

# Stanton St Quintin Primary School



## School Offer for Special Educational Needs and Disabilities

May 2019

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### What is The School Offer?

- As part of the Children and Families Bill 2014, all schools are required to make available their local SEND offer to families. This details how they can support children and young people with a special educational need and/or disability (SEND).
- A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

### Definition of SEND

The term 'special educational needs' has a legal definition, referring to children who have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. Many children will have special needs of some kind at some time during their education.

Help will usually be provided in their ordinary school, sometimes with the help of specialists. If your child has special educational needs, they may need extra help in a range of areas, for example:

- schoolwork
- reading, writing, number work or understanding information
- expressing themselves or understanding what others are saying
- making friends or relating to adults
- behaving properly in school
- organising themselves
- some kind of sensory or physical needs which may affect them in school

## Overview of the school

- Stanton St Quintin Primary School currently has **72** children on roll in 3 classes.
- **19.44%** of pupils are identified with a special educational need (not including those with medical needs). This compares with 14.4% nationally (national 2016 data of 'all schools').
- **4.16 %** of pupils are identified with a Statement of special educational need or Education and Health Care Plan. This compares with 2.9% nationally (national July 2018 data of 'all schools').
- All areas of the school are accessible to children with gross motor difficulties.

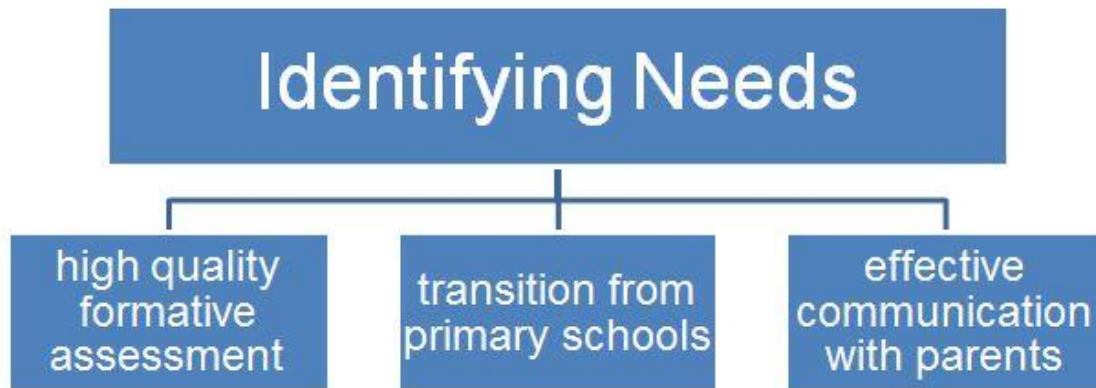
## Curriculum

- How will the curriculum be matched to my child's needs?
  - Stanton St Quintin Primary School ensures all teaching is differentiated to match the needs of each child. This is achieved through high quality planning and quality first teaching. This includes children who are very able, may have an additional need or have a special educational need.
  - Some children may require more focused support, and additional adults may be used to provide support where appropriate. Children who are more able will be challenged through effective differentiation in class and a programme of gifted and talented in school and external workshops.
  - Each child on our SEN register will receive a 'Stanton Plan'. These are reviewed with parents 3 x per year and feature three priority targets.
  - Each child on our SEN register will create a 'One Page Profile' with their teacher. This is a child-friendly document which the child can use to communicate their needs.
  - Some children may have additional needs which may require short term interventions or some additional support.
  - Some children who have a special educational need may require a 'Personalised Education Plan' to support their learning and enable them to access the curriculum.
  - Children are assessed under an 'Assess, Plan, Do, Review' model. For more information on this, please refer to appendix 1.
- Who can I talk to, and how, if I am not happy with what or how my child is learning?
  - The first point of contact for parents or carers is always your child's class teacher.
  - Parents and carers are encouraged to speak informally to teachers after the school day, or request a formal appointment.
  - Class teachers also hold formal Parent Consultation Evenings three times a year.
  - Additional points of contact are:

SENDCo (Special Educational Needs and Disabilities Coordinator): Mrs Karen Winterburn

Head teacher: Mrs Karen Winterburn

- What is the level of support my child can get both in and out of the classroom?  
The support your child receives will be tailored to their needs, through differentiated teaching, use of additional adults and personalised intervention programmes, including a provision for gifted and talented children in school and external workshops.



#### Extra-Curricular Social activities

- How will my child be included in activities outside of the classroom including school trips?
  - Stanton St Quintin Primary School strives to include all children in all extra-curricular activities by providing appropriate resources.
  - A full risk assessment will be carried out prior to any trips which will detail any specific needs and measures to provide for these.
  - There is a range of extra-curricular clubs which aim to cater for all pupils.

#### Social Opportunities

- PTA (FOSS) events
- School clubs
- Seasonal events
- Sports fixtures
- Family Learning Workshops

How will you support my child's social development within the school day?

Each child takes part in weekly PSHE sessions as part of the curriculum

Stanton St Quintin Primary School offers a number of interventions which can help to support your child's social development such as:

BLAST (Boosting Language and Auditory Skills)

Time to Talk (Relate counselling for children who are going through difficult experiences)

Social Skills Groups

## Training and Resources

- How are the school's resources allocated and matched to my child's needs?
  - Stanton St Quintin Primary School considers the needs of each child on an individual basis. In the first instance, all children receive high quality differentiated teaching which matches children's needs.
  - Where additional resources (such as a specific intervention programme) are required, the class teacher will liaise with the Special Educational Needs Coordinator (SENDCo) and where appropriate the Headteacher (if support involves allocation of staffing), to develop a personalised programme of support for your child. All intervention programmes are evidence based, and are used to narrow the gap between your child's attainment and the attainment of their peers.
- What specialist services and expertise are available to my child?
  - As appropriate, Stanton St Quintin Primary School is currently able to access external professional support, including:
    - Speech and Language Therapy
    - Occupational Therapy
    - Child and Adolescent Mental Health Service (CAHMS)
    - Educational Psychologists
    - Specialist Special Educational Needs Service (SENS) which includes:
      - Behaviour Support
      - Learning Support
      - Social Communication Needs
      - Qualified Teacher for Visual Impairment
      - Qualified Teacher for hearing Impairment
    - Ethnic Minority Advisory Service (EMAS)
    - Links with a School Nurse
    - Common Assessment Framework (CAF) compiled when necessary
    - Access to Parent Support Advisor ( on a needs basis)
    - MenorMe – The Rise Trust
  - As appropriate, Stanton St Quintin Primary School has some staff who specialise in:
    - Finding the gaps (Maths)
    - ELS ( Early Literacy Support)
    - Sparks (Occupational Therapy Programme)
    - Emotional Literacy Support (ELSA)
    - Narrative Therapy (Delivery of specialist Speech and Language support)
    - BLAST (Boosting Language and Auditory Skills)
    - Forest Schools
    - Team Teach
    - Autistic Spectrum Disorder (ASD)
    - SoundsWrite
    - SALT (Speech and Language Therapy)
    - Eurhythmy (well-being and coordination)
    - We strive to make all our classes as inclusive as possible, by developing systems and equipment that are designed to remove barriers to learning.

## Assessment and Review

- How is the decision made about what type and how much support my child will receive?
  - Stanton St Quintin Primary School strives to identify any special educational need as early as possible in order to provide the appropriate support.
  - Class teachers, supported by the SENDCo and head teacher, assess the attainment and progress of all children regularly. This enables the school to identify children who may have an additional need or a special educational need which can be characterised by progress which:
    - Is significantly slower than that of their peers starting from the same baseline
    - Fails to make the expected rate of progress
    - Where additional resources (such as a specific intervention programme) are required, the class teacher will liaise with the Special Educational Needs Coordinator (SENDCo), Inclusion Leader and where appropriate the Head Teacher (if support involves allocation of staffing), to develop a personalised programme of support for your child. All intervention programmes are evidence based, and are used to narrow the gap between your child's attainment and the attainment of their peers, and remove any barriers to learning.
  - Appropriate assessment procedures are in place which will inform ambitious and achievable targets for your child. These are designed in collaboration with your child, class teacher, and SENCO where appropriate.
  - Information regarding SEN can be found in Appendix 2.
  
- How are parents and young people involved in the assessment and review of needs?
  - At Stanton St Quintin Primary School, children play an active part in target setting and reviewing their progress, along with parents and carers.
  - Through Parent Consultation Evenings and SEN review meetings, parents are involved in the assessment and review of needs.

## Communication

- How will the school keep me informed about my child's progress?
  - At Stanton St Quintin Primary School, we place high value on working collaboratively with parents to ensure successful outcomes for all children. We aim to have an open-door policy where parents are encouraged to take full and appropriate involvement in their child's education. Parents are encouraged to come into school on a regular basis to celebrate children's successes such as open days and assemblies.
  - Parents are also able to find out about their child's progress through Parent Consultation Evenings, Support Plan review meetings, Annual Reports, and both formal and informal discussions with their child's teacher and SENCo.
- How will the school keep me informed about issues and problems with my child at school?
  - Other than in exceptional circumstances, your child's class teacher will keep you informed through discussion in person, over the phone, or by letter.
- How will I know what the schools expectations are for my child's progress?

- In Parent Consultation Evenings and Support Plan review meetings, your child's teacher will inform you about your child's progress. Your child will also receive their mid-year and annual report detailing all aspects of their efforts and development.
- Who should I talk to if I have a concern about my child in school?
  - The first point of contact for parents or carers is always their child's class teacher.
  - Additional points of contact are:
    - SENDCo
    - Head Teacher.
- How will my child's voice be heard?
  - Stanton St Quintin Primary School prides itself on being a school that actively listens to all children and puts their needs as paramount in all that we do.
  - Your child will be involved in the setting and reviewing of targets.
  - Stanton St Quintin Primary School also regularly holds pupil conferences to gain pupil voice on a range of issues.

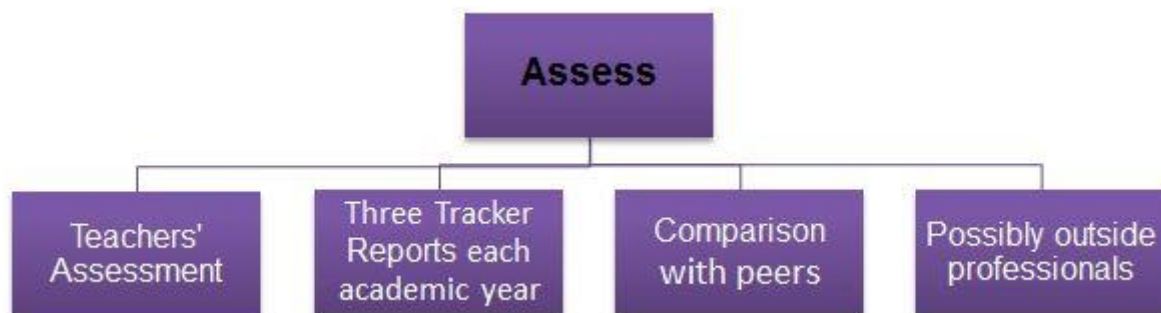
### Transition

- What are the transition arrangements from pre-school to Stanton St Quintin Primary School, and from Stanton St Quintin Primary School to secondary school?
  - Stanton St Quintin Primary School has very close links with a number of local pre-schools and nurseries. Staff from school visit local pre-schools throughout the year to ensure a smooth transition. You will also be offered a home visit which is optional.
  - Stanton St Quintin Primary School also has close links with Malmesbury and Chippenham Secondary Schools and works collaboratively with them to ensure a smooth transition from the end of primary school to the beginning of secondary school.
  - We arrange additional visits to secondary school for children with additional needs or who are considered vulnerable, prior to them starting school.
- How could I arrange a visit before my child starts at the school?
  - Visits to the school are warmly welcomed. You will be given a personal tour of the school and an opportunity to discuss any special/additional needs your child may have and how the school can effectively support them.

Appendices

Appendix 1

GRADUATED APPROACH COMPRISES OF:



Following the assessment and planning, and dependent upon the need, there are a variety of interventions that could be employed to support the child. Following an identified need, pupils may fit the criteria for one or a combination of interventions. "Special educational needs and provision" can be considered as falling under four broad areas.

COGNITION AND LEARNING

SENSORY AND/OR PHYSICAL NEEDS

SOCIAL, MENTAL AND EMOTIONAL HEALTH

COMMUNICATION AND INTERACTION





## Special Educational Needs

### *What are Special Educational Needs and Disabilities?*

Special Educational Needs and Disabilities, or SEND, is a term that is used to describe pupils who have needs over and above those that can be met by good quality classroom teaching. These needs may be within:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

They may be for a short period or throughout a child’s educational life. They may be identified before a child has even entered school or they may come to be recognised at a specific point in their education.

Stanton St Quintin Primary School is proud of the work it does with all its pupils and we have significant strengths working with children with special needs. We build self-esteem with positive learning experiences and successfully involve children with whole school life. We recognise SEN with the intention of addressing unmet needs; and enabling children to have an ability to engage, and develop skills and knowledge to achieve, succeed and even excel beyond their potential across all areas of the curriculum.

We follow the guidelines set out in the 2014 Code of Practice for SEN. Teaching staff continually strive to fully understand their pupils and comprehensively meet their needs.

### Continuum of Support

<p><b>School Concern</b></p>	<p>If the class teacher or parent identifies a concern, the SENCo will liaise with the class teacher over a Wiltshire Graduated Response to SEND Support (WGRSS) assessment. This process is designed to high-light any area of need. On many occasions, concerns are due to temporary changes and can be resolved without reaching the next stage.</p>
<p><b>SEN Support (Stanton Plan)</b></p>	<p>Children who are identified with non-temporary learning needs will become part of a single category known as SEN Support. Their progress will be monitored by the class teacher and SENDCo and they will compile a one page profile in conjunction with their teacher. They will also receive a ‘Stanton Plan’, which parents and teachers</p>

	meet to discuss 3 x per year. The SENDCo may also attend these meetings if necessary.
<b>Wiltshire 'My Support Plan'</b>	This is a detailed document stating all of the child's needs and intended outcomes. It is written by the parent and SENDCo before being registered with Wiltshire County Council. This document can be used to build evidence towards future statutory assessment.
<b>Wiltshire 'My Plan' - Education and Health Care Plan (Statutory Assessment)</b>	The EHCP replaces the 'Statement of Special Educational Needs'. Personnel from the local authority will liaise with the SENDCo and class teacher over the child's provision. All professionals that support the child will meet with their family for an annual 'Person Centred Review'. Children with EHCPs receive funding to ensure that the school can support them effectively.

Here is some key information for parents regarding the SEND Code of Practice,2014:

*What changes have been made to the SEN system?*

The Government is transforming the system for children and young people with special educational needs (SEN), including those who have disabilities, so that services consistently support the best outcomes for them.

The Children & Families Bill will extend the SEN system from 0 to 25, giving children, young people and their parents' greater control and choice in decisions and ensuring needs are properly met. There are also changes to the way SEN is funded, as part of school reform.

*What have the SEN changes meant for Teachers?*

Teachers are more accountable for the progress of pupils with SEN, even those who receive extra support from specialist staff. This is referred to as Quality First Teaching. If a pupil is not making enough progress, Teachers, SENDCo's and parents should work together to solve any problems, and to plan targeted support and teaching strategies.

*What has replaced SEN statements?*

Under the new Code of Practice, Statements of SEN will no longer be produced but will be replaced by education, health & care plans (EHCPs).

EHCPs have replaced statements and learning difficulty assessments (LDAs) and will stay in place up to the age of 25, wherever a young person stays in education and still has needs that require an EHCP, i.e. an EHCP will continue only for young people who choose to stay in education or training.

For most young people this will be to go to further education (college), or to get an apprenticeship.

*What will replace School Action and School Action Plus?*

Children who were previously within these categories will now be under one single category known as 'SEN Support'. In conjunction with their teacher, they will produce a one page profile known as a Wiltshire My Support Plan'.

If you need any further information regarding our local offer, please contact our Special Educational Needs and Disabilities Co-ordinator (SENDCo) Mrs Karen Winterburn (contact by email [SENCO@stanton-st-quintin.wilts.sch.uk](mailto:SENCO@stanton-st-quintin.wilts.sch.uk) or telephone 01666 837602).