



Our Vision Statement:

"A Friendly, Creative Environment for Learning Together"

The types of Special Educational Needs for which provision is made at the school.

Attention Deficit Disorder (ADD), Learning Difficulties, Social, Emotional and Mental Health, Language Difficulties, Development Co-ordination and physical disabilities, Attention Deficit and Hyperactivity Disorder (ADHD), Autistic Spectrum Disorder, Attachment Disorder.

How does school ensure that children who need extra help are identified early?

At Stannington Infant School we aim to identify the above needs as they arise and provide teaching and learning contexts which enable every child to achieve his or her full potential in line with the Every Child Matters (2005) agenda.

Children are identified as having SEND through a variety of ways

- ❑ Children performing below age expected levels
- ❑ Concerns raised by parents
- ❑ Concerns raised by teachers, for example behaviour or self esteem
- ❑ Consultations between teachers and leadership team with regard to progress
- ❑ Liaison with external agencies
- ❑ Health or medical diagnosis
- ❑ Consultation with pre-schools if appropriate

What should a parent do if they think their child may have SEND?

Talk to your child's class teacher or the SENDCO Mrs. Rachel Billingsley.



We pride ourselves on building positive relationships with parents. Parents have a responsibility to communicate effectively with professionals to support their child's education. In working with schools they should communicate regularly and alert them to any concerns they might have and fulfil their obligations under home-school agreements, which set out expectations of both sides.

Who will explain my child's progress to me?

The class teacher will meet you twice during the school year for parent meetings and you will receive a report summary of Reading, Writing, Maths and PSHE in March with a full written report at the end of the school year.

Review meetings will take place termly for children with Special Educational Needs. The class teacher, SENDCO and parents will attend the review meetings.

How will school support my child?

Each term teaching staff and support staff will map provision using the schools pupil tracking assessment system. The pupil tracker clearly identifies children who are not progressing satisfactorily and who may have additional needs. Staff will identify these pupils and plan additional provision accordingly. This may include; 1:1 RWI phonics catch up programme, a reading volunteer, precision teaching, handwriting and fine motor group, in class writing support, Theraplay or a language programme e.g LEAP or VIP.



Some children are given a Special Educational Needs support plan with specific targets so that we can set SMART targets to track their progress. A teaching assistant may work with your child as part of a group in the classroom.

How Governors involved and what are their responsibilities?

The SENCO reports to Governors each term outlining the interventions in place and the impact these have made on pupil progress; this report does not refer to individual children and is confidential.

There is a link Governor for SEND who is Mrs. Charlotte Surridge.

The Governors agree priorities for spending within the overall aim that all children receive the support they need in order to make progress.

How do teachers match the curriculum to an individual child's needs?

Teaching is adapted using a range of scaffolding and support including, but not exclusive to visual and practical resources, additional adult support, oral rehearsal and reducing cognitive load.

Learning environments throughout school are created in line with the principles of Communication Friendly Spaces by Elizabeth Jarman. Wigit symbols are used within teaching and learning and classrooms to ensure visual support for all pupils.

How are the school's resources allocation matched to children's Special Educational Needs?

We ensure that all children with Special Educational Needs are provided for to the best of the school's ability with the funds available. We have a team of teaching assistants and part of their responsibility is to deliver programmes designed to meet individual or groups of children's needs as well as supporting pupils within their class. The budget is allocated on a needs basis.

How will my child be included in activities outside the classroom including educational visits and forest school?

We aim for every child to be included on educational visits and outdoor learning. We will aim to provide the necessary adaptations after consultation with parents to ensure this happens. A risk assessment is carried out for all off site learning to ensure health and safety is not compromised. In the unlikely event that it is considered unsafe for a child to participate then alternative activities, covering the same learning, will be provided in school.



How does the school judge whether the support has had an impact?

Progress is reviewed every term by the class teacher, SENDCO and Senior Leadership team. This is discussed with parents at review meetings and used to identify future targets.

What training have the staff supporting children with SEND had or are currently having?

The SENDCO attends half termly Family of School meetings to ensure regular professional development and to receive advice to support individual pupils with Special Educational Needs.

In order to meet the additional needs of pupils we have planned professional development throughout each year to ensure all staff keep their knowledge up to date with regards to best inclusive practice to support pupils with a range of Special Educational Needs.

In addition to this the SENDCO will organise training from outside agencies including Learning Support, Speech and Language Therapist, Educational Psychologist and Behaviour Support when specialist training is needed.

There is a rolling programme of professional development to enable high quality teaching. Staff have recently received training relating to developing Social, Emotional and Mental Health, Sheffield SEND Toolkit and the Birmingham Toolkit. We are currently working on a Healthy Minds Champion School project and have a mental health worker in school every Wednesday to further support the development of emotional resilience, wellbeing and regulation.

How will school consult with parents?

Under the SEND code of practice the partnership between parents and the school plays a major role. The views and beliefs of parents are an important aspect when undertaking any special needs work within school. We endeavour to always keep parents fully aware and informed of any information related to their child and their Special Educational Needs. Where possible the school will endeavour to inform parents about provision through parent workshops to explain the programme or support their child will receive and to ensure that parents understand their role in supporting their child's learning. We believe that parents' involvement is an essential ingredient towards ensuring that the school policy succeeds.

The first point of contact must be the class teacher who makes the initial note of concern relating to a child's difficulty with the curriculum. We will inform parents when the school first identifies a child has SEND and a letter of consent to be placed on the SEND register will be sent to parents following a consultation with the class teacher and SENDCO.

How will school consult with children?

All children and young people have rights, therefore children have a right for their views to be sought and considered when undertaking decision regarding their education. Ascertaining these views may not always be easy, very young children and those with communication difficulties may present a challenge, but the principles of seeking and taking account of the ascertainable view of the child is important.

We have Class Council sessions once per half term and a School Council who use these views to make whole school decisions.

Our whole school ethos involves asking pupils about their learning and their interests are planned into our theme work. Children's views and aspirations are included in review meetings as well as in on-going learning.



How will the school prepare and support my child when joining the school and transferring to a new school?

We take children from multiple pre-school settings and rely on their information with regard to transition. The Foundation Stage leader liaises with Pre-school practitioners. We carry out home visits prior to children starting school. If required we have offered additional visits, meetings with parents and other professionals.

We mix classes up from Foundation Stage to Y1 and Y1 to Y2 but not from Y2 to Y3. Classes are organised with priority being given to balance of academic levels; numbers of boys and girls; additional needs as well as friendship groups.

Most children move to Nook Lane Junior School. As part of this transition children visit the school and there are transition meetings between class teachers and SENCOs/ leadership team. The SENDCO from Nook Lane Junior attends summer term review meetings. If your child has been offered a place in the Integrated Resource at Nook Lane we also liaise with Mrs. Shepherd, the integrated resource manager to support your child's transition.

How can I access the authority's local offer?

A link to the website outlining the school's local offer can be found on our website www.stanningtoninfants.co.uk under the heading of inclusion.



Reviewed: September 2022
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