

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? |
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| 1 | Our SENCO is: Contact via: | Miss Karen Manson 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 | All teachers at Stanley are teachers of Special Educational Needs. It is our aim at Stanley Primary School to be as fully inclusive as possible for children with a variety of learning and developmental needs as well as physical disabilities. We plan and deliver appropriately differentiated lessons, according to the needs of individual children to ensure high aspirations and expectations for children with SEN. Where reasonably possible adaptations will be made to buildings and resources to accommodate all learners. <ul style="list-style-type: none"> • access to level via ramps • disable toilet areas and shower facilities | All children are entitled to Quality First teaching | SENCO, Headteacher |

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| | | <ul style="list-style-type: none">• where appropriate, classroom and outdoor area adaptations will be made: advisory teachers carry out an environment check and recommendations, iPads, sensory braille signage, ICT to support learners, screen readers, large print materials• specialist equipment ordered as and when appropriate• risk assessments for individuals and all spaces in school if needed• adaptations to resources• corridors and spaces in school conform to Health and Safety policy <p>Every child is judged on an independent basis and the services available to us in school are distributed where needed, as a result of discussions with the child, parents/carers and class teachers.</p> <p>Access to other professional services are also available to all who need them and again this will be done in conjunction with the child, parents/carers and class teachers. A referral to external services sometimes will require a written (or at least verbal) consent from the parent/carer. This will be done in a meeting with the school SENCO.</p> <p>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. SEN provision maps outline specific interventions and resources for</p> | | |
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| | | <p>individual pupils who require additional support. There are broad areas of need within our school which may include: communication and interaction, cognition and learning, social, emotional and mental health difficulties and sensory and/or physical needs.</p> | | |
| 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>We will identify pupils as soon as possible to ensure timely intervention to support the needs of the child. This information can come from a variety of sources including:</p> <ul style="list-style-type: none"> • Parents/Carers - induction visits and meetings with a school representative. • Previous provision - nursery, primary school. • Other professional services currently working with the child eg NHS, Local Education Authority Advisory Services. • Class teacher or other adults working in school. <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</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 reassurance is needed</p> | <p>All staff</p> <p>SENCO and Learning Mentor</p> |

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| | | <p>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>When a child is identified within school it is usually the result of close observation along with monitoring of the child’s achievement and progress over time. All children’s progress is monitored at least termly. Following this, the teacher will register an Initial Concern with the SENCO who will review the evidence and decide whether to place the child on the school SEN register. The triggers for placing a child on the SEN register is that, despite receiving differentiated learning opportunities in regard to the area of concern, the pupil:</p> <ul style="list-style-type: none"> • Makes little or no progress even when teaching approaches are targeted particularly in the areas of weakness. • Shows signs of difficulty in developing literacy and mathematical skills that result in low attainment in some curriculum areas. • Presents with persistent or social difficulties (These may be displayed as challenging behaviours that are not rectified/improved by the behaviour management techniques employed by the school or specialist support) | | <p>Class teacher and the SENCO, Local Authority</p> <p>SENCO, class teacher and Learning Mentor</p> |
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| | | <ul style="list-style-type: none"> • Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment. • Has communication or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum. <p>Parents will be informed and asked for their consent.</p> <p>Following Teacher Assessments, Pupil Progress meetings are held between the Class Teachers, Deputy Headteacher and the Headteacher. 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. This will be recorded on a Provision Map which details children who are accessing extra support. This will also show the level and frequency of the provision. Where interventions have not produced the expected level of progress the SENCO, in consultation with the parents/carers, will consider a referral to other professional agencies. These targets and strategies will be recorded on a Assess - Plan - Do - Review Cycle and again shared with parents/carers and the pupil. This will be reviewed at least termly. SEN/D children will also have school and home targets. This will be done in consultation with the child, parent/carer. These will be reviewed at least termly by the class teacher, SENCO, parent/carer and pupil.</p> | | <p>Class teacher, SENCO</p> |
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| | | <p>Some of our children may require an Educational Health Care Plan. This is where, despite Stanley Primary School having taken relevant and purposeful action to identify, assess and meet the SEN/D of the individual child, they have still not made expected progress. They must have 2 or more individual Plan - Do - Review Cycles and a meeting will be held with the parent/carer, pupil (where appropriate) the SENCO, the Class Teacher, the school Educational Psychologist and any other professional agencies working with the child to discuss the possibility of a referral for a Statutory Assessment for an EHCP. Evidence will be sent to the local authority for them to make a decision on the EHCP being granted. Children who have an EHCP will have a clear set of targets and support that the school must adhere to. These are reviewed at least annually with parents, external agencies and the Local Education Authority. An EHCP follows a child from school to school to ensure the agreed support continues in the areas of specific needs.</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</p> | | |
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| | | for this meeting can be arranged and, if appropriate, other professionals may be invited. | | |
| 4 | How the school develops its overall teaching and adapts its curriculum to ensure that teachers can include pupils with Special Educational Needs | <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>Stanley School makes various provision for pupils with SEND:</p> <ul style="list-style-type: none"> • All children receive High Quality Teaching and Learning Provision throughout the school. • In Foundation Stage and KS1 all classes have a Teaching Assistant. All other year groups have at least one Teaching Assistant and this support is carefully deployed to those children or groups with the greatest need. • If needed children may have a dedicated 1:1 TA • Pupils learn in mixed ability classes. • Small group intervention work with a TA or class teacher either within or outside the classroom. • Use of Assessment for Learning allows adults to target specific learning skills relevant to individual/groups of children. • Evolving curriculum which reflects the interests and needs of the children. | Regular planning meetings | Class teachers, Teaching Assistants, Senior Management Governors and parents |

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| | | <ul style="list-style-type: none"> • Differentiation of resources, including maths and literacy boxes within the classrooms. • Modelled, guided, shared, paired and collaborative learning strategies within classes. • Precision teaching of specific skills, knowledge. • Working walls to support independent learning in the classroom. • Individual resources e.g. phonic mats, coloured overlays, pencil grips. • Daily/visual timetables • Specialist equipment e.g. writing slopes, braille note-taker, hearing loop systems if needed. • ICT - specific equipment e.g. APPS to support learning, voice recording devices. • Outdoor learning opportunities • Advice and resources provided from other professionals within the local authority and from private companies. <p>Our ongoing 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 environment is created whereby children are empowered to develop independence and an awareness of how they can improve. Children are taught how to use the resources</p> | <p>Appraisal and informal discussion</p> | |
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| | | <p>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>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> | | |
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| | | <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> | | |
| 5 | How progress towards particular outcomes are measured and reviewed | <p><u>How we know our provision is effective:</u></p> <p>The school closely monitors the progress and achievements of all children and particularly those of children as having SEN/D.</p> <p>Targets on Assess, Plan, Do Review Cycles and Provision Maps are reviewed termly. Parents are invited in to school to speak with the Class Teacher, and if necessary the SENCO, to discuss the progress towards the targets and new targets that are set, including strategies that will be used in school and at home.</p> | Data | Class teachers, Senior Management and SENCO |

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| | | <p>Data from the end of KS1 and KS2 is measured against national data. The data is categorised into different groups so the school can analyse how well SEN/D children are achieving and progressing compared to previous years and other schools nationally.</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 according to their specific need.</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. Such groups include Children Looked After (by the Local Authority), Children Previously looked after, children receiving free school meals and children with English as an additional language.</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> | | |
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| | | <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.</p> <p>The SENCO has an overview of the interventions, which are taking place in School these are all on the school shared drive.</p> | | |
| 6 | <p>The transition process / arrangements that the school makes for pupils entering and leaving the school</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</p> | <p>Meetings Involvement of Pupil Welfare Service and the school nurse if necessary</p> | <p>SENCO, Class teacher, staff from feeder setting and parents</p> |

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| | | <p>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. Any relevant Assess - Plan - Do - Review Cycle's or Education, Health & Care Plans will be acted on by the SENCO and Class Teacher.</p> <p>Before starting school, parents of Reception children will be invited for school visits meeting with the class teacher. Any concerns can be discussed at this meeting and, if a child has a special educational need and / or medical condition, an appointment will also be available with the SENCO. All parents are welcome to come into school to speak to the teachers about any concerns they have.</p> <p>Reception children attend school on a part -time basis for the first 2 weeks, which enables all staff working in this class to get to know the children very well and very quickly.</p> <p>Baseline assessments will be made of all children during the first six weeks of school. This will be done via everyday activities, observations and interactions with the children in school.</p> | <p>Extra visits can be arranged</p> <p>Meeting with Assistant Head teacher with parent/care prior to the pupil starting</p> <p>Extra visits</p> | <p>Class teacher, SENCO and parents</p> <p>Learning Mentor and SENCO and parents</p> |
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| | | <p><u>Within school transition:</u></p> <p>Children may be admitted to other year groups if places are available. Applications are made to the Local Authority, who will liaise with the school. Visits to the school to meet with the SENCO prior to such an admission are encouraged. If a place is available, the Local authority will issue a letter of confirmation. Parents can then contact the school to arrange a mutually convenient time to arrange an induction meeting in school.</p> <p>Wherever possible the school likes to determine as much information as possible about any pupils joining the school who have SEN/D. This is to ensure that the correct support and provision can be put in place from the beginning to ensure a successful start. Therefore, the school may delay a starting date until the required information has been gathered from any of the following sources:</p> <ul style="list-style-type: none"> • 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. <p>Once the school is satisfied that, wherever possible, all relevant information has been obtained, a starting date will</p> | <p>Sharing of information</p> | <p>Class teachers, SENCO and Learning Mentor and relevant support staff and parents</p> |
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| | | <p>be given provided that a valid birth certificate has been produced. Targets set at the previous school will be monitored and may be subject to amendment in accordance with Stanley Primary School's own assessment procedure.</p> <p>For Year 6 children we always seek to make the move between primary and secondary school as successful as possible so that you and your child are not feeling anxious about anything over the longer summer break. To support this, we are always available to discuss any concerns from children and parents and aim to address these in the best 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. Informal</p> | | |
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| | | <p>discussions between SENCO's at both school may take place and 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. Any Children with Education, Health and Care plans will have a transition review scheduled where a member of the Local Authority SEN team will be present. All SEN/D records for Year 6 children are signed for by the relevant secondary school during the final weeks of the Summer Term.</p> | | |
| 7 | <p>How the school secures additional services and the names and contact details of those services</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> |

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| 8 | Contact details of Support Services | 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. | Discuss with other agencies who may be involved with your child | SENCO |
| 9 | 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. | <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 Maths, 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</p> | <p>Regular scrutiny of results</p> <p>Review support and outcomes.</p> <p>Regular parents' evenings are held</p> | Class teacher, SENCO and other professionals who may be involved with your child |

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| | | <p>their thoughts, which will be discussed at the meeting. The child's views are also sought before the 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> | for all pupils throughout the year | |
| 10 | How facilities that are available can be accessed by children and YP with SEN | <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>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> |

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| | | <p>Ramps can be provided when needed to accommodate mobility needs.</p> <p>School follows advice provided by health professionals.</p> | | |
| 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>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. • 3 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 Maths. • 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 |

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| | | <ul style="list-style-type: none"> • The SENCO is currently studying towards an Advanced Certificate in Special Educational Needs. • The majority 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 of 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</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> |

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| | | If you are seeking activities for the holidays, please ask, the SENCO 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 make an appointment to come into school to discuss your concerns with the Class Teacher. If this is unsuccessful, you may meet with the SENCO. 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: https://www.fyidirectory.co.uk/kb5/blackpool/directory/localoffer.page?directorychannel=2&district=blackpool | All families | Local Authority |