

SEN information report 2021 / 2022

Stanstead Nursery & Primary School



Stanstead Primary School SEN Information Report 2021-22

This SEN Report is a requirement under Section 65(3) (a) of SEN Regulations from 1st September 2014.

Stanstead Primary is a mainstream school with an inclusive ethos. We have high aspirations for all pupils and so we strive to offer the best possible teaching and support both to our children and their parents and pride ourselves on having open approachable access to all.

All Trust schools are supported to be as inclusive as possible and support pupils with Special Educational Needs and/or Disabilities in mainstream settings wherever possible. The four main areas of need are:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health Difficulties
- Sensory and Physical

At Stanstead we believe that all children should be valued equally within a climate of warmth and support in which all pupils feel valued and able to risk making mistakes as they learn without fear of criticism. We want all our SEN children to “ Look back with pride and forward with confidence”.

The ability to form good relationships with pupils, to plan interesting lessons scaffolded to appropriate levels, to implement a consistent behaviour policy and to give praise, encouragement and other constructive criticism, are all part of the provision of effective teaching of all pupils but especially those who have special educational needs.

The school’s SENCo is Mrs.Hayes. She has dedicated time to support the needs of children with SEN and their families.

1. Identification of the need for extra support

We use a variety of ways, often more than one including:

- Liaison with the previous school or setting
- Regular assessments, identifying those making less than expected progress, either by age or individual circumstance
- Concerns raised by parents
- Concerns raised by the class teacher / support staff
- Using standardised assessments e.g. NTS, GAPs, SDQs
- Liaison with outside agencies e.g. Health, Local Authority Schools and Families Specialist Support Service
- Pupils with EHCPs Medical Health Plans already have their needs identified and a plan in place.

2. Parental Concerns

What can parents do if they have concerns about their child?

- Talk to the class teacher in the first instance as “All teachers are teachers of SEND” Cop 2015
- Make an appointment with the SENCo (Sheila Hayes) or the Head Teacher (Tanya Smith) by going to the School Office or by phone on 0115 9156300

3. Support for children with SEND

The pupils will be supported and that support evaluated by using a graduated approach outlined below.

A graduated approach:

See graduated response flow chart appendix 1

Quality First Teaching

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have a special educational need. Planning for differentiation may include but not limited to:

- Ensuring the child's strengths are used to build confidence, self-esteem and maintain motivation
- Using a multi-sensory approach to give pupils the opportunity to learn effectively in a way suited to their ability
- Helping pupils overcome learning difficulties by, for instance, supplying frequent spoken instructions for children with reading difficulties or reading aloud key texts/ instructions before the child reads them
- Including work recorded in alternative formats
- Matching demands to levels of attainment
- Providing a range of activities to ensure participation
- Providing similar work for a group but allowing different outcomes
- Using a clearly defined step by step approach promoting gradual development of concepts and skills
- Using jargon free, unambiguous language starting from the child's own language, introducing new words as needed
- Explaining new words regularly to ensure understanding and use
- Allowing sufficient repetition to consolidate skills
- Allowing time for reflection
- Ensuring that the pace of the lesson takes account of the differences between individuals
- Supplementing information in books with audio, video, pictures, charts, diagrams
- Simplifying written worksheets and texts or verbal instructions

SEN Concern

- a) All children's achievement and progress is monitored closely both through in-class continual formative assessment and regular progress dialogue meetings held by the Head Teacher with each class teacher. Through these processes, any child who is falling outside of the range of expected academic achievement in line with predicted performance indicators will be identified.
- b) Once a pupil has been identified as *possibly* having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties. At this point they may be added to our list of 'SEN Concern' children.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

- d) The SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) We have 2 resource banks for Quality First Teaching ideas to reflect upon, provided by NCC and a further extended toolkit with practical examples
- f) Through (b) (c) (d) and (e) it can be determined which level of provision the child will need going forward.
- g) If a pupil has recently been removed from the SEN Support Register they may also fall into this category as continued monitoring will be necessary.
- h) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- i) The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the school's SEN Support Register. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.
- j) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

SEN Support

If a child continues to cause concern we will then add them to our SEN Support Register and put appropriate provision in place for them. Some children, due to the nature of their need, may be added straight to the SEN Support Register, rather than being monitored on the SEN Concern List.

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the pupil's school records. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and, where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being

used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement will be sought for their active participations and to , where appropriate, reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class /subject teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and identification of appropriate interventions and strategies will be provided by the SENCo.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCo, will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The application for an Education, Health and Care Plans (EHC Plans) will combine information from a variety of sources including:

- Parents
- School staff, including teachers and SENCo
- Other education professionals
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a Statutory Assessment leading to an EHC Plan.

Following Statutory Assessment, if it is decided that the child's needs are not being met by the support that is ordinarily available, an EHC Plan will be provided by Nottingham City Council. The school and the child's parents will be involved in developing and producing the plan. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents, outside agencies and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Further information about EHC Plans can found via the SEND Local Offer, link:
<https://www.asklion.co.uk/kb5/nottingham/directory/advice.page?id=P2eOQyKrnUs>

Parents, carers and young people over 16 can request an EHC needs assessment by contacting the SEN Service for an application form by phone on: 0115 876 4300

4. **How does the school support children with Emotional and Behavioural Needs (SEMH)?**

At Stanstead we recognise that some children may need extra support and guidance at some point in their school career. We have a graduated response in place to support such children.

- The Class Teacher has overall responsibility for all children in their class.
- Children receive PSHE lessons – Using the Jigsaw programme of study- as part of our curriculum in which issues of friendship, relationships and behaviour are explored.
- We ensure children tackle issues such as bullying, health and economic wellbeing in a whole class supportive framework.
- The school has a nurture room and fully qualified ELSA teacher
- We have a wide range of nurture interventions which can be offered to children to support their social and emotional wellbeing, such as cooking, craft, health and hygiene, lego therapy.
- There is currently a lunchtime nurture group for named pupils.
- Evidence of the child's SEMH needs will be collated to identify potential barriers and triggers for behaviours via Routes to inclusion assessments and / Boxall profiling
- Children with significant behavioural difficulties have Individual Behaviour Plans drawn up in consultation with the Head Teacher, Class Teacher, parent and child (if appropriate) to address specific issues.
- A group / class workshop with the Mental Health Support Team (MHST) may be offered if the school feels it would be beneficial to the class.
- If we feel that the in-school graduated response has not been sufficient, we may (with the consent of parents) involve a child counsellor and 1:1 MHST referral if appropriate.

5. The Administration of Medicines

- Please refer to our Medicines Policy for more information on this.
- Children with health issues are identified and all staff are notified about how to help them.
- Children with serious or complicated medical conditions have a healthcare plan drawn up by the SENCo and parents and shared with all those who work with the child.
- We have designated people throughout school with First Aid Qualifications which are updated regularly.

6. Attendance

- Attendance is regularly monitored by senior staff (see attendance policy).

7. Accessibility

- The school is one level with wide doorways to ease access.
- Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.
- Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCo will consult with the child's parents for other flexible arrangements to be made.
- Class Provision / intervention maps outline what provision has been made for children with Special Educational Needs. These are updated half-termly.
- Staff are informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- Training and learning opportunities for staff are available from the LA and the Flying High Trust.
- In-class provisions and support should be used effectively to ensure that the curriculum is scaffolded where necessary.
- Individual or group tuition is available where it is felt that pupils would benefit from this provision.
- Individual targets are implemented that motivate pupils to do their best, and achievements are celebrated at all levels.

8. Keeping Parents Informed

Parents are an integral part of the decision making process, as outlined in Section 3 above. They are also informed through:

- Reading Diaries
- Regular face to face contact with class teachers at the start and end of the day
- Termly Parents' Evenings
- Review Meetings
- The annual school report
- ELSA lead conversations

9. Consulting young people with SEN

All children on the SEN Support Register have their targets reviewed regularly and this process is carried out with the child. After each intervention has taken place, we evaluate the effectiveness of the learning that has been carried out. This information is used to adapt the provision accordingly. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life, e.g. our Class Ambassadors, School council, Eco gang and Play Leaders. In addition, all pupils have their progress carefully monitored and this information is shared with pupils.

10. Inclusion

- The school will seek advice, as appropriate, around individual pupils, from external support services through the:
 - *Autism link teacher
 - *Behaviour support link teacher
 - * Educational Psychologist
 - *Early Years SEND
 - *Learning and Cognition Link teacher
 - *Mental Health Support Team
- We endeavour to include all children in all parts of the curriculum including Educational Visits. It may be appropriate for a Parent/Carer to accompany a child on a school trip, depending on the child's individual needs. A Risk Assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity then an alternative activity will be provided in school.

11. Support Available

- At Stanstead we employ a team of Teaching Assistants to support the SENCo and Class Teacher in supporting children with special educational needs and delivering interventions where appropriate. They are experienced and well trained teaching assistants and are employed to support those children who have specific needs – whether physical, emotional, communication or learning difficulties.
- Support for children with SEND is initially funded from the school's budget. A few children will receive extra funding from the Local Authority. All pupils with SEN will have access to the "Notional SEND" element of the school's budget which equates to up to £6,000. This is used to pay for resources and staff necessary to support children with Special Educational Needs e.g. TAs to administer interventions, additional resources, nurture provision, counselling service
- Some pupils with SEN may access additional funding. For those pupils with the most complex needs, additional funding is retained by the local authority (HLN – High Level Needs). The School SENCo, with the support of the School Family and named city link teachers, will refer individual applications to a Local Authority multi-agency panel, the High Level Needs Panel,

who will determine whether the level and complexity of need meets the threshold for this funding.

12. Training

- We recognise the need to train all staff on SEN issues so we aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN. The SENCo attends relevant SEN courses, City based meetings and participates fully in the Inclusion Learning Community provided by The Flying High trust. The SENCo facilitates/ signposts relevant SEN focused external training opportunities for staff and cascades information back to staff. The SENCo, with the Senior Leadership Team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

From Sept 2020 academic year staff have been trained on:

- Using signs and symbols to aid communication
- Strategies to support children with loss and bereavement
- Dyslexia
- Safeguarding
- Rpi training
- Emotion coaching
- Trauma based approaches
- Anxiety curve and de escalation
- Reading bench marking
- Routes to inclusion

13. Governors

- The SENCo reports to the Governors every term to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times.
- One of the Governors is responsible for SEN and meets regularly with the SENCo. They also report to the Governors to keep all informed.
- The Governors agree priorities for spending within the SEN budget with the overall aim that all children receive the support they need in order to make progress.

14. Transition

We will support children with SEN at times of transition (as appropriate). Transition arrangements may include:

- Transition meeting with the current class teacher, new teacher and parents
- Support on whole school transition days from a teaching assistant
- The creation of a transition booklet for the child to use in school and at home
- In the case of children leaving Stanstead, liaison with the next school in the form of a meeting with parents, current support staff and new support staff. It may also include extra transition days.

- With pupils new to the foundation stage, liaison with a previous early years' setting and any professionals currently working with the child
- Any other professional activity we see fit to support the child
- Transition for all ASC children to year 7 is identified in the Summer they are in year 5 and referred to Autism link team for bespoke transition package with Amanda Mooker

15. **Outside Agencies**

We work with outside agencies when the pupil's needs cannot be met by the school alone. We have links with :

- * The Flying High Trust group of SENCO and inclusion leads
- * Nottingham City authority Link teachers
- *Mental Health Support Team
- * Trust Educational Psychology

. We work with, amongst others: Social Care, Sure Start, CAMHS, Community Paediatricians, SALT, the LA Schools and Support Services.

16. **Extended Schools**

- A variety of After School Clubs are regularly held and ALL pupils are invited regardless of SEND
- A Teaching Assistant organises the playground equipment and playground buddies at lunch times.
- Outside providers come in to run clubs. Spaghetti Maths
- Children of all ages go on several educational visits every year linked to the class topics. Provision is made so that children or young people with SEN can be included.
- Booster Groups and Homework Clubs are held when and if they are required.
- Volunteers from the local community are used throughout the school.

17. Links

- Local Authority Offer:
<https://www.asklion.co.uk/kb5/nottingham/directory/localoffer.page?directorychannel=7>
- Ask Us Nottinghamshire (formerly the Parent Partnership Service)
<http://www.ppsnotts.org.uk/> on **0115 804 1740** enquiries@askusnotts.org.uk
- DFE www.education.gov.uk/schools/pupilsupport/sen
- School Website : <https://www.stansteadprimary.co.uk/>
- ELSA : <https://www.elsa-support.co.uk/>
- MHST : <https://www.asklion.co.uk/kb5/nottingham/directory/advice.page?id=BMayDi93L1U>
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This information report, alongside the SEN policy is reviewed annually and a report published to governors.

Appendix 1:

