



In September 2014 the government made significant changes to how children with Special Educational Needs and Disability (SEND) and their families are supported. There will be a three year transition period to implement all the changes in full. These changes are set out in the Children and Families Act 2014, which received Royal Assent on the 13th March 2014, meaning the changes proposed have been agreed legally.

*"All children and young people with special educational needs or disabilities (SEND) should be able to reach their full potential in school. They should also be supported to make a successful transition into adulthood, whether into employment, further or higher education or training" – **Department for Education.***

Our school recognises that not all children are able to access learning in the same way.

As a result of this we are committed to providing high quality for all pupils with Special Educational Needs (SEN) and those with disabilities (D). We have strong systems for the early identification of pupils' Special Educational Needs and Disabilities (SEND) and always welcome and work in partnership with parents and carers.

In our school we have a wide range of expertise to ensure all pupils have access to quality first teaching which enables us to endeavour to meet the needs of every identified child. We want to support and work alongside you, as parents, so together we can support your child's learning journey.

Stalyhill Infant School

At Stalyhill we strive to meet the changing needs of all pupils, whether they are cognitive, social, physical or emotional. All pupils have the opportunity to reach their full potential and to make progress. We provide a positive, stimulating and nurturing environment. We believe pupils thrive when all key people in their lives work as a team.

From time to time some children require additional support for a set period of time to help meet their needs or improve their learning. The decision to provide this support is made by the school and is based on a variety of factors including academic progress, and/or assessments carried out by teaching staff or other professionals. It may also be based on ensuring children have a smooth transition into school or require support when going through significant change either at home or school. Parents/carers will be informed when this happens.

Some children will require support for a longer period of time to ensure they can access the curriculum effectively and be included fully in classroom learning and school events. Support will be planned by school staff and where appropriate by external professionals. Parents/carers will be kept informed about this support.

For a child to be classed as having special educational needs they need to have a significantly greater difficulty in learning than the majority of children the same age, or a disability, which prevents or hinders them from accessing the educational facilities provided.

What types of SEND do we provide for?

At Stalyhill Infant School, we believe that every pupil, regardless of gender, race or disability, has a right to equal access to a broad and balanced curriculum.

We consider it essential that the curriculum is presented in a supportive and stimulating atmosphere, which values each child and encourages them to achieve their full potential.

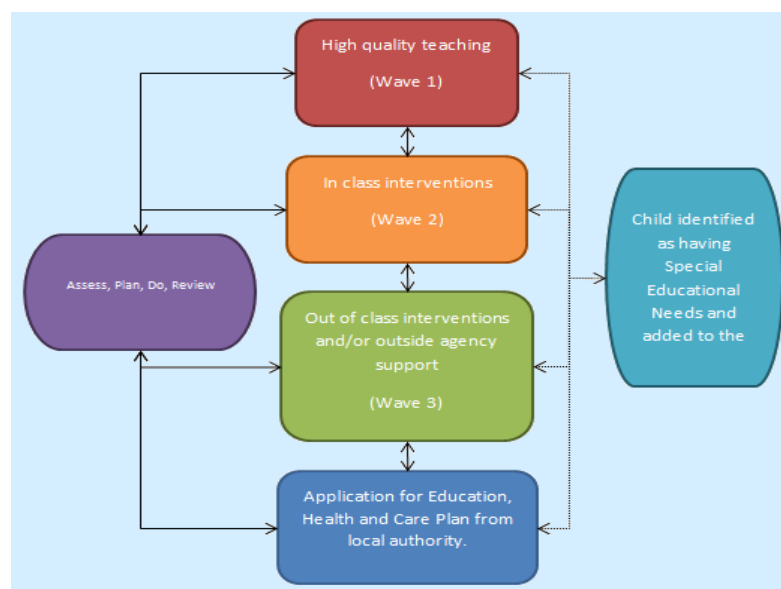
	This encompasses the four main areas of SEND. ✓ Communication and interaction ✓ Cognition and learning ✓ Social, emotional and mental health ✓ Sensory and/or physical
How do we identify and assess pupils with SEND?	From time to time some children require additional support for a set period of time to help meet their needs or improve their learning. The decision to do this is made by the school and is based on a variety of factors including academic progress, and/or assessments carried out by teaching staff or other professionals. It may also be based on ensuring children have a smooth transition into school or require support when going through significant change either at home or school. Parents/carers will be informed when this happens. Some children will require support for a longer period of time to ensure they can access the curriculum effectively and be included fully in classroom learning and school events. Support will be planned by school staff and where appropriate by external professionals. Parents/carers will be kept informed about this support. Children who require support in terms of their acquisition of English are not considered SEND pupils but they may require additional support through Quality First Teaching and/or Interventions. We have a number of methods to help us identify if a child needs extra help. ➤ We receive information from pupils' previous schools/pre-school settings and/or from other services who have worked with your child, for example a speech and language therapist. ➤ The progress of all pupils is monitored regularly by class teachers and the Senior Leadership Team (SLT), so that when a pupil is not making expected progress in a particular area of learning the school can quickly identify the need for additional support. This will then be discussed with parents/carers. ➤ If parents/carers have concerns about the progress or attainment of their child they should make an appointment to speak to the class teacher/SENDCO to discuss their concerns. This information will be used to ensure that we meet any additional needs your child may have. Once your child is in school we will monitor their progress and development. If we have concerns we may ask other professionals to give advice and support. ➤ Each child is assessed individually according to the SEND Code of Practice and personalised support programme will be developed dependent on need. ➤ Additional assessments from outside services, such as Educational Psychologists, will inform the types of support and/or resources needed.

	➤ Individual profiles are implemented and regular review meetings with parents/carers and staff are carried out to discuss your child's progress and any additional needs that require support. ➤ Pupil progress meetings are held with the SLT and class teacher to feed into review meetings, track progress and decide upon further support.
Who is our special educational needs co-ordinator (SENDCO) and how can she be contacted?	Mr Martin Fuller is the Special Educational Needs Coordinator (SENDCo) and is responsible for the implementation of the SEND policy and the coordination of provision to support children with Special Educational Needs. Mr Fuller can be contacted on 01457 763 598 or at admin@stalyhill-inf.tameside.sch.uk Our school governor with responsibility for SEND is Mrs Rachel Anderson and can be contacted through the school office.
How do we adapt the curriculum and learning environment?	All children receive class teacher input via effective classroom teaching. Teachers plan and teach a differentiated curriculum which is matched to the individual needs of all our learners. This includes using a variety of teaching strategies so that all children are fully engaged in learning and; ➤ The teacher will have the highest possible expectations for your child and all pupils in their class. ➤ All teaching is based on building on what your child already knows, can do and can understand. ➤ Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning, alternative forms of recording or providing different resources adapted for your child. ➤ All lessons are differentiated to meet the needs of your child. ➤ Grouping of ability, mixed and independent work is used to support all pupils. ➤ Putting in place specific strategies (which may be suggested by the SENDCO or staff from outside agencies) to enable your child to access the learning task. <i>Additional support for learning that is available for pupils with SEND may include;</i>
	➤ Putting in place specific strategies (which may be suggested by the SENDCO or staff from outside agencies) to enable your child to access the learning task. ➤ Across school, the team of teaching assistants provide support for children who require extra intervention and support ➤ School delivers a variety of individual and small group interventions. Examples of these might include additional phonics or maths support, writing booster groups or social groups. We vary these interventions depending on the need of individual children at any one time. Further details of these interventions can be obtained by speaking with the SENDCO. ➤ Children are provided with the resources they require which are tailored specifically to their needs. These may include specialist writing equipment, sloped writing tables, adapted keyboards etc. ➤ A One Page Profile or Personal Centered Plan will be implemented to set targets and monitor progress. This will be shared with parents/carers and reviewed termly to ensure that support remains appropriate.

- Where necessary the school may seek support from outside services. This will be discussed with parents/carers and a referral made with their permission.
- All children are assessed for their suitability to sit standardised tests. School adheres to guidance set out by the DfE.

What is our approach to teaching pupils with SEN?

The school will follow a graduated approach to your child's learning. It will follow the sequence of -Assess, Plan, Do, Review. This way we can constantly make sure that the school is meeting your child's needs. Parents and Pupils will be kept informed and be an integral part of the process.



How do we enable pupils with SEND to engage in activities with other pupils who do not have SEN?

Every pupil has the opportunity to participate in all aspects of school life, by careful planning and differentiation throughout the day. This includes lunch times and after-school provision, such as clubs and school discos. All school trips are assessed for suitability by paying attention to any areas of relevant need for individuals within the year group. Care is taken to inform the providers of any specific needs of pupils and staff will let parents/guardians know what has been put in place.

- We make sure activities outside the classroom and school trips are available to all.
- Risk assessments are carried out for each trip and suitable numbers of adults are made available to accompany the pupils, with 1:1 support if necessary.
- Parents and carers are invited to accompany their child on a school trip if this ensures access.

	➤ After school clubs are available to all pupils. Vulnerable pupils are given priority and adjustments will be made to support their participation. ➤ Health and safety audits will be conducted as and when appropriate.
How do we consult parents of pupils with SEND and involve them in their child's education?	We operate an open-door policy to allow parents/carers to contact a member of staff with ease. This is supported by; ➤ Working in partnership with parents/carers to support each child's well-being, learning needs, progress and aspirations. ➤ The first point of contact would be your child's class teacher who may then consult with the SENDCO or Head teacher. ➤ 'Who's who' section of staff members is on the website and is displayed in school. ➤ We hold Parent/Carer meetings at every transitional point to allow parents/carers to meet staff working with their child. ➤ Parents/carers evenings are held twice per year (usually October and March) and targets are discussed and set. ➤ Annual reports are given to parents/carers at the end of the year. ➤ Parents/carers are invited to become involved in school-life through a number of means eg PTA and curriculum workshops. ➤ Our Governing Body includes Parent Governors/representatives. ➤ Prospective Parents are welcome to make an appointment to come and look round the school prior to their child starting school. ➤ Parents are also asked their views about school and their child's education through the parents/carers questionnaire, which is sent out annually. Feedback is then used to improve our home/school links. ➤ Parents/carers are encouraged to give feedback to the school through evaluation forms after parent/carers meetings and curriculum evenings. ➤ Parents are welcome to make an appointment with the class teacher, Senco or Head teacher. In addition we provide for Parents/Carers of children with SEND; ➤ Children with SEND have their targets and progress reviewed at least termly with parents invited to attend additional meetings with the SENCO, class teacher and/or outside agencies where necessary. ➤ Annual information gathering survey given to parents and any actions addressed.
How do we consult pupils with SEND and involve them in their education?	➤ Children are involved every day in their own learning. They are involved in the assessment of their own learning and progress. The children are encouraged to talk about their learning in pairs and small groups. ➤ Children contribute to their One Page Profile/Person centered Plan as part of the Person Centered Review Meeting process. ➤ Children's targets are discussed with them and they take ownership of them where appropriate. ➤ Annually the SENDCo meets with 2 children from each year group who have a SEND, to listen to their views about the provision that is in place for them. The outcomes are then analysed and any actions addressed.

How do we assess and review pupils' progress towards their outcomes?	The school will follow a graduated approach to your child's learning. It will follow the sequence of - Plan, Do, Assess, Review. This way we can constantly make sure that the school is meeting your child's needs. Parents and Pupils will be kept informed and be an integral part of the process. ➤ Children on the School SEND register will have a One Page Profile (1PP) or Education and Health Care Plan (EHCP). This will include SMART targets set for your child and will be reviewed at least every term. You will be invited to attend a person centered meeting in order for us to review and set new targets together and pupil's thoughts and views will feed into the process. ➤ As well as termly meetings, the progress of children with a statement of SEND/ EHC Plan is formally reviewed at an Annual Review with all adults and services involved with the child's education present. At Stalyhill Infant School your child's progress is continually monitored by their class teacher, SENDCO and the Senior Leadership Team. ➤ Their progress and attainment is reviewed termly in all curriculum areas. The SENDCO is involved in this process and allocated time is given to the discussion of progress or SEND pupils. ➤ Children on the School SEND register will have a One Page Profile (1PP) or a Personal Centered Plan (PCP). This has targets set for your child and will be reviewed at least every term. You will be invited to attend a person centered meeting in order for us to review and set new targets together. ➤ The progress of children with a EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education. ➤ The SENDCO and class teacher will regularly check that your child is making good progress with any individual work and in any intervention group that they take part in. ➤ A range of ways will be used to keep you informed, which may include: ✓ Communication Diary and Reading Journals ✓ Parents evenings ✓ Additional meetings or catch ups as required ✓ Reports
How do we support pupils moving between different phases of education/life?	➤ We have strong links with local nurseries and engage fully with all transition processes. When children have an identified SEND before they start school, we work with parents and the people who already know them and use the information already available to identify what their SEND provision will be in our school setting. ➤ Regular and informative meetings take place between class teachers and SENDCo's from the other providers.

	➤ To further prepare our pupils for transition, both within school and moving on, we organise an individualised transition programme which may include extra visits and transition programmes of work. We also ensure that pupils are familiar with their new classroom, teachers and different parts of the school that they will be using, by having walks around the school where children can take photographs and make books about their new year groups. ➤ We have an effective KS1/KS2 transition policy in place which all staff follow and has a main objective to ensure that particular attention is given to the individual needs of the children, especially those with SEND during the transition process.
How do we support pupils with SEND to improve their emotional and social development?	We have an inclusive approach to education and understand that good social and mental health is key to children's development. We offer a range of support and interventions to support children with their behaviour, social skills, low confidence and low self-esteem. The well-being of all of our pupils is extremely important. Children take part in daily mindfulness sessions using TGMC and My Happy Mind resources. Staff are also highly trained in supporting mindfulness and possess a toolkit of different strategies which they use daily with the children. Mindfulness is of high profile across school. Children are also supported with their personal, social and emotional development throughout the school day, through the curriculum and extra-curricular activities; this includes a 'Playground Friend' system. ➤ Interventions in school to support well-being include nurture groups, social groups, and positive behaviour programmes. These include; ✓ Lego therapy (A specific programme to improve confidence and self-esteem) ✓ Social groups with a specific focus e.g. sharing, friendship ✓ Nurture Group ➤ Additional support from outside agencies, including health and therapy services, is arranged in school as required. ➤ Our Relational Inclusion Positive Behaviour and Anti Bullying Policy; which includes guidance on expectations, rewards and sanctions is fully understood and implemented by all staff. ➤ We regularly monitor attendance, support pupils returning to school after absence and take the necessary actions to prevent prolonged unauthorised absence. ➤ To promote pupil voice, we have an active School Council. All classes have representatives who attend meetings where issues on aspects of school life are discussed. ➤ Annually the SENDCo meets with 2 children from each year group who have a SEND, to listen to their views about the provision that is in place for them.

What expertise and training do our staff have to support pupils with SEND?	➤ Through attendance at networks, the SENDCO keeps up to date with national and local updates in SEND policy and practice to enable them to support children and staff effectively. ➤ Staff SEND training takes place by our Educational psychologist provider. ➤ Staff are trained in key areas enabling them to support all children effectively. Staff receive regular training and support in response to children's needs. ➤ The governing body is responsible for ensuring that funding is used appropriately, and for monitoring teaching and accessibility. ➤ There is a designated SEND Governor who liaises with the SENDCO. They also report to the governing body. ➤ If a child has a particular need we ensure that relevant staff are trained in dealing with it by consulting with the relevant health professional or attending specific training if necessary. ➤ School has a number of appropriately qualified first aiders who are on site each day and up to date with training requirements. All staff have received basic first aid training and are familiar with the procedure to follow in case of a medical emergency, including allergy safety.
How will we secure specialist expertise?	Children with specific barriers to learning that cannot be overcome through effective teaching (Quality First Teaching) and intervention groups may require specialist input: ➤ If your child has been identified as needing more specialist input in addition to quality first teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress. This is usually done by the class teacher and/or SENDCO filling out a referral form and submitting it to Tameside SEND Team or ISCAN. ➤ Before any referrals are made you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward. ➤ If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better.

How will we secure equipment and facilities to support pupils with SEN?	➤ We work closely with outside agencies including physiotherapy, occupational therapy, the School Nurse and other medical professionals to ensure that an appropriate plan is in place for each child. ➤ We take advice from and complete access visits alongside families and these professionals on changes we may need to make to the environment or school day to ensure that all children are included. ➤ We ensure that all staff are aware of children's physical needs including lunchtime staff, office staff and teachers/teaching assistants. We monitor changes carefully and regularly review them. ➤ For children who have allergies or may require medication we follow all procedures outlined in our medical needs and allergy safety policy. ➤ The SENDCO, through liaison with outside agencies, will ensure that pupils have access to the correct equipment. This may be funded and provided by the school or in some cases by outside agencies such as Wheelchair Services, Occupational Therapy etc. ➤ The governing body is responsible for ensuring that funding is used appropriately, and for monitoring teaching and accessibility.
How do we involve other organisations in meeting the needs of pupils with SEND and supporting their families?	➤ Outside agencies are invited to attend review meetings/Personal Centered Planning Meetings at school and minutes are circulated to them. ➤ School will regularly seek advice and support from other professionals as and when required. ➤ If necessary, reports and appointments are chased up and passed on to families by School. ➤ School can also help signpost families to other local support groups/charities if and when required. Please contact Mr Fuller if you require any support or advice.
How do we evaluate the effectiveness of our SEND provision?	➤ Robust systems for tracking pupil progress ➤ Regular meetings between SENDCO and staff, parents and pupils. ➤ Regular SEND meetings between Infant and Junior School SENDCOs. ➤ Annual SEND questionnaire for all families.

	➤ Annually the SENDCo meets with 2 children from each year group who have a SEND, to listen to their views about the provision that is in place for them. A record of these conversations is then analysed and any actions addressed.
How do we handle complaints from parents of children with SEN about provision made at the school?	➤ We work in partnership with parents/carers to support each child's well-being, learning needs, progress and aspirations. ➤ We operate an open-door policy to allow parents/carers to contact a member of staff with ease. ➤ All complaints will be dealt with as part of the schools complaints procedure. ➤ A hard copy of the school complaints policy can be requested at the school office and is also available on the school website.
Who can young people and parents contact if they have concerns?	➤ Mr Martin Fuller is the Federation Special Educational Needs Coordinator (SENDCo) and is responsible for the implementation of the SEND policy and the coordination of provision to support children with Special Educational Needs. Mr Fuller can be contacted on 01457 763 598 or at admin@stalyhill-inf.tameside.sch.uk ➤ Our school governor with responsibility for SEND is Mrs Rachel Andeson and can be contacted through the school office. ➤ We have a child friendly Safeguarding Policy in place to help support pupils to speak to someone if they need to.
What support services are available to parents?	We are supported by a range of outside agencies on a regular basis, including: Tameside Support Services (TSOSS) – offer a wide range of support for children with SEN including: Behaviour for Learning and Inclusion Communication, Language and Autistic Spectrum Support. Advisory Teacher Service – Supporting children with specific learning needs e.g. dyslexia, dyspraxia and dyscalculia We also work with: CAMHS – Child and Adult Mental Health Service. Early Help – A team to support the whole family. SALT – Speech and Language Therapist. Educational Psychologist – To observe, assess and make recommendations for pupils with SEN. School Nurse Service Health Mentor and Mental Health Practitioner Counselling Services ISCAN – Integrated Service for Children with Additional Needs. This includes Occupational Therapy and physiotherapy.

	School can also help signpost families to other local support groups/charities if and when required. Please contact Mrs Plant if you require any support or advice.
Where can the LA's local offer be found? How have we contributed to it?	Please see Stalyhill Infant School Local Offer available on our website. For more information about Tameside arrangements for Special Educational Needs and the Local Offer, please use the following link; www.tamesidelocaloffer.co.uk

SENDCO: Mr Martin Fuller

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
 - Involved in supporting your child's learning
 - Kept informed about the support your child is getting
 - Involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapist, Educational Psychologist, etc.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are detailed records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
- Monitoring the impact of policies and the effectiveness of provision in the school.
- Working with the Local Authority and External Consultants to implement and monitor our provision.

**Class Teacher**

Responsible for:

- The progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and informing the SENDCO as necessary.
- Writing children's Provision and Learning Maps and keeping them up to date.
- Ensuring that all staff working with your child in school is helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

Executive Headteacher and Head of School: Mrs Lisa Lockett and Mrs Leah Plant

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- The Headteacher will give responsibility to the SENDCO and class teachers but is still responsible for ensuring that your child's needs are met.
- The Headteacher must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

SEN Governor: Mrs Rachel Anderson

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.
- Monitoring the effectiveness of SEND provision in the school.

A Teaching assistant (TA) may be allocated to some pupils with SEN and or disabilities

A Teaching Assistant (TA) may be allocated to a pupil with exceptional special educational needs and/or disabilities and whilst they take a very valuable role in your child's education we would prefer that questions regarding your child's learning and progress are directed to the staff members named above.

Of course, as a school we welcome daily dialogue between parent/carers and TAs on how a child's day has been and we do actively encourage this regular feedback.

