



SEND Information Report

(Local Offer)

Stanton Primary School and Nursery is an inclusive school and will provide the following over and above Quality First Teaching for all

<p>1. Who are the best people to talk to about additional support?</p>	
<ul style="list-style-type: none"> • Class teacher • SENco: Mrs J Campbell • Trainee SENco Miss L Wilde • Head Teacher: Mrs E Bonnelykke 	
<p>2. What is the current percentage of children with Special Educational Needs and / or Disabilities (SEND) in the school?</p>	
<ul style="list-style-type: none"> • 35% 	
<p>3. How does the school identify children who may require SEND support?</p>	
<ul style="list-style-type: none"> • A child has a Special Educational Need and or Disability if they have a learning difficulty or disability that means they have a significantly greater difficulty in accessing learning than the majority of others of the same age - or has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools. • The Assessments we use include at Stanton are: <p>Formative assessments</p> <ul style="list-style-type: none"> • Listening to the views of children • Daily marking and observations of children's work • Assessment for learning; setting achievable, measurable targets and monitoring children's success in achieving those targets • Informal meetings with parents/carers to include checks on hearing and sight • Discussion with and observations by Literacy/Numeracy leaders/SENco • Consideration of readiness to learn • Consideration of any difficulties with memory, motor skills and vocabulary. • Information sharing (teachers, support services, parents/carers, pupil involvement) • Developmental history with parents including Speech and Language or Occupational Therapy services or Health Visitor concerns. • In class observations of individual pupils learning style and learning behaviour. 	



<p>Summative assessments</p> <ul style="list-style-type: none"> • WRAT 5 assessment of current performance in Standardised form. • PhAB 2 (Phonological Assessment Battery) • DIGIT span tests for working and short-term memory • Phono Graphix Diagnostic testing • BPVS (The British Picture Vocabulary Scale) • Sandwell Early Numeracy Test • Single Word Reading Tests • Single Word Spelling Test • Half termly phonics assessments in Reception and Year 1 • Termly class assessments which are shared and tracked at Pupil Progress meetings • THRIVE assessment for emotional and social development • NELI (Nuffield early language assessment) • WellComm GL assessment Speech and language assessment. <p>Outside Agency involvement</p> <ul style="list-style-type: none"> • Consultation with Advisory Support Teachers • SES assessment and input • Referral and consultation with Educational Psychologist and Child Development Centre • Referral to the school nursing team • Child and Family Consultation Service (FSW) CAF <p>ICPS referrals:</p> <ul style="list-style-type: none"> • Speech and Language Therapists • OT assessments (Occupational Therapy assessment) • DOT (Dyslexia Outreach team) • AANT psychological input • Educational Psychologists input for EHCP process 	
<p>What are the different types of support available?</p>	
<p>We assess each child individually and provide personalised support within three levels:</p>	



<p>Universal:</p> <ul style="list-style-type: none"> • Quality First Teaching (please refer to our Teaching for Learning Policy and SEND Policy). We start from what the children already know and set small targets or learning objectives. We plan and teach differentiated activities and provide small group support to enable children to achieve these targets. We provide plenty of opportunities for practice. We monitor progress. We ensure that parents are aware of the nature of the support and the reason for it. We listen to the views of parents and pupils and involve them in the decision making. • We hold regular parents' evenings and send out progress reports at Christmas and Easter • Class teachers are easily contactable via Class Dojo for parents to arrange meetings or to message about concerns • We have pupil progress meetings with the class teacher and senior leadership team and the SENco • We consider children's self- assessment • We plan support that is provided by trained teaching assistants and the class teachers • We write end of year reports 	
<p>Targeted:</p> <ul style="list-style-type: none"> • We determine childrens' areas of strength to establish whether the child has difficulties across the curriculum • We collate data - assessment against age expectations including phonics • We assess skills such as reading accuracy, fluency, and comprehension, phonological awareness, auditory and visual memory 	

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<ul style="list-style-type: none"> • We consider - underlying ability, behaviour, motor skills, medical needs and attendance • We create a personal provision map or Individual Education Plan where needed. • Children may access some of the following small-group or one to one intervention to achieve their targets: <ul style="list-style-type: none"> ○ Listening skills activities (Literacy and Maths) ○ Post-teaching of new concepts ○ Same day interventions ○ Little Wandle phonics interventions ○ Essex Maths Programme ○ Auditory Discrimination Tasks ○ Talking games / Talk About ○ Time to Talk / Socially Speaking ○ Speaking and Listening activities based on ELKLAN teaching methods ○ KAZ touch typing programme offers an individual course of study for each pupil with Dyslexic/processing of information type difficulties. ○ NELI (Nuffield Early Language Intervention) ○ Pre-teaching of new concepts ○ Precision teach ○ Pre-teaching of vocabulary ○ Memory and concentration tasks ○ THRIVE interventions ○ Social stories ○ Exercises – sensory circuits ○ Behavioural Optometry exercises for gross and fine motor skills 	
<p>Specialist:</p> <ul style="list-style-type: none"> • This means your child will have been identified by the class teacher/ SENDco as needing a particularly high level of support or small group teaching, which often cannot be provided from the budget available to the school. This is usually provided via an Education, Health and Care Plan (EHCP). This is a legal process which sets out the amount of support that will be provided for your child. • Usually your child will also need support from professional outside the school. This may be from: <ul style="list-style-type: none"> ○ Local Authority central services such as the ASD Outreach Team ○ Sensory Service (for students with a hearing or visual need). ○ SES ○ Educational psychologists • For your child this could mean: <ul style="list-style-type: none"> ○ Creating a personal provision map, to set individual targets, to outline strategies of how we aim to achieve them and to monitor the impact 	



<ul style="list-style-type: none"> ○ Annual review/Transition review for to senior school ○ 1:1 interventions / support both in the classroom and out of the classroom ○ Personalised curriculum ○ Exercise programmes – behavioural optometry ○ OT exercise protocols ○ Speech and Language programmes ○ Sensory-based Curriculum ○ Outside support sessions by SENsi 	
<p>4. How is extra support allocated to children?</p>	
<ul style="list-style-type: none"> ● Support is allocated on a needs basis and depending on children’s progress which is discussed at termly pupil progress meetings. Resourcing, including staffing is reviewed and deployed as appropriate. ● The SEND budget is used to deploy staff and buy appropriate resources. Suffolk County assessments are completed, evidence of children’s needs collected and additional ‘High Tariff Funding’ (HNF) is applied for following Suffolk County Council criteria. 	
<p>5. How will we measure the progress and review provision for your child?</p>	
<ul style="list-style-type: none"> ● School assessment in including Literacy and Numeracy and Personal and Social education ● Reading/ Spelling and Grammar/ Phonic assessments ● Progress against their individual targets including P scales from the end of Year 1 and use of EYFS goals in Year 1 ● Reviews of interventions ● Annual Reviews of EHCPs ● NELI assessments ● WellComm GL assessment Speech and language assessment. 	
<p>6. How can I tell the school I am concerned about my child’s progress or wellbeing?</p>	
<ul style="list-style-type: none"> ● Your first step should be to speak to your child's class teacher. ● If you feel that additional support is needed beyond the universal level of provision, please speak to: <ul style="list-style-type: none"> ○ The Special Educational Needs Coordinator (Mrs J Campbell) ○ Headteacher (Mrs E Bonnelykke), ○ Tel: 01359 250225 or email Stanton-office@easterneducationgroup.ac.uk 	



<p>7. How will the school work with me as a parent in discussions about my child and their learning?</p>	
<ul style="list-style-type: none"> • We will: • Invite parents in to discuss their child and any concerns • Discuss next steps in school and at home • Give you an opportunity to see your child learning in the classroom • Implement any steps required at school and offer ideas for support at home • Review progress half termly and discuss next steps • Make any referrals to outside agencies as necessary 	
<p>8. How do we involve young people with SEND in discussions about their education and support?</p>	
<ul style="list-style-type: none"> • We encourage the children to talk about their learning and how to make it better. • We encourage the children to challenge themselves against their own personal targets and celebrate all achievements. • We have personal provision maps that are created and reviewed with children and parents. • Our end of year reports includes the child's views of their learning across the curriculum. • In EHC plan Reviews the pupil's voice is always recorded for the purposes of the Review - and to inform all staff of each pupil's opinions regarding their learning journey. 	
<p>9. How are adults in school helped to work with children with SEND and what training do they have?</p>	
<ul style="list-style-type: none"> • All teachers are trained to provide Quality First Teaching and differentiate appropriately for all the children in their class. • Teachers regularly attend training in supporting children with special educational needs through externally and internally run courses. Strategies are shared at staff meetings and other training days. • Our fully qualified and experienced SENco offers advice on individualised approaches and differentiation. She regularly keeps up to date with new areas of research concerning additional needs. • We have specifically trained teachers/ TAs to implement the following: <ul style="list-style-type: none"> ○ An ELKLAN approach to enhancement of language skills ○ First Class at Number ○ Numicon ○ NELI assessments ○ Speech and language interventions devised by the SALT service. ○ THRIVE programme 	



<ul style="list-style-type: none"> ○ Phonics interventions ○ Safer handling ○ OT programmes for specific pupils 	
<p>10. How will the teaching and curriculum be adapted for my child with SEND?</p>	
<ul style="list-style-type: none"> • Differentiated work by task, by time, by grouping, by outcome etc. • Teacher and teaching assistant support • One to one adult support where funded by EHCP • Additional input to ensure that opportunities for overlearning can take place. • Brain breaks • ICT programs and software including Clicker • Visual timetables and visual prompts; 'Now, Next, Later' schedules • Workstations –safe space, quiet work areas for pupils with sensory overload issues. • Noise cancelling headphones/weighted lap blankets. • Nurture room access – support from a fully trained ELSA support and Thrive Practitioner member of staff. • Personalised play based learning where appropriate • Resources; support aids, headphones, pencil grips, ergo dynamically designed pens/pencils, sensory mats and equipment. • Specialised reading books • Coloured overlays • Work copied onto coloured paper- or the use of 'photoscopic sensitive' exercise books. • KAZ touch typing programme of teaching • Laptops for in class use for dyslexic pupils • Coloured screens for dyslexic pupils • Reading filters for pupils with Irlen syndrome • Bookrests • Dyslexia/ additional needs 'friendly' classrooms including the use of coloured backgrounds to whiteboards. • Extra time in all tests and exams for all pupils with an additional need. 25-50% - dependant on established need and evidence gathering of need • The use of readers, scribes, prompts to enable pupils to access all external examinations where necessary. 	

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<p>11. Who are the other people providing services to children with SEND?</p>	
<ul style="list-style-type: none"> • Speech and Language Therapists • Local Advisory Teachers (SES) • Educational Psychologists • Child and Family Support Service (CAF) • Behaviour support service • Paediatricians • Child Development Centre • Child and Adolescent Mental Health Services • School Nursing service/GP • Occupational and Physiotherapists • Neuromuscular team • SES service for pupils with SEMH or behavioural concerns • Mental Health team 	
<p>12. How is Stanton Primary School accessible to children with SEND?</p>	
<ul style="list-style-type: none"> • Physical The whole school is one level and all doors are easily accessible for wheelchair users There is a fully equipped disabled toilet and shower • Visual All classes have Interactive Whiteboards, laptops and access to iPads to enable resources to be visual. Visual prompts and visual timetables are available for all children or they are personalised. Irlen syndrome friendly resources – exercise books, book filters and whiteboard backgrounds. • Auditory Seating arrangements are considered. Headphones are available • Kinaesthetic Tactile resources are readily accessible Outdoor learning space 	
<p>13. How will we support your child when they leave our school or move into another class?</p>	
<ul style="list-style-type: none"> • Transition: Children are prepared for their new classes / schools using discussion times such a Circle times; they meet new teachers; personalised books are made which include photos of significant adults, resources and equipment which are discussed in school and sent home as a talking point; visits to new classes / schools are made over time; internally a transition is phased in over the 	

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<p>second half of the summer term with two full days in their new classes organised at the end of the school year; home visits can be made by teachers if necessary; events are organised between schools and visits away from school are shared with other schools.</p> <ul style="list-style-type: none"> • Every staff member has access to a one-page profile for each pupil with SEND, ensuring key information is easy to find and use • At the start of each academic year, the SENCo meets individually with every class teacher to go through the specific learning needs of their SEND pupils. All relevant reports and assessments are shared during these meetings. • The SENCo works closely with receiving senior schools to make sure all SEND information is passed on smoothly. Full files, including assessments and support plans, are transferred to ensure continuity for each pupil. 	
<p>14. Where else can I find support information as a parent of a child with SEN?</p>	
<ul style="list-style-type: none"> • You can read our school policies on relevant issues by visiting our website at https://www.stantonprimarysch.co.uk/ including our <ul style="list-style-type: none"> ○ Anti-bullying policy ○ Behaviour policy ○ Complaints procedure ○ Medicine policy ○ SEND policy • Or find out more information from other sources e.g. <ul style="list-style-type: none"> ○ Local authority local offer at https://www.suffolk.gov.uk/children-families-and-learning/send-and-the-local-offer/ ○ Parent Support https://suffolksendiass.co.uk/ ○ SEND code of practice - https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf 	