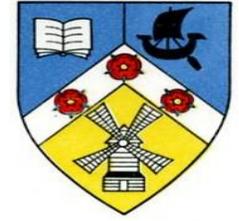




Stalmine Primary School



SEN Information Report

January 2017

1) What kinds of Special Educational Needs does Stalmine Primary School make provision for?

Stalmine Primary School is a small rural school with 79 pupils on roll in Year R-6 13 Nursery pupils and 4 classes. The proportion of pupils with Special Educational Needs (SEN) is around the national average. At Stalmine Primary School, we make provision for children with SEN within each of the four categories identified in the 2014 SEN Code of Practice:

Communication and Interaction

We have some pupils who experience speech and language difficulties. Consequently, we have teaching assistants who support children with Speech and Language Difficulties in a 1-1 or small group setting. This may include pupils who find it difficult to understand what others are saying or have difficulties with fluency or forming sounds, words or sentences. We have a range of resources which are used to support children's Speech and Language development and we work closely with a number of Speech and Language Therapists.

Cognition and Learning

At Stalmine Primary School, we are experienced in supporting children with Cognition and Learning Difficulties through high quality teaching and effective differentiation. This includes children with Specific Learning Difficulties such as dyslexia (specific difficulties with reading or spelling), dyscalculia (specific difficulties with maths) or dyspraxia (specific difficulties with coordination). We also support children with moderate learning difficulties and children on the Autistic Spectrum. For example, we

	<p>support children by breaking down activities into smaller, achievable chunks; providing appropriate resources including the use of technology or multisensory activities and through providing adult support. We also run a number of interventions including Talk Boost and IDL.</p> <p>Social, mental and Emotional Health For some children, difficulties in their social and emotional development can mean that they require additional or different provision. We support these children through pupil mentoring and social skills groups. We involve outside agencies such as CAMHS (Child and Adolescent Mental Health Service) if necessary.</p> <p>Sensory and/or physical We work closely with outside agencies to provide support for children in our school who have sensory or physical difficulties. Where necessary, we make adaptations to the curriculum or environment in order to make lessons and learning opportunities accessible to them.</p>
<p>2) How will Stalmine Primary School identify and assess my child's Special Educational Needs?</p>	<p>At Stalmine Primary School, the attainment and progress of all children is carefully tracked and monitored throughout the school year by the class teachers. This process is overseen by the Headteacher who analyses data each half term to monitor the progress made.</p> <p>On a daily basis, teachers evaluate their lessons and consider whether individual children are making the expected progress within their lessons.</p> <p>If teachers have any concerns regarding a child in their class, they will discuss these concerns with parents and also with the SENCo. The targets of children who have an EHCP or Statement are reviewed regularly and teachers are formally asked at these key points of the year to reflect upon the</p>

	<p>progress of children on the SEN Register and to identify any other children of concern.</p> <p>Regular dialogue between teachers, teaching assistants and the SENCo take place. During these dialogues, pupils of concern are discussed and progress/provision of all children on the SEN Register is discussed in detail in order to inform future provision and priorities. Where concerns have been raised, the child may be added to the SEN Register at the 'SEN support' level so that their progress can be closely monitored and additional support can be put in place as necessary. Parents are always informed at this stage.</p> <p>The SENCo would liaise with the relevant outside agencies. This would determine whether any further formal assessments need to be carried out in order to identify key areas to target and to evaluate the effectiveness of any interventions that are put into place.</p> <p>Such assessments could include:</p> <ul style="list-style-type: none">• Youngs Spelling Test• Suffolk Reading Test• Naglieri Test• WRAT Test• Dyslexia Testing <p>These assessments could be repeated following an intervention programme to evaluate whether progress has been made.</p>
<p>3) What is Stalmine Primary School's approach to teaching children with SEN? How will Stalmine Primary School enable my child to be included in</p>	<p>Stalmine Primary School prides itself on providing an inclusive learning environment where all children, including children with SEN are treated equally and have access to the full range of opportunities that we provide.</p>

<p>activities with other children including those without SEN?</p>	<p>For some activities, children at Stalmine Primary School are grouped according to ability but we also ensure that pupils are provided with the opportunity to work with children of all abilities within their class throughout the year. Teachers differentiate learning to meet a variety of different needs within the class and children are encouraged to reflect upon their own progress and are fully involved in the process of selecting learning that matches their own learning needs. Our approach is to tailor learning opportunities so that they are accessible to all the children through effective planning and differentiation of lessons. We aim to provide stimulating and exciting learning experiences that all children can access at their individual levels.</p> <p>The high expectations and aspirations that we have for all children in the school are extended to children with SEN. Children with SEN and disabilities are fully included in activities throughout the school day. If necessary, we provide additional support to enable this to happen, for example 'meet and greets' in the morning, additional support at playtimes or lunchtimes or for extra-curricular activities, including school trips and swimming lessons.</p>
<p>4) How will the curriculum and learning environment be matched to my child's needs?</p>	<p>The SEN Code of Practice (2014) recognises that 'Special educational provision is underpinned by high quality teaching and is compromised by anything less'. At Stalmine Primary School our priority is to ensure that all children, including children with SEN have access to good or outstanding lessons which are appropriately differentiated and personalised to meet the needs of individual children.</p> <p>We also recognise that some children will require educational provision that is 'additional to' or 'different from' this. To achieve this, we engage in a cyclical four-stage process: 'Assess, Plan, Do and Review':</p> <p>- Assess: The class teachers and if necessary the SENCo or professionals</p>

	<p>from external agencies, assess the needs of the individuals.</p> <ul style="list-style-type: none">- Plan: We identify the barriers to learning, intended outcomes and plan appropriate support and intervention to meet those outcomes.- Do: We provide appropriate support either within the classroom or as part of a targeted intervention programme. This could involve the provision of a resource, a change in an approach to learning, access to technology or working with an adult.- Review: We evaluate the impact of the support provided and consider whether changes to the support need to be made. <p>A small number of children may require specific adaptations to the learning environment. Examples include the provision of modified equipment, individual workstations, picture cards, sensory equipment (e.g. sensory stories) etc. Through consultations with teachers, TAs, parents, children and Headteacher, the SENCo makes decisions regarding the most effective allocation of resources in order to most effectively meet the needs of the children with SEN within the school. This includes physical and human resources. Teaching Assistants are allocated carefully according to their skills and experience, with many Teaching Assistants becoming specialised in certain areas such as Speech and Language or with certain interventions, such as 'Better Reading Partners'.</p>
5) What kinds of specialist SEN provision does your school provide?	<p>At Stalmine School we have experienced teachers and teaching assistants. Together we adopt a caring and nurturing environment for all pupils including those with a special educational need.</p> <p>Each classroom has a Teaching Assistant every morning and some children</p>

	<p>have 1:1 support or small group support to access the learning. We currently employ a TA who offers additional interventions in the afternoons - these include IDL Reading and Spelling and Writing and Maths interventions.</p> <p>Individual Action Plans are written for those pupils with an EHCP. They are reviewed regularly and any professionals involved with the child may be involved in this process. The SENCo monitors and supports this process and holds meetings with parents where necessary.</p> <p>We also work with many outside agencies. These include: Educational Psychology services, Inclusion and Disability Support Service (IDSS), SHINE, School Nurse/Doctor, Speech and Language and inclusion teachers.</p>
<p>6) How will Stalmine Primary School support my child's emotional and social development and wellbeing?</p>	<p>For pupils with a medical need, Stalmine Primary School will work with the necessary medical professionals to produce a care plan. If a care plan is required, school staff will meet with parents and relevant medical professionals to produce the document collaboratively. Any staff member who has contact with the child identified within the care plan are made aware of the content.</p> <p>Training on medical needs is provided through first aid training. Any extra requirements for specific medical needs would also receive training. Many healthcare professionals provide support to the school as and when required and the School Nurse attends school regularly and offers excellent support. In addition to this our school staff are skilled in dealing with pupils who require emotional support. We have a whole school behaviour management system which promotes social and emotional development.</p>
<p>7) How will Stalmine Primary School involve me in supporting my child with SEN?</p>	<p>At Stalmine Primary School, we recognise the value of working in collaboration with parents and carers of children with SEN in order to achieve the best outcomes for them. As a school, we strive to ensure a high level of communication with parents so that you feel well informed about what is</p>

	<p>happening in school and how your child is progressing. This includes Class Dojo, parent consultation evenings, open evenings and annual reports. We have an 'open door policy' and teachers are always happy to meet with parents at a mutually convenient time.</p> <p>We aim to meet with parents of children with SEN as they join our school, either in Reception or in later years. The SENCo then regularly meets with many parents of children with SEN to review their progress and to make collaborative decisions about how to meet their needs.</p> <p>For children with Statements of Educational Needs, parents will be invited to attend their Annual Review meeting in which children's progress against their individual targets is looked at in detail and decisions about future provision is jointly agreed.</p>
<p>8) How will Stalmine Primary School involve my child in decision making?</p>	<p>When supporting children with SEN, we aim to talk to our children and fully involve them in the process. We discuss their individual targets and progress with them and make sure we celebrate their achievements with them, however big or small.</p> <p>For children with a Statement of Educational Needs we always share their views within the Annual Review process. These views may be discussed with them before the meeting or if appropriate, children can come into the meetings to share their views. We use a range of practical and visual strategies to support children who find it difficult to express their views with words.</p> <p>Wherever possible, we try to take into account the views, wishes and aspirations of our pupils when discussing outcomes for the child and approaches to achieve them.</p>
	<p>School:</p>

9) Who could be involved in supporting my child or our family?

Headteacher (Mrs Judith Foster)
SENCo (Mrs Emma Parkinson)

External Agencies:

We have strong links with a range of education, health and social care professionals who can support the process of assessment, target-setting and ensuring that the needs of children with SEN are appropriately met. This includes working with:

- Special Educational Needs and Disability Officer (SENDo) - Lancashire IDSS provide us with a SENDo to work closely with the SENCo and the school; offering advice and support in a range of situations.

Our school SENDo is: **Mrs Tina Bateman - (01524) 581200**

- Educational Psychologists:

Our school EP is: **Mrs Jill Bundy - (01254) 581200.**

- Speech and language Therapists:

We currently have 2 speech and language therapists who develop Speech and Language Plans for children in our school. The therapists we work with are: Amy Slater, Rachel Klien and Jade Willman.

- Occupational Therapists:

Children in need of OT input need to be referred by their GP. Stalmine School will ensure programmes of work are implemented when necessary.

- Medical practitioners including pediatricians and Child and Adolescent Mental Health Service (CAMHS).

	<ul style="list-style-type: none"> - Social Workers from Lancashire County Council and other local authorities. - Professionals from the local Children's centre.
<p>10) How does Stalmine Primary School evaluate the effectiveness of provision for pupils with Special Educational Needs?</p>	<p>At Stalmine Primary School, we have a robust system of self-evaluation in which we evaluate:</p> <ul style="list-style-type: none"> - Pupil Achievement - Behaviour and Safety - Leadership and Management - Quality of Teaching. <p>As part of this process, we evaluate the effectiveness of the provision for pupils with Special Educational Needs. The SENCo and SEN governor meet to discuss the provision for children with SEN. The Governors also receive regular reports through the Standards Committee.</p> <p>Each term, the performance data of children with SEN is analysed by the Headteacher and areas of need are identified. In addition, interventions are regularly reviewed and monitored to ensure that the impact is effective.</p>
<p>11) How does Stalmine Primary prepare children with SEN for joining the school or transferring to another school? What are the arrangements for supporting children with SEN when they move between classes?</p>	<p>Change can be challenging for all children, particularly children with SEN. Therefore, at Stalmine Primary we have lots of procedures to support the transition of children with SEN as they join our school, move to new classes within the school or transfer to new schools.</p> <p>Joining our school:</p> <p>We work closely with preschool settings to support the successful transition of all of children as they begin their school journey with us in Reception. Our Reception teacher visits the children in their preschool setting and the</p>

children come into school for an induction period. In order to support children and families of children with SEN, we also offer meetings in the term before the children start school with the SENCo, Foundation Stage Leader, parents, and representatives from the preschool setting in addition to any other professionals that are supporting the child or family. This ensures that we are well informed about the child's additional needs and can plan appropriate provision for when the child starts at school.

At this meeting, we can also agree any other strategies that could support a successful transition including photo books, extra visits to the school and home visits. Children with SEN may initially come to school on a part-time basis but this is individual to each child. We liaise closely with parents of children with SEN to help them to decide when their child is ready to come to school on a full-time basis.

If a child with SEN is joining Stalmine Primary School part-way through their school career, we will arrange for parents to meet with the SENCo and Headteacher to discuss the child's needs. We will also liaise with the child's previous school to discuss strategies and support that have been effective in the past. If necessary, we can arrange extra visits to support a child's transition to us.

Moving classes:

We have structured transition programme to support children as they move between classes or key stages within the school. Teachers are given allocated times to meet and share information about each child, including effective approaches and strategies for meeting the needs of children with SEN. All children are given the opportunity to spend a morning with their new class teacher. Where necessary, children with SEN make extra visits to their new classroom, are supported by social stories to prepare them for the changes

ahead and are given photo-books of their new classroom, teacher and any other adults that will be supporting them. For children with complex additional needs or for children who will find the transition particularly challenging, a meeting is arranged with parents and both the previous and new class teacher.

Transferring to a new school:

Moving on to secondary school can be an exciting but daunting time for all children so at Stalmine Primary, we ensure that the children are well-prepared for the transition. We have good links with the local Secondary Schools including special schools within the area. For children with Statements of Educational Needs, the SENCo from the secondary school will be invited to either the Year 5 transition Annual Review or the Year 6 Annual Review or both. This gives parents the opportunity to find out how the school will be able to support a child through the transition and beyond. If a child is on 'SEN Support' but does not have a Statement of Educational Needs, parents will be invited to attend a 'Transition meeting' with the SENCo from the secondary school during Term 6 of their final year to find out more about the support available.

Where necessary, additional support arrangements such as extra visits and transition projects can be put in place to support a successful transition to secondary education. For children with Special Educational Needs and for children who are likely to find the transition more challenging the SENCo will arrange an extra visit to the secondary school.

If a child with SEN is moving to a new school before the end of Year 6, we ensure that all relevant paperwork is forwarded to the receiving school. Our Headteacher will liaise with the new Head teacher, SENCo to ensure that they are well-informed of the child's individual needs.

12) What do I do if I have a concern about the provision for my child with SEN?	<p>At Stalmine Primary School, we are committed to working in partnership with parents and carers to meet the needs of the children in our school.</p> <p>If parents have questions or concerns about the provision for a child with SEN, in the first instance, we would encourage them to contact the child's class teacher. Should they then wish to discuss the concerns further, they could contact the SENCo or Headteacher.</p> <p>In the unlikely event that a concern is not resolved, then please make contact with our Chair of Governors in line with our 'Parental Complaints' policy and procedure.</p>
13) Where can I get further information about services for my child?	<p>The information in this report feeds into Lancashire County Council's Local Offer which details support, opportunities and services available to children and young people their area that have SEN.</p> <p>This can be accessed at: http://new.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx</p> <p>The Parent Partnership Service can also provide information, support and advice service to the parents or carers about their child's special educational needs.</p> <p>To contact them please call 0300 123 6706 or visit information.lineteam@lancashire.gov.uk</p>