

## SEN Information Report 2022

### School Information

Staple Hill Primary School is an inclusive school and offers a range of provision to support children and young people with SEND. We aim to provide a broad, engaging and stimulating education for all our children through a curriculum that reflects our school and children. We believe that all children, including those identified with special educational needs, have an entitlement to access a broad, balanced curriculum and that all children are fully included in all aspects of school life.

In June 2022 we were visited by OFSTED. We received the grade of good in all areas.

They commented on the really strong provision for SEN learners and in the final report stated:-

*Leaders are determined that pupils succeed. Pupils with special educational needs and/or disabilities (SEND), those who are disadvantaged, and the many pupils who have English as an additional language learn well here. Pupils enjoy the clubs, trips and cultural opportunities provided. Pupils are proud of themselves and their school. They enjoy roles of responsibility, such as becoming one of the class ambassadors who greet visitors and describe their learning.*

*Pupils, including those with SEND, make strong progress through the curriculum. They access the full curriculum. No limits or barriers are put on their achievement. For example, in physical education, accurate assessment of pupils' needs and careful adjustment of lesson content allows pupils with a wide range of needs to be challenged and successful in lessons. Leaders monitor the provision pupils with SEND receive. They work closely with parents to meet pupils' needs.*

### What is the SEN Profile at Staple Hill Primary School?

We currently have 64 children registered with special educational needs out of a total of 295 pupils. 22% of our pupils have a registered SEN.

Our school currently provides additional and/or different provision for a range of needs under the four broad areas of need outlined in the 2015 Code of Practice

(<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>):

- **Communication and interaction** (Autistic spectrum disorder, speech and language difficulties)
- **Cognition and learning** (specific learning difficulties such as dyslexia and dyspraxia, moderate learning difficulties)
- **Social, emotional and mental health difficulties** (Attention deficit hyperactivity disorder (ADHD), attachment disorder)
- **Sensory and/or physical needs** (visual impairments, hearing impairments, processing difficulties)

Of the 64 children on the SEN register analysis of the pupil numbers show that the areas of greatest need are:-Communication and Interaction Social, Emotional and Mental Health. This is a continuation of the trend that we saw last year and again these needs remain the highest within the school.

### **What interventions may my child have access to?**

We have a comprehensive package of interventions to support children with a range of needs. Teachers work alongside the SENCo to map out provision for their children with SEN. Some of the interventions that we currently run are;

- Read Write Inc. -Phonic teaching in small groups and 1:1 tuition
- Precision monitoring (speed sounds)
- Freckle Maths (basic number facts in smaller groups)
- Reading comprehension skills
- Catch Up –English and Maths
- Fine motor skills & handwriting support
- Lego therapy
- Sand tray therapy
- Nurture skills (Social, emotional and mental health support)
- ELSA-Emotional Literacy Support assistance (emotional resilience programme based in neuroscience)
- Social skills
- Zones of Regulation -managing emotions
- Speech and language sessions provided by our own therapist who we share across the federation on alternate Friday's.

### **Would anybody external to school be involved with my child?**

The school will call upon external agencies if we think that this would be beneficial for your child. This would happen after a conversation and in agreement with your views as parents/carers. These may include;

- Educational psychologist
- Speech and language therapist
- Occupational therapy
- Paediatrician
- Education welfare officer
- School nurse
- Inclusion support

### **Who is the SENCo?**

Mrs Sharon Boulton is the SENCo at Staple Hill Primary. Mrs Clare Ferguson is the assistant Senco. Mrs Ferguson is currently completing the masters level National Award for SENCOs at Bath Spa University. Once qualified she will assume the full role of SENCO on a permanent basis, to allow Mrs Boulton to concentrate on setting the strategic plans and goals for the school within her role as Headteacher. Both Mrs Boulton and Mrs Ferguson attend regular training in areas of SEN and Mrs Ferguson has many opportunities to network with other SENCOs and inclusion teams.

If you would like to contact Mrs Ferguson, please email:-

[enquiries@staplehillprimary.co.uk](mailto:enquiries@staplehillprimary.co.uk)

Or ask the school office to book an appointment.

### **How will the curriculum be matched to my child's needs?**

All our staff are trained to differentiate lessons so that every child is able to learn at their own pace and in their own way. We will make or provide any additional resources required.

We use interventions or additional materials so that the child's needs are met and every child is making good progress.

### **How will both you and I know how my child is doing and how will you help me support my child's learning?**

When we assess SEND we discuss this with you to determine whether your child's understanding and behaviour are the same at home and school; we take this into account and work with you so that we are helping your child in the same way to make progress.

We will write and review a Pupil Passport or strategy plan for every SEND child. A Pupil Passport will give small targets and monitor the progress your child is making. These will be reviewed at least 3 times a year by your child's class teacher and we will discuss with you the next steps of support for your child. A strategy plan will highlight the additional information that a teacher may need to meet the needs of a child with a medical condition or physical needs.

We welcome parents/carers contacting the school to make an appointment to meet with the teacher/SENCO if they would like to discuss any concerns with the class teacher/SENCO. We will also contact parents/carers to arrange meetings if we feel this is necessary.

A school report is issued once per year and parents' evenings are held twice per year.

Parents of a child with an EHCP will be invited to an annual review where EHCP targets will be discussed and reviewed.

### **What support will there be for my child's overall wellbeing?**

We are happy to administer medicines that are required during the school day as long as a medication form is completed and given to the school office. Medicine should be brought in to school daily and collected again from the school office. This is in line with our Managing Medical Needs policy.

All children, as well as those with SEND, will have the opportunity to take part in social and emotional wellbeing groups if deemed necessary. These include; Zones of regulation, circle time and Nurture activities.

We have a family support worker, Mrs Dawes. She is available to listen to any concerns or issues that may impact on your child's learning or happiness in school. Her role is to provide help and support in any way that she can including sign-posting to outside services or having time to listen to your concerns.

We have access to the School Nursing Service and Child and Adolescent Mental Health Service (CAMHS).

We are able to access support from the local authority services such as SEND specialists, Educational Psychologists, Speech Therapists, Occupational Therapists, Inclusion Support Officers, CAHMS, Physiotherapists, Hearing/Visual Impairments specialists and the School Nursing Service.

We employ a private speech and language therapist to screen children and work with individuals.

### **What training has the staff supporting children with SEND had or are they having?**

The school SENCO is fully qualified and collaborates with schools throughout South Gloucestershire to inform best practice.

The school has links with outside agencies to ensure appropriate training is provided for staff working with children with SEN. Staff have recently received training in speech and language, Team Teach (positive

handling), understanding autism, bereavement and trauma, Makaton, emotional regulation, sensory support, better behaviour project and forestry skills.

### **How will my child be included in activities outside the classroom, including school trips?**

We have a wide variety of after school activities which are open to all children. We have a breakfast club and after school club that is run by members of staff, which is open, by arrangement and application, to all children.

The school offers regular educational trips as well as visitors to school to support topic learning. The school assesses the risks for individual children and parents/carers are invited to join and support the school and their child on trips and visits.

### **How accessible is the school environment?**

Staple Hill is committed to providing an environment that enables full curriculum access that values and includes all pupils. Please see the school's accessibility plan.

### **How will Staple Hill support my child to join the school, transfer to a new setting or for the next stage of education and life?**

Children entering Staple Hill School in our reception classes, have the opportunity for a home visit from their class teacher and teaching assistant. We receive information from pre-schools to assist with transition. Information will be gathered regarding any SEND and any necessary support will be put in place upon entry. Additional visits are encouraged for any child who may find transition difficult. Meetings will be arranged for those children already known to Early Years SEND services to make school aware of their needs to ensure correct support is in place.

If your child is moving to another school, we will contact the new school SENCO and ensure they know about any special arrangements or support that your child may need. We will pass on all records about your child to their new school as soon as possible.

When children move on to secondary school we will speak directly to the SENCO for their new school to ensure continuity of support. We will support your child by focusing learning on the transition and the understanding of changes happening. Where possible we will arrange an assisted transfer which can involve extra visits to become familiar with the buildings and staff.

When children find transitions between year groups difficult, we will arrange for extra time with their new teacher. We will create a photo book from pictures of their new class room and teachers in order to prepare the child for the changes.

### **How are the school's resources allocated and matched to children's SEN?**

Schools receive funding for all children including those with special educational needs and disabilities and these needs are met from this (including equipment). The school assesses a child's needs in partnership with specialists to decide what support and equipment might be needed. The local authority may contribute funding if the cost of meeting an individual child's needs is more than £6,000 a year.

If the assessment of a child's needs identifies something that is significantly different to what is usually available, there may be an additional funding allocated. If so, parents may have a say in how some of it is used, in partnership with schools and specialists. You will be told if this means you are eligible for a personal budget and this must be used to fund the agreed plan.

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

Quality First Teaching is the first step in responding to children who may have or have SEN. There is an ongoing cycle of assess, plan, do, review. From this, the teacher will use interventions to support classroom teaching.

If progress is still not as expected, despite a suitable period of appropriate and effective support and interventions, then a specialist will become involved. The impact of this advice will be monitored and reviewed.

**Who can I contact for more information?**

For the first point of contact, please ring the school on 01454 867240 or email [enquiries@staplehillsschool.co.uk](mailto:enquiries@staplehillsschool.co.uk) and your message will be forwarded to the appropriate member of staff who will contact you as soon as possible.

- SENCO – Mrs Sharon Boulton Assistant SENCO Mrs Ferguson
- [Supportive Parents Network](#)
- [South Glos Parents & Carers](#)

**What do I do if I am not satisfied with a decision or what is happening?**

Your first point of contact is the class teacher or SENCO. Explain your concerns to them first. If you are not satisfied that your concern has been addressed, speak to the Headteacher. Following that ask for the school Governors representative. The school will provide you with a copy of the complaints policy on request.