

SEND Information Report

1. How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

All children are continually assessed across the school by teachers to inform their planning and teaching within the classroom, starting with a baseline assessment. If through these assessments, or through everyday activities within the classroom, your child appears to be having difficulties, then the teacher will be able to make a note of this within their lesson evaluation. Work is differentiated to meet your child's needs, if your child is still having difficulties, the class teacher will inform the Inclusion Leader or the SENCO who will then put into place any intervention (extra help) that may be required. Parents will always be asked to speak with the teacher before any formal intervention is put into place. As a parent/carer, if you are at all concerned about your child's progress, then the first step to take is to make an appointment to speak to the class teacher. You may also request to see the Special Educational Needs Co-ordinator (SENCO) or the Inclusion Leader.

If you would like to get in touch please contact Mrs Allen or Mrs Drakeford on 235781 or email at office@sandfordhill.org.uk.

2. How will school staff support my child?

At Sandford Hill Primary School we believe the early years are some of the most important to us. We are keen to develop the whole child, socially, emotionally, as well as academically. Independence is of the utmost importance. As children enter our foundation stage they are individually assessed and work is set for their individual needs. Staff in the foundation stage often work alongside outside agencies for example Speech and Language therapists following through programs provided for the classroom. Children are then placed in groups working on age/ability appropriate tasks as recommended by Speech therapists through the "School Readiness Project."

3. How will the curriculum be matched to my child's needs?

Work within the classroom is designed to meet the child's individual needs. Class teachers and teaching assistants may group children to provide support and enable children to succeed in being independent learners. In addition to this there may be an individual plan of work for your child or a provision map, to ensure that all our child's needs are met, be they academic or physical.

4. How will both you and I know how my child is doing and how will you help me to support my child's learning?

Regular feedback is given to parents/carers at open evening where school support plans may be discussed with the class teacher or the SENCO. For children who have greater needs than the SENCO will meet with those parents more frequently, as required. We will always try our best to be available for parents, be it the teacher, Inclusion Manager or SENCO to discuss progress at any point in the school year if, as a parent/carer, you were worried.

5. What support will there be for my child's overall wellbeing?

Pupils are continuously assessed for their emotional and social well-being throughout the school. As in other areas of SEND, teachers are always available to discuss this with parents that are concerned about their child's well-being. In addition to this, we have an Inclusion Support Assistant who may also work with your child to support their confidence or overall wellbeing. This may be facilitated by games, conversation or role play, fun ways to support and engage your child.

6. What specialist services and expertise are available at or accessed by the school?

We have access to support from SEND services, Educational Psychology, School Nurses, Speech Therapy, Occupational Therapy, NYAS*, Dove team, School Counselling Service, CAMHS and family support workers. Further to this we can guide parents to the SENDIASS (SEND Information, Advice and Support Service) which helps parents/carers to have an independent voice about their child's provision.

7. What training are the staff supporting children with SEND have had or are having?

The training that staff take part in changes from year to year depending on the needs of the children or any staff changes that might have taken place. Last year all staff received training on ASD and strategies for helping SEND children in the classroom. Additionally, SEND staff have been trained in strategies for helping children with mathematical difficulties, specifically using Numicon and RM Maths. This year we are expanding our expertise in supporting children with Dyslexia.

8. How will my child be included in activities outside this classroom including school trips?

All children are included in clubs and school trips, including a residential visit to Stanley Head for year 6 pupils. Every child is ensured equal opportunities to take part, where special requirements are needed we endeavour to take the necessary steps. Here at Sandford Hill we pride ourselves in being a fully inclusive school.

9. How accessible is the school environment?

There are some accessibility difficulties with the school as it is on 3 levels. There is a stair lift that can be used on one set of stairs. The KS2 upper playground can only be accessed by steps although the KS2 lower yard can be accessed via a ramp. The school has yellow handrails to support children accessing steps onto the playground and also highlighted steps for visually impaired children. There are outside areas which are covered to provide shelter from adverse weather, to ensure stability underfoot.

10. How will the school prepare and support my child to join the school or the next stage of education and life?

The next step for any young person in education is always an important one; we endeavour to ensure that this is as successful as possible with our transition procedures. If a child has SEN and is admitted new to the school, the school's SEN team will support the child by spending time with the child with a tour of the school, meeting staff and children and supporting during breaks and lunchtimes. The child will spend time with the SEN team for assessments and a plan will be written following this. Transition changes each year are carefully planned and any key workers will attend these sessions with the child if required. At the transition from KS2 to KS3, the SENCO will plan transition depending on the child. SENCOs from both schools will meet to discuss the requirements of the individual child. As a result of this, a programme will be implemented which could involve the child/family attending

sessions at the secondary school supported by the SENCO. But every situation is unique and therefore is tailored to the needs of the child, so it may be appropriate for the child to attend weekly sessions at the secondary school. Each step is planned with the parents, working together as a team.

11. How are the school's resources allocated and matched to children's special educational need?

The Inclusion team consists of an Inclusion Leader, SENCO, SEN Welfare Assistant, EAL (English as an additional language) Assistant and an Inclusion Support Assistant. All children will have a School Passport which will identify the amount of time and strategies required to support the child. The teaching assistants in each class will also support children to ensure that the child can access the curriculum. Special equipment is purchased, if recommended by a specialist professional, for example sloping writing boards and specialist chairs. The department also maintains good quality teaching resources, which are purchased after assessing the needs of the children e.g. Language programmes, phonics games, maths practical activities.

12. How is the decision made about what type and how much support my child will receive?

Decisions made about the amount of support a child needs are collective, not in isolation. They would include the class teacher, teaching assistant, the SENCO or the Inclusion Leader and, where it is appropriate, the child as well. When outside agencies are involved, such as speech therapy, we would include them too. An Educational Health and Care Plan (EHCP) may be put into place at the discretion of the Local Authority, when resources within the school's budget are unable to meet the needs of your child.

13. How are parents involved in the school? How can I be involved?

Parents' views are greatly valued within school for example, parents are invited to open nights, discussion groups, World Book Day activities, class transition, coffee mornings and assemblies, contributing towards "our open door policy." As a parent of a child with SEND you will be invited into school to discuss the support the school is providing, three times a year, but in addition to this we would want you to contact the school if at any time you wanted to talk about your child's progress. We want to help.

14. What kinds of SEND does the school provide for?

We strive to be an inclusive school catering for a range of SEND children. We have had children who are visually/hearing impaired, children with a range of learning difficulties, including language difficulties or specific learning difficulties.

The Special Educational Needs 'Code of Practice' (2014) states that there are four main areas of need. These areas are as follows:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and/or physical

The school provides for a range of needs within these areas. Some pupils may have needs in more than one area and needs can change over time.

15. How will our child be involved in the decisions about their learning?

Children have many opportunities to be involved in decisions about their learning and in a variety of ways. In a SEND setting, children work together in partnership with an adult to produce a pupil passport. They tell us what they enjoy, their strengths/weaknesses, and what we can do to make learning fun as well as productive. In addition to this, in our SEND department, we set smart targets (realistic bite sized learning targets) which are shared with pupils and parents on our School Support Plans. We want our children throughout the school to be active decision makers in the learning process.

16. How will we be involved in the decisions about the learning of our children?

We believe in a holistic approach to learning, as good home/school communication is vital in order for the child to thrive. Throughout the school year, parents of SEND children, have a number of opportunities to be involved in their child's learning journey.

Open Evenings are held twice a year where the class teacher reports progress made by your child. These can be tailored to suit your needs at any point in the school year if needed.

SEND coffee mornings are also held during the school day. Parents/carers have an opportunity to come into school take part in some of the learning activities with their child, see the classrooms, talk to staff delivering interventions, discuss their thoughts about work completed in school and share any concerns they may have. Structured conversations are held and parents' views are sought through the Annual Review Process for pupils with Statements of SEN or Education, Health and Care plans. Parents are invited to meet with professionals from outside agencies.

What do I do if I want to make a complaint?

If you would like to make a formal comment or complaint about a service at our school then a copy of the complaints procedure is available on our website.

The difference between a concern and a complaint

A concern may be defined as *'an expression of worry or doubt over an issue considered to be important for which reassurances are sought'*.

A complaint may be defined as *'an expression of dissatisfaction however made, about actions taken or a lack of action'*.

It is in everyone's interest that concerns and complaints are resolved at the earliest possible stage. Many issues can be resolved informally, without the need to use the formal stages of the complaints procedure. Sandford Hill Primary takes concerns seriously and will make every effort to resolve the matter as quickly as possible.

If you have difficulty discussing a concern with a particular member of staff, we will respect your views. In these cases, the Headteacher, will refer you to another staff member. Similarly, if the member of staff directly involved feels unable to deal with a concern, the Headteacher will refer you to another staff member. The member of staff may be more senior but does not have to be. The ability to consider the concern objectively and impartially is more important.

We understand however, that there are occasions when people would like to raise their concerns formally. In this case, Sandford Hill Primary will attempt to resolve the issue internally, through the stages outlined within this complaints procedure.

How to raise a concern or make a complaint

A concern or complaint can be made in person, in writing or by telephone. They may also be made by a third party acting on behalf of a complainant, as long as they have appropriate consent to do so.

Concerns should be raised with either the class teacher or Headteacher. If the issue remains unresolved, the next step is to make a formal complaint.

Complainants should not approach individual governors to raise concerns or complaints. They have no power to act on an individual basis and it may also prevent them from considering complaints at Stage 2 of the procedure.

Complaints against school staff (except the Headteacher) should be made in the first instance, to Mr, Wardle (the Headteacher) via the school office. Please mark them as Private and Confidential.

Complaints that involve or are about the Headteacher should be addressed to Mr. Austin (the Chair of Governors), via the school office. Please mark them as Private and Confidential.

Complaints about the Chair of Governors, any individual governor or the whole Governing Body should be addressed to Mr Lawton (Local Authority Governor Support Manager) via the school office. Please mark them as Private and Confidential.

In accordance with equality law, we will consider making reasonable adjustments if required, to enable complainants to access and complete this complaints procedure. For instance, providing information in alternative formats, assisting complainants in raising a formal complaint or holding meetings in accessible locations.

17 What other support is available to parents and how can I contact them?

Support is available from:

- Mrs Allen - Inclusion Manager ,
- Mrs Drakeford SENCO at Sandford Hill Primary tel no: 235511
- To contact SEND Services: By telephone 01782 232538
By email SEND@stoke.gov.uk
- Write to us at: Inclusive Learning Team, SEND Services, Swann House (Floor 2)
Boothen Road Stoke Stoke-on-Trent
Staffordshire ST4 4SY
- Special Educational Needs and Disability, Information, Advice and Support Service,
Mount Education Support Centre, Mount Avenue, Penkhull, Stoke-on-Trent, ST4
7JU Tel: 01782 234701 Email: iass@stoke.gov.uk Website: www.sendiass-
stoke@co.uk

Name of organisation	Contact details	Professional referral required	Self-referral	Parental support group
School Nursing Service Medical help	03001240362	yes	yes	no
Independent Support Support for SEND families	01782236414	no	yes	no
CAMHS Child Adult and mental health service	03001230977	yes	yes	no
Educational Psychology Service - assesses the needs of children advice to teachers and parents.	Contact through school	yes	no	no
Dove Service Counselling service	01782 683155	yes	yes	Provide links to support groups
Face2Face Scope	07921046511	no	yes	yes

NYAS information, advice, advocacy /legal representation to children, young people/ vulnerable adults.	01782 683150 or 07990 772088	no	yes	
MIND	01782 262100	yes	Yes Referral through CAMHS 0300 123 0907	no
North Staffs Asperger / Autism Association	01782 627002	yes	no	yes

Further agency support can be located on the Stoke on Trent Local Offer website. The link is detailed below: <http://localoffer.stoke.gov.uk/kb5/stoke/directory/home.page>

However, in conjunction with parents we have compiled a list of agencies available in the area to help parents and including children with SEND, please see Appendix One for details.

All children are included in the school trips, including a residential visit to Stanley Head for year 6 pupils. Every child is ensured equal opportunities to take part, where special requirements are needed we endeavour to take the necessary steps. Here at Sandford Hill Primary we pride ourselves in being a fully inclusive school.

We would like to thank the parents who supported the school by contributing answers to these questions.

Appendix One

	Professional Referral	Self Referral	Charity	Targeted	Activities	Support Group
Action for Children	?	?		?	?	
Adventure Playground		?			?	
Boat House	?			?		
CAB	?					?
Carers Association		?				?
Carers Hub		?				?
Caudwell Children			?		?	
Core Assets						
Diamond Families		?				?
Dietician	?					
Disability Playground Hanley		?			?	
Disability Solutions						
Dyslexia Staffordshire	?	?				
Early Help						
Early Years Forum	?					
Family Fund			?			
Family Information Support Hub						
Front Line Dance						
Hazel Trees						
Health Visitor	?	?				
Hospital at Home	?			?		?
Intergrated Family Support	?					
IPSEA		?				
Kemball Play/Stay		?			?	?
Mediation Services		?				
Mind	?	?				
Need2Know		?				?
Newlife Charity			?			
NSAA		?				?
NSPCC		?				
Occupational Therapy	?					
Odeon/Vue Cinema					?	
Orthotics	?					
Paddles Swimming		☐			☐	☐
Pegis		?				?
People Plus	?	?				
Physiotherapy	?					
Portage	?					
Rumble Tumble					?	
Sensory Rooms						
Signal Child						
Social Care	?	?				

SOT ASD Support Group		?				?
SPAN		?				
Speech Therapy	?	?				
Staffordshire Cricket		?			?	
Stage Coach						
Stoke & North Staffs Deaf Society						
Stoke City Football					?	
Stoke Parent Forum		?				
Trampoline					?	
Translator	?	?				
Wheelchair Basketball		?			?	