

# Stanton Bridge Primary School 'School Offer for SEND'



# SEN Local Offer

Miss Newman is in school everyday and  
you can contact her on  
024 7668 8992

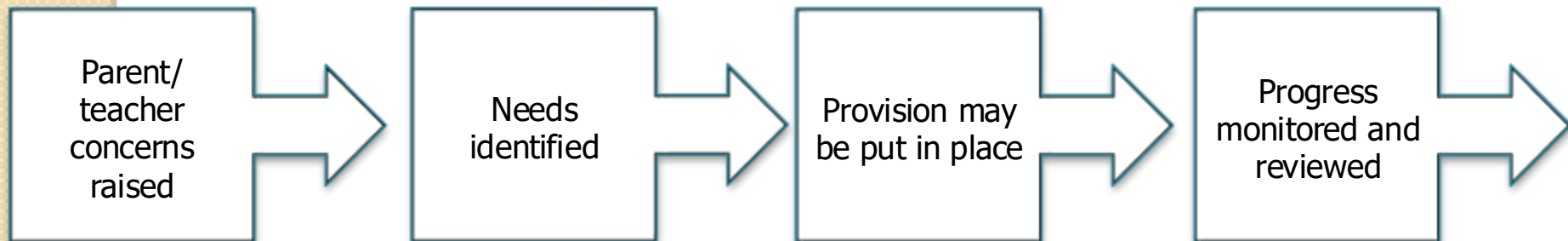
Hello and welcome to Special  
Educational Needs zone.  
**Miss Newman** is our SENCo.  
Miss Newman works with children,  
teachers, parents/carers and  
agencies to ensure that our pupils'  
needs are met.

# Open and Honest Communication

- **How to speak to the SENCo if you have a concern.**
- We always encourage you to talk to your child's class teacher in the first instance.
- Speak to a member of the office team to find out when the SENCo may be available.
- Make an appointment to see her or ask if she can telephone you.
- You can also email her on [admin@stantonbridge.coventry.sch.uk](mailto:admin@stantonbridge.coventry.sch.uk) and your email will be forwarded.
- We hold regular review meetings with parents so that you can find out how your child is doing in school.

# Open and Honest Communication

- **We will make all the information we need to share with you clear and easy to understand.**
- Our *SEN Policy* is available to read on the school's website . This policy explains how we identify and assess children who we think might have special educational needs. If you prefer information on paper, please ask for a copy.
- Our Trust Board has a Trustee who is responsible for special educational needs. Her name is **Dr. Sally Olasogba**.
- **What happens if there is a concern about your child?**



# Open and Honest Communication

- **Our school endeavors to support all SEN pupils, in the following areas of need:**
  - Communication and Interaction
  - Cognition and Learning
  - Social, Emotional and Mental Health Difficulties
  - Sensory and/or Physical Needs
- **We work with a range of agencies to help identify specific needs.**

These include:

- SEMHL (Social, Emotional, Mental Health and Learning)
  - Educational Psychologist Communication and Autism Team (Complex Communication Team)
  - Speech and Language Therapy
  - School Nurse
- 
- Our school may refer your child to other agencies as appropriate. We will always consult you and request permission before a referral is made.

# Open and Honest Communication

**The SENCo will make sure that all appropriate school staff are aware of your child's additional needs.**

- If your child has been identified as having additional needs, relevant targets will be put in place. These will always be shared with you, your child and appropriate staff.
- You will be invited into school each term to discuss progress with the class teacher and you will be able to give your views. Your child's views will also be listened to.
- We operate an open door policy and you can make an appointment to speak to your child's teacher or the SENCo at any point during the year.

## **Identification and assessment of Special Educational Needs (SEN)**

- There are a range of methods used to identify Special Educational Needs which may include the following:
  - Parental concern
  - Pupil concern
  - Staff concern
  - In-school data
  - External agency advice
- Our method of assessment will be dependent on the needs of the child. Some children may need an Education, Health Care Plan (EHCP). This may be issued by the Local Authority following a detailed assessment.



# Appropriate and Effective Teaching and Learning

- **All school staff will receive appropriate training so they have the knowledge and confidence to support children's needs.**
- Regular staff meetings are used to ensure staff have up-to-date knowledge to teach children of all abilities. Sometimes training is run by specialists e.g. Epi-pen training or training by a member of the Communication and Autism Team.
- The SENCo is available to support and assist all staff in school with regard to SEN.
- **We offer support through a variety of interventions that are matched to your child's needs.**
- **The following 3 pages outline some of the support we provide.**

# All children at Stanton Bridge Primary School

General Learning Needs:	Communication needs	Emotional and Social Needs	Physical and Sensory Needs
<p><b>Quality First Teaching:</b> Differentiation to meet pupils' stage of development whilst responding to meaningful differences between learners.</p> <p>Prior attainment (or prior learning history) to facilitate next steps to learning.</p> <p>Accessibility of ICT Learning preferences – visual aids to support visual, auditory and kinesthetic learning styles</p> <p>Intervention Programmes – Literacy and Numeracy - Speech Link, Read Write Inc (RWI)</p>	<ul style="list-style-type: none"> <li>• Individualised Speech and language programmes delivered by SENCO/Learning Mentor/SEN Support assistant.</li> <li>• Initial contact to SEMHL or Educational Psychology Service</li> <li>• Access to Speech and Language specialists</li> <li>• Positive play skills in Key Stage 1 and 2 in the playground</li> <li>• Structured school rules/routines (rewards: Good to be Green system)</li> <li>• Individual visual timetable</li> <li>• Calm and safe environment for calming down</li> <li>• Visual time table, visual images and stimuli within the indoor/ outdoor environment</li> <li>• Key TA/Learning mentor support</li> </ul>	<ul style="list-style-type: none"> <li>• Caring and supportive staff</li> <li>• Whole school behaviour policy</li> <li>• Whole school/class rules</li> <li>• Whole school/class rewards and sanctions systems</li> <li>• Personal Social Health Education (PSHE)</li> <li>• 'Circle time' to discuss social and behavioural issues in class as they arise</li> <li>• Team Teach – positive behaviour programme</li> <li>• Senior Learning Mentor, who supports children's social wellbeing and communicates with parents.</li> <li>• Diagnosis from a Speech and Language Therapist</li> </ul>	<ul style="list-style-type: none"> <li>• Quality First Teaching – making flexible teaching arrangements</li> <li>• Staff aware of implications of physical impairment</li> <li>• Access to learning aids: Pencil grips, mirrors, use of laptops/ipads.</li> <li>• Classroom layout positioning.</li> <li>• Multi-sensory approach to learning (e.g. Numicon helps children visualise and 'feel' maths)</li> <li>• Outdoor equipment for developing gross motor skills- new climbing frames.</li> </ul>



# Children on the SEND register – in school support

General Learning Needs:	Communication needs	Emotional and Social Needs	Physical and Sensory Needs
<ul style="list-style-type: none"> <li>• Intervention programmes- literacy and numeracy</li> <li>• Speech Link</li> <li>• Senior Learning Mentor</li> <li>• Small group support for part of the lessons or interventions by TAs and HLTAs.</li> </ul>	<ul style="list-style-type: none"> <li>• Complex Communication Team : Screening programme to identify those who need targeted support e.g. dyslexia screening/reading assessments</li> <li>Educational Psychology Service</li> <li>• SEMHL service used.</li> <li>• SaLT services are accessed.</li> <li>• Additional small group Maths/Literacy support.</li> <li>• RWI programme to support reading, spelling and memory skills.</li> <li>• Precision teaching.</li> <li>•Speech link.</li> <li>•On the way up program</li> <li>• Phonics Intervention</li> <li>• Pre Learning vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Parent, teacher and / or pupils identify concerns about the child's ability to access certain aspects of the curriculum where normal interventions and differentiated work and activities have proven to be challenging</li> <li>• Outside agencies may also be involved</li> <li>• Lower levels and / or lower progress than expected for their age.</li> <li>• Senior Learning Mentor Support.</li> <li>• Bubble Time.</li> <li>• Counselling Service.</li> <li>• Confidence Club.</li> <li>• Sports Leadership.</li> </ul>	<ul style="list-style-type: none"> <li>•Brain gym type exercises</li> <li>•Activate- Morning warm up.</li> <li>• Sports coach/ dance instructor to aid fine and gross motor skills through physical activities.</li> <li>• Keyboard skills training for additional fine motor skills practice.</li> <li>• In class support for access and safety skills.</li> <li>• Sensory resources.</li> <li>• Weighted pillows and cushions to support pupils who tend to fidget.</li> <li>• Excellent accessibility across the school.</li> <li>• Hygiene suite.</li> <li>• Visual impairment resources.</li> </ul>

## Children on the SEND register – extra support from outside agencies

General Learning Needs:	Communication needs	Emotional and Social Needs	Physical and Sensory Needs
<ul style="list-style-type: none"> <li>• Specialist literacy and numeracy programmes</li> <li>• SEMHL advice and support.</li> </ul> <p>1-1 support or teaching for some parts of some lessons.</p> <ul style="list-style-type: none"> <li>• Auditory and visual group programmes conducted by trained LSAs .</li> </ul>	<ul style="list-style-type: none"> <li>• Access to specialist teachers in education</li> <li>• Education Psychology Service/</li> <li>• Specialised programmes that develop co-ordination; gross and fine motor skills in conjunction with an Occupational Therapist</li> <li>Advice from EP</li> <li>Autism specific programme</li> <li>Individual work area</li> <li>Circles of Friends/ Buddy group/ Peer mentoring</li> <li>Social Stories</li> <li>Bubble time</li> </ul>	<p>Parent, teacher and / or pupils identify concerns about the child's ability to access certain aspects of the curriculum where normal interventions and differentiated work and activities have proved unsuccessful..</p> <ul style="list-style-type: none"> <li>• Learning Mentor</li> <li>• Access to CAMHS (Child and Mental Health Service) through an Early Help Assessment</li> <li>• Educational Psychology Service</li> </ul>	<ul style="list-style-type: none"> <li>• Some one to one support in class to access curriculum activities</li> <li>• Access to specialist ICT hardware and software</li> </ul> <p>Advice/input from Sensory Support Service. Support from Physical and Sensory Team.</p>

# Children with a Statement of SEN (or an EHC Plan)

- Support for children who currently have a Statement of Special Education Needs or EHC Plan (Education, Health and Care Plan from September 2014) is agreed in collaboration with external professionals such as Speech and Language, the Educational Psychology Service and the Education Officer from the local authority.
- Support and provision is monitored by the class teacher and SENCo and reviewed at an annual review meeting with the external professionals concerned.
- **Medical Needs:** Staff regularly undergo training in key areas such as asthma, diabetes and the use of Epi-pens through Specialist Support: - Access to specialist nurses/ Access to school nurse/ Care plan

# A partnership approach

**How we work with you to identify your child's needs.**

- ❖ We involve you in all decisions and listen to your views
- ❖ We involve your child in decisions about their learning
- ❖ We ask for your permission to involve other professionals to work with your child. The content of their involvement is confidential and is only shared with you and relevant staff
- ❖ We can support you in contacting organisations who can give advice and support



**The school will involve you in all decisions and listen to your views.**

# A partnership approach

Parents/carers or teachers raise a concern about the progress of a child. Discussion with parents/carers, teacher, SENCo takes place.

Assessments are carried out to find out the specific need(s) of the child and ways to support at home discussed

Targets addressing the needs are shared with parents/carers and pupils. Resources and teaching approaches are identified. Possible involvement of outside agency.



Outcomes are assessed and reviewed with parents/carers and pupil.

Teaching supports targets with appropriate interventions. Progress is monitored.

**The school will involve you in all decisions and listen to your views.**

# A partnership approach

- **Contact details for organisations who can give advice and support for you and your child.**
- Social, Emotional, Mental Health and Learning- 02476788400
- Education Psychologist- 02476788400
- Complex Communication Team- 02476785555
- Speech and Language- 02476961453
- Children First Team- 02476786879
- School Nurse- 02476961213
- Social care assessment and referral unit- 02476788555
- Local Authorities Lead Safeguarding- 02476788555