



Stamford Bridge Primary School **Special Educational Needs Information Report 2018-19**

Report Overview

The Special Educational Needs (SEN) Regulations that came into force on 1st September 2014 set out the requirement for governing bodies to publish a SEN 'Information Report' to parents and carers. The following report contains information regarding Special Educational Needs or Disabilities (SEND) and what we offer at Stamford Bridge in terms of provision and support for children with SEN. This is also known as the school's 'Core Offer'.

Defining Special Educational Needs or Disabilities (SEND)

A child is said to have a special educational need or disability (SEND) if they have a significantly greater difficulty in learning than the majority of children of the same age or a disability which hinders them from making use of educational facilities which calls for "special educational provision to be made for them which is additional to and different from the educational provision made generally for children of their age".

SEND Provision at Stamford Bridge School

Stamford Bridge Primary School is a fully inclusive mainstream school and we aim to provide the best learning opportunities for all children. Our core values promote an inclusive school community. We recognise that all children are individuals who have different learning, physical and emotional needs and we work hard to ensure all children are given the right balance of support and challenge. At Stamford Bridge we provide support for a range of SEND including but not exclusive of; down syndrome, muscular difficulties, attachment disorder, autism spectrum disorder (ASD), attention deficit hyperactivity disorder (ADHD), global delay, speech and language (S&L) difficulties, social and emotional difficulties, dyslexia and diabetes.

Identifying and Assessing SEND

The school SEND Policy is available on the website and details how children with SEN are identified, provided for and assessed. The policy and arrangements for supporting pupils with SEND are revised annually to ensure they are fully in line with the statutory regulations set out in the 2014 Children and Families Act and the Special Educational Needs and Disability Code of Practice 0 -25 years (June 2014).

School website:

www.stamfordbridgeschool.co.uk



Early Identification of SEND

All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENDCO, will ensure that those pupils requiring different or additional support are identified at an early stage.

Children are identified as having special educational needs through a variety of ways including:

- Child is working below age related expectations
- Concerns raised by parent
- Concerns raised by teacher, for example behaviour or self-esteem is affecting performance
- Consultations between class teachers and members of the leadership team where progress data is discussed.
- Liaison with external agencies e.g. Educational Psychology Service
- Health diagnosis through a paediatrician
- Liaison with previous school or setting, if applicable

Provision for Pupils with SEND

Inclusion

At Stamford Bridge we put the interests, needs and safety of all children at the centre of our provision. Pupils with SEND have the same opportunities and access to learning as pupils without SEND and, if necessary, activities will be adapted and outcomes differentiated to facilitate inclusion. Following professional advice there are times when some children will find it hard to learn in a busy classroom so may take part in small group activities in a quieter, less stimulating space. Staff are very aware of children's emotional needs and this is taken into consideration when planning provision for children with SEND.

Evaluation of Provision

Children's targets are reviewed termly and staff working with the child ensure that they are being met. Parents are also involved in this process. Progress is measured against national/age expectations and is discussed at termly progress meetings which are attended by the class teacher. The SENDCO and members the Senior Leadership Team may also be involved, where appropriate. Verbal and/or written feedback is given from the teacher, parent and pupil. Children may be taken off the SEND register when they have made sufficient progress.



Assessing and Reviewing the Progress of Pupils with SEND

As a school we measure children's progress in learning against national age-related expectations (ARE). The class teacher continually assesses each child through a graduated response which involves an 'Assess, Plan, Do, Review' process wherein by teachers assess children's individual needs, plan for those needs, carry out the plan and review progress, making necessary adjustments e.g. where pupils are improving and where further support is needed. Children's progress is tracked from their admission through to Year 6, using a range of different methods.

Children who are not making expected progress are identified through the termly progress meetings. When a child's support plan is reviewed, comments are made against each target to show what progress has been made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.

Teaching pupils with SEND

The SENDCO and Headteacher oversee all support and progress of any child requiring additional help across the school.

The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made.

A support plan is created for SEND children with specific targets so that it is easy to track progress.

Curriculum and Learning Environment

Adaptations to the curriculum are made in relation to each child's current learning needs and form part of the class teachers regular planning and assessments. The learning environment is similarly adapted if this enables children to access the learning resources they need. At times the class teacher or a teaching assistant may work with a child either individually or as part of a group, if the class teacher sees this as necessary. The regularity of these sessions will be detailed in the child's support plan.

Some of the teaching assistants in school specialise in a specific area; these staff may work with the class teacher to plan a specific intervention to meet a child's needs or they may work with the child themselves.

Specialist staff include:

- Speech and language support
- Emotional and social support
- Sensory and physical support



End of Key Stage Assessments

Access arrangements are considered and arranged for pupils who are in Year 2 and 6.

Additional Activities

At Stamford Bridge there is a breakfast club and an afterschool club, whereby arrangements are made to ensure that pupils with SEND are supported. There are also a range of extra- curricular activities which are open to all children. If a child with a complex need wishes to join then there will be a discussion with the parent/carer as to how their child can participate.

Emotional and Social Support

At Stamford Bridge the following support for emotional and social development is available:

- Intervention programmes such as friendship groups and groups to promote self-esteem. Emotional Literacy Support (ELSA) is also available from a trained member of staff on referral by the class teacher
- Buddying up with a pupil of the child's class or a pupil they feel comfortable with
- Liaising with Education Welfare Officer (EWO) or Behaviour Support Service
- Drop in ELSA sessions where children can discuss any issues or concerns they have
- 'Build to express' sessions to help children discuss and work through their emotions in a non-directive way

SEND Co-ordinator

Our Special Educational Needs Coordinator (SENDCO) is:

Rosie Armistead, TEL: 01759 371430

Email: Stamfordbridge.primary@eastriding.gov.uk

Staff Training

We have members of staff who have had training in delivering Speech & Language programmes planned by a Speech & Language Therapists.

Some teachers and teaching assistants are 'Team Teach' accredited trained to safely support children demonstrating unsafe behaviour (these incidents are always recorded).

We have links with a wide range of outside agencies who offer specific guidance and support to our school and families. These include:



- Educational Psychologist
- Therapists including those for Speech and Language, Occupational and Physio
- Advisors including those for Hearing Impairment, Visual Impairment and Physical Disabilities
- Behaviour Service
- Health Services including School Nurse and Child and Adolescent Mental Health Service (CAMHS)
- Social Care
- Outreach services

All staff have completed the ERYC Keeping Children Safe in Education training.

Equipment and Facilities

The school premises have disabled toilet facilities on both sites with each site being accessible to wheelchairs, although additional adult assistance may be required. Specialist equipment can be obtained for pupils with visual impairments through Integrated Sensory Support Service (ISSS) or Sensory and Physical Support Services (SaPTS) and resources can be modified to meet their needs.

Pupils with physical impairments may have specialist equipment tailored to meet their needs through ISSS or SaPTS. Occupational therapists also provide advice and equipment according to a child's need.

A changing and shower facility is being created on the Key Stage 1 site, due to be completed by the end of February 2019.

Communication with Parents

Our current systems for communicating with parents include parents' evenings twice a year and an annual written report. Ongoing monitoring of a child's progress, for example through a home-school reading record/ planner, may also be used as a line of communication. A more formal consultation will take place as part of SEND pupil review meetings. Parents are at any time welcome to make an appointment to speak to their child's class teacher or the SENDCO.

Pupil Voice

Support plans are discussed and agreed with children and include children's views on what they are good at and what they need support with.

If a child has an Education, Health and Care Plan their views will be sought at the review stage. They are asked to complete a questionnaire about school over the past year and are invited to attend the Annual Review meeting.



Complaints

If parents are concerned about any of the support or provision being made for their child, they should not hesitate to contact the school office to make an appointment with their child's class teacher, our SENDCO or the Headteacher. If parents feel their concern is not resolved through this process, they should refer to our complaints procedure which can be found on our school website.

External Agencies

In order to meet the individual needs of a child, advice is sought from a range of external support services. These include:

- Educational Psychologist
- Speech and Language Therapists
- Behaviour support team
- Early Years Support Team
- Children's Centre

Other external agencies are detailed in the 'Staff Training' section above

The school is able to provide contact details for a range of external agencies including:

- Parent Support Advisor Service
- Educational Welfare officer
- School Nurse
- Behaviour Support and Educational Psychologist Team
- Speech and Language Therapy
- Sensory and Physical Teaching Service (SaPTS)
- Social Services
- Child and Adolescent Mental Health Service (CAMHS)
- Further information about support and services available can be found by accessing the East Riding Local Authority Offer:

<http://www.eastridinglocaloffer.org.uk>

As Stamford Bridge is very close to the border of North Yorkshire and the City of York there are instances whereby these services are accessed within these authorities. This is dependent on where the child lives and the medical services they attend.



Transitions between Education Providers

We encourage all new children to visit the school prior to starting with us. For children with SEND we may facilitate a phased transition to help a child to become familiar to their new surroundings. We would also visit them in their current setting if appropriate. For children with social and communication needs social stories are created to help explain and prepare them for any major transition in a simple, visual way. When children are preparing to leave our school for secondary school, we arrange visits for them. We also liaise closely with staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood. If a child has an Education, Health Care Plan and is changing to a new school we will, whenever possible, arrange a review meeting with relevant staff from the receiving school.

East Riding Local Offer

Information on where the local authority's local offer is published.

For more information about the East riding local offer please go to the following link:

<http://www.eastridinglocaloffer.org.uk>

Government Guidance

Please go to the following link for a guide on the support system for children and young people with special educational needs and disability (SEND).

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>