



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?

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

Our aim at Stopsley Community Primary School is for pupils' SEND to be identified as early as possible.

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
- Liaise with parents/carers
- 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

When a pupil's SEND is identified, we adopt a graduated approach to meeting those needs in line with the SEN Code of Practice (DfE, 2015)

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 SENCO should contact them, with the parents' agreement

Plan: Where it is decided to provide SEN support, and having formally notified the parents, the SENCO 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 puts the interventions and support in place and works closely with all staff 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 SENCO working with the child's parents and taking into account the child's views

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

- 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
- Mrs Broderick, Deputy Head Teacher
- Mr Dymock, Mrs Johnstone, Mrs Fuller and Mrs Rhodes, Assistant Head Teachers

3. 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

4. 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 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, Luton SENDIAS service, Luton Parent Carer Forum and Autism Bedfordshire
- Sharing of resources (linked to the child's IEP- individual education plans) or any other external advice where appropriate

5. 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 and SMART school council meetings
- 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 for 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

6. How do 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 individual needs of our pupils to allow them to make progress

- Offer small group work
- 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

7. 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
- Pastoral support to manage emotional difficulties

8. How are children support in unstructured times such as lunchtimes and playtimes and 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.

9. 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
- Weekly class assemblies where the Class Communication Team Member listens to the views of all children in their class and shares them at meetings

10. 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.

11. 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)
- Behaviour Support Service
- 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
- Any other relevant professionals

12. 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.

13. 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

14. 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
- PECs is used to support children with communication and language difficulties where appropriate

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

15. 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

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>

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