

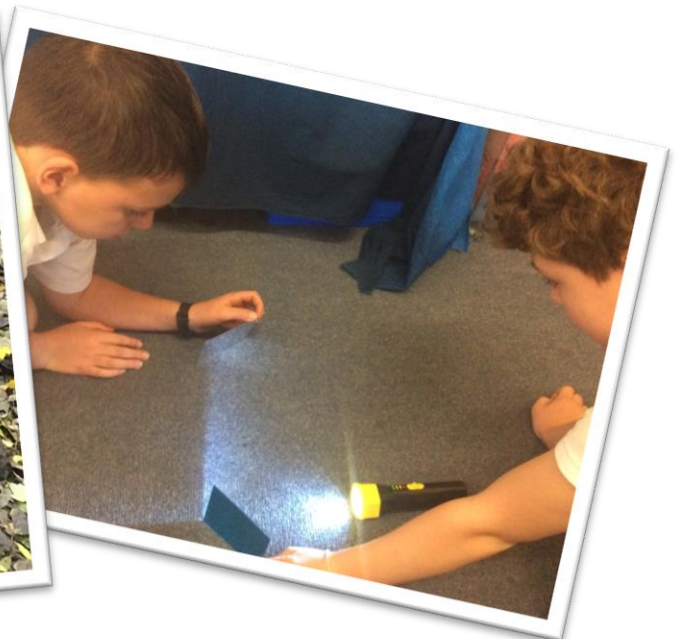


Stockbridge

Primary and Pre-school

Special Educational Needs Information Report - January 2024

Support and guidance for parents on the identification, provision and support for 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.

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

LA - Local Authority - the body responsible for children’s services and education. Our LA is Hampshire County Council

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

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 SENDCo

SENDCo - Special Educational Needs and Disabilities Coordinator

SEND - Special Educational Needs (or Disability)

SEND Register - a list of all the children identified with SEND in the school

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

WHAT KINDS OF SEN DOES THE SCHOOL PROVIDE FOR?

Our school provides additional to and/or different from provision across the following four broad areas of needs:

- Communication and interaction, for example, autism, speech and language difficulties
- Cognition and learning, for example poor working memory or a specific learning difficulty such as dyslexia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder, autism
- Sensory and/or physical needs, for example, hearing impairments, processing difficulties, muscular dystrophy

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:

- Liaison with the child's previous school or setting
- Concerns raised by parent
- Concerns raised by teacher
- Through the assessment and monitoring arrangements that the school has in place for all children
- Through dyslexia screening undertaken for children at the end of Year R or early in Year One
- Through assessment or advice given by external agencies e.g. speech and language therapy, educational psychology
- As a result of observations and discussions between staff and the SENDCo or Head teacher.
- A medical diagnosis by an appropriately qualified paediatrician

HOW WILL I RAISE CONCERNS AND WHAT SHOULD I DO IF I THINK MY CHILD HAS SPECIAL EDUCATIONAL NEEDS?

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 Educational Needs and Disabilities Co-coordinator (SENDCo) 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 in the morning or through the school office in order 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 SENDCo through the school office. Whilst our school SENDCo Mrs Whittington is on maternity leave, the school SENDCo is Mrs Lois McClue. Her SENDCo day is a Thursday.

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

WHAT IS THE SCHOOLS APPROACH TO TEACHING CHILDREN WITH SEN?

Our school follows the graduated approach and the four part cycle of assess, plan, do, review for children who have been identified as needing extra help.

Early Intervention

A child may have been identified as not meeting age related expectations in a particular area, or needing additional support to make progress. The child will receive support and monitoring within normal classroom activities and will not need individual targets at this stage. This early intervention is intended to reduce the gap in attainment between your child and their peers. Often children make rapid progress but if this is not the case, the class teacher and SENDCo will meet to decide what additional support is needed next.

SEN support

If a child continues to experience significant and sustained difficulties with their learning, despite additional support being put in place, they may be added to the school SEND register. This is called 'Sen support' and the child will then have a Personal Learning Plan (PLP). This is written by the class teacher in consultation with the SENDCo, parents and child. The PLP will have targets specific to the child that aim to address their key areas of need. Targets are reviewed regularly and new PLPs are written at least once a term.

Education, Health and Care Plan (EHCP)

The majority of children with special education needs can be provided for at an SEN support level. In a small number of cases, where a child's needs are more complex, the Local Authority can be asked to assess their needs formally to decide if a child needs an Education and Health Care Plan (EHCP). The Local Authority will then make the decision on whether to award an EHCP based on the evidence submitted to them by school, specialists and parents.

An EHCP is a legal document that describes a child or young person's special educational, health and social care needs. It then explains the extra help that must be given to that child or young person in order to meet those needs. Children with EHCPs will also have a Personal Learning Plan in place at school that shows the particular targets they are working on each term. EHCPs have to be reviewed annually and a formal meeting takes place to review progress against the outcomes on the EHCP and plan next steps.

WHAT ADAPTATIONS ARE MADE TO THE CURRICULUM AND LEARNING ENVIRONMENT?

Quality First Teaching – for all children

Quality first teaching refers to the teaching that is delivered to all children and is the first step in responding to pupils who need extra help. Quality first teaching makes use of a range of resources and strategies to adapt, differentiate and scaffold the curriculum as required.

Wave2 - small group focused teaching/support for some children

If a child has been identified as needing additional help or further opportunities to consolidate learning they will receive WAVE 2 support. This will be provided by the class teacher or an LSA and aims to close the gap between children and their peers. Examples of this type of support are additional catch-up phonics sessions, targeted support to develop core maths skills, additional reading or comprehension sessions.

Wave 3 – specific targeted interventions

This level of support is for pupils who have been identified as having SEND. Wave 3 interventions are targeted according to the particular needs of the child. This support may be informed by reports by outside professionals involved with the child such as occupational therapists or speech therapists. They may include 1:1 work on speech and language targets, daily physiotherapy or fine/gross motor exercises specific to a child's needs, precision teaching to develop key word reading or spellings, specialist intervention programmes such as 'Units of Sound', mathematics overlearning, social skills and sensory support. These type of interventions are individual and specific to the particular children.

The learning environment

Adaptations are made to the learning environment based on the needs of the child and, in some cases, the advice given by professionals and outside agencies. Adaptations may include:

- *Individual workstations, wobble stools, specialist equipment (such as cutlery)
- *Visual timetables, coloured overlays, larger fonts,
- *Feelings boards, now and next, visual prompts for behaviour, social stories
- *Use of technology -talking tins, laptops, speech to text software
- *The deployment of LSAs and seating/grouping of children.
- *Movement and/or sensory breaks, calm/quiet space.

HOW WILL PARENTS BE INVOLVED?

Parents are involved at every stage. Every term we hold parents' evenings where parents can meet with their child's class teacher to discuss the progress and well being of their child. If your child needs extra support at school, this will be discussed with you. Your child's teacher will explain what is being done in school and offer suggestions as to how you can help at home.

If a child is added to our school SEN register, the SENDCo will meet with parents to explain why and what the next steps are. The child's teacher and SENDCo will seek the views of parents when writing the child's Personal Learning Plan and these will be added to the PLP.

The school SENDCo meets with the parents of children on the SEN register every term to discuss their child's progress towards their targets.

When children are moving to a new teacher or school, parents will meet with school staff to complete an SEN overview for their child. Parents' views about their child's strengths and needs are sought, as well as information about what helps their child and their aspirations for them in the future.

In addition, parents are able to meet with their child's class teacher or school SENDCo at any point during the term to clarify support, share concerns or successes.

HOW WILL MY CHILD BE INVOLVED?

All children discuss their PLP targets and their progress towards them with their class teacher and LSA on a regular basis. Interventions happen throughout the week and this provides opportunities for children to check in with staff and review how they are doing to meet their targets. Pupil views are sought each term when new PLPs are written and these are added to the child's PLP. Pupils with EHCPs are also invited to contribute to the process Annual Review each year.

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 at least once a term where the impact of any support is assessed.
- 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 SENDCo

HOW DOES THE SCHOOL EVALUATE THE EFFECTIVENESS OF THE PROVISION MADE FOR CHILDREN WITH SEN?

We evaluate the effectiveness of provision for pupils with SEN by:

*Reviewing pupils' individual progress towards their PLP targets each term or sooner if needed. Class teachers liaise with LSAs and with the SENDCo during this process.

*Parents of children with SEND meet with the class teacher and with the SENDCO at least once a term to discuss strength, needs and progress.

*Keeping records of the outcome of specific interventions and reviewing the impact regularly but at least every term.

*Monitoring by the SENDCo, Headteacher, Governors and other members of staff (e.g. Subject Leaders). This monitoring may involve class visits, looking at children's work and discussions with children.

*Collecting samples of work completed by children with SEND to show and evaluate progress across the year.

*The use of INSIGHTS target tracker computer system. This is used to track the national curriculum objectives that children are meeting each year. It is also used to record standardised scores in formal termly assessments and track children's progress across the year.

*The monitoring of results from specific testing carried out with children on the SEN register (e.g. Salford reading age).

*Thrive assessments completed for individual children, groups or whole classes showing progress in each developmental strand.

*The school may invite other professionals in to support with evaluating the effectiveness of our provision for children with SEN and gain advice on how to improve it further. (E.g. Outreach from Normal Gate, Hampshire Specialist Advisory Teachers, EPs).

*Holding annual reviews for each pupil with an EHC plan

* The SENDCo 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.

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 SENDCo for further advice and also the Headteacher as they may have wider knowledge or reference to support services. This may involve working alongside outside agencies such as Health and Social Care, and the Behaviour Support Service.

At Stockbridge, we are proud to have four trained THRIVE practitioners at school who support children with their social and emotional needs. Initially we do a whole-class screen to highlight some class targets. Any children highlighted as needing extra support are then screened individually and in more depth. The THRIVE practitioners run 1:1 and small group intervention sessions for these children to help develop their social and emotional wellbeing; in addition to this our thrive practitioners will advise class teacher on effective strategies that can be used within the classroom to support children's social and emotional well-being.

HOW DOES THE SCHOOL MANAGE THE ADMINISTRATION OF MEDICINES?

The school has a policy regarding the administration and managing of medicines on the school website 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, 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.

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. We are also able to signpost or refer families to relevant help and support.

This may include

- Primary Behaviour Service,
- Norman Gate Special School outreach team
- Health Service - GPs, school nurses, clinical psychologists, paediatricians, speech and language therapists, occupational therapists, physiotherapists and CAMHS
- Social Care -locality teams and social workers
- Educational psychologists and specialist advisory teachers.
- Young carers and the Early Help Hub
- A range of parenting courses (e.g. Barnardo's Cygnet course for parents of children with autism.)
- Providing in house workshops for parents run by Lorraine Lee – an educational psychologist

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

Our current SENDCo, Mrs Lois McClue, is a qualified teacher who has over ten years of teaching experience. She has taught at Stockbridge Primary School for over eight years and works with every child across the school each week. She is currently undertaking a Hampshire led SENDCo course for the duration of this academic year. Mrs McClue meets other SENDCos from local schools and Hampshire EPs half-termly to gain knowledge, share expertise and problem solve. She is also a licensed thrive practitioner.

All LSAs are able to deliver Literacy and Numeracy intervention programmes. Support staff meet regularly with the SENDCo and/or Headteacher in order to further develop skills and understanding of relevant intervention programmes and support strategies.

THRIVE practitioners are licensed and have to undertake annual training and assessment to keep up their 'licence to practice'. This ensures we always have the most up to date research informed practice possible. All staff, on an annual basis, have THRIVE training sessions, delivered by one or all of the practitioner team.

In addition, staff are able to attend training relevant to children's needs within their class and access support from our local special needs school to support children in their class.

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 and will involve parents in this process.

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.

All children are encouraged and supported to take part in activities outside the classroom such as sports day, school plays and special workshops. All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. All staff, including external providers, are informed about the specific needs of individual children to support their participation.

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. There is an alternative flat access from the gate by the car park. The school have an accessibility plan which is available to view on the school website or as a paper copy through the school office.

Once in the school, the building is all on one level and all areas are accessible other than the reception class. There is a small set of steps from the hall into the reception classroom. However, there is flat access into the reception class via two other doors (the Thrive door and the playground door). There is also an accessible toilet and changing area. 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 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 OR IF I HAVE A COMPLAINT?

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

You can also contact:

The SENDCo – Mrs Lois McClue

The Head teacher – Mrs Emma Jefferies

The SEND Governor – Mrs Jennifer Kidd

Please contact the school office to make an appointment. Telephone 01264 810550

adminoffice@stockbridge.hants.sch.uk

WHERE CAN I VIEW THE LOCAL AUTHORITY LOCAL OFFER FOR CHILDREN WITH SEN?

The Hampshire Local SEN Offer can be viewed here

<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

OTHER USEFUL WEBSITES FOR PARENTS OF PUPILS WITH SEN

Hampshire SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service)

<https://www.hampshiresendiass.co.uk/>

IPSEA (Independent Parental Special Education Advice) www.ipsea.org.uk

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

Updated L.McClue & E. Jefferies 22.01.24