Stanwix School

SEN Information Report for Parents

At Stanwix School, every child is equally valued and we strive to develop an environment where all children can flourish and feel safe. We believe that building positive relationships with families is the most important aspect in supporting children with Special Educational Needs or Disabilities (SEND)

What should I do if I think my child may have Special Educational Needs (SEN)?

As a first port of call, parents/carers should raise any concerns with their child's class teacher. They can also request an appointment with our Special Educational Needs Co-ordinator (SENDCo), Mrs. Anna Shields

How does Stanwix School identify children as having Special Educational Needs?

'*A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age'* (Special Educational Needs and Disability Code of Practice: 0 to 25 years, 2015)

The needs of a child or young person with SEN will fall into one or more of the following four areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health (SEMH)
- Physical and Sensory

Prior to starting school, we work closely with our nursery and feeder nurseries to identify children with additional needs. When children start school, and through the course of their time in school, we identify when some pupils may need additional support through the following:

• Concerns raised by parents/carers and teachers

• Significantly limited progress is being made in regard to what would generally be projected in terms of age-related expectations

• Change in a pupil's behaviour or progress

• Liaison with external agencies, e.g. social care.

• Health diagnosis through a GP or paediatrician.

If a child 's learning progresses to a level where they no longer need additional to or different from support, they will be removed from the SEND register

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Updated to reflect staffing changes -currently under review

How will school support my child?

Class teachers will set the highest expectations and deliver first quality teaching to all children. Together with teaching assistants, they will plan and deliver any additional support required by individual pupils, following advice from the SENCDo as appropriate.

Children on the SEND register may have a Support Plan (SP). This will be written by the class teacher, with input from parents, child and SENDCo if needed. Parents will be invited into school termly to participate in their child's support plan review.

Teaching and Learning will be adapted accordingly to suit every pupil's individual needs. This may include reasonable adjustments, additional support from teacher and/or teaching assistants. Additional help may be provided within or separate to the class; in a small group or on a one to one basis.

We run a variety of Interventions such as: ELSA, Socially Speaking, Smart Moves, IDL, and phonics catch-ups. These interventions are identified on your child's support plan.

Pupil Progress Meetings are held termly. These take place between the Headteacher, SENDCo and class teachers to discuss the progress of the pupils in their class. This shared discussion may highlight any additional support that is required.

The class teacher meets with parents/carers of every child twice a year to discuss progress.

The Trustees agree priorities for spending within the school budget with the overall aim that all children with SEND receive the support they need in order to make progress.

Occasionally, a pupil may need more expert support from an outside agency such as the LA Specialist Advisory Teacher Service, Paediatrician etc. For this, a referral will be completed, with parental consent, and forwarded to the most appropriate professional/advisory service. After any assessments or series of assessments, advice and support is shared and implemented.

How are the school Trustees involved?

The SENDCo and Trustee responsible for overseeing SEND provision meet regularly to discuss any updates and changes.

Mrs Shabnam Sultan-Malik is our named SEND Trustee.

The Trustees agree priorities for spending within the SEND budget to ensure that all children receive the support they need in order to make progress.

The progress of identified groups of pupils is a standing agenda item of the curriculum sub-committee of all Trustees' meeting

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

Lesson activities match the needs and abilities of every pupil, with effective adaptations in place wherever necessary.

We adopt a mastery approach to our maths teaching that supports all pupils to work at their individual level of ability. This allows all pupils to use concrete, pictorial and abstract methods of learning and this can be tailored to the individual needs of pupils. Children are encouraged to self-reflect and assess their own

level when selecting their work. They work alongside peers so that they are fully included and engaged with learning.

Additional support through the use of specialist resources or allocation of TA time is provided where appropriate to ensure all children, including those with SEND, can access the curriculum.

The curriculum is broad and rich, with arts and sports having a high focus – enabling all children to succeed.

How will I know how my child is doing?

Stanwix School uses detailed, continuous assessment records to keep track of maths, reading and writing progress for each child. Progress is measured against national expectations, and assessment systems help teachers to identify the next learning steps for their pupils. We carry out formal standardised assessments in Years 2 to 5 termly for reading and maths.

We hold two parents' evenings a year. Parents of pupils on the SEND register are either offered additional time at parents evenings or invited to an additional meeting to review their child's support plan.

Teachers are happy to meet with parents at any time to discuss the progress that their child is making. This can be arranged by making an appointment directly with the class teacher or through the school office.

During termly pupil progress meetings, the Head teacher, class teachers and SENDCo discuss where extra support and intervention may be needed to support groups and individuals across school.

How will you help me to support my child's learning?

Parents can access information to help them to support their children at home from the 'Curriculum' section of our website.

We host annual EYFS Phonics meetings for parents to support their child with reading and writing at home.

What support will there be for my child's overall well-being?

At Stanwix School, we have a Safeguarding Team which consists of Mr Glynn (Headteacher & Designated Safeguarding Lead), Miss Edminson (Deputy Head Teacher & Deputy DSL), Miss Harkins, Assistant Head Teacher, Mrs Barry, Strategic Business Leader, Mrs Watson, Pastoral Co-ordinator and Mrs Shields (SENDCo)

All teaching and support staff are trained at Level One Safeguarding.

We have two fully-trained Emotional Literacy Support Assistants (ELSA) who provide nurture groups and 1:1 sessions for children experiencing any social, emotional needs.

We have a pastoral co-ordinator, Mrs Watson, who provides regular check-ins, wobble rooms, lunchtime support and on-the spot care.

Mrs. Shields, our SENDCo works closely with the Senior Leadership Team and class teachers to monitor and co-ordinate the provision for pupils with any additional needs, both academic and social.

Identified staff are trained to deal with the specific and specialised medical needs of individual pupils and training is kept up to date.

Individual Health Care Plans are drawn up with parents as appropriate to support pupils with specific medical needs.

Clear information about pupils' medical needs is held within the school office and also by each class teacher. This enables information to be made available as appropriate to any members of staff working in school.

The school has a policy regarding the administration and managing of medicines on the school site. On a day to day basis, the head teacher and deputy head teacher oversee the administration of any medicines- see our 'Supporting Pupils with Medical Conditions Policy'.

We have a clear whole school behaviour Policy (available on our website) whereby all staff are expected to be responsible for behaviour.

Risk assessments are undertaken before any educational visit with correct ratio of adults to children, including extra support if needed with children with SEND.

All children can contribute their views through the School Council. The views of children with Special Educational Needs are sought through discussion time with their class teacher about their Support Plans.

Pupils with an Education, Health and Care Plan (EHCP) complete a questionnaire to express their views prior to their Annual Review meeting

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

Occasionally, a pupil may need more expert support from an outside agency. If so, referral will be completed, with parental consent, and forwarded to the most appropriate agency.

Support includes:

- **Local Authority Specialist Advisory Teachers' (SATs) team**. In Cumbria we have access to SATs who specialise in supporting the teaching of children with:
    - Severe Learning Difficulties (SLD)
    - Autistic Spectrum Disorder (ASD)
    - English as an Additional Language (EAL)
    - Developmental Language Delay (DLD)
    - Physical/medical needs
    - Deaf Hearing Impaired (DHI)
    - Blind Vision Impaired (BVI)
- **Speech and Language Therapists (SALT),**
- **Community paediatricians**
- **Cumbria Adolescent Mental Health Service (CAMHS)**
- **Family Action**

After an assessment or series of assessments, advice and support is shared with the school and parents/carers. This advice may be incorporated into a child's support Plan in the form of individual targets or suggested strategies, or developed into wider classroom practice.

Updated to reflect staffing changes -currently under review

What training are the staff receiving or have completed to support children with SEND?

We currently have members of staff in school who are trained in the following areas:

- Making Sense of Autism
- ELSA – Emotional Literacy Support Assistant
- Little Wandle Phonics training
- Sensory Lead
- Selective Mutism
- First Aider training
- Moving to write EYFS training
- Epi-pen use
- Epilepsy
- National Award for SEN Coordination (SENDCo)
- Level one safeguarding

How accessible is the school environment?

The lower floor of the school is fully wheelchair accessible. An outside route is required in some parts.
There are two disabled toilets
There are nappy changing facilities and an adjustable bed.

How will the school prepare and support my child to join the school or to transfer to a new school?

Nursery to Reception Transition

During the summer term, transition visits and meetings are held between new class teachers and new starters nursery staff.
For pupils with SEND; new class teacher and the SENDCo will meet the child in their education setting to observe and spend time speaking with key workers and gathering relevant information. This will occur on as many occasions as needed.
New class teachers and the SENDCo attend any TAF meetings for new starters.
SEND Pupils are also invited in to school for extra transition visits on as many occasions as needed.
All children attend a stay and play session where they meet new teachers, new classmates and spend time jn their new classroom
Parents and children are invited into school to meet with their new class teacher and support staff
A Transition Booklet is sent out to all new starters. This include key photos and photos of key staff.

Year 6 to Year 7 Transition

Class teachers meet with secondary schools to pass on relevant information about all children in year 6 during the summer term.
Paperwork is passed on confidentially at the end of the school year
Transition visits are arranged for all year 6 pupils.
Pupils with SEND may have additional transition activities (both at Stanwix School and their new secondary school), during which they will become familiar with new school buildings and key secondary school staff.
Secondary school SENCOs will attend year 6 Annual Reviews for pupils with Education, Health and Care Plans (EHCPs) wherever possible.
Parents are able to discuss the provision that their child will receive with secondary school staff at these meetings or through contacting the secondary school directly.

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How are the school's resources allocated and matched to children's Special Educational Needs?

The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependant on individual pupil needs. This includes relevant staff training.
We ensure that all children who have SEND have their needs met to the best of the school's ability with the funds available.
We have a team of STA's (Senior Teaching Assistants) and HLTA (Higher Level Teaching Assistant) who are funded from the school budget and deliver support programmes designed to meet groups of children's needs. The budget is allocated on a needs basis.

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

Decisions are made in consultation with the class teacher, the SENDCo, the Senior Leadership Team, as well as with parents.
These decisions are based upon termly tracking of pupil progress and assessment.
Decisions may also be made in consultation with other agencies where appropriate, such as on the advice of an Educational Psychologist.

Who can I contact for further information?

- The first point of contact for parents / carers is always the child's class teacher.
- An appointment can also be made to meet with Mrs. Anna Shields, our Special Educational Needs Co-ordinator (SENDCo)
- Contact the Cumbria SEND Information, Advice and Support Service About Cumbria SENDIASS The SEND IAS Service Co-ordinator for North Carlisle is Joanne Thomlinson, 07825 584865 joanne.thomlinson@cumbria.gov.uk
- Contact IPSEA (Independent Parental Special Education Advice) www.ipsea.org.uk

If you are considering whether your child should join the school, contact the School Office to make an appointment to meet our Headteacher, Mrs. D. Glynn.

Cumbria's SEND Local Offer can be accessed at Cumbria's SEND Local Offer | Cumbria's Family Information Director