



## Stanhope Primary and Nursery SEND Information Report

June 2021

Stanhope Primary School and Nursery Unit is a fully inclusive mainstream primary school and nursery. At Stanhope we aim to enable all pupils to achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, physical ability or educational needs). This document is intended to give you information regarding the ways in which we use our best endeavours to support all of our pupils, including those with Special Educational Needs and/or Disabilities, in order that they can realise their full potential.

Children are identified as having SEND when their progress has slowed or stopped and the interventions and resources put into place do not enable improvement. Once this occurs, the school uses specific need-based plans which support their development and speed up progress.

Stanhope Primary's SEND Information Report utilises the Local Authority Local Offer to meet the needs of SEND pupils as determined by the school policy, and the provision that the school is able to meet.

#### The Local Authority Offer

- The purpose of the Local Offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It covers provision for children and young people from birth to 25 and includes information on education, health and social care, transport, leisure, carers and families and childcare.
- Please follow the link below to see further information regarding the Local Offer
- (<https://www.southtyneside.gov.uk/article/37862/Special-Educational-Needs-and-Disabilities-SEND>)

All schools are supported to be as inclusive as possible, with the needs of the pupil with Special Educational Needs and Disabilities (SEND) being met in a mainstream settings wherever possible. The broad areas of SEND are:

- Communication and Interaction - Speech and Language
- Cognition and Learning -
- Social Emotional and Mental Health
- Physical/Sensory and Medical

#### Who do I contact about my child's special educational needs?

Your first point of contact at Stanhope Primary School is the SENDCO, Mrs A Ali. The Special Needs and Disability Co-ordinator is responsible for managing and co-ordinating the support for children with special educational needs, including those who have Educational, Health and Care Plans (EHCP). The SENDCO also provides professional guidance to school staff and works closely with parents and carers and other services that provide for children in a school.

## **What kinds of Special Educational Needs and Disabilities (SEND) are provided for at Stanhope Primary School and Nursery?**

Stanhope is an inclusive mainstream nursery and primary school. We provide for a range of special educational needs. This year we have supported children with the following Special Educational Needs:

- Communication and Interaction difficulties including Speech and Language difficulties and Autistic Spectrum Disorder (ASD).
- Cognition and Learning difficulties including Global Developmental Delay, Moderate Learning Difficulties and Specific Learning Difficulties such as Dyslexia, Dyspraxia and Dyscalculia..
- Social, Emotional and Mental Health difficulties including Attention Deficit Hyperactivity Disorder (ADHD) · Sensory/ Physical needs including Visual/Hearing Impairments

Please note that this list is not exhaustive and that we would always endeavour to provide for the needs of the children in our school.

## **What is the school policy for identifying and assessing children with SEND?**

In Nursery and Reception, staff complete observations and baseline assessments of each child's current levels of attainment and build up a profile of their learning. Where a child appears to be behind expected levels, or where a child's progress gives cause for concern, the school considers all the information about the child's learning and development and consults with parents.

In key stage 1 and 2 there is a continuous cycle of planning, teaching and assessing, including observations, Y1 phonics tests, Y2 SATS, standardised reading and maths assessments. Pupils whose attainment or wider development, falls significantly outside the expected range may have special educational needs. Staff consult with parents and, in some cases, other professionals from outside agencies.

The school's SEND policy outlines the way the school identifies and assesses children with special educational needs. If you have a concern that your child may have a special educational need, please consult with your class teacher and with the Special Needs and Disabilities Co-ordinator (SENDCO).

## **How do we consult with parents and carers of children with SEND and involve them with their child's education?**

When there are concerns that a child may have Special Educational Needs, parents are consulted at all stages of the process. If a pupil requires **additional** or **different** support to make progress and achieve outcomes, parents/guardians are consulted and informed that special provision is being made-in school this is called SEND support. They are then invited to become involved in the assessment of needs, planning, implementation and review of the SEND Support Plans. This

takes place at parents/carers meetings, which are held in the Autumn and Spring term. An additional meeting for parents/carers of children with SEND may also be arranged in the Summer Term.

Parents/guardians of children with Early Help Plans or Educational Health Care Plans are invited to additional reviews throughout the school year.

### **How do we consult with children with SEND and involve them in their education?**

Our children are given the opportunity to speak about their education, their needs, their difficulties and how best we can help them. This is recorded as a pupil voice statement. In addition, their hopes, dreams and aspirations for the future are recorded and taken into account when planning targets and next steps.

### **How is support allocated?**

The school budget, received from South Tyneside Local Authority, includes money for supporting children with SEND. The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs within the school. The Head Teacher, the SENDCO and the EYFS SENDCO discuss all the information they have about SEND in the school, including:

- Children receiving extra support already
- Children needing extra support
- Children who have been identified as not making as much progress as would be expected

From this information it is decided what resources/training and support is required. The school identifies the need of SEND pupils on a provision may. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

### **Who provides the support for my child in Stanhope Primary School?**

#### **School Provision**

- Teachers are responsible for teaching SEND groups/individuals on a part-time basis
- Teaching assistants mainly working with individual children or with small groups
- The Social, Emotional and Wellbeing Lead working with individual children or with small groups

Local Authority Provision delivered in school and in liaison with school staff

- The Emotional Resilience Team
- EMTRAS
- CYPS Service
- Education Psychology Service
- Hearing and Visual Impairment Service
- SALT - Speech and Language Therapy
- The School Nursing Team
- Occupational Health
- Physiotherapy
- Specialist Health Visitor or a member of the Health Visiting Team

### **How does the school teach, support and adapt the environment for children with SEND?**

The curriculum is differentiated to match tasks to individual ability, support provided through TAs and resources. Teaching Assistants, HLTA (Higher Level Teaching Assistants) and Teachers support individual children and small groups on very specific interventions targets and programmes. Maintaining high and realistic expectations for every child is at the heart of our ethos and practice.

The schools also offers curriculum adjustment, personalised timetables, specialist resources or other adaptations to support children. By utilising staff expertise, school resources and our environment here at Stanhope Primary School, we are able to provide a range of levels of support and ensure that children are learning in an environment which is suitable for them as an individual. By means of 1-1 support, specific small group support and teaching, interventions and focus groups, children are able to follow an individual or differentiated timetable and curriculum where appropriate.

### **How do we assess and review children's progress towards outcomes?**

Progress, towards desired outcomes recorded on SEND Support plans, is assessed formally each term prior to, and during, SEND review meetings. The child (where possible), parents/ carers and all staff involved with them, contribute to this assessment and review process. These reviews usually take place during an identified, Parents/Carer's meeting, which are in held at some point in the Autumn and Spring term. However, additional reviews usually take place where children have an Early Help or Education Health Care Plan.

Progress is continually assessed and monitored throughout the term to ensure that provision is appropriate and effective. Sometimes, in consultation with parents/carers, specialists may be involved in the assessment and planning process. Where a number of specialists are involved, an Early Help plan may be developed, to streamline the planning and review process.

## **How do we support children moving between phases of education?**

Stanhope Nursery is part of the Foundation Unit at Stanhope Primary School. Information from children in Stanhope Nursery is shared and recorded in SEND registers and SEND Support Plans. We also liaise with other establishments in the area, e.g. other nurseries and Children's Centres, to aid the child's transition, enable forward planning and ensure information about a child's identified needs and provisions are transferred. Children from Stanhope and other nurseries are invited to transition sessions with their new teacher and class in the Summer term, prior to transition into Reception. Some children who may find transition particularly challenging may have extra visits with their portage worker/inclusion support assistant. In Y6, prior to their transfer to secondary education, class teachers, inclusion support assistants, the SENDCO and sometimes parents meet with the SENDCO of the schools receiving SEND children. Year 6 pupils visit the receiving school in the Summer term and SEND pupils make an extra visit to meet SEND support staff there. Some children who may find transition particularly challenging will make extra visits with their parents, inclusion support assistant or a transition mentor. All records of all the SEND children will be transferred to their receiving schools as soon as the children have registered there in September.

## **What approaches are used to teach children with SEND and how is the curriculum and/or learning environment adapted?**

The school uses a range of approaches to support children with SEND. Children have different learning strengths and preferences so in class a multi-sensory (see, hear, do) approach is generally used to engage all pupils, including those with SEND, in learning. However, some pupils with sensory difficulties can find this distracting and may require screens or ear defenders to block out distractions. Approaches required to teach SEND children will be tailored to their needs. Some of the common approaches used in school are listed below.

- Differentiation of the curriculum to the needs of the SEND children
- In-class support from staff including teacher or teaching/inclusion support assistant.
- Small group intervention focusing upon a targeted area led by a teacher, teaching assistant or inclusion support assistant.
- Individual intervention focusing upon a targeted area led by a teaching/ inclusion support assistant.
- Individual Support with reading from a teaching/inclusion support assistant or parent helper.
- Intervention led by a specialist teacher or specialist inclusion assistant.
- Intervention by a speech therapist
- Attendance at a specialised unit within the authority, full- or part-time

Some children have disabilities/difficulties, such as a hearing impairment or dyspraxia which create barriers to learning. Adaptations to learning environment may be sufficient to overcome these barriers. These may include some of the

following:

- A change in seating position
- Use of particular equipment such as a sensory cushion, fidget toy.
- Use of a pencil grip, writing slope or laptop.
- Use of a hearing aid
- Use of an orthopaedic chair
- Use of communication symbols

These are just a few of the adaptations and approaches that are currently used in our school/nursery. Often a combination of adaptations and approaches are used to remove barriers and support children's learning.

### **Training and expertise staff have in school regarding SEND**

Stanhope Primary and Nursery has consistently 'bought into' the Local Authority's School Workforce Development Programme, which enables all staff to attend a wide range of SEND courses run by the Local Authority. All school staff have received training regarding safeguarding and child protection. Most school teaching staff (including teaching/inclusion support assistants) have received training regarding the SEND 2014 Code of Practice, ASD, attachment and Managing Challenging behaviour including ADHD and Team Teach.

In addition, many teachers and teaching assistants have attended courses more specific/directly relevant to the needs of the children in their class such as hearing impairment, speech and language, dyspraxia, dyslexia, and assertive discipline. Some inclusion staff have attended speech and language training such as BLAST/BOOST and some staff in foundation have received Makaton training. The SENDCO is a qualified and experienced primary teacher and has been awarded the National Award for SEND Co-ordination. The school nurse provides annual training regarding medical conditions such as epilepsy, asthma, diabetes and anaphylactic shock. ALL members of staff have received training regarding administering medications.

**Staff training is ongoing and continuing as new staff arrive, children move through the school and current staff develop their expertise further.**

### **How is specialist expertise secured?**

Staff at school are supported by the expertise of various services which, via referral, are provided by the Local Authority. Specialist expertise, from the following services, was secured for SEND children at Stanhope Primary, from the Local Authority:

- Hearing impairment Service
- Visual impairment Service
- Pre-school and Portage
- Services for Young People
- Ethnic Minority and Travellers Service

- Attendance Monitoring Team
- Young Carers
- Outreach services such as Community Nursery Nurse via children's centres

Stanhope Primary also buys in extra services from the Local Authority. We consistently buy the highest level of support available from the Educational Psychology Service.

In addition, we buy in support from Learning Mentors based with the Emotional Resilience Team. Learning Mentors have supported several children with transition to secondary education.

Support from specialists from other agencies, are usually secured from the health service via referral. The following services have been involved with children in Stanhope Primary.

- School Nurse
- Health Visitor
- Paediatrician
- Speech and Language therapy
- Lifecycle
- Children and Young People's Service (CYPS)
- Physiotherapy
- Occupational Therapy
- Dietician
- Bowel and Bladder Service
- Health and Social Care

The range of specialists currently involved is not exhaustive and will continue to evolve with the needs of the children in our school and the services available to us.

#### **How is the effectiveness of provision for SEND evaluated?**

The effectiveness of provision is constantly evaluated, usually against the outcomes on the children's SEND plan, Early Help or Education Health Care Plan. Progress towards these is checked regularly. This evaluation also consists of informal and formal discussion and consultation between staff involved with the child. This usually includes class teachers, teaching/ inclusion support assistants and the SENDCO but sometimes includes other staff such as specialist inclusion assistants and lunchtime supervisors. Parents and children will be consulted in SEND reviews and, if specialists are involved, they will continually reassess progress towards desired outcomes on the SEND support plan which have been devised in consultation with them.

If something is not working, we endeavour to change this as soon as possible. Sometimes, for example, this may involve increasing provision from support in class to adding small group intervention, or to providing 1:1 intervention or a combination of all three. Equally when good progress has been made via intervention, consideration is given to reducing intervention and monitoring



progress. Parents are involved in this process, their views are sought and they can often have a significant impact upon the effectiveness of provision/outcomes.

In addition, data is analysed from regular assessments, which regularly happen for all pupils in school, and is used to contribute towards the SEND evaluation process. The Inclusion SENDCO, Senior Management Team (SMT) and Governors oversee this process.

### **Ensuring children with SEND engage in activities with children who are not identified with SEND**

Every reasonable effort will be made to ensure that all children can access any curricular provision in or out of school. In school, most provision is multisensory to facilitate access.

Adaptations in curriculum and learning environment will be made where possible.

Children with SEND are encouraged to engage in out of school clubs alongside other children. Where day trips are involved, staff complete an Evolve risk assessment in advance, to accommodate the needs of children with SEND.

In some cases, adaptations will be needed to enable participation. This currently involves parents/carers being invited; or an extra/assigned staff accompanying the child on some trips; or extra equipment being used such as a wheelchair, specialised goggles etc.

In cases where children have a disability, or medical need that requires provision or administration of medicine, the SEND/care plan will be produced and consulted.

Where adaptations are not possible, alternative provision will be made with parents being consulted.

### **How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in the meeting the needs of pupils with SEN and supporting the families of such pupils?**

This role is generally delegated by the Governing Body to the SENDCO and the designated people for social care matters (Head Teacher, Deputy Head Teacher and Safeguarding Officer).

Liaison with various services is often a day to day process. The SENDCO and regularly refers children to services provided by the National Health Services or Local Authority Support Services. The governing body buys into extra services provided by the Local Authority Support Services, which enable children and families to access a wide range of support. Where a few services are involved, an Early Help Assessment may be initiated and an Early Help Plan devised. The SENDCO, teachers, teaching assistants, parents contribute to this process. The

SENDCO, in liaison with the SLT usually co-ordinates this process, although other professionals may do so as the Lead Professional. These plans are regularly reviewed, with all relevant services invited.

Occasionally, where an educational need is complex and likely to be long term, a child may be eligible for an Education Health Care Plan (EHCP) statutory assessment, which explores and reviews which services need to be provided and how this will be done.

In this case you may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist, Occupational Therapist or Educational Psychologist. This specialist advice will help the school and yourself understand your child's particular needs better and be able to support them better in school. The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

#### **This would mean:**

The school (or you) can request that Local Authority Services carry out a Statutory Assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.

After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a Statutory Assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think that your child needs this, they will ask the school to continue with the current support.

After the reports have all been sent in, the 'Panel of Professionals' will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health and Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.

The EHCP will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.

The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

The Head Teacher, Deputy Head Teacher, and Safe Guarding Officer are the designated staff for social care matters. They liaise with this agency and attend meetings as appropriate. Where a child with SEND is looked after the SENDCO, in conjunction with the Safeguarding Officer, are also involved with social care

matters such as planning and reviews.

### **How can parents/carers of children with SEND complain about SEND provision?**

Any complaints or concerns about the SEND provision made for children can be made initially to the SENDCO, Mrs A Ali. If the matter is still unresolved parents are welcome to contact the Deputy Head Teacher, Mr A Rogers, then Mrs L A Martin, the Head Teacher.

The school's complaints procedure also details how parents can make a formal complaint to the school's Governing Body. Please see the Stanhope Primary School's Complaints Policy available on the website for further information.

Parents and carers can also contact Gillian Harte from the Local Authority's SEND Information and Advisory Service (SENDIASS). The team support parents and give advice and guidance through the complaints process. SENDIASS can be contacted on 0191 4246354

[gillianharte@southtyneside.gov.uk](mailto:gillianharte@southtyneside.gov.uk) or [SENDIASS@southtyneside.gov.uk](mailto:SENDIASS@southtyneside.gov.uk)

### **How does Stanhope Primary prepare my child for Adulthood and their aspirations for the future?**

The Local Authority's Ranges document also makes clear links to preparation for adulthood (PfA) to ensure pupils have the necessary skills to support them in the next stages of their life. Links are made in school, with children and within Support Plans. Children are regularly given the opportunity to give their views and wishes for their own futures, which staff are mindful of when planning support.

### **How are the social and emotional needs of SEND children developed and monitored and heard?**

The school has a rigorous system of monitoring the emotional and social needs of all children in the school. Staff record concerns on the school's CPOMS system. Staff can also refer children to the school's Social, Emotional and Well-Being Lead who will work with children. A variety of strategies and support programmes will be developed for each child, depending on their need. In addition to this the Social, Emotional and Well-Being Lead can also refer identified children on to other agencies in consultation with parents. Some of the agencies that work with our children and families are; Emotional Resilience, CYPS (Children and Young People Service) and Life Cycle, Educational Psychologist Service and Speech and Language Therapy and Early Help.