

# **Stamford Bridge Primary School SEND Information Report** **2022-23**

## **If your child has Special Educational Needs, what can Stamford Bridge Primary School offer you?**

*It is the aim of Stamford Bridge Primary School to include all children. We are committed to enabling those with special educational needs to access a broad and balanced curriculum and take part in all aspects of school life. We strive to ensure that all children are safe and healthy, enjoy their education and achieve their full potential, recognising the contribution that each and every child in our school can make.*

Below are some questions you may have about SEND provision at Stamford Bridge Primary School.

## **How does Stamford Bridge Primary School know if children need extra help?**

We know that pupils need additional help if:

- Concerns are raised by parents/carers, teachers or the child
- Limited progress is being made
- There is a change in the pupil's behaviour or progress

## **What should a parent do if they think that their child may have special educational needs?**

If parents have concerns relating to their child's learning or inclusion, then please initially discuss these with your child's teacher. This may then result in a referral to the school's SENDCo, Katy Garland, [katygarland@stamfordbridgeschool.co.uk](mailto:katygarland@stamfordbridgeschool.co.uk), 01759 371430.

All parents will be listened to. Their views and aspirations for their child will be central to the assessment and provision that is provided by the school.

## **How will I know how Stamford Bridge Primary School will support my child?**

All pupils will be provided with high quality teaching that is differentiated to meet the needs of all learners. The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:

- Classroom observations by the senior leadership team
- Ongoing assessment of progress made by pupils with SEND
- Work sampling and scrutiny of planning to ensure effective matching of work to pupil need
- Teacher meetings with the SENDCo to provide advice and guidance on meeting the needs of pupils with SEND

- Pupil and parent feedback on the quality and effectiveness of interventions provided (termly meetings)
  - Attendance and behaviour records
- Pupils with SEND will be provided with reasonable adjustments to overcome any disadvantage experienced in school and enable full access to the curriculum.
  - All pupils have individual targets set in line with national outcomes to ensure ambition. Parents are informed of these via the reporting system and also at parents' evenings.
  - Pupil attainment is tracked using the whole school tracking system and those failing to make expected progress are identified quickly. These pupils are then discussed in termly progress meetings that are undertaken between the class teacher and a member of SLT.
  - Additional action to increase the rate of progress will then be identified and recorded that will include a review of the differentiated teaching being provided to the child and, if required, discussion with the SENDCo about further interventions that may be beneficial.
  - Where it is decided during this early discussion that special educational provision is required to support an increased rate of progress, parents will be informed that the school considers that their child may require SEN support and their partnership will be sought in order to improve attainments.

Action relating to SEN support will follow an 'Assess, Plan, Do and Review' model:

1. **Assess:** *Data on the pupil held by the school will be collated by the class teacher/SENDCo in order to make an accurate assessment of the pupil's needs.*

2. **Plan:** *If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved, including the parents and the pupil, will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class teacher with advice from the SENDCo.*

3. **Do:** *SEN support will be recorded on a 'Pupil Passport' that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.*

4. **Review:** *Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.*

If the rate of progress is still not sufficient, despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil.

This will only be undertaken after parental consent has been obtained and may include referral to:

1. Behaviour Support Team
2. Educational Psychology Team
3. Speech and Language Therapy
4. Child & Adolescent Mental Health Service CAMHS
5. Early Help and Assessment Team
6. Sensory and Physical Teaching Service (SaPTS)
7. School Nurse, Epilepsy Nurse, Diabetes Nurse
8. Occupational Therapy and Physiotherapists
9. Portage
10. LAC Service – Virtual Head

For a very small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the Local Authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) Plan being provided.

### **How will pupils be involved in decisions regarding provision that can better meet their needs?**

On the pupil passport, there is a section for pupil voice in which the child can share their personal targets, information about how they feel they learn most effectively and any barriers they feel there may be to their learning.

### **How will the curriculum be matched to each child's needs?**

- Teachers plan using pupils' achievement levels, differentiating tasks to ensure progress for every pupil in the classroom.
- When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- These adaptations may include strategies suggested by the SENDCo and/or external specialists.
- In addition, if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult support. All actions taken by the class teacher will be recorded and shared with parents.

### **How will the school evaluate the effectiveness of the SEN provision made for pupils?**

The effectiveness of SEN provision will be measured using both qualitative and quantitative data. Qualitative data will gather the views of parents and pupils on how successful the provision has been in enabling them to attain their outcomes. Quantitative data will examine both progress and attainment levels compared to those achieved nationally for pupils with the same prior

learning level. This data will be shared termly with Governors and be judged by external moderators such as Ofsted.

### **What support will there be for a child's overall wellbeing?**

The school offers a wide variety of pastoral support for pupils. This includes:

- A Personal, Social, Health and Economic (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum.
- Small group evidence-led interventions to support pupil's well-being are delivered to targeted pupils and groups. These aim to support improved interaction skills, emotional resilience and wellbeing.
- We have an ELSA-trained HLTA who delivers high quality 1:1 sessions focusing on the social and emotional wellbeing of a pupil that has been referred by the class teacher or parent with a particular SEMH need.

### **Pupils with medical needs**

- ❖ Pupils with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with parents and, when appropriate, the pupil themselves.
- ❖ Staff that volunteer to administer and supervise medications will complete formal training and be verified by the relevant agency (for example, diabetic nurse, epilepsy nurse) as being competent.

### **What training do the staff supporting children and young people with SEND undertake?**

School staff have received a range of training including:

- Team Teach delivered by the Behaviour Support Team
- Makaton Training Level 1
- Attachment Theory
- How to support children with Autism Spectrum Disorder.
- Supporting children with Dyslexia
- The school has regular visits from the Behaviour Support Team who provide advice to staff support the success and progress of individual pupils.
- The NHS Speech and Language Therapists visit weekly for a block of 6 weeks and model activities that are then delivered by a Teacher or Teaching Assistant.
- The SENDCO has achieved the National Award for SEN Coordination and has 15 years teaching experience.

### **How will my child be included in activities outside the classroom including school trips?**

Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.

The school will ensure that it has sufficient staff expertise so that no child with SEND is excluded from any activity whenever possible.

### **How accessible is the school environment?**

The following adaptations have been made to the school environment:

- Disabled parking spot marked and located next to the school reception.
- Ramp and accessible door on both sites to access school
- Ramps for outside doors on classrooms that require wheelchair access
- An accessible toilet is located on the KS2 site and accessible toilet and shower is accessible on KS1 site. A plinth is accessible on the KS2 site.
- A safe place has been provided for insulin testing/injections.

Our Accessibility Plan (statutory requirement) is available via the school website.

### **How will the school prepare/support my child when joining or transferring to a new school?**

A number of strategies are in place to enable effective pupil transition. These include:

#### On entry:

- A planned introduction programme is delivered in the previous Summer term to support transfer for pupils starting school in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle in to the new school routine.
- The SENDCo offers to meet with all new parents of pupils who are known to have SEND to discuss their child's needs and how school can best meet them.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

#### Transition to the next school:

- The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND.
- The Annual Review in Y5 for pupils with an EHC Plan begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.

- For pupils transferring to local schools, the SENDCos of both schools will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition.
- The records of pupils who leave the school mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

### **How are the school's resources allocated and matched to children's special educational needs?**

- The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:
  - (i) A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
  - (ii) The Notional SEND budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
  - (iii) For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation (FFI – Funding For Inclusion)
- This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through support that might include:
  1. Targeted differentiation to increase access to text (desk copies of information, work buddy, accessible text, IT)
  2. In class, adult or peer support aimed at increasing skills in a specific area of need (learning behaviours, organisation, etc)
  3. Out of class support (relationship building, social, emotional skills development)
  4. Small group tuition to enable catch up (subject or targeted at additional need)
  5. Specific support, advice and guidance is provided to parents and families to improve pupil's readiness for learning (relating to pupil's difficulties in attendance, behaviour, physiological and emotional needs etc)
  6. Provision of specialist resources or equipment (use of ICT, sloping board, electronic versions of text)
  7. Access to the school nurse and wider health professional support (responding to mental and physical health issues, speech, language and communication needs, motor control and mobility needs)
  8. Implementation of strategies from support agencies e.g. Behaviour Support/Educational Welfare Support.

In addition:

- The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the Local Authority or whose parents are in the Armed Services.
- If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the class/subject teacher, SENCo or a member of the Senior Leadership Team.

**Who can I contact for further information or if I have any concerns?**

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs, please contact the following:

- (i) Your child's class teacher
- (ii) The SENDCo, [katygarland@stamfordbridgeprimaryschool.co.uk](mailto:katygarland@stamfordbridgeprimaryschool.co.uk)
- (iii) The Headteacher [nicolamassey@stamfordbridgeprimaryschool.co.uk](mailto:nicolamassey@stamfordbridgeprimaryschool.co.uk)