

Special Educational Needs (SEN) Information Report

Stalbridge C of E Primary School

“Believe – Discover – Aspire”



Approved by:

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Dear Parents and Carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

(Link to SEND policy to be put here)

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

Our SENCO is Sharon Reddyhoff

They have over 10 years of experience in this role and have worked as a SENCO in Dorset since 2012. They are a qualified teacher. They achieved the National Award for special educational needs co-ordination (NASENCO) in 2016. Sharon also has completed the practitioner diploma in Trauma and Mental Health.

They are allocated 2 days a week as SENCO.

You can contact them by calling the school office 01963 362487 or office@stalbridge.dorset.sch.uk

Class Teachers/Subject Leads

All of our teachers are teachers of SEN, they are supported by the SENCO to meet the needs of pupils who have SEN.

At Stalbridge we run weekly staff meetings and INSET throughout the school year where training for SEN is planned as part of the School Development Plan. Teaching assistants (TAs)

We have a team of TA's and higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision as part of whole class teaching or specific intervention.

All of our teaching assistants are trained to deliver interventions such as phonics and interventions in maths and English, our SENCO is trained to run Move to Learn and we have Mrs Young who is a trained ELSA.

External agencies and professionals

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- › Speech and language therapists
- › Educational psychologists
- › Occupational therapists
- › GPs or paediatricians
- › School nurses and health visitors
- › Child and adolescent mental health services (CAMHS)
- › Attendance officers
- › Social services and other LA-provided support service
- › Early Help link workers and Leads
- › SEN Provision Leads
- › Locality Specialist Teachers

3. What should I do if I think my child has SEN?

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEN, the first person you should tell is your child's teacher.

Parents evenings run each term where you can discuss progress with the class teacher.

They will pass the message on to our SENCO, Sharon Reddyhoff, who will be in touch to discuss your concerns.

You can also contact the SENCO directly through the school office.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEN support?

All our class teachers are teachers of SEN and are monitoring any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include needing extra support or intervention in maths, English or phonics and, over time, their progress is slow. It might mean that your child needs some extra support for social situations also.

If the teacher notices that a pupil is falling behind, they will try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress after adaptive teaching and targeted intervention, the teacher will talk to the SENCO and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with children of the same age and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician by making a referral, with your consent.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

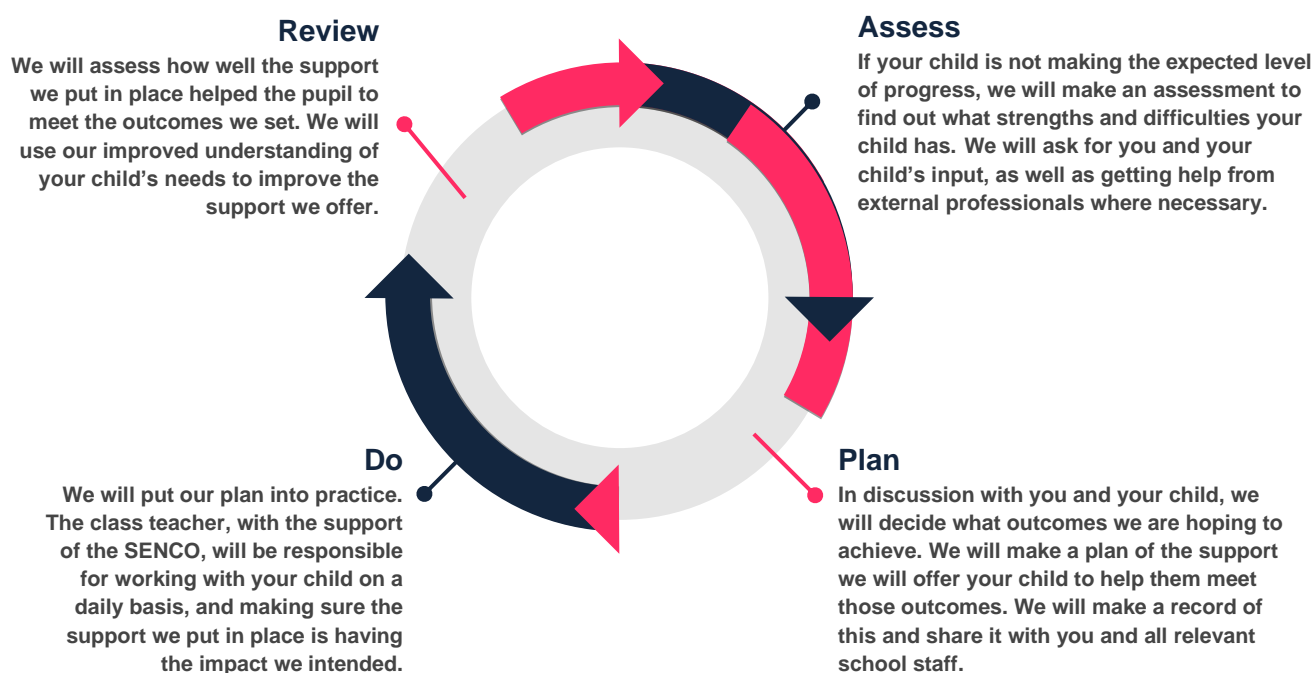
If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you and the class teacher to create a SEN support plan for them.

Your child's attainment and progress will be monitored and tracked and their SEN support plan will be reviewed termly.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will hold termly parents' evenings to discuss your child's progress and an annual report will be written at the end of the school year.

Your child's class/form teacher will meet you 3 times a year to:

- Set clear outcomes for your child's progress.
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher by contacting the school office.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey/questionnaire

8. How will the school adapt its teaching for my child?

<https://www.stalbridge.dorset.sch.uk/policies/>

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, chunking information and giving visual representations where appropriate to aid understanding
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants may support pupils on a 1-to-1 basis when delivering 1:1 interventions, to deliver specific learning outcomes or when supporting a behaviour plan.
- Teaching assistants will support pupils in small groups when delivering interventions, to support pupils to remain on task or to support in breaking down the learning into smaller chunks to aid understanding

We may also provide the following interventions:

Phonics

Move to Learn

ELSA

English and Maths planned intervention

Nurture Groups

This list is not exhaustive and suggests some of the ways we support pupils.

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories Visual task boards Comic strip conversations Processing time

	Speech and language difficulties	Speech and language therapy Language rich environments Processing time Visuals
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Coloured overlay Coloured paper/books Wobble cushion/wedge Therabands Lap weight Movement breaks Mind mapping Visuals Word banks/maps
	Moderate learning difficulties	As above
	Severe learning difficulties	As above Adult support for specific times of the day and provision
Social, emotional and mental health	ADHD, ADD	Quiet workstation Wobble cushion/wedge Lap weight Therabands Visual task boards Individual reward system Movement breaks Fiddle toys
	Adverse childhood experiences and/or mental health issues	Nurture groups/1:1 support ELSA Play therapy (referred) Family therapy (referred) Team Around the Family (TAF)
Sensory and/or physical	Hearing impairment	Classroom seating/position Visuals Hearing Support Service

	Visual impairment	Limiting classroom displays Large font Classroom seating/position Visual Support Service
	Multi-sensory impairment	Seating/position in classroom Hearing aid microphones Enlarged text/font Teacher movement minimised
	Physical impairment	Lift access to hall Buddy system support Physio (OT advised) Move to Learn

These interventions are part of our contribution to Dorset Council's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENCO in lessons and interventions
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)
- Analysing entry and exit data for interventions
- Monitoring attainment and progress

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school has a budget for all children who require extra support, but if more funding is required to support your child, we will seek it from our local authority by applying for an EHCP. (Education Health and Care Plan)

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trip(s)

All pupils are encouraged to take part in sports days, educational demonstrations/visiting shows and celebrations

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

Please see our accessibility policy for more details <https://www.stalbridge.dorset.sch.uk/policies/>

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

- Dorset Council manage all admissions to Stalbridge Primary School including children with a disability or special educational needs. The school will give a school place to all children who apply, if there is a place available. A school cannot refuse a child because they have SEND.
- If a child has had significant difficulties in their previous school, which has resulted in a high number of suspensions, is not able to attend school full time due to their needs or has significant low attendance, Dorset Council may use In Year Fair Access to ensure the child gets the right support for their transition to a Dorset school.
- If a child has an EHCP, and wishes to attend Stalbridge Primary, the LA will liaise with the Dorset SEN Team about the needs of the child and the provision that is required at school. If the EHCP has a named mainstream school, Dorset SEN will consult with Stalbridge Primary to find out if the school has the resources to meet the child's needs. The Head/SENCO will provide a consultation response within 15 days of receiving the EHCP and all relevant paperwork. Stalbridge Primary will always endeavour to admit a child with an EHCP and make plans to meet the child's needs as long as the admission does not compromise the learning and resources of children already at the school.
- If the school is full and oversubscribed parents will need to work with Dorset Council and follow their policies on appeal. <https://www.dorsetcouncil.gov.uk/-/appeal-a-school-admission-decision>

13. How does the school support pupils with disabilities

- The school has fully assessable pathways for wheelchair users to enter the school. There is a wheelchair lift down into the Reception Early Years area and to the main hall, where the floor level changes, allowing wheelchair access to the playground and hall. There are areas of the school that are not accessible due to the school being built on a slope and specific classrooms would need to be used for wheelchair users.
- All lessons, school clubs and social activities are accessible to all children
<https://www.stalbridge.dorset.sch.uk/policies/>

14. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council

- › We provide extra pastoral support for pupils who need social and emotional support, by having an ELSA TA who works two afternoons a week and provides daily check in's with children who require it.
- › We have a 'zero tolerance' approach to bullying.
- › We prevent bullying in the school by teaching a comprehensive and progressive PSHE curriculum to all year groups and by having regular anti bullying days/weeks and assemblies.

15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Between years

To help pupils with SEND to be prepared for a new school year we:

- › Ask both the current teacher and the next year's teacher to attend transition meetings at the end of the year when the pupil's SEN is discussed, strengths, difficulties and special interests
- › The SENCO and ELSA support children with enhanced transitions where children may have extra visits to their new classroom, develop transitional visual booklets and facilitate relationship building prior to the end of term.
- › Schedule lessons visits with the incoming teacher towards the end of the summer term
- › Parents meeting the new teachers/staff working with their children
- › Transition booklets and social stories for over the summer holidays

Between schools

When your child is moving on from our school, we will work with parents to ensure that all information is passed onto the new school. The SENCO will liaise with the SENCO at the new school, once the child has a confirmed place.

Between Phases (Primary Schools)

The SENCO of the secondary school will meet with Stalbridge's SENCO. They will discuss the needs, strength/difficulties of all the children who are receiving SEN support or have an EHCP.

Pupils will be prepared for the transition by:

- › Attending a whole transition day in July, touring the school and attending lessons, meeting staff.
- › Learning how to get organised independently
- › Being offered Open Days and taster sessions during Autumn/Spring Term organised by the secondary school
- › For EHCP, and some SEN Support children, the SENCO of both schools may organise enhanced transition sessions where before and after the main transition day children would attend the secondary school for relationship building activities. These sessions would be discussed with parents.

16. What support is in place for looked-after and previously looked-after children with SEN?

Simon Elledge, Head and Heidi Padfield, Deputy Head, will work with Sharon Reddyhoff, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another. The school also works closely with The Virtual School and Aspire (Adoption Services)

17. What should I do if I have a complaint about my child's SEN support?

<https://www.stalbridge.dorset.sch.uk/complaints/>

Complaints about SEN provision in our school should be made to the SENCO or Headteacher in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit:

<https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

<https://www.dorsetcouncil.gov.uk/w/challenging-decisions-about-support-for-children-with-send>

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Dorset Council's local offer on Dorset For You online.

<https://www.dorsetcouncil.gov.uk/children-families/sen-and-disability-local-offer/dorsets-local-offer>

Our local special educational needs and disabilities information advice and support services (SENDIASS)

<https://www.dorsetsendiass.co.uk/>

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan

- › **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- › **CAMHS** – child and adolescent mental health services
- › **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- › **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- › **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- › **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- › **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- › **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- › **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- › **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- › **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- › **SENCO** – the special educational needs co-ordinator
- › **SEN** – special educational needs
- › **SEND** – special educational needs and disabilities
- › **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- › **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- › **SEN support** – special educational provision which meets the needs of pupils with SEN
- › **Transition** – when a pupil moves between years, phases, schools or institutions or life stages

