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SEND Information Report

Stower Provost Primary School's Offer for Children with Special Educational Needs and / or Disabilities (SEND)

Stower Provost is a small, but expanding primary school in rural North Dorset. Our catchment includes the local villages of Stour Provost, Stour Row, East and West Stour, Buckhorn Weston and Kington Magna, but we attract children from a much wider area including Marnhull, Gillingham, Shaftesbury and Sturminster Newton.

We treat every child as an individual, a special person, and aim to be fully inclusive, meeting the needs of all children (including those with Special Educational needs and Disabilities) within our mainstream setting through quality first teaching.

The Code of Practice 2015 states that:

'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.'

The Four broad areas of need identified within the SEN Code of Practice 2015 are:

- **Communication and Interaction** (e.g. speech articulation, stammering, speech and language delay, autism etc)
- **Cognition and Learning** (e.g. global learning difficulties, dyslexia, dyscalculia etc)
- **Social, Emotional and Mental Health Difficulties** (e.g. anxiety, depression, eating disorders obsessive, compulsive disorder (OCD) etc)
- **Sensory and Physical Needs** (Visual impairment, hearing impairment, sensory needs (e.g. autism, **dyspraxia**, toileting issues, physical disability etc)

Special Educational Needs staff and contact details

Head teacher - Mr James Stanford

SENDCo – Mrs Helen Hudson

ELSA –Miss Josie Stone

What types of Special Educational Needs and Disabilities do we provide for?

Our first response to supporting pupils with Special Educational Needs and Disabilities (SEND) is to provide high quality first teaching, which targets a pupil's area of development through a differentiated curriculum. If a pupil still continues to make less than expected progress the class teacher will notify the head teacher and the school's SENDCo. Any pupil identified as having a learning need will have at least one of the four broad areas of need. This enables us to make sure we are taking appropriate action to support a pupil's needs. The table below sets out the four broad areas of need and the interventions we put in place, as a school, to support them.

There are four areas of Special Educational Needs and Disability as defined in the Special Educational needs and disability Code Of Practise 0-25 years, January 2015 in sections 6.28 to 6.35.

<u>Area of need</u>	<u>Examples of support in our school</u>	<u>How we check the support is working.</u>
<p>Communication and Interaction This is where a pupil has difficulty communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules for communication.</p>	<p>Differentiation through quality first teaching, some small teaching groups and small group English and maths support. Individual English and maths support may be available.</p>	<p>Interventions will be evaluated through lesson observations, learning walks, teacher assessment, parent views, pupil views and external assessments.</p>
<p>Cognition and learning This is when a pupil learns at a slower pace than others in their class. It may be that they have a low reading or comprehension age. This also includes conditions such as dyslexia, dyscalculia and dyspraxia.</p>	<p>Differentiation through quality first teaching and some small teaching groups. A member of the Speech and Language Therapy team visits us and makes recommendations that one of our TAs delivers.</p>	<p>Interventions will be evaluated through lesson observations, learning walks, teacher assessments, parent views and pupil views.</p>
<p>Social, emotional and mental health difficulties. These difficulties may include becoming withdrawn or isolated, as well as displaying challenging behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety and depression, self-harming, eating disorders or substance abuse. Other children or young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.</p>	<p>Differentiation through quality first teaching and some small teaching groups. Some 1:1 or small group support is available from our ELSA. We endeavour to work with Children's Adolescent and Mental Health Service (CAMHS), as well as the social care team and the Educational Psychology Service.</p>	<p>Interventions will be evaluated through lesson observations, learning walks, teacher assessment, parent views, pupil views, external assessments, attendance data and behaviour data.</p>
<p>Sensory and/or physical needs This when a pupil has a disability that hinders them from using the educational facilities generally provided, such as visual, hearing or</p>	<p>Differentiation through quality first teaching and some small teaching groups. Risk assessment will be carried out and reasonable adjustments</p>	<p>Interventions will be evaluated through lesson observations, learning walks, teacher assessment, parent views, pupils views and external</p>

multi-sensory impairment.	will be made (e.g. accessibility, health and safety).	assessments.
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How do we consult pupils with SEND and involve them in their education?

SEND pupils are included as part of the individual support plan process/meetings and their thoughts and feelings are considered and recorded.

What specialist services and expertise are available at or accessed by setting/school/college?

The SENDCo Mrs Helen Hudson has held this role in a number of schools for many years, keeping herself informed of changes in legislation and of best current practice. Miss Stone has completed her ELSA (Emotional Literacy Support Assistant) training which will enable her to regularly support and nurture children with social, emotional and mental health issues.

The school has access to a number of specialist services, whom we call upon when the need arises, for instance the Educational Psychologists (EP), the Special Educational Needs Support Service (SENSS), the Behavioural Support Service (BSS) Outreach, Occupational Therapists (OT) and Speech and Language Therapists (SALT). We also have a school nurse with whom appointments can be made.

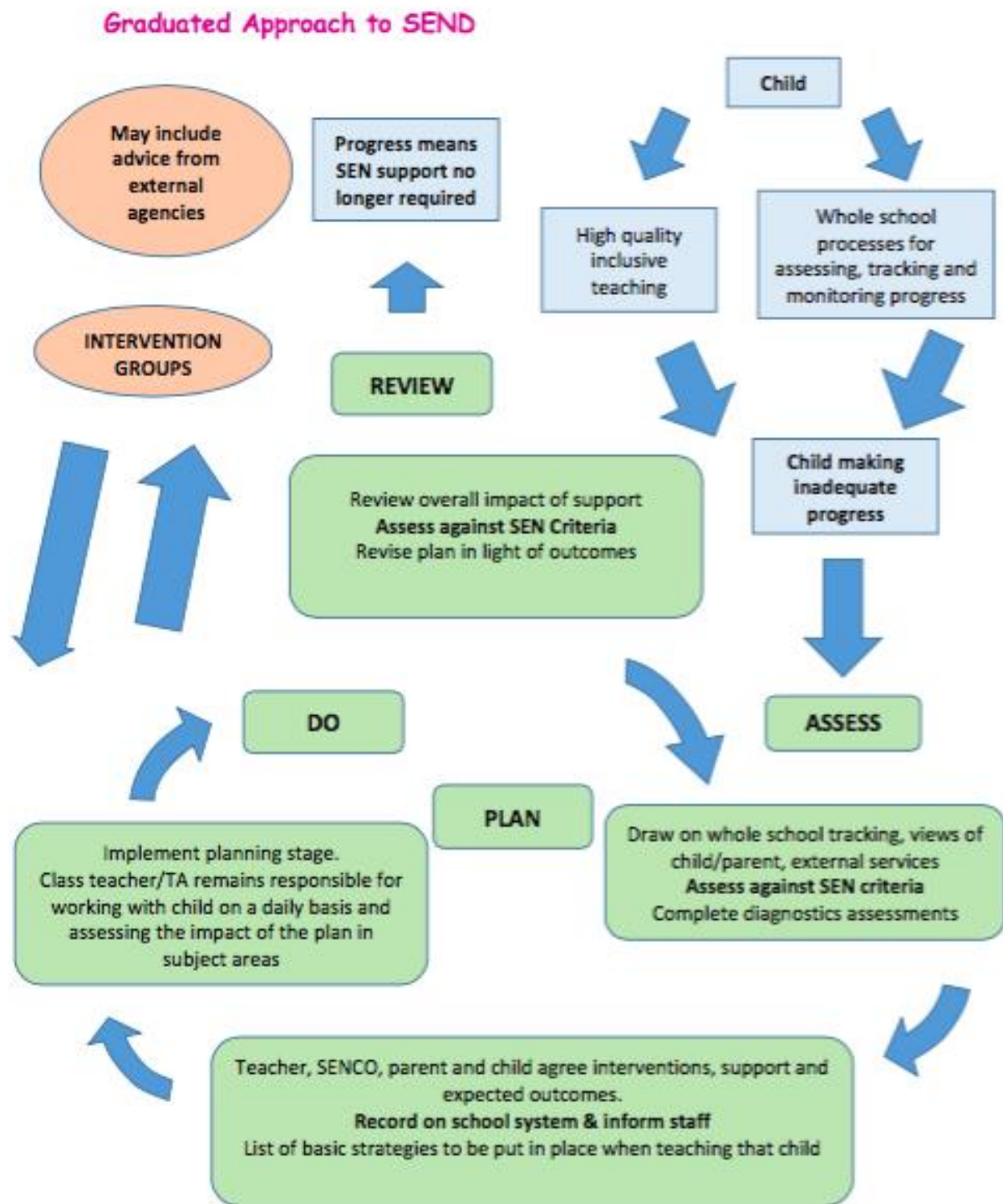
We have a range of interventions to support pupils with SEND. These include:

- Differentiation in lessons through quality first teaching
- Some small class teaching
- Booster groups for Year 6 pupils to prepare them to feel confident when taking SATS
- Transition support for Year 6 pupils moving on to Gillingham High School, which includes extra visits in the summer term.
- Gross and fine motor skills therapy sessions
- SEMH interventions delivered by the ELSAs
- A member of the Speech and Language Therapy team visits and makes recommendations that one of our TAs will support pupils with.
- Exams Access Arrangements including extra time, modified papers and the use of laptops.

Interventions will be evaluated every 6 weeks to ensure that pupils are making progress. The impact of interventions will be assessed using a variety of methods such as teacher assessment, pupil and parent feedback, reading assessments, spelling assessments, teacher assessments, learning walks and lesson observations. Interventions will be adapted and changed if a pupil is not making progress. Advice from outside agencies such as SENSS or an Educational Psychologist may also be sought if progress is not being made.

How do we identify and assess special educational needs and disabilities?

At the initial planning meeting and subsequent action and review meetings the type and amount of support that can be made available for your child will be discussed with you. The final decision as to what can be put in place will be the Head teacher’s and SENDCo’s and will be governed by the availability of support staff, their training and expertise and the cost of additional resources. The impact of the interventions that the school runs to support our SEND children are evaluated, usually at the end of each term, by looking at the progress that the children involved have made.



How do we measure the progress being made by our pupils with SEND? And how do we know our support works?

At Stower Provost Community school we have assessment procedures to ensure we are keeping track of pupils progress throughout their time with us. Pupils progress is measured each half term against national benchmarks.

This information is discussed with teachers as well as support staff and a progress report is sent home?

Parents will be invited into the school three times a year to talk about their child's progress. If your child has more complex needs, then we may review a pupil's progress through a Person Centred Review. This approach very much values the views the pupil and the parents as well as the schools.

Sometimes we involve outside agencies, such as SENSS or a psychologist to support us in making our assessments and these agencies can also offer advice the parents.

We also evaluate the quality of our provision each half term. We may analyse the following:

- Assessment grades given to pupils by staff against national benchmarks.
- Teacher assessment data.
- Attendance data.
- Behaviour records.
- Parents and pupils voice.
- Reading and spelling assessments.
- Lesson observations and learning walks.
- Work scrutiny.

How do we support pupils with SEND through transition?

Stower Provost Community School works with early years settings, schools, colleges and other settings to support pupils through transition from one educational setting to another.

We will work with the SENDCo and other staff from your child's previous setting to ensure that we understand your child's needs and can plan for them when they move to us. Sometimes we will attend annual review meetings and meetings with other agencies at a pupil's previous setting to help us to gather all the relevant information. We can also arrange extra visits to Stower Provost Community School to help with your child's transition. We will provide photographs of key areas of the school and members of staff to pupils who require them in order to facilitate a smooth transition to Stower Provost Community School. We can also provide extra transition activities and time for children as they move from one class to another, if necessary.

Parents may also wish to make an appointment to meet our SENDCo to discuss their child's needs and have a tour of the school.

How do we ensure that pupils with SEND are not treated less favourably?

- The Senior Management Team, the SENDCo and other subject leaders undertake learning walks.
- Lesson observations
- The work of pupils is scrutinised
- Analysis of various data, such as teacher assessment grades, attendance and behaviour information.
- Meetings with pupils and parents
- We will monitor extra-curricular information
- We will liaise with external agencies
- Have an accessibility plan in place as required by a particular individual
- Implement reasonable adjustments
- Do treat individuals with a disability more favourably if this allows them to access their learning.

What support will there be for my child's/young person's overall well-being?

Stower Provost Community School recognises that the welfare of the pupil is paramount and takes seriously its responsibility to safeguard and promote the welfare of the children and young people in its care. All staff are aware of their role in this vital area of school life and the absolute need to contact Mr Stanford the Designated Safeguarding Lead or Mrs Hancock the Deputy Safeguarding Lead, with any concerns at all.

What training are the staff supporting children and young people with SEND have had or are having?

Regular safeguarding training for all teaching and non-teaching staff is a priority at Stower Provost Community School. All staff have access to Continued Professional Development (CPD) courses run by Dorset County Council and courses relevant to the needs of current SEND pupils in the school are often attended. On occasion, we have external come in to school to deliver training on areas of particular interest at the time, e.g. the Behavioural Support Services delivered training on Attachments disorder.

Various members of our teaching staff have received training for the following:

- Introduction to Autism
- Introduction to Dyslexia
- Supporting Children with Diabetes
- ELSA
- Delivering Reading and spelling/phonics programmes
- Integrated Literacy Intervention
- Eipen training
- Current First Aid training

Whenever the need arises staff will receive future appropriate training.

How will my child/young person be included in activities outside this classroom including school trips?

We make every adjustment possible to ensure that our SEND children join their peers on educational trips and residential journeys. On some occasions we have provided extra school staff on the trip, on others we have invited parents along to support their child. Parents are always contacted to discuss the most suitable arrangements for their child. A risk assessment is conducted prior to any off site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities, which cover the same curriculum areas, will be provided in school. External providers will be advised of any particular need prior to a visit.

How will the curriculum be match to my child's or young person's needs?

Through out the school, teachers use a wide range of strategies and resources to differentiate the curriculum so that it best meets the needs of all of the pupils in their class. One of our most valuable and effective resources is our team of experienced and dedicated support staff, which allows us to provide small group support or extension activities within every classroom, every day.

The targets that a child with SEND might have written on an ISP will be worked on in the mainstream classroom, but we are also able to offer personalised one to one or small group sessions, led by trained and very experienced support staff, and overseen by the SENDCo. These small group sessions are usually in the afternoons so that core subjects are not missed; and last for approximately 30 minutes. Your child may be out of the classroom for one or two of these sessions each week.

How are parents involved in the setting/school/college? How can I be involved?

Stower Provost Community School has the advantage of being a small village school and its 'open door' policy gives it a reputation for being friendly and welcoming. We recognise the importance of a strong partnership between home and school and work hard to make it easy for you to be a part of your child's school life. You can always make contact with your child's class teacher, the SENDCo or the head teacher by contacting the school office by telephone (01747 838370) or email (office@stowerprovost.dorset.sch.uk), or through dropping into the school in person.

How do we deal with complaints by a parent of a student with SEND or by a student with SEND?

We will always work closely with you to try and solve any worries or complaints you may have about your child. If you are not entirely happy you should contact the SENDCo who will work with you to resolve the issue. For further information please see our complaints policy which is outlined on our website.

How does the governing body involve other people in meeting the needs of students with SEND including support for their families?

The governing body has a duty to ensure that Stower Provost Community School adheres to the SEND Code of practice under the Children & Families Act 2014. This means that the school governors hold the Head teacher, Mr J Stanford and the SENDCo, Mrs H Hudson, to account.

The governing body appoints a governor who is specifically responsible for Special Educational Needs and Disabilities (SEND). Our SEND governor is Mrs C Heasman. She ensures that the school and the SENDCo carry out their duties.

One of the key responsibilities of the governing body is to make sure that the Stower Provost Community School's policy for students with SEND is published on the school website. This information must be reviewed annually by the governing body. The governing body also has a responsibility to ensure that appropriate safeguarding procedures are in place for all students, including those with SEND. You can find these policies on our school website.

The governing body, through the SENDCo, ensures that other appropriate agencies are involved in meeting the needs of students with SEND. The governing body are reported to regarding the number of pupils and their additional needs.

We will ask your permission if we think your child would benefit from working with an outside agency. The content of the meeting is confidential and is only shared with parents, the SENDCo and relevant members of staff. Please speak to Mrs H Hudson (SENDCo) if you require more information.

What provision is there for students who are looked after by the authority and have SEND?

The main contact for students who are looked after by the authority is Mr James Stanford (Head teacher). Pupils who are looked after by the authority and have SEND will have joint reviews so that all agencies are working together for the best outcomes for our pupils.

How is the learning environment adapted for pupils with SEND?

Part of the school has been furnished with specially adapted acoustics, carpets etc to assist children with hearing support requirements. Unfortunately, due to the age of the school building, wheelchair access is not possible in certain parts of the school, and while there is a disabled toilet accessible from the playground, there is no such facility in the main building. There are changing facilities for any child whose needs necessitate personal care.

What current or planned training do the staff, supporting children with SEND, have?

Various members of our teaching staff have received training for the following:

- Introduction to Autism
- Introduction to Dyslexia
- Supporting Children with Diabetes
- ELSA
- Delivering Reading and spelling/phonics programmes
- Epipen training/bee and nut allergy awareness training
- Current First Aid training
- Specific Paediatric First Aid training

Whenever the need arises staff will receive future appropriate training.

Should you require any further information regarding Dorset County Council's offer with regards to SEND please access the following website - <https://www.dorsetforyou.gov.uk/childrens/sen-disability/local-offer>.