



Stopsley Community Primary School and Nursery **SEND Information Report**

At Stopsley Community Primary School and Nursery, no child is invisible. The staff, governors, pupils and parents work together to make Stopsley Community Primary School and Nursery a secure, happy and inclusive place where children are able to fulfil their potential and become confident individuals.

We aim to achieve this by:

- Meeting the needs of individual children through highly effective teaching and learning
- Offering a broad and balanced curriculum that stimulates and challenges all learners
- Early identification of needs and use of support and strategies to remove or reduce barriers to learning
- Promoting a healthy lifestyle where all children can grow feeling respected, valued and safe
- Developing a positive lifelong attitude to learning building self-esteem and independence
- Working in a flexible way to develop effective partnerships with children and their parents/carers, SENDCOs, and external professionals such as: Educational Psychologists, speech and language therapists, occupational therapists and advisory teachers from SEND and ASD teams to ensure that the school can meet a broad range of special educational needs and disabilities

What does this look like at Stopsley Community Primary School and Nursery?

Types of SEND

The SEND Code of Practice states that a child of compulsory school age or a young person has a learning difficulty or disability if he or she:

Has a significantly greater difficulty in learning than the majority of others of the same age;

or

Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Needs are divided into four separate areas, although many children's needs will cross two or more sections:

Communication and interaction	Cognition and learning	Social, emotional and mental health difficulties	Sensory and/or physical needs
Speech and language	Moderate learning difficulties (MLD)	Attention difficulties including ADHD	Visual impairment (VI)
Communication, including social difficulties	Severe learning difficulties (SLD)	Depression	Hearing impairment (HI)
Autism spectrum disorder (ASD)	Specific learning difficulties (SPLD)	Anxiety	Multisensory impairment (MSI)
		Mental health issues	Physical disability (PD)
		Attachment disorder	

How do we identify and organise support for children with special educational needs and disabilities?

Our aim at Stopsley Community Primary School and Nursery is for pupils' SEND to be identified as early as possible. To ensure us to do this we:

- Monitor the child's progress and development regularly
- Ensure referrals are made to the SENDCOs by staff and parents/carers if there is a concern about a child's progress or development
- Use diagnostic tests, completed by SENDCOs such as the Sandwell Early Numeracy test and the Renfrew Action Picture test to assess a child's language ability
- Observe a child in their learning environment, both in the classroom and in outside spaces
- Offer advice and support strategies to parents/carers/adults within the classroom
- Gather information from a child's previous setting when a child joins us to ensure the child has a smooth transition into our school
- Work with outside agencies to gather advice to remove/reduce barriers for the child

We will follow the 'graduated approach' to meeting your child's SEN needs in line with the DFE National guidance as outline in the SEN Code of Practice. The graduated approach is a 4-part cycle of assess, plan, do, review.

Assess: School will have carried out an analysis of the child's needs. The initial assessment should be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers or from health, social services or other agencies beyond the setting. Where professionals are not already working with the setting, the SENDCO should contact them, with the parents' consent

Plan: Where it is decided to provide SEN support, and having formally notified the parents, the SENDCO and/or class teacher should agree, in consultation with the parent, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review

Do: The class teacher will put the interventions and support in place and will work closely with all staff within the class team to ensure its effectiveness

Review: The effectiveness of the support and its impact on the child's progress should be reviewed in line with the agreed date. The impact and quality of the support should be evaluated by the class teacher and the SENDCO working with the child's parents and taking into account the child's views

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

The process will be continual. If the review shows a child has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined. The school will review all support in place for your child at least termly.

Your child's class teacher will meet with you at a minimum of 3 times a year to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENDCO may also attend these meetings.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will also be given a copy.

If you have concerns that arise between these meeting, please contact your child's class teacher. They can be contacted at classroom door at the end of the school day or via the school office to make a mutually convenient time to discuss your concerns.

How will the school evaluate whether the support in place is helping my child?

At Stopsley Community Primary School and Nursery it is important to us that your child gets the right support at the right time. Through the 'graduated approach' we will regularly assess-plan-do-review the support that is in place for your child.

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their targets each term
- Having discussions between class teacher, the staff member delivering the intervention, the SENDCO and SLT (when necessary) at regular intervals to review the impact of the intervention
- Monitoring carried out by the SENDCO
- Holding review meetings between class teacher and SENDCO
- Having Pupil Progress meetings with class teacher, SENDCO and SLT
- Holding an annual review (if they have an education, health and care plan (EHCP))

Who are the key people in the school available to discuss parental/carers' concerns about their child's difficulties?

At Stopsley Community Primary School and Nursery, we believe that every teacher is a teacher of SEND and every leader is a leader of SEND. This means that all teachers and leaders have a shared responsibility to adapt the curriculum and provision in order to meet the needs of the pupils in their class. This is supported through the leadership of both the SENDCO and the Headteacher.

At Stopsley we pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to be the same with us. If you have a concern about your child please come and talk to us.

If you think your child might have SEN, the first person should talk to is your child's teacher. They can be contacted via the school office or they are available at the classroom door at the end of the day to make an appointment. They will be able to work with you to ascertain if a plan of support needs to be put in place for your child. They may also suggest that further advice is needed from the SENDCO. If this is the case, they will pass the message onto our SENDCO through the schools initial concern form where your views will be included. The SENDCO will then work with your child's teacher to address your concerns.

The SENDCO will observe your child in class and complete some assessments linked to the needs and struggles that the child is having. At this point, if we decide that your child needs SEN support, we will work in partnership with the class teacher to create a pupil passport or an IEP which begins the ADPR cycle. The SENDCO will give advice, strategies and recommendations to the class teacher that they feel will support your child in making progress. Your child may then be added to the SEN register or the monitoring list.

Below is a list of adults that you and your child will be able to share any concerns with related to SEN support.

- Class teacher
- Mrs Barao-Feliciano and Mrs Higgins, SENDCOs
- Mrs Mann, Safeguarding, Pastoral and Well-being Leader
- Mrs Herrick, Family Support Assistant
- Mr Fordham, Head Teacher
- Mr Brewis, Deputy Head Teacher
- Mrs Broderick, Senior Assistant Head Teacher
- Mr Dymock, Mrs Johnstone and Mrs Rhodes, Assistant Head Teachers
- Mrs Allan, Pastoral support

How will parents/carers be informed of progress if their child has been identified as having special educational needs?

Parents will be informed about progress through:

- Informal discussions after school with the class teacher
- The annual report
- Parent consultation meetings
- Telephone calls and/or parental meetings in school with the class teacher or SENDCO
- Annual review meetings for children with Educational Health Care Plans (EHCP)

What support will parents/carers receive if their child has been identified as having special educational needs or disability?

Support available to parents/carers of children with special educational needs and disabilities includes:

- Initial meetings with relevant staff (e.g. class teacher, SENDCO) and parents/carers to discuss concerns and set targets and agree outcomes, followed by regular meetings where necessary to discuss progress, concerns and developments
- Support and advice from SENDCOs, Pastoral Support Assistant and Safeguarding, Pastoral and Wellbeing Office, Family Support Assistant
- Liaison with professionals (e.g. Educational Psychologist, SENS Advisory Teachers)
- Signposting to relevant services and support groups such as the Luton Children and Families Information Service, CHUMs (bereavement service), Luton SENDIAS service, Luton Parent Carer Forum and Autism Bedfordshire
- Sharing of resources (linked to the child's IEP- individual education plans/pupil passports) or any other external advice where appropriate

What support is offered to ensure the wellbeing of children with special educational needs and disabilities?

Wellbeing is supported through the following:

- Each teacher having a knowledge and understanding of children/young people in their care. Each teacher has an information page that highlights the children in their year group that are on the SEN register or are being monitored for extra support. This sheet includes a list of strategies that should be used to support the child in their learning
- Additional adult support is available in and/or out of class
- Members of staff such as the SENDCO, Pastoral Support Assistant and Safeguarding, Pastoral and Wellbeing Officer are readily available for pupils who wish to discuss issues and concerns

- Regular pupil voice through pupil questionnaires
- Midday supervisors, Teaching Assistants and before and after school club staff supporting pupils during lunch time and club times
- Teaching children how to stay safe through assemblies, PSHE lessons and RSE lessons
- In-school interventions, which may include social skills groups, lunch time support, art and music therapy etc
- Regular team meetings to discuss vulnerable pupils and plan any appropriate actions/support
- Closely monitoring attendance alongside the attendance officer
- The school also refer children to the Lighthouse (behaviour support) and the Greenhouse Mentoring service, when necessary, which may be delivered in or out of school

Pupils with medical needs are supported by the following:

- Care Plans, where appropriate, compiled with support from the school nurse team in consultation with parents and/or carer. These are shared with all staff who are involved with the pupil
- Where necessary, medicines being administered in line with the relevant policy
- Medical needs being addressed as required (e.g. clean room available)
- Various staff members have first aid training and there is always a designated medical staff member available in school and on school outings/trips
- Please refer to the school's medical policy for further information, if needed

How so we adapt our teaching to support a child with special educational needs and disabilities?

All teachers are teachers of special educational needs and disabilities. We offer a curriculum that is tailored to reflect the school's vision and values as well as meet the needs of the children. To support children with special educational needs and disabilities, we:

- Adapt planning to meet the individual needs of our pupils to allow them to make progress
- Offer small group work and 1:1 where required
- Plan activities that match a pupil's ability and build on previous learning targets
- Pre-teach subject specific vocabulary
- Organise teaching assistant support to meet the needs of the children
- Use strategies advised by the SENDCOs, outside agencies and SEN advisors
- Use a range of resources and approaches to make the learning multisensory
- Use specialist equipment when advised from relevant outside agencies

What different types of support can a child with SEND receive in school?

All teachers have the relevant qualifications and are teachers of pupils with special educational needs and disabilities. All teachers and support staff receive regular and appropriate training to ensure they are kept up to date with and informed of new developments and research.

Individual staff may receive specific training to meet the needs of a particular child.

Support for children may vary according to an individual learning or medical need, and could include:

- Participation in carefully planned intervention groups to further develop skills in reading, maths, writing or support with social skills
- Timetables being adapted to meet individual needs
- In-class support
- 1:1 or small group work to address the targets in a child's IEP/EHCP
- Pastoral support to manage emotional difficulties

How are children supported in unstructured times such as lunchtimes and playtimes? How do we enable her/him to have access to after school clubs, school trips and journeys?

Activities and school trips are available to all and planned in a fully inclusive way. If a pupil with SEND continues to experience difficulties during these times, further additional support may be put in place and monitored.

Specific arrangements may be made for particular children to meet their individual needs during unstructured times in the school day, in addition to the provision already planned (e.g. lunch clubs, game clubs etc.)

Risk assessments for individual pupils and for particular activities are completed in conjunction with the SENDCo where relevant and necessary. Support, occasionally including that of a parent or carer, is provided on school trips and visits as required.

The school complies with the Disability Discrimination Act (2010) in making reasonable adjustments for students with SEND.

Parents/carers are consulted and are involved in the planning of all school trips and educational visits, when pupil's needs require it.

How do we involve children in decisions that affect them?

All students have different educational needs and are entitled to the best possible teaching support. Every student with SEN and disabilities in this inclusive school is entitled to fulfil his or her optimum potential.

We aim to ensure that all pupils express their views and are fully involved in decisions which affect their education as much as possible and as far as they are able to. We do this through

- Seeking their views before Annual Reviews of Educational Health Care Plans
- Inviting children to attend Parent Consultation meetings and in Annual Review meetings of their IEP or EHC Plan where it is deemed appropriate
- Pupil voice
- All children having the opportunity to be voted to be their Class Communication Team Member

How are the school's resources allocated to support children with SEND?

The school allocates its resources in accordance with the Local Authority Budget and individual pupil's Education Health Care Plan.

SEND support across the school is mapped, reviewed and evaluated on an ongoing basis by the SENDCos and Head teacher and is allocated according to individual needs and advice from external professionals. The SENDCos provide a written report evaluating the effectiveness of the SEND provision to the Governing Body and meets with the SEND Link Governor on a termly basis.

What services external to the school can provide support to children with SEND?

At times it may be necessary to consult with outside agencies to receive their more specialised, expert advice.

The agencies used by the school include:

- Local Authority Special Educational Needs Service (SENS)
- Educational Psychology Service (EPS)
- BISS – Behaviour and Inclusion Support Service
- Lighthouse Behaviour Provision
- Autism (ASD) Team
- Child and Adolescent Mental Health Service (CAMHS)
- Speech and Language Therapy Service (SALT)
- Occupational Therapy (OT)
- The Hearing Impaired Team (HI)

- The Visually Impaired Team (VI)
- The Edwin Lobo Child Development Centre (ELC)
- Outreach Team from Lady Zia Wernher
- School and Community Nursing Service
- Social Services
- Greenhouse Mentoring
- The Virtual School for Looked After Children (LAC)
- Young carers
- Youth partnership service
- Continence team
- Any other relevant professionals

How are staff in the school supported to work with children with SEND and what training do they have?

All teachers are teachers of pupils with special educational needs. Special Educational Provision is underpinned by high quality teaching that is adapted and personalised to meet individual needs of our pupils.

Staff receive regular and appropriate training in order for them to deliver high quality teaching that is adapted and personalised to meet individual needs. This training will be a mixture of "in house" and externally sourced specialist Continual Professional Development (CPD). Additional support is given through book looks and planning meetings, where adaptive teaching is further advised on, including resources.

As a school we draw upon the expertise of a wide range of external professionals to support students with SEND. They are used in school to provide observations, reports, advice for teachers and parents, and to attend professionals meetings. We have close links with the Local Authority's SEND team.

How do we support the child in moving on to another school or on to the next key stage in their education or life?

We have a transition programme and established links with our receiving schools which includes:

- Professionals meetings to discuss individual pupil's needs
- Additional advice and support sought from external professionals
- Transfer and exchange of information, which includes assessment data
- Home visits to meet with parents of pupils with particular needs

- Additional visits to the School, including virtual tours and meetings with feeder/receiver school staff
- Supporting parents when applying for places at high school/special needs provisions
- Creating individualised transition plans
- Arranging additional visits when appropriate

How accessible is the school environment?

Stopsley Community Primary School provides some wheelchair access and adaptations and reasonable adjustments are made as necessary including:

- Adaptations to the timetable
- Provision of equipment and aids
- Disabled toilet and changing facilities
- Translators (when required)
- Removable ramps to facilitate movement with wheelchair

Please refer to the School's Disability, Access and Equality policy which is available on the School's Website.

Who can parents/carers contact for further information at Stopsley Community Primary School and Nursery?

- Class teacher
- Mrs Barao-Feliciano and Mrs Higgins, SENDCos
- Mrs Mann, Safeguarding, Pastoral and Well-being Leader
- Mrs Herrick, Family Support Assistant

Parent/carers should contact the following people if they are considering an application for their child at our school:

- Local Authority Admissions Team 01582 548016 admissions@luton.gov.uk
- The Special Educational Needs Assessment Team (SENAT) 01582 548132 senat@luton.gov.uk
- The Special Educational Needs Service (SENS) 01582 548151
educationsupportservices@luton.gov.uk
- Luton SENDIAS service 01582 584156 sendias@luton.gov.uk www.sendiasluton.co.uk

The Luton local offer can be found at:

<https://directory.luton.gov.uk/kb5/luton/directory/localoffer.page>

What should I do if I have a complaint about my child's SEN support?

Where parents have concerns about their child's SEN support and provision, they should first raise their concerns with the class teacher. If a resolution is not reached then please refer to the school's compliment and complaints policy.

*This document is reviewed annually. **The next review is due May 2025.***