



Stockbridge Primary School

Special Educational Needs Information booklet for parents

A guide for parents on the support we offer children in our school



Stockbridge Primary & Pre-School is a small rural village mainstream school which takes children from 2-11 years old. Children come to us from a variety of different backgrounds and with a variety of different needs. We believe strongly that every child is an individual and should be treated as such. They should be given the opportunities to try new things and flourish without fear of discrimination or prejudice and all staff and governors fully support an inclusive school which offers the best opportunities we can possibly provide for all children.

This guide is intended to be used by parents, both those with children already at the school and those who are considering joining our school as a series of common questions and answers about support their child can receive and how they themselves will be informed of support and kept up to date.

Draft versions were shared with parents and carers, staff and the local Special Educational Needs Co-ordinator support group and amended throughout this process. Hampshire have published their own Local Offer which ours is directly linked to as we draw on the many specialist services that Hampshire Local Authority offer in order to provide the very best support for our children.

More information can be obtained on any aspect of this document by contacting the school directly using the details on our website. The Head teacher and Special Needs Co-ordinator, along with the class teachers and support staff have shared responsibility over all children and can be contacted via the school office.

Useful acronyms and abbreviations

In the world of education, there are many (we suggest thousands!) of acronyms and abbreviations – never more so than in the world of Special Educational Needs (SEN!). We felt this guide to some of the most frequently used would be useful at the beginning of the document as many of them will be referred to throughout the following pages.

ARE

Age related expectations which are set by the government.

CAMHS

Child and Adolescent Mental Health Services

EHCP

Education, Health and Care Plan – Legal document replacing Statements of Special Educational Needs in September 2014; a cooperative support plan for children with special needs, drawing together all involved in a child's education, medical care and social and emotional development, applicable from birth to age 25.

EP

Educational Psychologist – an outside agency which the school can draw on for specialist support and referrals.

HLTA

Higher Level Teaching Assistant – a support assistant who has gained additional qualifications who will work 1:1 and with groups of children and can plan and deliver programmes of learning; they may also take the whole class for sessions.

IBMP

Individual Behaviour Management Plan – with targets for managing and addressing behavioural issues, drawn up in consultation with parents, staff and the child

PLP

Personal Learning Plan – with targets set for a period of time aimed at improving progress and attainment in curriculum areas

PPM

Pupil Progress Meeting – a meeting with senior leaders and class teachers and support staff which looks at each child in the class and what support they may need to improve both academically and socially.

LSA

Learning Support Assistant – classroom assistant who may work with pupils on individual programmes or with groups within the class, taking direction from the class teacher or SENCo

SENCo

Special Educational Needs Coordinator, may also be known as Inclusion Co-ordinator

SEND

Special Educational Needs and / or Disabilities

SENSA

Additional funding available to a school for children with additional needs who do not require an EHCP.

TPA

Transition Partnership Agreement - multi-agency support plan for pupils with additional needs, generally reviewed annually on transition to new key stage or school.

HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP?

At Stockbridge Primary School children needing extra help may be identified through a variety of ways, including the following:

- Liaison with the child's previous school
- Concerns raised by parent
- Concerns raised by teacher
- Assessment information showing that a child is working below age related expectation

If a child is thought to have special educational needs a number of tests will be carried out by the Special Educational Needs Coordinator (SENCo). (These include reading, a dyslexia assessment, diagnostic maths interviews and spelling) If there is further need for cognitive assessments then an Educational Psychologist will be used.

HOW WILL I RAISE CONCERNS AND WHAT SHOULD I DO IF I THINK MY CHILD HAS SPECIAL EDUCATIONAL NEEDS OR A DISABILITY (SEND)?

At the earliest opportunity, talk to your child's teacher about your concerns. Parents' evenings happen once a term but waiting until then often feels like a long time and could cause a lot of worry. If you would like to talk to your child's class teacher or the Special Needs Co-ordinator (SENCo) then do so as soon as you are concerned. We have an 'open door' policy which means that staff are around to talk to you on most days of the week. Check with them on the morning (via phone if you don't drop your child at school) to make an appointment that evening or, if this isn't possible due to other commitments, within the week. You can make an appointment with the SENCo, Mrs Timmons, who works on alternate Mondays and Thursdays, through the school office

IF MY CHILD HAS SPECIAL EDUCATIONAL NEEDS HOW WILL THE SCHOOL SUPPORT THEM?

WHO WILL OVERSEE AND PLAN WORK WITH MY CHILD, AND HOW OFTEN?

The class teacher will plan and work with each child in their class to ensure that progress in every area is made. Our SENCo will monitor the progress of any child with SEN and assist the class teacher in planning the next steps. A Learning Support Assistant (LSA) may work with your child either individually or as part of a group. These sessions will focus on specific learning targets and will be explained to you in advance. The Head teacher and Deputy Head teacher also monitor closely with the class teacher, the progress and planning for any child not on the SEN register who may be causing concern because of slower progress than they would expect.

WHO WILL EXPLAIN THIS TO ME?

The class teacher will meet with you to discuss your child's needs, support and progress. This could be as part of Parents Evening. For children with SEND this may be more frequent and the SENCo may invite you in to discuss support in more detail.

HOW WILL THE CURRICULUM BE DIFFERENTIATED TO MATCH MY CHILD'S NEEDS?

The class teacher alongside the SENCo will discuss the child's needs and what support will be appropriate. Children with SEND will have access to the appropriate resources needed to help them make progress. They may have Personal Learning Plans (PLP's) to focus support on specific areas. Teachers and the SENCo will meet at least termly and usually half termly, to go through the "Assess, Plan, Do, Review" aspect of teaching the child. This process helps us to ensure children continue to learn and progress at the level which is differentiated for the child with SEN needs.

HOW WILL WE KNOW IF THIS HAS HAD AN IMPACT?

Your child's progress will be reviewed regularly and this may be in a variety of ways;

- Pupil Progress meetings with class teachers take place every 6 weeks where the impact of any support is assessed where we follow the Hampshire guidelines for "Assess, plan, do, review" .
- By verbal feedback from the child, the parents and class teacher
- Through assessments at the end of a programme of work
- By reviewing targets set by the class teacher and SENCo

HOW WILL I KNOW HOW MY CHILD IS DOING AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING?

WHAT OPPORTUNITIES WILL THERE BE FOR ME TO DISCUSS MY CHILD'S PROGRESS?

You are welcome to make an appointment to meet with either the class teacher or SENCo and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.

Your child may have a Personal Learning Plan (PLP) which will have individual targets. This is discussed with you on a regular basis and you are given a copy. When your child's progress is reviewed, each term, comments are made against their targets to show the progress that has been made.

If your child is on the SEN register, they may have an Transition Partnership Agreement (TPA) which shows what has been put in place to help them succeed. This agreement is written when your child changes teachers, key stages or moves to a new school. Children with more complex needs may have, or need, an Education, Health and Care Plan (EHCP). This means that a formal meeting will take place to discuss your child's progress and a report will be written at least annually, usually in the summer term. The county procedure takes 20 weeks and they will decide whether the school's application for an EHCP shows that additional support is required for your child to make progress.

On a practical level, we have a daily reading journal which goes between home and school every day. This is a great place to write a note to the class teacher. In the past, we have successfully used home/school behaviour books, shared social stories when encountering a tricky issue for a child and had drop off sessions for parents to 'hand over' all the things their child needs for the day ahead. Our youngest children from 4-7 years old (Sprat & Winkle and

Horsebridge class) also have Busy Bee sessions daily each morning where parents are encouraged to come into school for just 10 minutes and work with their child on something from the previous day. This is a structured session and there are always opportunities to talk to the class teacher about your child during this time as a short handover period.

HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING?

The class teacher assesses each child on a half termly basis and notes areas where they are improving and where further support is needed. Children with SEND will be monitored more frequently. If a PLP has been in place for your child is significantly unable to keep progressing, the school may be able to apply for additional funding to help put in place additional support or resources needed.

At Stockbridge Primary School, we measure children's progress in learning against national averages and age related expectation and their progress is tracked as they go through the school.

The SENCo reports to the Head teacher. The Headteacher reports to the governors regularly to inform them about the progress of children with SEND and how resources are used. This report does not refer to individual children and confidentiality is maintained at all times.

WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL BEING?

WHAT IS THE PASTORAL, MEDICAL AND SOCIAL SUPPORT AVAILABLE IN THE SCHOOL?

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required the class teacher liaises with the SENCo for further advice. This may involve working alongside outside agencies such as Health and Social Care, and the Behaviour Support Service.

The school are currently training THRIVE practitioners to support children with their social and emotional needs. THRIVE interventions require parental agreement and an assessment of suitability.

HOW DOES THE SCHOOL MANAGE THE ADMINISTRATION OF MEDICINES?

The school has a policy regarding the administration and managing of medicines on the school site and this is available to parents via the website or as a paper copy through the school office.

Staff have regular training and updates on conditions and medication affecting individual children so that all staff are able to manage medical situations, for example, if your child has an epi-pen for allergic reactions, staff are trained on this by the school nurse each year.

WHAT SUPPORT IS THERE FOR BEHAVIOUR, AVOIDING EXCLUSION AND INCREASING ATTENDANCE?

If a child has significant behaviour difficulties an Individual Behaviour Management plan (IBMP) is written to identify the specific issues, put relevant support in place and set targets. This is reviewed regularly and new targets may be set or the plan may be concluded. If needed, the school will seek specialist support from the Primary Behaviour Support Service from Hampshire Council. This is a dedicated group of experts who are able to support the family, the teacher and, most importantly, the child in improving their behaviour.

A clear behaviour policy is already in place at our school. This can also be viewed on the website and any child or adult involved with the school will be able to explain how it works as we all work to the same policy.

We try our very best to avoid exclusion. There are always underlying reasons for children's extreme behaviour and it is most important to get to the bottom of these as a team; school, family, child. Exclusions do however happen but they are relatively few and far between.

Attendance of every child is monitored on a daily basis by the school with late arrival and unexplained, or frequent absences, are recorded and reported to the Head teacher on a weekly basis. The attendance policy which sets out the limits of poor attendance and the school's strategies for supporting families to increase their attendance can also be viewed on the website or via a paper copy from the school office.

HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?

All children discuss their progress and their targets with their class teacher or LSA on a regular basis. Pupils with EHCPs are invited to contribute to the Annual Review.

WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?

As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school. This may include

- Primary Behaviour Service,
- Health Service - GPs, school nurses, clinical psychologists, paediatricians, speech and language therapists, occupational therapists and physiotherapists and CAMHS
- Social Care -locality teams and social workers
- Educational psychologists and specialist advisory teachers.

WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH SEND HAD OR ARE CURRENTLY HAVING?

Our SENCo was a class teacher for 7 years before becoming a SENCo and now has 17 years of SEND experience in this role. She Our SENCo works in two Hampshire schools, amalgamating the best practice from across both schools to ensure we can offer the very best to our children.

All LSAs are able to deliver Literacy and Numeracy intervention programmes daily .

HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM INCLUDING SCHOOL TRIPS?

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.

A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

Stockbridge Primary School is a beautiful Victorian school building which is over 100 years old and within a conservation area. The school is set below the level of the road so the main gate has steps down to the playground and school building. The site has been adapted as much as possible and this includes ramp access to the main door from the car park and an accessible toilet and changing area. Once in the school, the building is all on one level and all areas are accessible. The school is very bright with good, natural lighting.

HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL OR TRANSFERRING TO A NEW SCHOOL?

We encourage all new children to visit the school prior to starting and to spend time in their new class wherever possible.

When transitioning children to and from our school at any age we liaise closely with current or future staff ensuring all relevant paperwork is passed on and all needs are discussed and understood.

When children with SEND are preparing to leave us for a new school we arrange additional visits and planning meetings if necessary. We may also write a transition book or social story with the child to help them understand the changes.

Our feeder secondary school runs programmes specifically tailored to aid transition for the more vulnerable pupils and for those children who go on to attend other secondary schools, we work closely with them to ensure they are aware of children's needs well ahead of the joining date and provide extra visits for them wherever possible. This can sometimes be with a familiar member of staff from our school to help ease the transition.

If your child has a TPA, SENSA or EHCP the Annual Review for this will be used as a transition planning meeting to which we will invite staff from the new school.

WHO CAN I CONTACT FOR FURTHER INFORMATION?

The first point of contact will be your child's class teacher.

You can also contact the SENCo, Head teacher, or SEND Governor.

You might also wish to look at the school's SEN policy on our website. <http://www.stockbridgeprimary.co.uk>

Useful websites are:

www3.hants.gov.uk/parentpartnership

www.ipsea.org.uk - Independent Parental Special Needs Advice

WHO SHOULD I CONTACT IF I AM CONSIDERING WHETHER MY CHILD SHOULD JOIN THE SCHOOL?

Contact the school administration office to arrange a meeting with the Head teacher.

C. TIMMONS – 29.01.18