

STAMFORD BRIDGE PRIMARY SCHOOL SEND INFORMATION REPORT 2024-25

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

Provision for pupils with special educational needs and/or disabilities (SEND) is the founding stone upon which effective teaching and learning is built. The starting point for our school is that 'education is our greatest liberator and leveler of life chances'. We also believe that getting provision right for our pupils with the greatest barriers to their learning will benefit all.

'All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- achieve their best*
- become confident individuals living fulfilled lives, and*
- make a successful transition into adulthood, whether into employment, further or higher education or training'*

SEND Code of Practice 2015

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

What is our definition of SEND?

"A young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Children and young people who have SEND may also have a disability under the Equality Act 2010. Where a young person is covered by SEND and disability legislation, reasonable adjustments and access arrangements should be considered as part of the SEND planning and review."

SEND Code of Practice 2015

Under the Code of Practice there are 4 broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

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

We use a graduated approach to SEND support

The identification of SEND is built into our overall approach to monitoring the progress and development of all our pupils.

Where a concern is raised about a child, our approaches will always adhere to the following structure:

1. **Assess.** Assess child's needs – this happens at the start of each termly cycle to ensure we obtain a clear analysis of the need. The SENCo will support if required. We will ensure that the assessment informs any adjustments, approaches, resources, intervention and/or support required.

2. **Plan.** This will be undertaken at least termly with the parents and child. The views of parents and pupils are of paramount importance. This will be recorded on the plan.
3. **Do.** The class teacher remains responsible for the child. Where provision is provided by teaching assistants (TAs) or specialist teachers, the responsibility remains with the class teacher. TAs must supplement and not replace teachers. Teachers are still required to work with the child to plan and assess the impact of any adjustments support or interventions. The SENCo will support the class teacher in the further assessment of the child's particular strengths and needs, by problem solving and advising on the effective implementation of support. The SENCo will monitor this provision.
4. **Review.** The class teacher will review the plan with the parents and child on the agreed date. The impact and quality of the support and interventions will be evaluated. This will feed back into the analysis of the pupil's needs. Parents will be given clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

At Stamford Bridge Primary School, we believe that effective **Quality First Teaching**, alongside our **Ordinarily Available Provision** meets most learning needs. This is best achieved by the teacher applying appropriate support strategies in consultation with colleagues, as appropriate.

If the learning needs cannot be met in this way, then the class teacher will seek the advice of the SENDCo, who will work collaboratively with the teacher to explore other forms of support. We will always prioritise communications with parents and carers throughout this process to ensure they are kept informed of any changes to provision.

For some children, Quality First Teaching, alongside our Ordinarily Available Provision strategies may not meet their needs. In these cases, the child may benefit from the use of some Quality First Teaching+ provision, involving in-class support from the class teacher or TA, along with appropriate small group interventions.

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



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emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum.

- We have an ELSA-trained HLTA who delivers high quality 1:1 and small group 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.

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 located next to the school reception on Lower Site.
- Ramp and accessible door on both sites to access school.
- Ramps for outside doors on classrooms that require wheelchair access can be provided as needed.
- 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 is available 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?

SEND support will include a plan for effective transition between phases of education. This will be completed in a timely way so that the receiving establishment has all the relevant information they require. The SENCo will support the class teacher to ensure transition arrangements are in place. These are detailed in the school based policy documents.

What if my child has an Education, Health and Care Plans (EHCP)?

Where a child is in receipt of an EHCP, the provision in Section F of the EHCP must be provided. Our teachers remain responsible for the child's progress. There will still be termly reviews and the graduated response will remain in place. In addition, there will be an 'Annual Review' held each year. This must be before the date of the anniversary of the plan being issued. The SENCo or member of our senior leadership team will chair the meeting



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and complete the required paperwork. For further details about this process and who is invited, please discuss this with the SENCo.

Confidentiality

Staff may have access to personal data about pupils and their families which must be always kept confidential and only shared when legally permissible to do so and in the interest of the child. Records should only be shared with those who have a legitimate professional need to see them. Staff should never use confidential or personal information about a child or her/his family for their own, or others advantage (including that of partners, friends, relatives, or other organisations).

Safeguarding Children with SEND

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

The additional barriers that can exist when recognising abuse and neglect in this group, include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- Pupils being more prone to peer group isolation than other pupils.
- The potential for pupils with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in overcoming these barriers.

Children with disabilities may have regular contact with a wide network of carers and other adults for practical assistance in daily living including personal intimate care, hence being mindful that such situations can increase risk.

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, helensawdon@stamfordbridgeschool.co.uk
- (iii) The Headteacher, nicolamassey@stamfordbridgeschool.co.uk