



At Stalyhill Infants we will continuously strive to ensure that everyone is treated with respect and dignity. Each person will be given fair and equal opportunities to develop their full potential regardless of their gender, transgender, ethnicity, culture and religious background, sexuality, disability, or special educational needs and ability. The school will actively promote equality and foster positive attitudes and commitment to an education for equality.

Stalyhill Infant School Local Offer for

Special Educational Needs and Disability (SEND)

Information for Parents and Carers

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 (SEND) and those with disabilities. 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 support and work alongside you, as parents, so together we can support your child's learning journey.

Stalyhill Infant School SEND Offer

At Stalyhill we endeavour to meet the changing needs of all pupils, whether they are academic, social 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.

We ensure that all pupils are included in all aspects of learning and school life. In order to do this many steps are taken to support them through their learning journey. Quality teaching is

vital; however for some children there are occasions when additional support may be needed to help them achieve.

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.

Special Educational Needs (SEND) and/or Disabilities (D) can be considered as falling under four broad areas; communication and interaction, cognition and learning, social, mental and emotional health, sensory and/or physical.

We aim ensure that all pupils, regardless of their specific need make the best possible progress.

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.

Our Local Offer describes the range of provision and support available to support identified children as and when appropriate. This Offer is subject to change depending on budgetary constraints and policy review.

Roles and Responsibilities of the Special Educational Needs Co-ordinator (SENDCO)

The SENDCO is responsible for;

- Coordinating all the support for children with special educational needs (SEN) and/or disabilities (D), 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 receiving
 - ✓ involved in reviewing how they are progressing
 - ✓ fully involved planning ahead for them.
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND register, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are excellent records of your child's progress and needs.

- Providing specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEND and/or disabilities in the school) to achieve their potential.
- Working in collaboration with the class teacher to write your child's One Page Profile (OPP) that specify the targets set for your child to achieve.
- Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.

If you have any concerns regarding SEND, please do not hesitate to contact us.

The Special Educational Needs Co-ordinator is Mr Martin Fuller – admin@stalyhill-inf.tameside.sch.uk and/or 01457 763598

The Governor with SEND responsibility is Mrs Rachel Anderson

Identifying SEND and assessing need

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 as they may require additional support.

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 Headteacher, 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.

IEPs 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 Head Teacher and class teacher to track progress and decide upon further support.

Teaching and Learning

- What additional support can be provided in the classroom?
- What provision do you offer to facilitate access to the curriculum and to develop independent learning? (This may include support from external agencies and equipment/facilities)
- Staff specialisms/expertise around SEND or disability
- What ongoing support and development is in place for staff supporting children and young people with SEND?
- What arrangements are made for reasonable adjustments and support to the child during tests and SATs?

What the school provides

- ✓ 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.
- ✓ All children are monitored and tracked and the progress of all children is reviewed on a regular basis.
- ✓ We have a team of teaching assistants who will support the class teacher in providing 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 numeracy 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 found at the end of this local offer or 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.
- ✓ Where necessary a One Page Profile/Personal Centred Plan (PCP) 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. Further details about some of these services can be found at the end of this Local Offer.
- ✓ Through attendance at cluster 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.

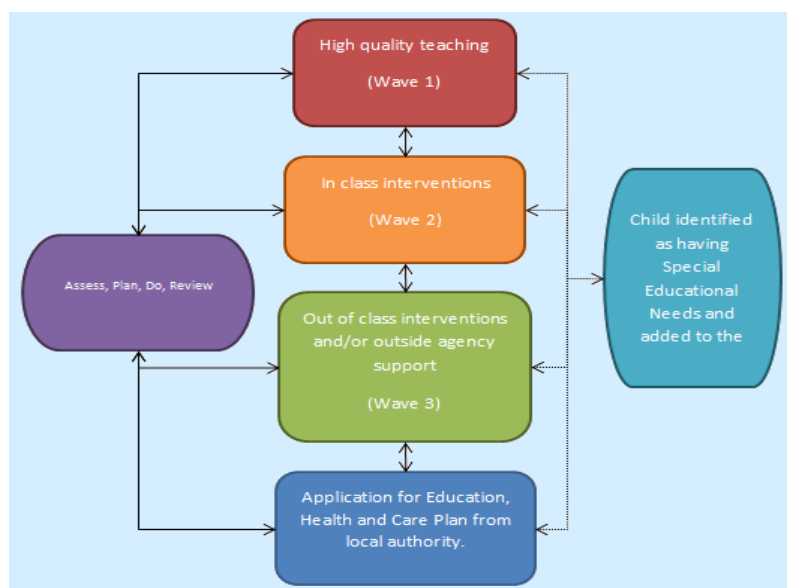
- ✓ Staff are trained in key areas enabling them to support all children effectively.
- ✓ The governing body is responsible for ensuring that funding is used appropriately, and for monitoring teaching and accessibility. There is a designated SEND Governor who liaises with the SENDCO. They also report to the governing body.
- ✓ All children are assessed for their suitability to sit standardised tests. School adheres to guidance set out by the DfE.

Reviewing and Evaluating Outcomes including Annual Reviews

- What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans?
- What arrangements are in place for children with other SEND support needs?

What the school provides

- ✓ 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.



- ✓ Annual reviews for children with Education, Health and Care (EHC) Plans are held when required. Parents/carers and outside agencies are invited to attend. Children transferring to the Junior School have a transitional review in the Summer Term which the Junior School SENDCO attends.
- ✓ All children with a One Page profile or PCP are reviewed formally each term. Progress against targets is discussed and new targets agreed. Parents and outside agencies are invited to attend. Children transferring to the Junior School have a transitional review in the Summer Term

- ✓ At regular intervals throughout the year, the Senior Leadership Team uses pupil progress data to track and measure the progress made by all children named on the SEND register. This progress is then shared with staff and with the Governors.

Keeping Children Safe

- How and when will a risk assessment be done? Who will carry out the risk assessment?
- What handover arrangements will be made at the start and end of the school day? Do you have parking areas for pick up and drop offs?
- What arrangements will be made to supervise a child during breaks and lunchtimes?
- How do you ensure my child stays safe outside the classroom? (e.g. during PE lessons and school trips)
- Where can parents find details of policies on bullying?

What the school provides

- ✓ Risk assessments are completed on a regular basis in accordance with statutory requirement and in line with school policies. Staff are trained in accordance with their roles and responsibilities to carry out risk assessments.
- ✓ Staff meet and greet pupils every morning at each year group door and the Headteacher and Site Manager ensure gates are closed and locked at 9am. These gates remain locked for the duration of the school day.
- ✓ The relevant Teacher or Teaching Assistant will carry out the handover arrangements with the parent/carer at the start and end of the day. Parents/Carers must inform school of any changes.
- ✓ A large car park opposite school is available for dropping off and collecting pupils. Children must be brought into and collected from school by a Parent/Carer.
- ✓ We have a higher than needed ratio of adults to pupils for the break and lunchtime periods.
- ✓ PE/Educational visits –specific Risk Assessments are carried out by the relevant Teacher–these are then checked by the Headteacher. Where relevant, pupils may have 1-1 adult supervision when more demanding/challenging equipment is required.
- ✓ Policies on positive Behaviour and Anti-Bullying are available on our website or from school– they are reviewed annually.

Health including Emotional Health and Wellbeing

- What is the school's policy on administering medication?
- How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan?

- What would the school do in the case of a medical emergency
- How do you ensure that staff are trained/qualified to deal with a child's particular needs?
- Which health or therapy services can children access on school premises?

What the school provides

- ✓ School has an effective Supporting Pupils with Medical Needs Policy and will administer prescribed short term medication if parents are unable to.
- ✓ If your child has significant medical needs, you will need to speak to the Headteacher and/or SENDCO to discuss how we can best support you and your child. This may include drawing up a Care Plan.
- ✓ Care Plans are written by the school with input from Parents, Pupils and outside agencies. School will liaise with parents/carers and specific agencies to implement the Care Plan. The Care Plan will be shared with all staff involved with your child and the relevant training given.
- ✓ If a child has a particular need we would 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. Staff are familiar with the procedure to follow in case of a medical emergency, including allergy safety.
- ✓ The well-being of all of our pupils is extremely important. Children are 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 behaviour programmes.
- ✓ Additional support from outside agencies, including health and therapy services, is arranged in school as required.
- ✓ Our Relational Inclusion and Positive Behaviour 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.

Communication with Parents

- How do you ensure that parents know "who's who" and who they can contact if they have concerns about their child?
- Do parents have to make an appointment to meet with staff or do you have an Open Door policy?
- How do you keep parents updated with their child's progress?
- Do you offer Open Days?
- How can parents give feedback to the school?

What the school provides

- ✓ 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.
- ✓ 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 November and March) and targets are discussed and set.
- ✓ Annual reports are given to parents/carers at the end of the year.
- ✓ Children with SEND have their targets and progress reviewed regularly with parents invited to attend additional meetings with the class teacher where necessary.
- ✓ 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/carer meetings and curriculum evenings.
- ✓ Parents are welcome to make an appointment with the class teacher, SENDCO or Head teacher.

Working Together

- Do you have home/school contracts?
- What opportunities do you offer for children to have their say? e.g. school council
- What opportunities are there for parents to have their say about their child's education?
- What opportunities are there for parents to get involved in the life of the school or become school governors?
- How does the Governing Body involve other agencies in meeting the needs of pupils with SEND and supporting their families? (e.g. health, social care, voluntary groups)

What the school provides

- ✓ New parents are given a welcome pack with key information about the school including a home/school agreement to discuss with their child and sign.
- ✓ Active School Council with representatives from each year group.
- ✓ Parents are encouraged to liaise with staff about their child's education when they feel there is a need. Staff will always try to make themselves available at the end of the day to speak to parents/carers if needed.

- ✓ Parents are invited to give their views about school and their child's education through daily contact, parents/carers meetings and the parents/carers questionnaire, which is sent out annually.
- ✓ School has an active PTA which is open to all parents.
- ✓ Parent Governors are elected every 3 years. Nominations are open to all parents.
- ✓ A range of agencies are involved, when appropriate to the child's needs. This is coordinated day to day by the SENDco and overseen by the SEND link governor.

What Help and Support is available for the Family?

- Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?
- What information, advice and guidance can parents access through the school? Who normally provides this help and how would parents access this?
- How does the school help parents with travel plans to get their child to and from school?

What the school provides

- ✓ The SENDCO will support parents and carers with appropriate forms.
- ✓ If you need support please contact our SENDCO via the school, who will signpost you to the appropriate service.
- ✓ Please email or ring school if you have any questions.
- ✓ School will liaise with the appropriate agencies to help parents with travel plans if needed.

Transition

- What support does the school offer around transition? (e.g. visits to the high school, buddying)

What the school provides

- ✓ Transition events take place during the summer term for all children who are joining Reception in September.
- ✓ Close liaison between staff at every transition stage. This may involve multi-agency meetings to support the transition and previous schools/nursery contacted for information sharing.
- ✓ Transfer of all SEND information.
- ✓ Transition to new classes facilitated by sessions during the summer term with new class teachers and environment. Transition books shared if required.
- ✓ Transition visits for Year 2 pupils moving to the Junior School during the summer term including the opportunity to see their new teacher/classroom.
- ✓ Buddy system used to pair Y2 children with a Y5 pupil.
- ✓ Staff from both schools attend a formal meeting to pass on information.

Extra Curricular Activities

- Do you offer school holiday and/or before and after school childcare? If yes, please give details.
- What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?
- How do you make sure clubs and activities are inclusive?
- How do you help children to make friends?

What the school provides

- ✓ Before and after school provision on site – Wise Owl. Details can be found on the School Website.
- ✓ A wide range of lunchtime clubs/enrichment opportunities are provided free of charge to the parents. Some delivered by outside specialists charge a small fee. The activities on offer vary from year group to year group and include martial arts, yoga, lego, multi skills, gardening, poetry and choir. For more details, please look at the website or enquire at the school office.
- ✓ All activities are fully inclusive and support provided if needed.
- ✓ Playground Friend system and 'Friendship Stops' used to ensure children don't feel lonely at playtimes.
- ✓ PSHE runs throughout our curriculum and is an essential part of our school ethos.

Please Note

At times the school may purchase additional support services from the Health and Local Authority. These are time limited resources and may not be available each academic year.

Services to whom we refer have variable waiting times and apply their own criteria for acceptance

This local offer will be kept up to date however is subject to change dependent on budgetary constraints and policy review.

For more information about Tameside arrangements for Special Educational Needs and the Local Offer, please use the following link;

www.tameside.gov.uk/localoffer

