

Stakeford Primary School
SEN Information Report 2023 – 2024

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Our aim is to provide all of our pupils with a curriculum which equips them with the aspirations, motivation, knowledge and skills to become lifelong learners.

Our curriculum will provide us with:

Skills to help us communicate with a rich and varied vocabulary;

Time and support to ensure we are fluent readers with a desire to read;

A firm foundation in basic skills so we have the building blocks for our future learning;

Knowledge of the wider world in which we live;

Engaging and enjoyable learning experiences to inspire us;

Friendships, relationships and an understanding of self;

Opportunities to revisit and develop skills to help us excel;

Readiness for the next stage in education and life;

Determination and resilience to achieve our potential.

Vision Statement

At Stakeford Primary School, we believe that each individual child is special and deserves to be valued in a happy, secure and caring learning environment.

We aim to recognise all children's abilities and attributes, and support them in reaching their full potential, helping them to shine.

We aim to work closely together with parents, carers and families, for the benefit of all our children, in an open and friendly atmosphere.

We aim to deliver a stimulating and challenging curriculum which is meaningful to all our children and will encourage them to become self-motivated, independent learners.

We believe all our children should feel proud and important members of our school family and community, taking responsibility for themselves and their surroundings and showing consideration for each other.

We expect high standards of behaviour and encourage honesty, kindness and co-operation.

School Information

Stakeford Primary School is a Local Authority Maintained Mainstream school, providing education for pupils aged two to eleven years.

School Contacts

Headteacher: Mrs. Julie Hall.

SENDCo: Mrs. Jill Preece.

The Designated Officer/s for Looked after Children: Mrs. Julie Hall, Headteacher. Mrs. Sarah Bewick, Assistant Headteacher.

Telephone Number: 01670 812369.

Email: admin@stakeford.northumberland.sch.uk

Governing Body Representatives

Chair of Governors: Mrs Jackie Rowell

Named SEND Governor: Mrs Rebecca Johns.

School Data

In school, we currently support the following proportions of children with SEND:

- Education, Health and Care Plans (EHCPs) 4 pupils out of 157 (2.55%)
- COSA applications under consideration (for future EHCP) 10 pupils to be under consideration (6.4%)
- Children who require SEND Support Plans 17 pupils (11%)
- Children who require a Pupil Passport 67 pupils (43%)
- Total number of pupils on the SEN register 84 pupils (54%)

Accessibility

Our building is fully wheelchair accessible and single storey.

The school has an Accessibility Plan which forms part of the Single Equalities, Diversity and Cohesion Policy. The building has a hygiene room with changing facilities.

The School's Approach on the Identification and Assessment of Children with Special Educational Needs

Identification

We believe that early identification of Special Educational Needs is essential so that the intervention can take place to enable children to make progress.

If any child is causing concern:

- The teacher should inform the SENDCO;
- Parents should be informed and any concerns discussed, at the earliest possible opportunity; and
- A record of initial concerns will be kept.

If parents are concerned:

- They should speak to their child's class teacher in the first instance.

If a child is identified as having Special Educational Needs, this will be recognised on the school's SEN register.

Teaching and Learning with Identified Special Educational Needs

SEN Support

Where a child is identified as having SEND, we work in partnership with parents to establish the support the child needs. The child's needs are discussed by relevant parties (parents, the child, school staff and any external professionals) decisions can be made about the desired outcomes for the child. This will include the expected progress and attainment for that child. The views and wishes of the child and their parents are central to these discussions.

Pupil Passport

A Pupil Passport will be written in conjunction with the class teacher, SENDCO and parents and will outline the following information:

- Primary Needs
- Strengths, Skills and Attributes.
- Needs
- Quality First Teaching Strategies required in the classroom
- Targeted group support and individual support required
- Current Data
- Short term Outcomes and progress towards these outcomes
- Provision
- Any current professional involvement

This is aimed at removing barriers to learning and putting effective special provision in place that is implemented and reviewed at least termly. Parents are invited to discuss their child's progress and the support and targets through a catch-up meeting with the SENDCO / class teacher.

We adopt a graduated approach with four stages of action: assess, plan, do and review this means:

Assess

- An analysis of the child's needs is carried out by all parties working with the child (parents, the child, school staff and any external professionals).
- This assessment draws on the teacher's assessment and experience of the child, their previous progress and attainment, as well as any other factors which are deemed relevant (rate of progress, attainment, and behaviour etc.).
- This assessment should be reviewed regularly.

- In some cases, outside professionals from health or social services may already be involved with the child. With the agreement of the parents, these professionals should liaise with the school to help inform the assessments.

Plan

- Where it is decided to provide additional / SEN support, and having formally notified the parents, all parties will agree on the desired outcomes.
- Interventions and/or support are put in place,
- Short-term outcomes are set with a clear date for review.
- All teachers and support staff who work with the child are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required .
- This information will be recorded on the school's information system (Pupil Passport).

Do

- The early years practitioner/ class teacher remains responsible for working with the child on a daily basis.
- With support from the SENDCO, they oversee the implementation of the interventions or programmes agreed as part of additional / SEN support.
- Where the interventions involve group or one-to-one teaching away from the main class teacher, they should still retain responsibility for the child.
- The SENCO should support the practitioner /class teacher in assessing the impact of the action taken, in problem solving and advising on the effective implementation of support.

Review

- The effectiveness, impact and quality of the support / interventions is reviewed, in line with the agreed date, by the practitioner / class teacher / SENCO, taking into account the child's parents and the child's views. This should feedback into the analysis of the child's needs.
- The support offered is then revised in light of the child's progress and development, deciding any changes to the support and outcomes.
- Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.



Cycle Approach

This cycle of action is then revisited.

If a child's needs are met sufficiently by the use of a Pupil Passport, this will remain in place for as long as it is needed. It will be reviewed each term.

SEN Support Plan

If it is clear that a pupil passport is not detailed enough for the child to make progress, a SEN Support Plan may need to be written in conjunction with the SENDCO, Class Teacher, Parents, Pupil and external professionals (if relevant). This document is more detailed and outlines the provision required to meet short term outcomes in much more detail. Progress is also monitored more closely.

Our school's graduated approach to SEN

Level 1:

Quality First Teaching

- Children receive inclusive quality first teaching (QFT) which may include the provision of differentiated classwork.
- Some children at this level *may* have a pupil passport.
- Progress is carefully tracked and reviewed.

Level 2:

Additional School Intervention

- Continued or increase concern may lead to children receiving additional, time-limited and targeted interventions to accelerate their progress to age-related expectations.
- These interventions may involve group or one-to-one teaching.
- The SENDCO and class teachers will work closely with support staff to plan and assess the impact of the support and interventions and to link them to classroom teaching.
- At this stage, advice and support from other agencies may be sought.
- Children at this level *will* have a pupil passport and their progress carefully tracked and reviewed.

Level 3:

High Need

- Where a child continues to make less than expected progress, despite interventions, they receive highly personalised interventions to accelerate their progress and enable them to achieve their potential.
- When appropriate, specialist outside agencies support this.
- The SENDCO and class teachers work with specialists to select effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress.

- Children at this level *will* have a SEN Support Plan and their progress carefully tracked and reviewed.

If support is not impacting on the child's progress and this is still of significant concern, the school, after consultation with parents and other professionals, may apply for a COSA (consideration of Statutory Assessment). Parents also have the right to request a COSA for their child.

Education Health and Care Plan

Where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.

Pupils with an Education Health and Care Plan (EHCP) will have access to all arrangements for pupils on the SEN register (above) and, in addition to this, will have an Annual Review of their plan.

Our school will comply with all local arrangements and procedures when applying for Education Health and Care Plan and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN Support using our devolved budget at an earlier stage.

Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local Northumberland County Council policy and guidance - particularly with regard to the timescales set out within the process.

Assessment And Progress

Parents, school staff and any other professionals involved with the child should work together to draw all relevant information concerning the child's progress.

This information should include:

School (some but not necessarily all of the below)

- Teacher observations – academic/social/behaviour
- Teacher assessment – both formals termly assessments and any other assessments that have taken place.
- Records of achievement
- SATs
- Individual reading tests / interviews
- Diagnostic spelling assessments
- Health and development issues

Parents and Carers

- Parent views of child's health and development
- Historical information
- Perception of the child's performance, progress and behaviour at home
- Any external factors that could be contributing to any difficulties
- Parents should be given information about local authority Parent Partnership Service that can offer independent support and advice for Parents of children with Special Educational Needs.

Other Agencies

- Health concerns – GP, Paediatrician, CYPS, Health Visitor, School Health Advisor or other specialist services.
- Observations in the home setting
- Language/Speech concerns
- Pre-school/Playgroup observations
- Transfer of information from previous schools.
- Children's Services involvement

Reviewing Outcomes

Formal assessments take place each term, to establish the progress that each child has made, across a range of subjects.

In addition to these assessments, children who are on the school's SEN Register have a termly 'Pupil Passport' or 'SEN Support Plan' review. This process involves:

- Reviewing the outcomes set the previous term
- Gaining parents and pupil views on progress
- Setting new outcomes for the following term
- Considering any further support needed.

Curriculum Provision and Approaches to Teaching

Stakeford Primary School supports a fully inclusive approach to the curriculum.

All Children Are Offered:

- Access to a broad, balanced curriculum
- Individualised targets
- High quality facilities

- Access to staff expertise across the school
- Differentiated curriculum planning, work and delivery
- Pupil subject tracking
- Parental reviews
- Early Help Assessment (EHA) and Looked After Children (LAC) Reviews (as required)
- Personal Education Plans (PEP) plans for LAC pupils
- After School Clubs, Educational Visits and Residential Visits
- Access to the professionals from school health and wider professional support
- PSHE curriculum
- Pastoral support

For children with additional needs we offer (as appropriate):

- In class support
- Small group working with Teacher/Teaching Assistant
- Multi-sensory teaching
- Targeted differentiation
- Circle Time to support social and emotional development.
- Individual Education Plans/Behaviour contracts/Pastoral Support Plans/Risk Assessments/Health and Care Plans/Intimate Care Plans/Pupil passports/SEN Support Plans
- Individual access arrangements for SATS
- Some designated 1:1 support
- Support from an Emotional Literacy Support Assistant

Specialist Facilities / Equipment to support SEND:

- FM / Digital Radio System (to support a child with Hearing Impairment)
- Changing facilities, including a height adjustable electronic changing table.
- Two designated SEND bases for small group / individual working.
- Fully wheelchair accessible school.

Currently, we Provide for Children with the following needs:

Communication and Interaction	<ul style="list-style-type: none"> • Children and young people with speech, language and communication needs (SLCN) • Children and young people with an Autism Spectrum Disorder, including Asperger's Syndrome and Autism (ASD)
Cognition and Learning	<ul style="list-style-type: none"> • Moderate Learning Difficulties (MLD) children and young people learn at a slower pace than their peers, even with appropriate differentiation. • Severe Learning Difficulties (SLD) where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication • Profound and Multiple Learning Difficulties (PMLD) where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. • Specific Learning Difficulties (SpLD) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
Social, Emotional and Mental Health Difficulties	<ul style="list-style-type: none"> • Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.
Sensory and/or physical needs	<ul style="list-style-type: none"> • Vision impairment (VI) • Hearing impairment (HI) • Multi-sensory impairment (MSI) • Physical disability (PD)

Staff Expertise and Training

Staff

Special Educational Needs and Disabilities Co-ordinator (SENDCO) **Mrs. Jill Preece.**

BA (hons) in Primary Education, PG Cert Prim Math (MaST), PG Cert SEND and Inclusion (NASENCO).

Mrs Preece has over 25 years teaching experience and has been part of the Senior Leaderships team for 15 years.

1 Higher level teaching assistant – HLTA

10 Teaching Assistants (Levels 1 – 3)

Additional Qualifications and Training to Support Children with SEND

- One SENDCO with accredited postgraduate SENCO training (NASENCO)
- SENDCo has undertaken training this year on EHA, Portage and ROAR Mental Health
- Four members of school staff with ELSA (Emotional Literacy) accreditation
- Two members of staff with up to date MAPA (management of actual and potential aggression) training.
- One member of staff with BSL (British Sign Language) accreditation.
- Two members of staff with '1st Class @ Number' accreditation (mathematics intervention).
- Two members of staff with 'Success @ Arithmetic' accreditation (mathematics intervention).
- Five members of staff with Read, Write Inc. training.
- One member of staff with Early Year ELKLAN qualification.

Training to support children with SEND has been delivered in the following areas:

Whole School:

- Autism Spectrum Disorder
- Safeguarding Children (and updates)
- Epilepsy
- Speech, Language and Phonological Awareness
- Developmental Language Delay (DLD)
- Attachment training
- Lego Club / Therapies
- Communicating the Curriculum
- Growth Mindset
- Early Reading
- Diabetes

Groups / Individual:

- Paediatric First Aid
- Talk Boost
- Autism Spectrum Disorder
- Manual Handling
- Early Help Assessment
- New Curriculum Developments
- Numeracy Interventions
- iPads for all
- Dyspraxia awareness
- Pupil Engagement (first fifteen minutes)
- SEN Developments and Changes
- E Safety
- EpiPen use
- ASD in the Early Years
- Supporting Learning in Classrooms – the TA's Role
- Supporting children with English as an Additional Language
- Sensory Processing
- Speech Language and Communication (training and resources for individual pupils)
- Paul Dix Behaviour Management strategies.

We also access support from the following external agencies:

- Speech and Language Therapy (NHS)
- Early Help (via HUB)
- Northumberland Inclusive Education Services: Educational Psychologist; Emotional Wellbeing and Behaviour Support Team; Speech, Communication and Language Support; Literacy Support; English as an Additional Language Specialists.
- Occupational Therapy (NHS)
- Sensory Support Service (HI, VI and MSI)
- Children and Young People's Service (CYPS)
- Primary Mental Health Team (PMH)
- School Health Team (School Nurse and Health Visitor)
- Looked After Children Team (LAC)
- Victim Support
- Children's Services (Social Services) – consent not required, but parents will be informed
- Family Recovery Team
- SEN Monitoring and Assessment Team
- Education Other Than At School (EOTAS)
- Pupil Referral Unit (PRU)
- Portage
- Physiotherapy Services

The specialist expertise from the external agencies listed, will be secured via a referral process.

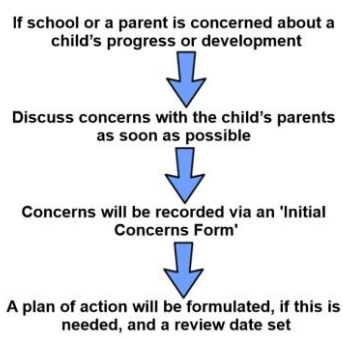
Parents and pupil (where appropriate) will always be informed of the school's intent to refer and consent will be obtained.

How School Supports and Improves Social and Emotional Development of Children With SEND

School is able to provide support in the following ways:

- Access to a trained ELSAs within school for all children experiencing difficulties (i.e. stress, friendship difficulties, grief, bullying etc)
- Application of the school's key policies (Behaviour; Anti-bullying; Esafety; Safeguarding; Confidentiality)
- Delivering the PSHE curriculum
- Training for staff to raise awareness of individual and group needs, as required
- Using assessment and strategies recommended from the Boxall Profile to monitor and assess children with Social and Emotional difficulties.
- Individual targets, reviewed termly, for children who are displaying additional social and emotional needs (via a Pupil Passport or SEN Support Plan).
- Additional pastoral support (as required).

How School Involves and Supports the Parents of Children With SEN

Initial Concerns	Feedback	Further Support
 <p>If school or a parent is concerned about a child's progress or development</p> <p>↓</p> <p>Discuss concerns with the child's parents as soon as possible</p> <p>↓</p> <p>Concerns will be recorded via an 'Initial Concerns Form'</p> <p>↓</p> <p>A plan of action will be formulated, if this is needed, and a review date set</p>	<p>Feedback to parents will be given at least three times per year for all children. (This will take the form of two parental consultations and one written report.)</p> <p>For parents of children with a Pupil Passport, informal appointments will be offered three times per year to discuss progress towards individual targets with school staff.</p> <p>If there is a need for more regular contact, this is available through daily / weekly discussions or a home-link book. This will be discussed and agreed on an individual basis.</p>	<p>An 'Early Help Assessment' can be completed. This offers early intervention for families and children who have additional or emerging needs.</p> <p>Having an EHA ensures all professionals involved with a child/ family meet regularly to work towards positive outcomes for the child / family. It also allows prompt access to further external support for the family.</p> <p>For those children with an EHCP, parents will be invited to an annual review meeting to discuss their child's progress where their views and the child's views are taken into consideration for future planning for their child's needs. This is in addition to a termly SEN Support Plan review.</p>

Parents have been supported and involved in the following ways:

- SEND Policy consultation
- Access Plan consultation
- Intimate Care Policy consultation
- One step ahead in Literacy
- Keeping up with the kids in Numeracy
- iPad and E Safety training
- Termly Parent/Teacher Consultation
- Termly Reviews of SEN Support Plans
- Annual Reviews (for children with EHCP)
- Individual support for parent access
- Early Help Assessment (EHA) meetings / Team around the Family meetings
- Transition planning (in school and between placements)
- SATs preparation meetings (on a 1-1 basis during parent consultations)
- Referrals made and links provided to external agencies (listed above).

If a child's needs are not being met fully by the Local Offer, further advice can be sought from school. Initially, this will be from the school SENDCo, Mrs Nocon and the child's class teacher.

From this point forward, advice can be given about possible referrals to professionals or agencies that may be able to support the child more fully. Information about agencies that the school can access support from are listed in the Local Offer. No referrals will be made without prior discussion with parents and consent being given, unless there is a safeguarding concern.

How the school collects the views of children with SEND

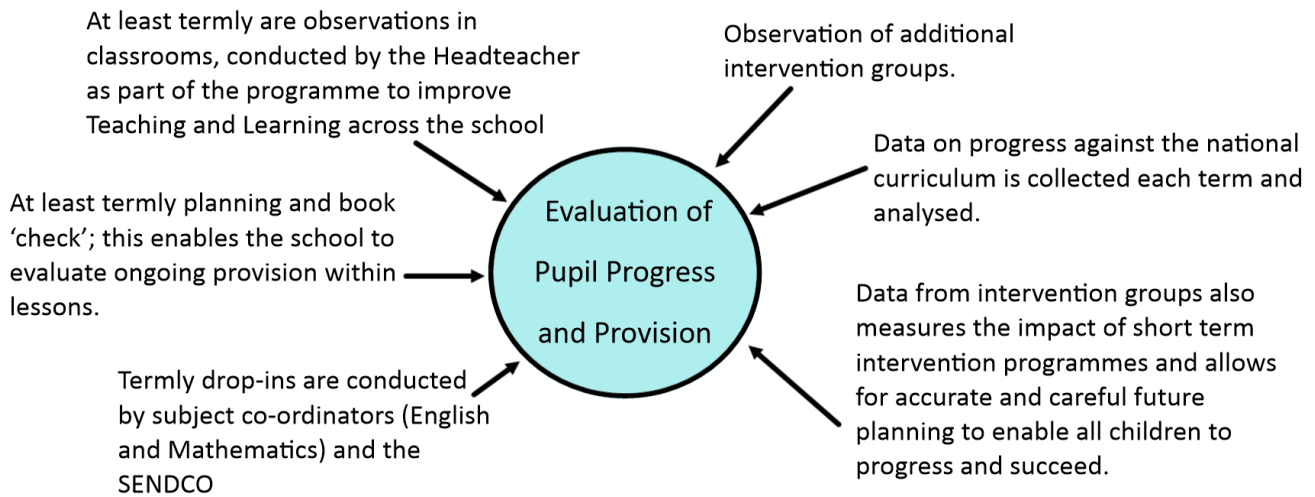
The views of the child are important and should be sought and taken into account at an age appropriate level when a review of their progress takes place.

At Stakeford Primary School, the pupil's views are collected in preparation for meetings. This can be done in a variety of ways dependent on the individual's age/stage of development as well as their communication skills.

Children are also involved in reviewing their SEN Support Plans and their views are recorded as part of their plan.

Children with SEND are also part of the 'Teaching and Learning Review', to look at provision each term by the Headteacher. Their contribution is via a learning interview. Where a child has communication difficulties, this is facilitated by a TA.

Evaluating the Effectiveness of Provision



Transfer to Other Schools

Transfer to another school may be a vulnerable time for children with SEND and that they may need additional preparation / support during this time.

At transition points, children's individual needs will be planned for through discussion with their parents; this may include strategies such as sessions with the schools trained Emotional Literacy Support Assistant (ELSA) or additional visits to their new school. Teachers also take part in a detailed handover, which includes a log of actions for pupils of SEN written over the course of the year.

What will happen if the Local Offer is not being delivered?

If a parent, child or member of staff is concerned that the Local Offer is not being delivered fully in school, the first point of contact will be Mrs Preece, SENDCo. An initial meeting will be set up where concerns will be discussed and a plan of actions formulated together, if this is required.

If concerns persist, a meeting can be scheduled with the Headteacher and/ or school Governors in accordance with the school's complaints policy which is available from the school office or the school website.

SEND Report Date: September 2023

Date approved by governors:

Date for Review: September 2024