

Little Stoke Primary School

SEND Information Report 22-23

1. How does the education setting know if children need extra help and what should I do if I think my child may have special educational needs?

Little Stoke Primary School uses a range of indicators to help identify children with special educational needs including:

- The definition in the SEN Code of Practice

‘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 him or her.

A child of compulsory school age or a young person has a learning difficulty or

disability if he or she: has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

- Daily assessment for learning through questioning, observing and marking.
- Discussions with staff, the child (where appropriate), parents/carers and agency support.
- Deciding whether the child is at risk of not meeting age related expectations.

2. How will the setting support my child?

Little Stoke Primary School will support your child using their best endeavours and according to their needs. This could be through personalised targets, intervention programmes, emotional support and additional adult support, acting on advice from external agencies or making the curriculum and setting accessible.

3. How will the curriculum be matched to my child's needs?

At Little Stoke Primary school all lessons are adapted to meet the needs of the children in the class. Where it is necessary, we provide personalised planning.

4. How will both you and I know how my child is doing and how will you help me to support my child's learning?

In school your child's progress will be monitored very closely on a daily basis by their class teacher, 3 x a year by the SENDCo, Helene Sutton and by the Senior Leadership Team (SLT). Your child's progress will be shared with you

through a final end of year report to Parents/Carers, class parent's/carer's evenings in October and March, informal conversations, collaborative target setting during the SEN Support Plan meetings, annual reviews if required and test outcomes. Teachers and the SENDCo are happy to meet with parents as required. The SENDCo is available during Parent's evening, whereby you can make a separate appointment.

5. What support will there be for my child's overall wellbeing?

Children are very happy to attend Little Stoke Primary School and overall our children are confident, enthusiastic learners. Where children have low self-esteem or emotional needs, children have the opportunity to spend time our ELSA (Emotional Literacy Support Assistant). Little Stoke takes safeguarding extremely seriously and this is paramount at all times. We use interventions such as socially thinking, circle of friends, emotional resilience and other social skills groups for a set period of time.

6. What specialist services and expertise are available at or accessed by the educational setting?

Little Stoke has a strong, collaborative relationship with the Educational Psychology Team, NHS Occupational Therapists, NHS Physiotherapists, NHS paediatricians, NHS Speech and Language Therapists, the Inclusion Support Service and the Primary Mental Health Specialists.

7. What training have the staff supporting children with SEN and disabilities had?

Helene Sutton has over 10 years of experience of being a SENDCo in three schools. She has completed the National Award for Special Educational Needs Co-ordination. Staff are trained to meet the specific needs of the children they are working with. Collectively we have staff trained in: ELSA, Dyslexia, talkboost, toe by toe, Socially Thinking, Precision Teaching, Lego therapy and Smart Moves.

8. How will my child be included in activities outside the classroom including school trips?

All children are included using our best endeavours outside of the classroom and including trips. We encourage the use of specialist equipment to improve independence and provide adult assistance where required. Where lessons need to be adjusted, we frequently adapt activities for everyone to aid children's awareness and understanding that everyone is different, with their own talents, for a part of the lesson. All day trips are completely accessible to everyone and have been chosen with this in mind and we will work with you to make this as accessible as possible. Sometimes during residential trips alternative activities are provided or shorter stays to meet

the needs of the children. Transport for trips for wheelchair users is arranged on a child to child basis.

9. How accessible is the education setting?

Our building is accessible via the main front entrance and through the hall and there are appropriate toilet and changing facilities. There is accessible parking on site. EYFS areas are fully accessible. Classrooms in KS1 are all on the ground floor and have a door that leads out to the front. The classrooms in KS2 are all on the ground floor and are along a main corridor. Access to school in the morning and at the end of the school day is through the hall double doors.

10. How will the education setting prepare and support my child to join the setting, transfer to a new setting?

Little Stoke staff attend all transition meetings when a child needs to change educational setting. Usually this will be the SENDCo and/or the class teacher or if a known teaching assistant is more appropriate. We encourage additional visits, transition books, observations and multi-agency communications. Parental involvement in this process is incredibly useful; therefore we are happy to liaise more frequently at this time.

11. How are the education setting's resources allocated and matched to children's special educational needs?

Little Stoke Primary School's resources are allocated each year following an Audit of Need completed by class teachers which is then analysed alongside attainment information by the SENDCo and by the SLT. Due to the overview the SENDCo has of all of the children, interventions are well matched to the children's needs. Allocated resources are evaluated continuously for impact and changes are made when needed.

12. How is the decision made about what type and how much support my child will receive?

As above and where children have more complex needs outside agency advice is sought. Our SENDCo and SLT may also review and/or challenge the level of support an individual may receive.

13. How are parents involved in the education setting? How can I be involved?

Parents are encouraged to liaise with teachers and teaching assistants as much as they feel is necessary to ensure high quality support for their child. Curriculum evenings are being held to support parents in helping their children with learning at home. We make sure we have parent representatives on our Board of Governors.

14. Who can I contact for further information?

Helene Sutton is our SENDCo and she can be contacted through the school office on: 01454 866552

SEND and YOU website: www.sendandyou.org.uk/ 01179897725

South Glos parent and carers: <https://sgpc.org.uk/>