



STANWICK PRIMARY

SEN Information Report.

Welcome to our SEN information report which is part of the Northamptonshire Local Offer for learners with Special Educational Needs and disabilities (SEND). All governing bodies of maintained schools have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEN. This information must be updated annually.

This document outlines the following areas in order to help you understand how Stanwick Primary Academy supports children with SEN:

- The kinds of Special Educational Needs that are catered for
- SEN Policies and SENCO details
- Arrangements for consulting parents of children with SEN
- Arrangements for involving children with SEN and involving them in their education
- Arrangements for assessing and reviewing progress of children with SEN and opportunities to work with parents as part of our assessment and review process
- Arrangements for supporting children moving between phases of education and preparations for adulthood
- Approaches to teaching children with SEN
- How adaptations are made to the curriculum and learning environment for children with SEN
- Expertise and training of staff within school, including how to secure specialist expertise
- Evaluating the effectiveness of provision for children with SEN
- How children with SEN can engage in available activities with other children who do not have SEN
- Support for improving emotional and social development for children with SEN and how to prevent bullying

- How other bodies are involved, including health and social care bodies, local authority support services and voluntary sector organisations in meeting children's SEN and supporting their families

At Stanwick Primary Academy we are committed to working together with all the members of the school community.

The best people to contact this year are:

SENCo and Inclusion Manager: Stephanie Awbery

SEND Governor: TBC

If you have specific questions about our Local Offer please contact the class teacher or SENCO on 01933 623117 option 3.

At Stanwick Primary Academy we believe in participation for all. We want all adults and children to participate in learning and we celebrate all members of our community. We want to create an inclusive culture in our school and we aim to be responsive to the diversity of children's backgrounds, needs, experience, skills and knowledge.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners, and staff continuously assess ensuring that progress is being made. Our whole school system for monitoring progress includes regular pupil progress meetings as well as formative and summative assessments.

How we identify SEN

At different times in their school career, a child may have special educational needs. The code of practice defines SEN as:

"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 them. A child of compulsory school age has a learning difficulty or disability if they:

have significantly greater difficulty in learning than the majority of others at the same age.

Or

have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

If a learner is identified as having SEN we will provide provision that is additional to, or different from the normal differentiated curriculum, enabling the barrier to learning to be overcome.

Learning and progress can become slower in school for some pupils for lots of reasons. They may have been absent from school, they may have English as an additional language, or they may have troubles and worries from their lives outside of school, amongst many other possible barriers.

At Stanwick Primary Academy we are committed to ensuring that all learners have access to learning opportunities, and we will intervene if there is a risk of particular children not learning or making progress. This does not mean that all vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

Our SEN records show that during 2019/20 17.5% of children in our school are identified as having SEN. Two children had an Education, Health and Care Plan. (The national figure for children with SEN support in school is 14.9%, with 3.1% having an EHCP.)

Assessing SEN at Stanwick Primary Academy

Class teachers, support staff, parents/carers and the learners themselves will be the first to notice a difficulty with learning. At Stanwick Primary Academy we ensure that the assessment of educational needs directly involves the learner, the parents/carers and the staff within school.

The Special Educational Needs Co-ordinator (SENCO) will support with the identification of barriers to learning.

We have a range of assessment tools available within school and can also access different materials/expertise from other cluster schools and external agencies.

For some learners we may want to seek advice from specialist people/teams. On occasions when we seek advice and expertise from other sources such as Educational Psychologists and Speech Therapists we will discuss this with the learner and the parents/carers on an individual basis. As our learners turn 7 (Year 2) school will have the resources to carry out a practical screening, which is not diagnostic, but does allow school to see whether there are any indications of dyslexia or memory recall issues.

At Stanwick Primary Academy we have many skilled Learning Support Assistants who deliver intervention within school hours. These interventions may include:

Speech Therapy – Speech and language development

Maths, Reading and Literacy intervention programmes

Phonics intervention

Social and emotional support with programmes including Time to Talk and Social Stories

These programmes currently meet the needs of our current cohort, however the school will endeavour to meet the needs of every child that joins us regardless of needs or disability, and has in the past supported children with a range of physical and sensory disabilities.

What we do to support learners with SEN at Stanwick Primary Academy

Every teacher is required to adapt the National Curriculum to ensure access to learning for all children in their class. The "Teacher Standards 2012" detail the expectations of all teachers, and we at Stanwick Primary Academy are proud of the professional development of our staff.

Our staff will use various strategies to adapt access to the curriculum, which include:

- Visual timetables
- Writing Frames
- Technology in order to help with recording
- Positive behaviour reward systems
- Small Group intervention work
- Differentiated planning

- Specialist resources as required and recommended by other professional bodies

Each learner identified as having SEN is entitled to support that is additional to or different from the normal differentiated curriculum. The type of support depends on the individual learning needs and is intended to enable access to learning and overcome barriers to learning. This support is identified on a provision map which describes the interventions and actions that we undertake at Stanwick Primary Academy across the year groups.

Funding for SEN

Stanwick Primary Academy receives funding directly into the school from the Local Authority to support the needs of learners with SEN.

Stanwick Primary Academy also receives funding from the Local Authority which is described as 'top up' funding for learners who require support that exceeds that available to the school. Stanwick Primary Academy Funding for 2019/20 is £20,500

How do we find out if support is effective?

Monitoring progress is an integral part of teaching and leadership within Stanwick Primary Academy. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEN. We follow the 'assess, plan, do, review' model and ensure that parents/carers and children are involved in each step in order to make this effective. Before any additional provision is selected to help a child, the SENCO, teacher, parent/carer and learner agree what they expect to be different following the intervention. A baseline will also be recorded which can be used to compare the impact of provision.

Children, parents/carers and staff will be directly involved in reviewing progress, which takes place at a formal meeting on a regular basis. During this, the progress that has been made so far will be discussed, as well as the next steps and any issues/concerns. If a learner has an EHCP (Education, Health and Care Plan) the same termly review conversations take place, but the EHCP will also be formally reviewed annually. (If the needs of a child are met within the school's Local Offer, Trust funding and outside agencies then an EHCP will not be needed.)

The SENCO assesses the impact of interventions enabling us to ensure that we are only using interventions that work.

Progress data of all learners is collated by the whole school and monitored by teachers, senior leaders and governors.

Other opportunities for Learning

All learners should have the same opportunity to access extra-curricular activities. At Stanwick Primary Academy we offer a range of additional clubs and activities. A list of these can be obtained via the school office. We are committed to making reasonable adjustments to ensure participation for all so please contact the school if you wish to discuss specific requirements.

All staff at Stanwick Primary Academy are aware of the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty to not discriminate, harass or victimise any child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments'.

The Equality Act 2010 definition of disability is:

'A person has a disability for the purposes of this act if (s)he has a physical or mental impairment which has a substantial and long term adverse effect on his ability to carry out normal day-to-day activities.'

Section 1 (1) Disability discrimination Act 1995

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy and cancer. Children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Children may therefore be covered by both SEN and the disability legislation.

At Stanwick Primary Academy we are aware that "Young people with SEN were more likely than other young people to report all types of bullying at all ages, and were particularly likely to report having been forced to hand over their money or possessions. These results indicate that young people with SEN are a group particularly vulnerable to bullying (possibly because they are perceived as being different from other young people). Unlike the experiences of bullying among other young people, the risk of being bullied does not appear to decline as these young people grow older." (*Characteristics of bullying victims in schools, DfE 2010*).

Due to this we are vigilant in investigating any perceived incidents of bullying and will intervene at the earliest opportunity to ensure that SEN children, amongst others, feel safe and happy in our school.

Preparing for the next step

Transition is a part of life for all learners. This can be a transition to a new class in school, having a new teacher, or moving to another school. Stanwick Primary Academy is committed to working in partnership with children, families and other providers to ensure positive transitions occur. Planning for transitions is part of our provisions for learners with SEN. Moving classes will be discussed at the summer term review meeting and if necessary extra support will be put in place for this transition. Transition to secondary schools will be discussed in the Autumn term of year 6 in order to ensure time for planning and preparation.

Have your say

Stanwick Primary Academy is a school at the centre of our community. We develop provision for all learners in order to aid progression and attainment, leading to achievement for all. This SEN report declares our annual offer to learners with SEN, but to be effective it needs the views of all parents/carers, learners, governors and staff. Please get in contact if you would like to comment on any part of our information report which contributes to our Local Offer. This is a working document and will be updated at least annually.

If you are a parent of a child with SEND and are unsure about admissions arrangements for pupils with either SEN needs and disabilities please feel free to call us on 01933 623117, where the Principal or the SENCO will be happy to talk with you.

Our 'Whole school approach' to SEND leaflet can be found at:
<https://www.stanwick.northants.sch.uk/index.php/key-information/key-documents-reports>