

Stainton CE Primary School
SEND Information Report



What should I do if I think my child has a special educational need or disability? Who can I contact for further information?

The first person that you should speak to if you have concerns about your child is the class teacher. Your child's class teacher will speak with you and continue to monitor the learning and development of your child within the school. Any concerns are noted down and shared with the school SENCo, Mrs Bragg.

How can I let the school know if I have concerns about my child's progress?

Come and speak to a member of staff. Our doors are always open! If coming into school is difficult, then you can ring the school on **01768 840673** to speak to your child's class teacher or alternatively contact the school SENCo, Mrs Bragg via email senco@stainton.cumbria.sch.uk.

How will Stainton let me know if they have concerns about my child's learning in school?

Staff will arrange a face to face meeting with you to discuss any concerns that they have in light of daily observations, discussion with your child and assessments carried out in school. A record of concerns and observations will be kept in school and shared with parents.

How does Stainton ensure that children who need extra help are identified early?

We use a range of strategies to identify children who have SEND:

- some children come to school with their needs already identified by their previous setting/school or specialists working with them (e.g. educational psychologist, Early Years team, Speech and Language Therapist)
- we always contact these practitioners to find out what goals they have been working towards, how your child has responded and what needs to happen next
- for other children, we first provide high quality teaching and observe their response to this
- it is only when your child doesn't make the expected progress after having had good quality teaching that we start to further assess whether your child has SEND
- we also use specialist assessments to help us pinpoint specific needs
- most importantly, we talk with your child and with you about their learning, what is working/where the gaps are and work together on setting targets.

Who will explain my child's needs and progress to me?

Your child's class teacher or the SENCo, Mrs Bragg will discuss the progress that is being made by your child. Meetings will be arranged on a half term/termly basis unless parents request a meeting earlier.

What happens if my child does have some difficulties?

The best thing that can happen if your child has SEND is for them to have excellent classroom teaching, known as Quality First Teaching. For your child this would mean that:

- the teacher has the highest possible expectations for your child and all children in their class

- clear and well planned differentiated tasks to ensure that your child is able to access the curriculum
- all teaching is based on building on what your child already knows, can do and can understand
- different ways of teaching are in place so that your child is fully involved in learning in class, this may involve things like using more practical learning
- specific strategies (which may be suggested by the SENDCO or outside staff) are in place to support your child to learn
- the teacher will have carefully checked on your child's progress and will have decided that your child has gap in their understanding/learning and needs some extra support to help them make the best possible progress.

All children in school should be getting this as a part of excellent classroom practice when needed. Your child may also benefit from specific group work with a smaller group of children. These kinds of groups, often called interventions, may:

- be run in the classroom or outside
- be run by a teacher or teaching assistant who has had training and is supervised to run these groups
- include clear assessment before and after to measure progress
- have specific targets or goals set for the children involved so they know what they need to do next and when they have achieved this.

This type of support is available for any child who has specific gaps in their understanding of a subject or area of learning. We also sometimes provide specialist groups or individual support as advised by external professionals if children would benefit from this approach. For your child this would mean:

- your child will have been identified by the class teacher (or you will have raised your concerns) as needing more specialist input in addition to Quality First Teaching or in place of intervention groups
- you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward – for this we use an approach called Team Around the Child or Team Around the Family

You may be asked to give your permission for the school to ask for the involvement of a specialist e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and you understand your child's particular needs better and be able to support them in school. The specialist will work with your child and the teacher to understand their needs and make recommendations, which may include:

- making changes to the way your child is supported in class e.g. some individualised support or changing aspects of teaching to support them better
- support to set better targets which include the area of their specific expertise
- a group run by school staff under the guidance of the outside professional e.g. a social skills group
- group or individual work with an outside professional

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

How will you find out more about what my child needs?

We work with you, your child, their previous teacher and assessment results to find out what they already know, how they learn best and what is next in learning. We then use a variety of engaging and interesting teaching approaches to stimulate your child's participation and engagement. Through observing their

responses to teaching – both what is taught and how it is taught – we find out more and more about what they need and how best to provide it.

What will you do once you know what my child finds difficult?

Once we have assessed what it is they are finding difficult and why, we make an Individual Educational Plan together using a range of strategies and approaches to address any gaps. We then implement the plan and monitor it, reviewing at the end whether it has made a difference. Usually, this approach is enough to support most children in making adequate progress; it is only when we are not making the difference we would expect that we may ask you for permission to bring in another expert to work with us in meeting your child's needs.

What extra support can be brought in to help the school meet the needs of my child?

There are a range of services that we draw upon – Speech and Language Therapy, Occupational Therapy, Community Paediatrics, school nursing, Educational Psychology, specialist teachers in literacy and numeracy, Child and Adolescent Mental Health Services (CAMHS), audiology and visual impairment.

Who makes sure everything is happening?

You and the class teacher working together are critical to ensuring everything is happening. Every class teacher teaches all of the children in their class, including the children with SEND and they are responsible for your child's progress. If we need to involve external professionals, we may need you to take your child to appointments, share information with the practitioners concerned and let us know what they have told you. We also need you to help keep your child motivated and engaged in their learning.

If your child requires specialist assessment and intervention, this is discussed at termly progress meetings with the SENCo. The SENCo checks to make sure external agencies are working together as they should be and makes requests for additional resources if they are needed.

How will I know if the provision is making a difference for my child?

You will notice positive changes in whatever areas of need had been identified; that is why our initial identification and assessment is so important. It may be improvements in their reading, spelling and writing; or that they are happier in school. Listening to what your child has to say, as well as what you notice in their behaviour at home, is important in knowing whether the provision we're making is working.

What if it isn't working as much as I had hoped?

It can be difficult, especially at the beginning of working together, to know exactly how much progress a child is going to make with extra support. It is important to have high expectations for them, and also to be reasonable and realistic in what we all think can be achieved each term or year.

What we do if an intervention isn't working as we might have hoped depends on the reason for lack of expected progress. If the extra support isn't working, it may be that we haven't given it enough time, or it wasn't the right intervention for your child or that we uncover another barrier to learning while we were providing the support.

The most important thing if you are worried is communication – talk to your child’s teacher or the SENCo. We have to ensure that everyone has a shared understanding of what happening – do we all have the common goals and timeframes? Have we shared these with each other? Do we share high and realistic expectations for your child? Working together we will come up with a plan for what to do next, and hopefully that revised plan will lead to success for your child.

How will you support my child with transition from key stage, classes or another school?

We firmly believe in using the Team Around the Child or Team Around the Family approach at all stages of a child’s time with us at Stainton Primary School. This means we work together with the family and all of the other practitioners working with them to plan, deliver and review an action plan that is based on the family’s priorities. Relationships are central to this approach – building connections between you and the school, as well as trust and openness.

At times of transition, whether into the school or on to secondary, we meet together as soon as possible to plan the kinds of experiences that the child and family would feel would best help making the transition go as smoothly as possible. It is particularly important for secondary transfer that we include the child as much as possible in the transition and they participate in making the decisions about what works for them.

When your child moves classes in school:

- information is passed in advance to the new class teacher and a planning meeting takes place. All of the individualised planning is shared with the new teacher so they know what has been tried, what’s worked and what’s next for your child
- he/she visits and meets with their new teacher before the end of the school year
- any external professionals working with your child advise the new teacher of the extra help your child needs to make progress

If your child is moving to another school:

- we contact that school’s SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your child
- we make sure that all records about your child are passed on as soon as possible.

For secondary transfer:

- school staff work with you as early as possible to identify the choices for secondary school that you and your child would like, including accompanying you to visit a school if that would be helpful
- we advise you on the processes, deadlines and the paperwork that needs to be completed in advance
- we bring the team working with your family together to plan the transition usually the term before your child is due to leave, always trying to ensure we include staff from the new school in this meeting
- we work together with your child on focused learning about aspects of transition to support their understanding of the changes ahead
- where possible, your child visits their new school on several occasions and, in some cases, staff from the new school will visit your child here.

How will the school fund the support needed for my child?

The school budget includes money for supporting children with SEND and the Head teacher decides on the SEND budget in consultation with the school governors, on the basis of needs in the school. All of the evidence and research suggests that one of the most effective ways of using funding for SEND is to use it to

improve the quality of teaching. We use the funding we have in a variety of ways:

- helping every class teacher to improve their teaching so that they provide the best learning experiences for children with SEND
- providing up to date training for all staff
- purchasing resources and personalised programmes to help children struggling with certain areas of their development
- establishing high quality small group interventions

We also have some personalised provision for children with severe and complex needs.

How are decisions made about funding and what can I do if I'm unhappy with this?

The Head teacher and governors discuss all the information they have about SEND in the school, including:

- the children currently getting extra support
- the children needing extra support
- the children who have been identified as not making as much progress as would be expected

They decide what resources/training and support is needed. This happens termly so that all of the information about children's progress and achievement is used to make decisions about funding. All resources, training and support are also reviewed regularly and changes are made as needed. Please see below for what to do if you would like to raise a concern or a comment with the school.

Where can I or my child get further help, information and support?

- The first port of call is your child's class teacher or the SENCo
- The school website is also regularly updated, and is an important source of information for parents/carers, as well as links to other helpful sites – make sure you regularly check for updates

Where can I find out about what is available locally for me, my family or my child?

- Each local authority is producing their own local offer, you will be able to find out more information by looking on Cumbria's website: <https://localoffer.cumbria.gov.uk>
- If parents and carers feel they would like some impartial information, advice or support on any issues relating to their children's special educational needs and disabilities (SEND), they can contact the Westmorland and Furness SEND Information, Advice and Support Service (SEND IAS) who can offer a range of support.

We will help parents, carers and young people to prepare for meetings with schools or the local authority and practically support them at the meetings in an appropriate and impartial manner. We can also signpost to other relevant support networks.

For more information on SEND IAS and how to find support, please click on this link:

<https://sendiass.westmorlandandfurness.gov.uk/westmorland-and-furness-send-ias-service>

How do I complain if I am not happy with what is happening for my child?

We hope that every parent/carer is happy with what is in place for their child at Stainton CE Primary School. If you have anything you are not sure about, or have a concern with, the first thing to do is always discuss this with your child's class teacher.

In most instances, issues are resolved at this stage. However, if you remain unhappy you can also speak to the SENCo (Mrs Bragg) or the Headteacher (Mrs Wilson).