learning Difficulties (Dyslexia, Dyspraxia, Dyscalculia)</p>	<p>Writing slope Coloured overlays Wobble Cushions Widget worksheets Talking tins</p>
	<p>Moderate Learning Difficulties</p>	<p>Scaffold sheets Word banks/Widget Differentiated work iPads Manipulatives</p>
	<p>Severe Learning Difficulties</p>	<p>1:1 APDR Small group work iPads</p>

These interventions are part of our contribution to Blackpool Local Authority 'Local Offer'



We may also provide the following interventions:

Social, Emotional & Mental Health	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

Cognition & Learning	Hearing Impairment	Batteries Headphones Microphones
	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 Liquorice chews Fidget items Weighted lap belts Shoulder Collars
	Physical Impairment	Risk assessments Ramps Early entry/exit



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 SENDCo
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

How will 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.



Spaces of Support

KS1 Reflect



It is a place where children can regulate and talk about their worries, share their success and to help them learn all about the characteristics of a Proud to be Purple pupil so they can truly become the best that they can be. Pupils with SEMH needs are supported staff and are scaffolded in their ability to manage their behaviours more independently.

KS2 Zone



It is a place where children can learn all about the characteristics of a Proud to be Purple pupil so they can truly become the best that they can be. Pupils are supported by staff and are scaffolded in their ability to manage their behaviours more independently.

KS2 Library



It is a place during break and lunchtime for pupils to take part in mindfulness colouring activities to share success and to help them learn all about the characteristics of a proud to be Purple pupil so they can truly become the best that they can be.

Our Enhanced Unit



Embrace

Embrace is an EYFS area where pupils who have an EHCP or who need higher levels of adult support are provided for in school.

Pupils integrate to their mainstream classroom with adult support, when it is appropriate, whilst being supported in a language rich environment where pupils are encouraged to participate in intensive interactions, using visuals to support early communication.

Pupils have access to different types of play and learning, both indoor and outdoor.

An appropriate sensory diet is planned to meet the complex needs of some children.



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.



ADMISSIONS



Reception

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 SENDCo / 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.

Year 6

Year 7



- 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 SENDCo's at both schools may take place.
- Where necessary transition meetings will be held with the SENDCo 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 & emotional & 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/settings/in preparing for adulthood?

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 YEARS

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 SCHOOLS

The SENDCo of the secondary school will come into our school for a meeting with our SENDCo. 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

BETWEEN PHASES

SUPPORT



What support is in place for Looked-After & previously Looked-After Children with SEND?

Our SENDCo 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?



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.

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

Our '[Complaints Policy](#)' is available to view on our website.

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: [Gov UK - Complain About A 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?

We want to support you, your child and your family.

If you have questions about **SEND**, or are struggling to cope, please get in touch to let us know.

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

[Blackpool SEND Local Offer](#)

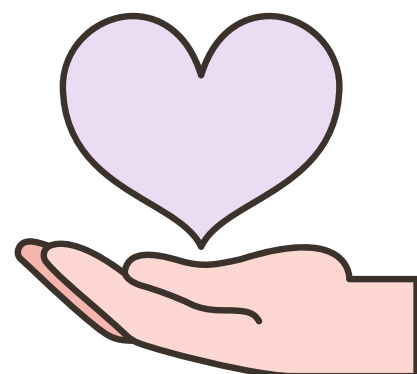
Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

01253 477083

sendiass@blackpool.gov.uk

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

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



What did Ofsted say?

Stanley Primary School
Proud to be a **GOOD** School



"The school strives to achieve its value of aiming high for pupils in all aspects of school life"



'The safety and well-being of our students is a top priority. Our safeguarding arrangements are effective, and all staff are trained to identify and support the needs of pupils, especially those with SEND.'

'Our curriculum is thoughtfully designed and well-delivered, ensuring that students achieve strong results across various subjects. We are proud of how our teachers are trained and supported to continually improve their subject knowledge and to meet the needs of all learners, including those with special educational needs and disabilities (SEND).'

'The school strives to achieve its value of aiming high for pupils in all aspects of school life. This is reflected in the high ambition that the school has for pupils, including those with special educational needs and/or disabilities (SEND). Pupils embrace the learning opportunities that the school provides for them. Many pupils leave the school well prepared for their next stage of education.'

'Pupils, including those with SEND, experience a broad range of opportunities that enhance their wider development. French, martial arts and singing are just a few of the clubs which help pupils to develop their talents and interests.'

-Ofsted 2023



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

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

SENDCo – 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