

SEND Information Report

2022-23.

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

All children are continually assessed across the school in order for the 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 then 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 to the teacher before any formal intervention is put into place. As a parent if you are at all concerned about your child's progress then the first step to take is to contact school 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 235511 or email at sandfordhill@sandfordhill.org.uk

2. How will early year's setting/school/college staff support my child/young person?

At Sandford Hill Primary school our 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 each one is 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 young person'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/young person is doing and how will you help me to support my child's/young person's learning?

Regular feedback is given to parents at open evening where school support plans may be discussed with the class teacher or the SENCO. For children who have greater needs then the SENCO will meet with those parents more frequently as required. However, we 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/young person's overall wellbeing?

Pupils are continuously assessed for their emotional and social well-being throughout the school, as part of a plan, do, review process. 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 setting/school/college?

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) this helps parents to have an independent voice about their child's provision.

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

The training that staff takes 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 Numberbots. This year we are continuing to expand our expertise in supporting children with Social, Emotional and Mental Health needs, we are developing a Home Hub within our school. The Inclusion support assistant has now completed the accredited ELSA (Emotional literacy support assistant) course.

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

All children are included in 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 setting/school/college environment?

There are some accessibility difficulties with the school as it is on 2 levels. There is a stair lift that can be used on one set of stairs. The KS2 top playground can only be accessed by steps although the bottom 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. As the school has extended we have added two new classroom blocks both with wheel chair access and a disabled toilet.

10. How will the setting/school/college prepare and support my child/young person to join the setting/school/college 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 worked alongside with the parents, working together as a team.

11. How are the setting's/school's/college's resources allocated and matched to children's/young people'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 School Passport, this 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/young person 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 setting/school/college? 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 and young person be involved in the decisions about their learning?

Children have many opportunities to be involved about their learning 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 and young people?

We believe in a holistic approach to learning, as such good home/school communication is vital in order for the child to thrive. Throughout the school year parents of SEND children are 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.

Parents/carers have an on-going 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 from the office.

What is a comment?

A comment is when you would like to inform us about something and suggest how to make our service to you better. All comments are logged and the suggestions made are discussed with the relevant departments. Feedback from these discussions is given to the person making the comment.

What is a complaint?

A complaint is when you are unhappy with a specific service or services provided by the school. Each complaint we receive enters Stage One of the Complaint Procedure.

Stage 1

When we receive your complaint we will send you an acknowledgement letter within three working days. A nominated member of the Senior Leadership team investigates your complaint. This person will then reply to your complaint within fifteen working days. (Not including non-term time and public holidays).

Stage 2

If you are unhappy with the response or outcome from Stage 1, please write to the Head teacher with the reasons why and the outcome you would like. The Head teacher will then investigate your complaint and respond to you within seven working days. (Not including non-term time and public holidays).

Appeal Stage

If you remain unhappy with the outcome at Stage 2 you have a right to appeal. Appeal Stage complaints are dealt with by the Chair of Governors. Please put your appeal request in writing for the attention of the Chair of Governors at the school address:

Mr. Christopher Austin
Chair of Governors
Sandford Hill Primary School
Clayfield Grove
Longton
Stoke on Trent
ST3 5AQ

An acknowledgment of the appeal request will be sent within three working days and the Chair of Governors will reply to your appeal within fifteen working days. (Not including non-term time and public holidays).

If following the appeal you are unhappy with the outcome then the matter must be referred to the Department for Education. Guidance on school issues can be obtained from the DFE public enquiries (0870 000 2288). Complaints have to be made in writing and should only be made to the DFE once the above procedures have taken place.

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: 235781 To contact SEND Services: By telephone 01782 232538 By email SEND@stoke.gov.uk Write to us at: Inclusive Learning Team, SEND Services ,Hazel Trees, Duke Street, Fenton, Stoke-on-Trent, Staffordshire, ST4 3NR

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,	01782 683150 or	no	yes	

advocacy /legal representation to children, young people/ vulnerable adults.	07990 772088			
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>

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