



"Guided by faith, nurturing hearts and minds"

# Stapeley Broad Lane CE Primary School

## SEN Information report

### **Mission Statement**

Our school community is guided by faith, nurturing hearts and minds. We achieve this through our whole school vision which is embedded through The Stapeley Way.

Our Vision is for our children to be happy, well-rounded individuals who have a love of learning through which they achieve and progress.

We want them to enter the wider world as:

- Confident and positive individuals with Christian values and spiritual awareness
- Responsible citizens able to make a positive contribution to society
- Adaptable individuals in an ever-changing world
- Life-long learners who achieve their maximum potential

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It promotes Christian values through the experience it offers to all its pupils.

### **Accessibility and Inclusion**

- The school was built in 1854 and enjoys relatively new purpose-built facilities that conform to current requirements. It is a single-level structure with most entrances accessible by wheelchair with disabled parking space in the car park. There are two disabled toilets. The corridors in the older part of the building are narrow in places and may pose access problems for wheelchair users.
- It has one entrance for wheelchair users leading to the front office and main entrance.
- All doorways and entrances to the school are on a single level and wide enough to accommodate a wheelchair if necessary to ensure full access for pupils and parents with disabilities.
- A before (from 7.30am) and after-school club (to 6pm) is available for all pupils. Parents pay for the sessions attended.
- Doors are opened at 8.45am. Classes line up and are escorted into school by staff to help avoid too much congestion.
- There are two marked disabled spaces in the school car park.
- The school has two disabled toilets for wheelchair users and disabled people to use if required.
- The school's website front page is kept up-to-date with information.
- Copies of the fortnightly newsletters are sent home to parents via e-mail and uploaded onto the school website.
- Detailed curriculum plans are uploaded to the website.
- Where and when required, paper copies of letters are sent home with pupils.
- All parents are included on our text messaging service.
- All relevant policies are uploaded to the school's website.
- Furniture is modern and of a suitable height appropriate to the age group of children being taught in each classroom.
- The school has a range of ICT programmes for pupils with SEN in addition to interactive whiteboards installed in every classroom and there is a class set of laptops.

- Classrooms are 'child friendly' with resources labelled clearly, displays in classrooms are neutral in background to avoid cognitive overload.
- A nurture room is available as a breakout space.
- Visual timetables are used in all classrooms.
- Colour overlays are available where required

### **Special Educational Needs for which provision is made at Stapeley Broad Lane CE Primary School.**

- Our school is an inclusive school that welcomes all who wish to attend whilst recognising that some face barriers to attendance, participation and achievement. Further details can be found in our school's policies.
- Our school makes provision for children whose needs fall into the following categories:
  - **Cognition and Learning** e.g. dyslexia
  - **Communication and Interaction** e.g. Speech and Language, autism
  - **Social, Emotional and Mental Health difficulties** e.g. Social skills, behaviour
  - **Sensory and or Physical Needs** e.g. hearing impairment
- Our school has a SENCO and the needs of the children are carefully considered and supported by teaching assistants and our SENCO as appropriate.
- Each class has the support of at least one teaching assistant.
- Our Teaching Assistants specialise in special needs and have significant experience supporting children with academic and social, emotional and behavioural difficulties.
- Children can be screened for literacy difficulties and assessed by outside agencies and specialist teachers known to the school. School will work with families where a more detailed assessment is needed.
- The school has two dedicated Teaching Assistants supporting Social, Emotional and Mental Health difficulties.
- Teaching assistants have been externally trained in specific speech and language, mathematics, dyslexia and attachment programmes and deliver these in school.
- The school supports our SEN provision by buying in additional SEN support when required.

### **Children with medical needs**

The school supports children with medical conditions in line with the Statutory Guidance "Supporting Pupils at school with medical conditions" (April 2014). Our "Medicines in School" and Asthma policies were reviewed and re-written following advice from parents with medical expertise.

- The school has disabled toilet facilities and is accessible for children with SEN or a disability. We make reasonable adjustments where appropriate to meet the needs of all of our children.
- Parents of children with long-term conditions and special medical needs meet with the SENCO and key staff to discuss their child's care and the management of their child's condition within school.
- Care plans are passed on to the relevant Class Teacher and the master copy is kept in the school office, along with any necessary medication.
- The school nurse and other NHS professionals will access the school regularly, i.e. for Reception and Year 6 height and weight checks; Reception hearing and sight checks and to provide advice for staff with regards to pupils with long-term conditions and special medical needs.
- All staff receive Epipen training when necessary. All teachers and TAs have appropriate first-aid training.

### **School's policies for the identification and assessment of pupils with SEN.**

At Stapeley Broad Lane CE Primary School all children are assessed:

- Early identification is vital and outside agencies can help advise on the provision of intervention strategies.
- The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.
- The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices.
- The SENCO works closely with parents and teachers to plan an appropriate programme of intervention and support.
- The assessment of children reflects as far as possible their participation in the whole curriculum of the school.
- The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.
- When sitting examinations (SATs) children with SEN can be supported 1:1, have timed breaks, be granted additional time subject to meeting set criteria by STA, and sit exams in a quiet setting in a small group to aid concentration.
- The school operates a provision map in place to plan out intervention and support.
- The SEN provision map records the type and duration of the intervention a pupil is receiving, pupils' progress throughout the school and how much progress individuals make following interventions. The school's pupil tracker also tracks progress and provides data which monitors pupils receiving the Pupil Premium as well as pupils with SEN.
- Termly pupil progress meetings take place between the Senior Leader Team and all class teachers to track, monitor and discuss pupils' progress.
- The SLT and SENCO discuss the progress of pupils with SEN at least termly and the SENCO reviews the provision map accordingly (e.g. deploying additional adult support and resources).

### **The school's arrangements for assessing and reviewing the progress of pupils with SEN**

- Pupils' progress is monitored throughout the school and Pupils with SEN are monitored also on the Provision Map.
- All children's attainment and progress are assessed and reviewed each term in pupil progress meetings.
- First Concerns/SEN Plans are produced termly or half-termly depending on individual pupil circumstances.
- All plans targets are discussed and agreed with parents, at parents' evening meetings or in individual meetings; and with children as appropriate.
- Parents of children with EHC plans are invited to annual reviews to discuss their child's progress and future support; they receive copies of all relevant paperwork concerning their child.
- Pupils are also asked to contribute to the review when and where appropriate.
- The school operates an Open Door Policy
- We have a named governor for special educational needs who meets with the SENCO termly to report to the governing body.

### **The school's approach to teaching pupils with SEN**

- The curriculum is well-organised and imaginative, providing effective learning opportunities for all pupils, including those with SEN. It promotes positive behaviour and safety, and the experiences contribute well to the children's achievement and to their moral, spiritual and cultural development.
- When planning and teaching the National Curriculum, all teachers **must** set suitable learning challenges, respond to pupils' diverse learning needs and overcome potential barriers to learning and assessment.

- All pupils have the opportunity to experience success in learning and achieve as high a standard as possible. Teachers plan suitable learning for pupils with attainments significantly above or below the expected key stage levels.
- We believe in setting high expectations and providing opportunities for all to achieve.
- We take specific action to create effective learning environments, secure pupils' motivation and concentration, provide equality of opportunity, use appropriate assessment and set targets for learning.
- We pay due regard to our duties under the Equality Act of 2010.□
- For pupils with particular learning and assessment requirements, teachers support individuals and groups to enable them to participate fully in curriculum and assessment activities.
- The Children and Families Act 2014 places a duty on our school to support children with medical conditions (supporting pupils with medical conditions – April 2014).
- We have individual care plans for children with medical conditions. Where children also have SEN, we co-ordinate their SEN needs with their care plans.

### **Children with SEN**

Teachers **must**:

- take account of the type and extent of a pupil's special educational needs in planning and assessment
- provide support for communication, language and literacy needs
- plan, where necessary, to develop pupils' understanding through the use of all available senses and experience
- plan to enable children to take full part in learning, physical and practical activities
- help pupils to manage their behaviour, to take part in learning effectively and safely
- help individuals to manage their emotions, particularly trauma and stress, and to take part in learning
- engage the pupil in the learning process This is monitored by the SLT.

### **Children with disabilities**

We ensure pupils with disabilities are able to participate fully and effectively in the National Curriculum and statutory assessment arrangements. Potential areas of difficulty are identified and addressed from the outset. We make reasonable adjustments under the Single Equality Duties and ensure that pupils with a disability are not treated less favourably than others. The school also has an accessibility plan.

Teachers **must**:

- plan for enough time for satisfactory completion of tasks
- plan opportunities where needed for the development of skills in practical aspects of the curriculum
- identify aspects of programmes of study and attainment targets that may present specific difficulties for individuals

All classes in our school are single aged however children may be grouped according to their ability for some activities. This allows children to access work at the correct level and to ensure effective teaching and learning. Teachers identify where adult support maybe required. Assessments are used to inform teachers of progress and teachers will move children between groups accordingly.

### **How the school adapts the curriculum and learning environment**

Teachers adapt the curriculum/learning environment in different ways:

- Grouping – small group/1:1/ability/friendship/peer partners/intervention group

- Content of teaching objectives
- Outcome
- Lesson format – thematic units/games, simulations, role-plays, discovery learning
- Pace of the lesson
- Materials
- Location
- Alternative recording methods – scribing, use of ICT, mind-mapping, photographs
- Support level
- Learning environment

### **Additional support for learning that is available for pupils with SEN**

Many interventions are used in school which may include:

- Maths intervention (groups and 1:1 TA or teacher support)
- English intervention (groups and 1:1 TA or teacher support)
- Additional phonics or reading
- Numicon or Maths Mastery
- Extra reading sessions
- Fine/gross motor skills intervention including physio where appropriate
- Speech and language intervention
- Social skills groups
- Emotional and behavioural support groups or 1:1 sessions (ELSA)
- Literacy difficulties screening and strategies
- Educational Psychologist for assessments and strategies

Other support could include:

- Special booster clubs
- Use of ICT (laptops etc)
- Colour overlays when advised by an Optometrist
- Teaching Assistants are utilised throughout school to support individuals; support groups within classes; provide intervention group work

### **Information about the expertise and training of staff:**

- Staff are consulted about their CPD needs and training is provided as appropriate
- All staff are trained every 3 years on Safeguarding/Child – (Safeguarding Policy is available on the school's website)
- Relevant Staff undertake external courses provided by LA
- All support and teaching staff are kept regularly up to date with First Aid Training to ensure staff are familiar with what action to take in the event of an emergency.
- Diabetes and Epipen training will be provided by the School Nurse or other NHS professionals when necessary to ensure the relevant staff are conversant with the appropriate action or medical procedure required.
- Relevant staff access Early Years training
- Specific training is accessed as appropriate e.g. speech and language, social story training; interventions such as phonics, Little Wandle Catch up, ELSA
- All staff are trained in Emotional Health and Wellbeing strategies, with a core group of teachers and teaching assistants trained in small group interventions. We have two ELSA trained

Teaching Assistants. The Social, Emotional Well-being group meets regularly to monitor the provision and its impact on pupils.

### **Activities available for pupils with SEN in addition to those available within the curriculum**

Stapeley Broad Lane CE Primary School operates a daily before school and after School club. Numbers are restricted but all children and age-groups are welcome. Parents pay for sessions. 'One-off' sessions can be booked as long as the parent has registered with the club and there are places available.

There are opportunities for pupils to take part in weekly extra-curricular school clubs.

### **Support that is available for improving the emotional and social development of pupils with SEN**

- Stapeley Broad Lane CE Primary School is a nurturing environment. All staff know all children extremely well and have been trained in whole-school strategies to support emotional health and well-being.
- Small group interventions are provided to identified pupils.
- Children new to school are always allocated a buddy to help to induct them into school life.
- PSHE is embedded in all school life through Collective Worship and our ethos; behaviour is consistently good.
- Teaching assistants under the direction of the teachers and the SENCo work with groups of children to help with social, emotional and behavioural skills. This includes nurture groups and social games.
- Lunchtime supervisors and play leaders organise co-operative playground games.
- School aims to make learning accessible to all and in consultation with Governors endeavours to provide necessary equipment for individual children as the need arises.

Children may need equipment to help them work and learn more independently, including:

- different types of pens, pencils and grips
- Fine motor skills resources
- iPads
- Coloured overlays and rulers for students with dyslexic tendencies (when advised by an Optometrist)
- Visual timetables and prompts
- Sitting cushions
- Visual timers
- Fidgets
- Ear defenders/loops
- Large print materials for visually impaired

Advice is sometimes sought from other specialists e.g. Speech and Language Therapists, Educational Psychologists, Occupational therapists, ASD support Services, SEN advisers, Health professionals including Clinical Psychologists and Early Years Team. The advice from these professionals is used to inform teaching and learning. Strategies to be used are recorded using a SEN Plan.

### **School's arrangements for consulting parents of children with SEN about, and involving such parents in, the education of their child:**

Who do I contact if I have any concerns?

- The school website contains staffing information
- Information is given during parents' evenings as applicable
- Your first contact in school should be your child's teacher
- SENCO (Mr Matt Beeston) is available to speak to parents on request in person or over the phone.
- Teacher/SENCO keeps parents informed by letter as necessary

Do I need to make an appointment?

- Parents can pass on information, express concerns or request a meeting with a teacher on a daily basis at the beginning of the day.
- Parents are contacted or spoken to as soon as possible
- Appointments are made as appropriate□

How does school keep me updated about my child's progress?

- Parents/parent and child meetings
- School Reports
- Achievement rewards
- Informal discussions
- Parent Workshops

How can I give school feedback?

- Parental Meetings
- Home school diaries
- Via questionnaires
- Parent Governors (for parent governors refer to the governor section on our school website)

What arrangements does school have for children with additional SEN support needs other than those with an EHC plan?

- Maths intervention (groups and 1:1 TA or teacher support)
- English intervention (groups and 1:1 TA or teacher support)
- Extra phonics/reading sessions
- Fine/ gross motor skills intervention including physio where appropriate
- Speech and language intervention
- Social skills groups
- Emotional and behavioural support groups or 1:1 sessions (ELSA)
- Dyslexia screening and strategies
- Educational Psychologist for assessments and strategies

What arrangements does school have for children with Education, Health and Care (EHC) Plans?

- Consultation with external agencies where appropriate
- Invites to all parties involved with plenty of notice
- Review Meetings are held at school and at convenient times
- Pupil's views are sought
- Parental views are requested

- Consultation with staff prior to the meeting
- Making parents aware of parent partnership support

Parents can have their say about their child in Parent Evenings, Annual Reviews, SEN support plan reviews (if they express a wish to do so). They can also express their views in parental questionnaires and during consultation periods (for example, changes in policy); the school operates an Open Door Policy and parents can discuss their child's education by seeing a teacher at the end of the day or making an appointment to see members of staff.

We have an allocated governor for special educational needs who meets with the SENCo termly to report to the governing body. A list of governors is on the school website.

The school has an active PTA and parents are invited to become involved either by being on the committee or helping out at events.

Parents are invited to come and help in school, for example listening to readers; supporting groups; helping out during extra-curricular activities, i.e. cookery; becoming a helper on an educational visit; sharing their expertise, i.e. talking about being a vet; parents are invited to help at special events at the weekend, such as summer fairs.

### **The arrangements for consulting young people with SEN about, and involving them in, their education**

As a school we try to involve children and gain their views. This is done in various ways such as:

- There is School Council for children from Reception – Y6 who meet each week. Every child has the opportunity to apply to be on the School Council and a vote takes place. A display of the school council's photographs informs the other pupils in school who may wish to raise an issue or suggest an idea.
- There is an eco-council, Worship Council and Sports Council for children from Y1 to Y6 to give a pupil perspective on these important areas.
- Each class has regular 'My Happy mind' time and regular Personal, Social and Health Education (PSHE) lessons
- Pupil questionnaires and discussions
- Involvement in the 'All about me' documentation (where appropriate)
- Y5 are mental wellbeing ambassadors for the school.
- Targets are shared with children as appropriate.

### **School's Procedures for Complaints relating to SEN**

The complaint policy is available on the school's website and from the school office. In the first instance any complaint or issue should be raised with the class teacher. If the matter remains unresolved then arrange to speak with the SENCO. The next stage would be to arrange to meet the Headteacher. In the event that the matter is unresolved then the complainant must put their complaint in writing to the Chair of Governors. The Governing Body deals with the matter through their agreed complaint resolution procedures.

In the unlikely event that the matter is still not resolved, the parent can then take the complaint to the Education Funding Agency and ultimately to the Ombudsman/Secretary of State. At Stapeley Broad Lane CE Primary School we acknowledge that it is obviously in everyone's interests for complaints to be resolved as quickly and at as low a level as possible.



## **How the governing body involves other bodies and organisations in meeting the needs of pupils with SEN and in supporting the families of such children:**

- School has contact with a range of professionals who give advice and support children. These include: specialist staff, Educational Psychologists; Advisory Teachers; Speech and Language Therapists; CAMHS; School Health; Occupational Therapy; Cheshire East's Health and Safety team; Cheshire East's Attendance consultants
- The school's SENCO works closely with families and children offering support and advice, when appropriate.
- The Education, Health and Care planning process will mean that there will be more holistic support around children and their families.
- The Class Teacher or Head Teacher/Deputy Head Teacher can offer help with forms if this is required.
- The school's website has an area dedicated to parents:  
<http://www.stapeleybl.cheshire.sch.uk>
- The school has an online safety page dedicated for parents on its website. Online safety is promoted to children via PSHE and its e-safety curriculum.

## **Keeping children safe**

The school is successful in keeping pupils safe through effective risk assessments, online safety arrangements and action taken following concerns being raised. The Head Teacher (as premises manager) carries out Risk Assessments where necessary alongside the staff and governors. Class teachers carry out Risk Assessments when and where appropriate and these are monitored by the Head Teacher.

- If required, a handover is carried out by or class teacher or teaching assistant to the appropriate parent/carer.
- Teachers/teaching assistants supervise morning and afternoon playtime breaks.
- Lunchtime support staff supervise children in the play areas at playtimes and lunchtimes.
- All gates are padlocked when the children are playing outside.
- Whenever possible, all children play on the playing fields at the back of the school as well as the playground. This is secured by fencing.
- Reception children have their own secure outdoor area and they play in this area during lessons.
- Teaching staff are available to support within school at all times.
- Each class has at least one teaching assistant.
- Infrequent allegations of bullying are dealt with immediately and chronology shows that the bullying ceases.
- Behaviour in lessons is good; pupils demonstrate high levels of engagement.
- Children with behavioural difficulties are well supported and their needs are met
- Behaviour systems are positive, applied consistently and effective.
- Children receive regular lessons on how to keep themselves and others safe, regular reminders in PE, DT, PSHE lessons for example; through curriculum topics, i.e. water safety; online safety days; anti-bullying sessions; sex and relationship education; visits by outside agencies such as the Cheshire Fire Service, road safety team; Safer cycling ('Bikeability')

## **How the school communicates with parents:**

- The website contains details of all staff currently employed by the school and the school governors.
- The School Prospectus also provides this information.

- The School operates an Open Door Policy.
- Children enter school at 8.45am. Teaching staff are available on the door to take messages and the headteacher will release a member of staff to talk to the parent at this time, if necessary.
- Teachers are always available (with rare exceptions) to talk to a parent at the end of the school day or to make a mutually convenient appointment.
- The school's website front page is kept up-to-date with information in the calendar section.
- Each class has its own page on the school website which is kept up-to-date-
- Newsletters are emailed home and uploaded to the school website:
- Each subject area of the curriculum has its own page on the school website
- All parents can expect to receive texts from school
- A flipchart may be placed on the yard to provide last minute and important reminders and information for parents
- All children have a home-school reading record diary which can be used by parents/carers and school staff.
- All children in school are dismissed directly to their parents/carers at the end of the school day on the playground. Teachers remain on the playground until all children have been collected.
- The school has two Parent Evenings a year (for all pupils) to provide opportunities for parents to discuss the progress of their child.
- All parents receive an end-of-year report at the end of the summer term and are given the opportunity to make an appointment to discuss the report with the class teacher in more detail, should they so wish.
- All reports provide information about the children's current attainment, progress, attitude and behaviour.
- Parents of SEN children are invited to discuss their child's targets on their SEN plan each term and how they are able to support this plan at home.
- In addition, parents of children with EHCPs are invited to attend an annual review of their child's plan.

Parents are invited to provide feedback in a variety of ways:

- A form attached to the end-of year report
- Parental questionnaires
- New Reception induction meeting (in the summer term prior to new starters in September)
- Meet the teacher meetings (autumn term)
- Y6 SATS meeting (spring term)
- Curriculum meetings (linked to specific subjects)
- Various Residential meetings
- Transition to secondary school

Stapeley Broad Lane CE Primary School has close links with a number of feeder secondary schools including Brine Leas and Malbank High Schools. A number of High Schools offer a number of opportunities to extend primary/secondary links by inviting Year 5 and 6 children to visit their school and facilities for taster experiences. Each Year pupils visit their forthcoming Secondary School for taster sessions and also Secondary Teachers from the Local Schools visit to help ease the transition from Year 6 to Year 7. The secondary school SENCO attends the last annual review in the summer term of Year 6 where specific transition plans are made.

### **Useful Contact Information:**

SENCO: Mr Matt Beeston Tel: 01270 906124 [Email:senco@stapeleybl.cheshire.sch.uk](mailto:senco@stapeleybl.cheshire.sch.uk)

Headteacher: Mrs Jen Holden Tel: 01270 906124 [Email:head@stapeleybl.cheshire.sch.uk](mailto:head@stapeleybl.cheshire.sch.uk)