



SEND Information Report 2023-2024

Stanmore Primary School

Our Core Offer




At Stanmore Primary School, we are committed to purposeful and irresistible learning where our children are inspired to thrive and everyone is the BEST that they can be. We believe that all children flourish and thrive in an inclusive and nurturing environment where school and home work in partnership. All pupils, including those with Special Educational Needs and Disabilities, should have the support and opportunities to achieve their best and to develop good social and emotional skills in order to become confident individuals and live fulfilling lives.




Our Keys to Success: confidence, resilience, co-operation, persistence, organisation and respect are a focus in all areas of school life and learning, ensuring that every child is taught in a way that supports and challenges them personally.

We have high expectations of all children. Teachers ensure that learning is accessible to all children at an appropriate level through personalised planning and targeted and timely intervention.

The Special Educational Needs or Disability Co-ordinator (SENDCo) is Mrs Jenny Fenton

adminoffice@stanmore.hants.sch.uk TEL: 01962 852941

 <p>Stanmore Primary School</p>	<p>Our school is a mainstream setting for pupils age 4-11.</p>	
<p>Accessibility</p>  <p><i>How accessible is the school both indoors and outdoors?</i></p>	<p>Wheelchair Access</p>	<p>The office and school hall are accessible via a ramp.</p>
	<p>Auditory/Visual enhancements</p>	<p>Hearing and visual enhancements as required including a hearing loop in the office.</p>
	<p>Other adaptations</p>	<p>Hand rails on stairs</p>
	<p>Specialist facilities/equipment to support SEND</p>	<p>There are accessible toilet facilities and a disabled parking bay in the staff car park.</p>
<p>Policies</p> 	<p>The following school policies are available on the school website:</p> <ul style="list-style-type: none"> • Special Educational Needs and Disabilities (SEND) • Safeguarding • Child Protection • Anti-Bullying • Behaviour • Equalities Policy • Attendance • Complaints • Admissions <p>https://www.stanmore.hants.sch.uk/policies</p>	

<p><i>How does the school know if my child needs extra help?</i></p> 	<p>At Stanmore Primary School, we know children need extra help if:</p> <ul style="list-style-type: none"> • Concerns are raised by parents or carers, a teacher or the child • Assessments indicate that a child needs provision beyond universal high quality inclusive teaching • There is a change in the pupil's behaviour or progress • When a previous setting highlights a specific need through the transition process • When a child is identified as not being on track to meet Age Related Expectations • When a child is performing below Age Related Expectations for their age • When there are significant emotional needs <p>The school will use observations and information gathered from parents, class teacher, SENCO and external agencies when appropriate, to build up a holistic profile of pupil needs. This is supported by a variety of assessments and tracking procedures. These will be in line with the SEND Code of Practice 2015.</p>
<p><i>What should I do if I have concerns about my child or I think my child may have SEND?</i></p> 	<p>If you have concerns about your child, you should contact the class teacher in the first instance. If you still have concerns you should speak to the SENDCO or the Headteacher.</p>
<p><i>How will the school staff support my child?</i></p> 	<p>At Stanmore Primary School, children are supported by staff through a graduated approach:</p> <p>High Quality Inclusive Teaching</p> <p>All pupils are entitled to High Quality Inclusive Teaching planned by the class teacher. This support is tailored to individual needs within the classroom and includes but is not limited to:</p> <ul style="list-style-type: none"> • Having high expectations for your child and all pupils within the class • A flexible grouping approach to ensure an accurate starting point in each lesson

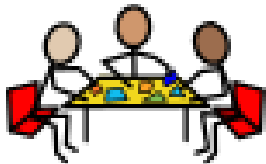
- An approach that builds upon skills and knowledge the child already has to move them forward
- Using different teaching styles, such as practical learning and outdoor spaces
- Appropriately differentiated tasks
- Access to appropriate concrete resources to support learning
- Additional support from the class teacher or learning support assistant
- Communication friendly resources and spaces
- Specific strategies suggested by the SENCo and outside agencies

High quality inclusive teaching is based on principles from research led by the Education Endowment Foundation (EEF):

https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/Five-a-day-poster_1.1.pdf

Small Group Work

Pupils may have access to specific group work to pre-teach concepts or vocabulary or to address identified gaps in learning. This support is available to any child and can include key skills in phonics, reading, writing or maths or may have a focus on friendship and social skills. These groups may be run by the Class Teacher or Learning Support Assistant.



Specialist small group work

Specialist groups are run for children who have barriers to their learning that high quality inclusive teaching may not be able to meet. Examples of these specialist groups are Speech and Language groups and Occupational Therapy groups. These groups are run with the support and advice from professional outside agencies and Learning Support Assistants with specific training will run these groups under the guidance of the SENDCo.

In order for your child to access a specialist group, they would need to be identified by the SENDCo, parents or by a professional, such as the Educational Psychologist (EP), Speech and Language Therapist (SaLT) or Occupational Therapist (OT).



Parents would have given permission for these specialists to be involved with the care of their child.

Specialist groups can include:

- Occupational Therapy – to develop fine and/or gross motor skills
- Numbersense – a systemic and structured number fact teaching programme
- Read Write Inc Fresh Start – A Fast Track Reading catch up programme for Year 5 and 6 pupils
- Zones of Regulation – to develop self-regulation skills
- Ready to Learn (R2L) – Bespoke small group social , emotional and mental health provision

These groups are delivered by HLTAs and/or Learning Support Assistants, under the guidance of the SENCo.

Individual Support

Where children show a particular difficulty or are making limited progress, the school may support your child with individual support. Such interventions are short term, often 1:1 programmes, designed to give children intensive support in a specific area of difficulty. The suitability of the intervention programme is dependent on child's ability and age.

The SENCo is responsible for organising this provision. Fully trained Learning Support Assistants would normally deliver these interventions. Parents are notified through Parent/Teacher consultations if their child is receiving individual support. Individual support can include:

- Speech and Language support
- Precision Teaching – to support pupils in reading or spelling
- One to one Fast Track phonics interventions
- Paired Reading – to develop reading accuracy and fluency
- Read Write Inc Fresh Start – A Fast Track Reading catch up programme for Year 5 and 6 pupils
- Numbersense – a systemic and structured number fact teaching programme



- Number Stacks – a visual and concrete maths intervention to support children to master foundations of the number system.
- ELSA – to support pupils’ emotional literacy skills

Personalised Learning Plans and Individual Behaviour Management Plans (PLPS/IBMPs)

All children identified by the SENCo as having specific difficulties will either have a Personalised Learning Plan (PLP) or an Individual Behaviour Management Plan (IBMP).

These plans include small targets and ideas to support your child to make progress. They are reviewed every term by the teacher, SENCo and any other adults who work with your child. PLPS and IBMPs are shared with parents at termly parent teacher evenings or sooner if a more frequent review cycle is requested by either school staff or parent to support the child’s needs. The documents are flexible within school and if a child has met a target, school staff will automatically progress the child onto a new target without having to wait for the next review.

The SENCO monitors provision and works with the Class Teacher to ensure that needs are being met. Where a child makes accelerated progress which boosts them back on track to meet their age related expectations, additional support will stop. Strategies to minimise barriers to learning for that child in the classroom will continue through high quality inclusive teaching.

What if my child has an Education Health and Care Plan (EHCP)?



Pupils with an Education, Health and Care Plan (EHCP)

For children whose needs are severe, complex or long term, specialist support from the Local Authority, Speech and Language Therapy, Educational Psychology Services or from Medical teams may be necessary. Pupils may join Stanmore Primary School with an EHCP in place from their pre-school or previous school. The school will consider the arrangements and provision suggested in the EHCP and work in consultation with parents and professionals to put support in place.

Children who have an EHCP will have an annual review. This is a meeting whereby we all review the EHCP, suggest ways forward and monitor progress. Professionals, staff and parents are all invited to the meeting and have the opportunity to share reports, discuss successes and areas for development.

What if my child may need an Education, Health and Care Plan?



When the SEN support provision has been in place and there is evidence that a child would benefit from further additional resources to meet their needs, a request to the Local Authority for an EHCP may be considered.


- The school (or you) can request that the local authority carry out a statutory assessment of your child's needs. This is a legal process, which sets out the amount of support that will be provided for your child
- Stanmore Primary School values that this process will be undertaken as a partnership between home and school and other professionals that have been involved with your child's support.
 - The school will send the request to the local authority. This is a large document full of information about your child and you will have been included in the collection of evidence and your opinions sought.
- The local authority will decide, based on the evidence given, whether or not to proceed with the assessment
- If the local authority declines the request, they will give school and home detailed reasons behind the decision.
 - If the request is successful the EHCP will outline provision your child may need, such as individual/small group support, types of strategy and provision that may be put in place. It will also give long term and short term goals for your child.
- Stanmore Primary School will work in consultation with parents to put the provision/strategies in place as suggested by the EHCP


What specialist services are available and accessed by the school?





Specialist provision available in school:

- ELSA (Emotional Literacy Support Assistant)
- Speech, language and communication assistant
- Ready to Learn (R2L) – A bespoke provision to support social, emotional and mental health needs

	<p>Specialist services accessed by the school:</p> <ul style="list-style-type: none"> • Hampshire Educational Psychologist service • NHS Speech and Language Therapy • Hampshire Communication and Interaction Team • Occupational Therapist • Physiotherapist • Outreach support from local specialist provision including Shepherds Down Special school and Lantern's Children's Centre • Primary Behaviour Support Service • Young Carers • Specialist teacher advisors e.g. for physical difficulties, visual impairment • School Nurse • CAMHS Mental Health Support Teams • Child and Adolescent Mental Health Service (CAMHS) • Expertise within the local schools is also sought at times • Early Help Hub • Hampshire Inclusion Team
<p><i>What training is available to staff supporting pupils with SEND?</i></p> 	<p>The SENDCo is Jenny Fenton. She has 5 years' experience as a SENCo and has worked in Hampshire schools for 23 years. She holds the National Award for SEN Coordination (NASENCo).</p> <p>The SENDCo supports staff in planning and resourcing for children with SEND.</p> <p>As part of the performance management cycle, every staff member has opportunities to improve practice, teaching and learning of all pupils, including those with SEND.</p> <p>Staff attend training in response to the needs of the children in the school. In addition, staff access training during staff meetings, LSA meeting and INSET days linked with whole school and SEND priorities identified in the whole school and SEND action plans.</p>

	<p>Individual staff may also access advice and support from outside agencies working with specific children.</p> <p>In the event of a child enrolling with a particular need, which is not already covered within the school, full training by appropriate staff will be undertaken.</p> <p>In the 2022/2023 academic staff received professional development opportunities and training in:</p> <p>Strategies to support the four broad areas of need Sensory Integration Read Write Inc Phonics Precision Teaching</p> <p>The school is committed to ensuring that staff training is monitored and kept up to date.</p>
<p><i>What support is available for my child's overall well-being?</i></p> 	<p>Stanmore Primary School offers a variety of pastoral support for all pupils, including those who are encountering emotional, behavioural or social difficulties. Children may need pastoral support in the short term or over a longer period as appropriate to their individual needs. We can offer:</p> <ul style="list-style-type: none"> • An attachment and trauma informed whole school approach • Emotional Literacy Support Assistants (ELSAs) • Worry Box • Friendship groups • Social skills groups • Super Powers – A mindfulness group to develop strategies to manage big feelings • Behaviour support strategies • Signposting to relevant agencies • Quiet lunch club • Bespoke one to one support when appropriate <p>For pupils identified as having the most complex social and emotional needs they will be referred by the SENCo or Headteacher to our 'Ready to Learn' provision (R2L).</p>

	<p>R2L provision is led by experienced support staff and overseen by the SENCo. Pupils referred to R2L access daily provision in a small group to support their social and emotional needs.</p> <p>School staff work with outside agencies including the Primary Behaviour Support Service and CAMHS mental health workers to develop strategies and resources to support mental health and well-being. We offer mental health and well being workshops to parents remotely and in person through the course of the year.</p> <p>The Senior Mental Health Lead in School is Jenny Fenton.</p>
<p><i>How will both you and I know how my child is doing and how will you help me to support my child's learning?</i></p> 	<p>Through termly pupil progress review meetings and PLP review meetings where appropriate, the class teacher along with the SENCO / Senior Leadership Team discusses the pupil needs and plan appropriate support.</p> <p>Parent views are sought through at least termly review meetings when a child has a personalised learning plan (PLP) and/or Individual Behaviour management Plan (IBMP).</p> <p>Pupils with an EHCP will have an annual review where progress is shared.</p> <p>Parents are welcome to talk through progress concerns with their Class Teacher and/or SENDCo, through making an appointment with the school office in addition to termly parent meetings.</p> <p>All children receive an annual report from their Class Teacher during the summer term.</p>
<p><i>How will my child be included in activities outside the school classroom including school trips?</i></p> 	<p>Reasonable adjustments are made so that pupils with SEND are included on all school trips including residential, playtimes and lunchtimes, after school clubs and all extra-curricular activities. Appropriate adaptations are made where necessary, to ensure all children can access activities. Decisions are made in consultation with parents and staff working with the child.</p>

How does the school involve parents and communicate progress?



Stanmore school communicates progress and involves parents by:

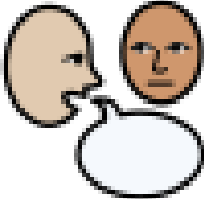

- Promoting regular communication through the school reading diary between the class teacher and parents.
- Promoting an 'open door policy' to ensure that parents feel able to discuss and share any concerns with school staff as soon as they become apparent.
- Personal learning Plans (PLPS) completed for pupils on the SEN register shared termly at parents' evening
- Termly parent/teacher consultations with the class teacher
- Appointment system to see the SENCo on the same evenings as parent/teacher consultations
- EHCP termly review meetings with the SENCO and team working with your child
- EHCP Annual Review Meetings
- Sharing IBMPs with parents (review meetings scheduled to meet the needs of pupil)
- Meetings with school staff, parents and outside agencies where appropriate
- Annual school report
- Links are made with charitable organisations which support families ie: SENDIASS (Previously parent partnership and Support 4 SEND)
<https://www.hampshiresendiass.co.uk/>
- Early Help Hub assessment meetings are accessed to support families
- Outside agencies are contacted as the need arises eg: Primary Behaviour Support Service, Hampshire Educational Psychology service, School Nurse, Specialist CAMHS, Hampshire Specialist Parenting Support Service.
- School based Family Link Worker for parents (Lindsey Mason)

How will Stanmore school prepare pupils with SEND to join their next setting?



We have carefully planned and structured transition programmes in place for pupils with SEND at Foundation Stage, end of Key Stages and all other times where support with transitions might be needed.

Foundation Stage staff and the SENCo meet with Pre-schools and Transition Partnership agreements (TPAs) are written for pupils with complex needs.

	<p>Social stories are used to support transition to new classes or new members of staff. Year 6 staff and the SENCo meet with secondary staff to plan transition arrangements for pupils who need additional support and TPAs are written for pupils with complex needs. Secondary school staff are invited to annual reviews in the spring term of Year 5 and Year 6 for pupils with EHCPs.</p>
<p><i>How are children involved in their provision?</i></p> 	<p>At Stanmore Primary School a Person Centred Planning approach is adopted whereby pupils are asked to contribute their views in a format in which they feel comfortable.</p> <p>Pupils are asked to contribute by:</p> <ul style="list-style-type: none"> • Discussing and contributing towards targets set on PLPs through pupil conferencing with their class teacher • Verbal or written contributions to TPAs, Annual reviews or EHCP requests. • Attendance at TPAs or annual reviews • Personal contributions and planning of their own Person Centred Planning Meeting (with staff, parents and peers) • Opportunities to share views through SPEAK (School Council) • Invitation to complete annual school survey
<p>Medical Needs</p> 	<p>We manage the administration of medicines and personal care in line with Hampshire Health and Safety Guidelines</p> <p>Health care plans written for all pupils with significant care needs.</p>

Completed by SENDCo :	Jenny Fenton
SEN Governor:	Helen Finch
Head teacher:	Sharon Taylor

This report forms part of the Local Offer for Hampshire. In accordance with the Children and Families Act 2014, Local Authorities are required to publish and keep under review, information about services that are available for children and young children from Birth to 25 with Special Educational Needs and Disabilities (SEND.) this is known as the County's Local Offer. As part of this process, all schools are required to co-produce an SEND Information Report in collaboration with parents and young people. This report details the available provision for the education of young people with SEND at Stanmore Primary School and will be published on our website.

<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page?familychannel=6>