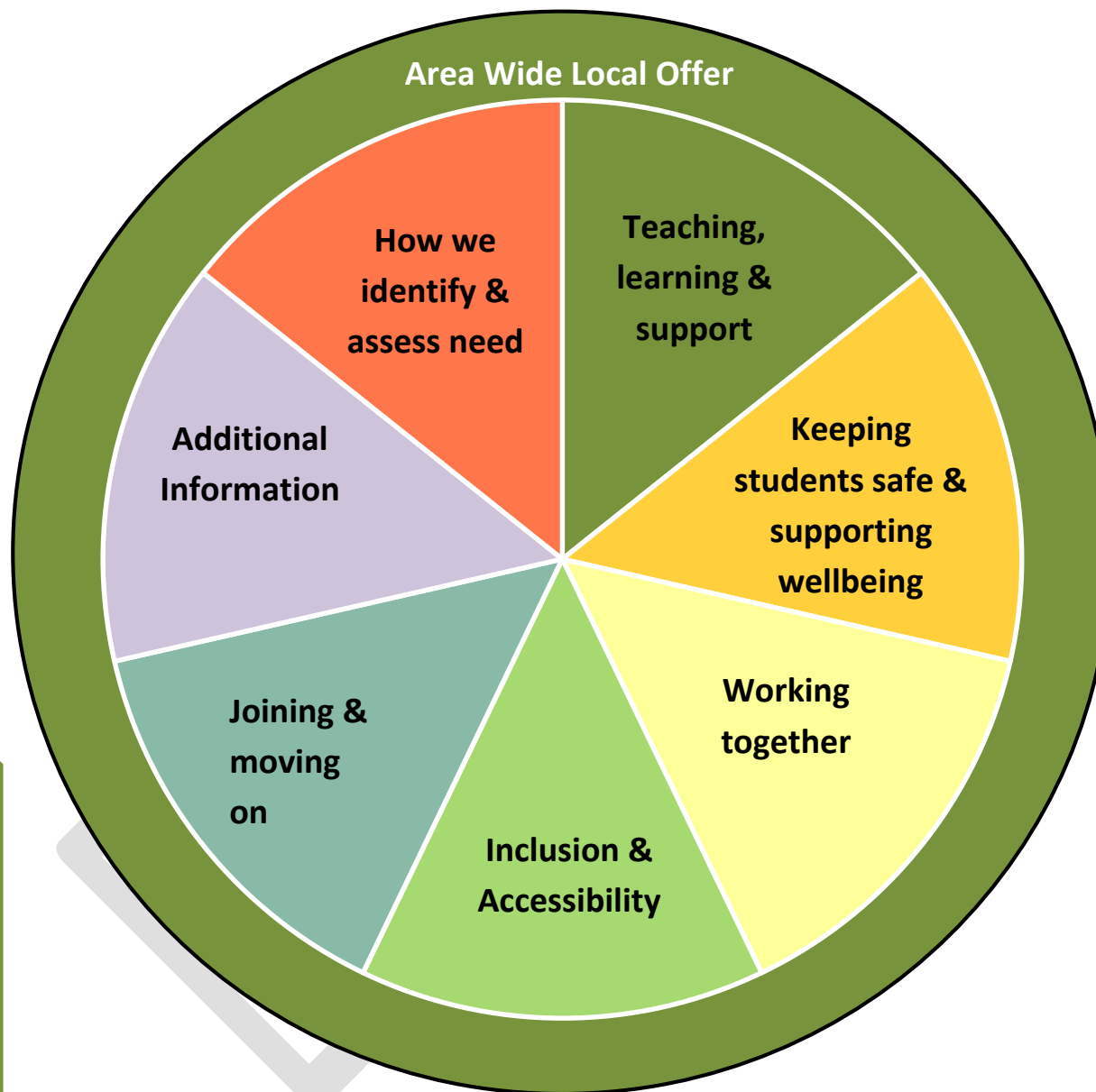


Stoneydelph Primary Academy: Local Offer for Special Educational Needs and/or Disability

DRAFT



Head teacher: Mrs Parsons

School address:

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Stoneydelph Primary Academy: Local Offer for Special Educational Needs and/or Disability

How we identify and assess needs

How will you know if my child or young person needs extra help?

Identifying Children's Needs

We identify children's SEND needs by:

- Talking to nurseries and previous schools about a child's needs before children arrive at Stoneydelph.
- Visiting known children with SEND in early years' settings before they arrive at Stoneydelph and attending the EY Transition Hub in the Summer term to identify pupils entering Reception.
- Undertaking our own observations, checklists and assessments to identify learning needs within school
- Receiving information and report from health practitioners and other professionals about children's needs
- Speaking to the SENCO of the previous school and as well as parents to ensure as much information as possible is known about the child
- Tracking a child's academic progress through teacher observation, feedback and formal assessment.

First Steps to Identification

Our first step to identify a child with SEND is to :

- Identify the concern from our observations, information and assessments. The school identifies children using a range of sources including internal assessments, progress over time, external agency information and medical information. Stoneydelph Primary assesses children at the end of each lesson, at half termly intervals and again at the end of each term. We use a range of different assessments for all children alongside teacher assessment and statutory assessments. Should the year group assessment not be appropriate for a child with SEND an alternative year group's test may be taken by the pupil.
- Teachers will then contact parents/carers, telephone or request a face to face meeting for a discussion about their concerns and agree a series of strategies or next steps to be taken
- The teachers will put in place different strategies with your child in their classrooms, they will give this a short period of time to see if this makes impact and then refer to the SENCO
- Discussions with class teacher and SENCO are undertaken as and when required as part of a graduated response Early Help and Intervention

We have the following programmes for early help/intervention:

- We have a Graduated Response at Stoneydelph to help us ensure that we provide the right level of need when a child needs it.
- We use external agencies to support us to provide for your child's needs such as Action for Children, Malachi, SALT, Ed Psych, Behaviour Support and SEND specialist teachers, as well as other agencies within the NHS.

How we identify and assess needs

- Where necessary we can undertake Early Help Assessments to help indicate where you and your family may need the most support at a given time.
- We give the upmost priority to safeguarding children's welfare and are guided by Staffordshire Safeguarding Board to ensure children are kept Safe in Education at all times. We adhere to the DFE document: Keeping Children Safe in Education:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1014057/KCSIE_2021_September.pdf

What should I do if I think my child or young person needs extra help?

Extra Help

If you think your child may have SEND or might need extra help, please do the following:

- Speak with your child's class teacher by contacting the school office and requesting an appointment on 0182789666, email the school office at office@stoneymdelph.staffs.sch.uk or contact your class teacher through Class Dojo.

Points you may want to think about before meeting with your class teacher or the SENCO are:

- Why do you think your child has SEND?
- What needs do you feel your child has that are of concern?
- Does your child learn at the same rate as other children?
- Did you or child have a difficult pregnancy?
- Did your child meet all of their early learning goals: 2 year check?
- How do you feel school could help you?
- What are you able to do to help?
- Please bring any reports or information you have about your child's needs.

If you still have concerns after speaking with your child's class teacher, please do the following:

- Speak to the school's SENCO Mrs. Katie Devitt on 01827 896666 via the school office or Email the SENCo via k.devitt@stoneymdelph.staffs.sch.uk or by class Dojo.
- Should you still feel that your concerns have not been addressed that contact our head teacher, Mrs Parsons via the school office or by class Dojo.

SEN: Code of Practice 2014:

Stoneydelph Primary Academy adheres to the SEN: Code of Practice 2014

- The Code of Practice defines a child with a learning difficulty as a child that has:

○ A significantly greater difficulty in learning than the majority of others of the same age. ○ A difficulty that prevents him/her from making use of educational facilities of a kind generally provided for others of the same age. ○ A physical or mental impairment which has long term* and substantial** adverse effects on a child's ability to carry out normal day to day activities

NB: * long term is more than one year

NB: **Substantial is more than minor / trivial

How we identify and assess needs

- Pupils are also assessed using standardised scores which are completed every term, alongside Reading fluency which is completed every half term and these are compared with school assessment methods already identified.
- Where necessary further assessments specific to your child's need will be completed to give further support in ensuring they make progress.
- Pupils also take regular phonic related assessments.
- SEND pupils and other pupils, including Looked After Children, undertaking intervention programmes will also undertake entry baseline and exit data tests to identify whether the intervention is effective.
- Some pupils may also take other external assessment as required by outside agencies – Parents/carers will be notified of these and in most cases permission is required by outside agencies.

Where can I find the setting/school's SEND policy and other related documents?

The SEND Code of Practice can be located at: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Community Academy Trust (CAT) information can be located through the CAT website at: <https://www.communityacademiestrust.org/>

Stoneydelph Policy:

All of Stoneydelph Primary policy information can be located on the school website: <https://www.stoneydelph.staffs.sch.uk/web> by clicking on the 'Policy' icon on our home page or going directly to https://www.stoneydelph.staffs.sch.uk/web/policies_/648496 to locate all of our school policies including:

- Stoneydelph's SEND School Information Report
- Stoneydelph's Accessibility Plan
- Stoneydelph's Assessment Policy
- Stoneydelph's Admission Arrangements

To find out any further information please visit the Special Educational Needs tab of the school website or get to the page directly by clicking the link: https://www.stoneydelph.staffs.sch.uk/web/special_educational_needs/593262

Teaching, Learning and Support

How will you teach and support my child or young person with SEND?

Supporting children and young people with SEND with or without an Education Health Care Plan:

We support children and young people with SEND with or without an Education Health Care Plan through wave 1 quality first teaching (QFT) within the classroom. At times during their school career, children may need to receive additional targeted support during a lesson or a term depending on their needs. This is delivered through a broad and differentiated curriculum, that includes additional scaffolded support (physical resources) or additional staff support when required within the whole class or within a small group.

Planning the Support:

Should a child require significant long term additional support, school follows the processes of a Graduated Response. This means that your child's support reflect the level of need required and is considered carefully of a regular basis. The SEND Graduated Response process follows the minimum termly cycles of Assess, Plan, Do, Review in line with the SEND Code of Practice, each term. Within each cycle the following may occur:

- **Step 1: Assess / Do**
 - Formal assessments take place and/or the teacher indicates that the child is not making sufficient progress, therefore reasonable adjustments, basic skills provision or physical adaptations to support needs through Wave 1 Quality First Teaching are made.
 - The class teacher will inform Parents/carers of the concern verbally.
 - The class teacher will inform the SENCO of their initial concern and the actions they take.
- **Step 2: Assess / Do**
 - If a concern continues over time, further support / adjustments will be made to support the child for minimum 6 weeks by the class teacher.
- The teacher monitors and reviews the outcome of the additional support / adjustments
 - If further intervention may be required, class teachers will raise this at a Pupil Progress meeting with the head teacher and / or in a SEND meeting with the SENCO, both of which are held termly – although they are able to discuss their concerns with either party at any time.
- **Step 3: Review / Plan**
 - The SENCO reviews evidence with class teacher / assessment outcomes / external agency information and discusses the pupil with the class teacher.
 - If the child meets SEND criteria, the SENCO will contact parents to discuss their child in initial meeting, where the current needs and support required is discussed.
 - The teacher may write Support Plant after this meeting and the Parent is requested to sign and return the support plan.
 - The SENCO notes the provision in place on Edu Key & then adds child to the school's SEND Register, ensuring additional provision is put into place.

Teaching, Learning and Support

- If the outcome of the meeting does not result in the child meeting the criteria for the SEND register, the SENCO will add them to the Monitoring List and consider the next steps to support the child in conjunction with Parents/carers and staff. This may involve the use of other agencies and referrals may be made.
- **Step 4: Formal Registration of SEND and Support Plan (Do)**
 - A Support plan records the targets and support needs of a child on the SEND register.
 - A Support Plan is used for planning and preparation: It is a working document to inform teaching staff, support staff and parents of the child's current identified needs

The support plan is shared with other staff working with child and support put in place by the class teacher as agreed with the SENCO during the term. It also accessible on our online portal EduKey, all staff within school have log in to be able to access this.
- **Step 5: Review**
 - A Support Plan is reviewed 3 times a year with teacher and SENCO: November, February and May– at the end of each academic term.
 - The support plan is then shared and discussed with parents during parents evening and during the transition process in Summer Term.
 - These meetings allow for any changes in pupil needs to be shared, which may result in the pathway of support being changed.
- These SEND Review meetings may lead to:
- ○ Movement of the child to the monitoring / vulnerable register – no support plan
 - Continued SEND support with new targets written by teacher (with advice and agreement with the SENCO)
 - A referral to outside agency by SENCO for additional advice or support
 - An application for an EHC plan (if there is sufficient evidence to meet Staffordshire Criteria)

How will the curriculum and learning environment be matched to my child or young person's needs?

Adaptive Teaching:

Adaptive Teaching is made through a range of strategies for children at Stoneydelph. Adaptive teaching is: making sure all children can access learning, regardless of ability so that every child feels supported and challenged. It may occur as a whole class, small groups or on a 1:1 basis.

- **Scaffolds:** A scaffold is a physical learning aid This may include the use of additional resources, reference materials, practical aids and physical equipment such as a word mat/vocabulary list, partially completed task, a modelled example, a writing frame; a multiplication grid or visual images. The use of these does not necessarily mean that your child has SEND.
- **Support:** Support is when a person helps a child with a task such as an adult, teaching assistant or peer for example leads or develops a discussion further through questioning, prompting and/or additional modelling.

Teaching, Learning and Support

- **Challenge:** Challenge is provided through activities that are given to stretch pupil's individual abilities irrespective of their individual need to aid further progression in learning for example: an investigative task, a request to qualify, explain or justify a thoughts or idea with evidence, proof or an example; or show further application of skills and knowledge in a new context.

Provisions to Facilitate Access to the Curriculum

Stoneydelph provides a range of provisions to facilitate access to the curriculum and to develop independent learning. This includes support from external agencies and can include specific equipment where necessary.

Overseeing the curriculum:

- The school's wave 1 Quality First Teaching provision is overseen by the Head Teacher, Assistant Head teachers and individual subject Coordinators
- The school's wave 2 Targeted Small group provision is overseen by the Head Teacher & SENCo, as well as core subject leaders.
- The Schools wave 3 1:1 Support is overseen by the Head Teacher and SENCo.

Reasonable Adjustments for examinations:

Reasonable Adjustments for examinations are made and put in place prior to examinations. These can include a range of support including seating arrangements, reading support where allowed, the provision of scribe, an amanuensis and additional time depending on the child's needs. All applications for examination adjustments are based on criteria set by the examination board and have to be made by the school to the examination board prior to the examination. The time scale is determined externally.

How resources are allocated to meet children or young people's needs?

SEND Budget Allocation

Any monies devolved to school for SEND are used to facilitate the support and learning of those who need it.

Budget allocations provide:

- **SENCO:** The school SENCO provides support to staff, parents and children in order to coordinate the provision within the school, ensuring the needs of SEND children are met through the Graduated Response SEND Review process in line with the SEND Code of Practice.
- **Resources:** Specific resources that SEND pupils may need to support them in the classroom in line with adaptive teaching.

- Outside agencies/ external professionals: Some of the money is used to buy in external advice and guidance, this can be specific to a child or specific to a need. This is done on a need by need basis.

Teaching, Learning and Support

- Teachers: All teachers are teachers of SEND and are trained to enable them to meet the variety of needs of pupils in their class through Quality First Teaching. Teachers receive regular training with regard to SEND.
- Teaching Assistants: Additional class support is provided through the employment Inclusion Assistants to work with identified pupils within the classroom, in small groups or on a 1:1 where directed.
- Resources: A range of scaffold resources and equipment, such as table prompts for literacy and maths, physical support like pencil grips, writing slopes, emotional resources such as social stories is provided for children with identified needs.
- Support programmes: Provision of identified individual support where required including specialised Pastoral care programmes, Social/Emotional Support programmes, Lunchtime support and Physical support.
- Where children may have a significantly higher level of need, school may, in conjunction with parents and external agencies apply for an Education, Health Care Needs Assessment (EHCNA) guided by county criteria. Should the local authority agree to formally assess the child, the result may lead to an Education Health Care Plan (EHCP). Where an EHCP is in place, school will allocate resources to meet the objectives of the plan and enable pupil progress as a priority. In this scenario, the school is required to place the first £6,000 of support (10 hours) for the child before the local authority provide any additional financial support.
- For highly significant needs, additional needs funding can be applied for through the local authority.
- Our setting meets further need through our Graduated Response. This includes graduated levels of support in school, through our SEND review process and can involve external agency support. This is supplemented by access the District SEND and Inclusion Hub within Tamworth, where SENCOs from across the district work to support each other in order to meet and respond to needs within the locality.

How is the decision made about what type and how much support my child or young person will receive? Who will make the decision and on what basis?

Decisions about my child's support:

Children are supported within class as part of the school's normal support systems within school should they need additional support. These decisions are made by the class teacher and overseen by the phase leader on a day to basis and the Head teacher/SENCO on a termly basis.

Should your child require specific additional support that is 'different from' or 'additional to' the normal school curriculum and support mechanisms within school, then Communication with you will be made via one or more of the following in order to discuss the additional need your child may have:

- Contact from your child's class teacher via telephone conversation/letter/email/class dojo
- Invitation to a meeting/ drop in with staff.

Contact from the SENCO to establish an initial SEND Meeting that will be held with you to discuss your child's needs – a support plan may be produced with you to set targets for your child if they have SEND. You will be given a copy of this plan.

Parents/carers of children with known SEND needs will also be involved in

- A SEND review meeting undertaken 3 times a year by the class teacher and/or SENCO to share a pupil's Support Plan at the start of each term.

Teaching, Learning and Support

- An Annual Review: Children with an Education Health Care Plan also have an Annual Review that is held at least once a year that involves parents. As a parent your opinion matters to us - Parents are encouraged to contact school at any time should they have a concern or worry about their child's support or simply wish to discuss their child at any time

How will equipment and facilities to support children and young people with SEND be secured?

Equipment and Facilities

Stoneydelph secures equipment and facilities to support children and young people with SEND by:

- Ensuring the wider curriculum is well resourced with scaffold aids to meet National Curriculum needs
- Ensuring that recommended schemes of work are backed by recognised research within the educational field including recommendations from the Education Endowment Foundation.
- Ensuring the wider curriculum including targeted provision and small group work session follow recommended programmes
- Ensuring recommendations from external agencies are put into case where possible and recommended resources are purchased to support learning.
- Ensuring additional communication resources are sourced through the NHS speech and Language therapy service where identified by speech and language therapists
- Ensuring physical aids and adaptations are sourced through physiotherapy and occupational therapy services where identified by therapists.
- Funding for equipment and facilities is budgeted through the school's financial planning and any additional funding that may accompany an Education Health Care Plan or additional funding application.

How will you and I know how my child or young person is doing?

Pupil's Learning:

Children's learning is planned well at Stoneydelph. Information can be found on our website under our "Curriculum" tab.

* Children follow Super Sonic Phonics to develop their phonic awareness.

*Children then follow Accelerated Reader – a systematic reading system that encourages children to read within the zone of proximal development

*Children are taught Math Mastery to develop their arithmetic and mathematical reasoning skills.

* Children follow a thematic approach to learning that incorporates a range of curriculum subjects - look at our two year cycle of year group overview s on our website: https://www.stoneydelph.staffs.sch.uk/web/curriculum_1/520162

Pupil Assessment:

Assessment of a child's progress is undertaken through a variety of assessment methods including:

*Teacher assessment and feedback

* Formative Assessment

Teaching, Learning and Support

- Summative assessment
- Standardised score assessment
- External assessments specific to an identified need

Pupil's Progress:

Children should make progress in accordance with

- The National Curriculum End of Key Stage Statements - <https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>
- Key Learning Indicators
- Talking to your child about their work at school
- Supporting your child with their homework
- Class Dojo point and certificates your child receives.
- Receiving feedback by telephone, class dojo message or face to face when necessary.
- Receiving written reports about your child
- Attending parents' evenings
- Attending additional meetings to discuss how you can help, with the class teacher or SENCo

You are also able to see how your child is progressing through:

- Your child's Reading diary
- Home / school communication books for identified children.
- Attending performances
- Attending information workshops and parent information sessions
- Contacting school at any time to discuss your child's progress

How will you help me to support their learning?

Supporting Communication

Help with communication can be supported by:

- * obtaining additional information,
- * reading support;
- * larger print letters;
- * support to complete forms
- * Contacting specialist services
- * Signposting you towards external agencies / further support

Teaching, Learning and Support

Support your child at home

You can help support your child at home by:

- Ensuring your child attends school every day.
- Preparing your child for any new experiences or changes that may be occurring at home or at school
- Sitting with your child and encouraging them whilst they complete their homework task - spellings, times tables, reading etc
- Attending parent workshops to develop your knowledge about how your child is being taught.
- Attend a SEND drop in session with the SENCo.
- Use Class Dojo to maintain communication with school and receive information from school about your child.
- Get to know the school's website so you are familiar with the school's expectations, Curriculum and Support mechanisms
- Where possible, provide additional experiences for your child outside of school to develop their social skills and cultural experiences – clubs, days out, park visits etc.
- Read the school's newsletter, the SEND termly newsletter and the school's noticeboards within the school grounds
- Keeping medical appointments so that your child doesn't get discharged without being seen by a professional
- Supervise your child's online use including gaming, social media and use of mobile phones / tablets
- You can contact always contact your child's class teacher for specific information to help support your child at home.

How do we consult with and involve children and young people with SEND in planning and reviewing their education?

Involving SEND Children in planning and reviewing their education.

- Children with SEND are regularly asked about their learning in class and their views.
- Children with SEND meet with the SENCo to talk about their learning.
- Children with SEND may meet external agency representatives to talk about their learning and learning needs.
- Children with SEND are given verbal feedback in class as well as written feedback, where applicable, to keep them up to date in their learning.

How do you assess and evaluate the effectiveness of provision for children and young people with SEND?

Effective Provision

- The SECNO create a provision map showing all the additional targeted support being put in place for children across the school using EduKey.
- All provision maps are reviewed at least termly and outcomes and impact measured.

Teaching, Learning and Support

- Parents/carers of children with SEND are notified of their children's target on their child's Support Plan which is discussed with them by the class teacher / SENCO at the start of each term.
- Children with SEND gain feedback from the teachers and TAs working with them and they are encouraged to share their ideas about what they feel they need additional support with, which can impact on the support they receive.
- Parents are encouraged to feedback to school about their thoughts and experiences at any time either in person or through the school's class dojo. Parents are also encouraged to complete the learning plan – parental contribution to give school input on what their child's strengths and likes are as well as their areas for support and dislikes.

Keeping students safe and supporting their wellbeing

How do you ensure that my child or young person stays safe outside of the classroom?

Handover arrangements at the start of the school day:

- Children are asked to enter and exit through a school gate they will be accompanied by a teacher or TA.
- Children with 1:1 provision are met by the designated Teaching assistant
- Children who are late are asked to go to Reception where they can be signed in
- Any communication by parents/carers is encouraged to be made through class dojo rather than on the door to prevent delays in registration and diminished supervision.

Break and Dinner Times

- Classes are supervised at all times by teacher at break times and Lunchtime supervisors during lunchtime.
- Quiet areas on playgrounds are available for those children wishing to use them
- Children with an Education Health Care Plan stipulating the need for lunchtime supervision are given a designated person to ensure their safety during lunchtimes for the stipulated time in the EHC Plan.
- All lunchtimes supervisors and staff are first aid trained.
- Should a member of staff be required, they are notified during lunch time.
- Separate arrangements are made for children with medical needs, allergies or significant conditions on a case by case scenario.

Staying safe moving between classrooms

- Where possible children's movements are minimised.
- Children are reminded to walk in the corridors

Keeping students safe and supporting their wellbeing

- Any movement between classrooms is supervised where possible.
- Children with Physical needs are monitored carefully during movement periods – moving at the back of a line or with assistance where necessary
- Children with Social Emotional Mental Health Needs may have alternative agreements.
- Children move safely and quietly around the building to change lessons, go to break/lunchtime or move to assembly
- As children become older they are given more responsibility and are allowed to travel to the library to change books and the toilet unsupervised.
- All external doorways are key coded or need an electronic fob for entry this is to ensure children's safety whilst on site.

Educational Visits & Risk Assessments:

- Risk Assessment for all educational visits are made
- Risk assessment are also made for children with significant medical needs or social/emotional needs
- A range of generic risk assessment exist in school for everyday occurrences such as the safety of classroom environments, PE lessons, personal care etc.
- Individual risk Assessment for some children are made for educational visits in order to ensure the activities are as safe as possible for them. Should a risk assessment show that an activity is not safe for your child, then you will be notified and the concerns discussed.
- Parents are encouraged to notify school with any considerations regarding risk assessment that need to be considered for their child on school visits irrespective of their child's needs.
- Occasionally a risk assessment may prevent your child from attending an educational visit – this will be discussed with you so that any possible solutions to the risks can be discussed.
- Should a pupil, event or personal need require an individual risk assessment, these are written on an individual case by case basis.

What pastoral support is available to support my child or young person's overall social and emotional development and well-being?

Pupil Well being

- All pupils and pupils with SEND are listened to and their views taken seriously.
- All staff have undergone professional development training for well-being.
- Stoneydelph aims to be a bullying free school and all children are taught that bullying is not tolerated in school.
- Children are encouraged to report any incidences of bullying to a member of staff they feel comfortable to talk to / class teacher.
- We have a worry box to allow children to submit a concern without a conversation.
- All children follow the school's Jigsaw programme that addresses pupil wellbeing alongside social and emotional development.
- The schools anti bullying policy can be located on the school website.

Making relationships at school:

- *Staff 'Meet, Greet and Seat' pupils at both morning and afternoon sessions* – class teachers are responsible for their class's social and emotional development and well-being.

Keeping students safe and supporting their wellbeing

- All children are encouraged to be friendly towards others and there is a high expectation that children remain polite towards others throughout their time at school
- Every class undertakes circle time / discussion through the school's jigsaw programme that focuses on personal, social and health related learning each week and where necessary additional sessions are placed should any issues arise.
- Children are given a wide range of opportunities through their learning to build their confidence such as reading out loud, undertaking roles and responsibilities, being a school councillor or a librarian.
- Children are monitored by staff closely for sign of stress or distress so that discussions can be held with parents/carers in order to help address any known causes.
- Behaviour and bullying policies can be located on the school's website.
- Should discussions with yourself and staff feel that a buddy for your child may be beneficial then this can be arranged.
- Peers within school support each other with social and emotional needs as part of our school ethos.
- School has access to external family and individual counselling support services – please contact Mrs Devitt, should you feel your family or your child may benefit from accessing this service.

How will you manage my child or young person's medicine or personal care needs?

Medicines and personal care needs:

- Any medicines that require administration in school need to be reported to the school office, who will advise you of the latest advice and requirements.
- Any parent of a child with medical needs must complete an individual health care plan for use in school – their child will be added to an internal medical register which is made known to staff and the care plan shared with staff.
- Children who require significant need care plans may be asked to meet with Mrs Devitt, the school's SENCo and or Mrs Bevan, home school link worker.
- Specialist support services provide school with care plans for Children with Type 1 Diabetic Care plans; staff undergo specific rigorous training for this medical need and update their training annually.
- All teaching staff are trained in asthma awareness and the use of Epi-pens.
- Parents of children requiring personal care support are asked to discuss their children's individual needs with school so that a support plan can be put into place and a risk assessment undertaken.
- Copies of care plans, along with any medicine that is allowed to be are kept in classrooms, is kept within a class medical folder in your child's classroom so that access to them by staff can be quickly made should the need arise.
- Parents will be notified by phone call if your child has a medical need whilst in school.
- Parent are encouraged to arrange medical appointments outside of school hours, however if this is not possible parents/carers are asked to notify the school office in person, by telephone or by class Dojo.

Keeping students safe and supporting their wellbeing

- Please refer to 'Supporting Pupils with Medical Conditions' Policy for further information or contact our school office to discuss your child's needs.
- Should an emergency arrive, parents/carers will be notified – it is important that emergency contact information is up to date in the school office – and an ambulance may be called.

What support is there for behaviour, avoiding exclusions and increasing attendance?

Attendance & Exclusions

- Attendance is monitored very closely by Mrs Parsons and the school's attendance officer.
- Please refer to the school's attendance policy for the latest information on the school's website.
- Parents receive red, amber or green letters depending of your child's attendance each term
- Exclusions at Stoneydelph are extremely rare. Should this need to occur, you will be contacted by Mrs Parsons
- Should a parent/carers have a concern about their child's attendance, please contact the school office 01827 896666 who will signpost you accordingly.
- Should the need occur you may be contacted by your child's class teacher, a senior leader or Mrs Parsons to discuss your child's attendance depending up on the severity of the concern.

Behaviour

- Positive behaviour is reinforced at Stoneydelph through verbal feedback, class Dojo points and certificates.
- Should school have a concern about your child's behaviour, they will contact you.
- Where a child is struggling to regulate their behaviour, school will be happy to discuss this with you and explain the support on offer at the given time.

This may include referrals to external agencies

- Please refer to the school behaviour policy for the latest information on the school's website - https://www.stoneydelph.staffs.sch.uk/web/policies_/648496

How do you support children who are looked after by the local authority and have SEND?

Looked After and Previously Looked After children.

- We work closely with Staffordshire Local Authority's Virtual school as well as any out of county authorities' virtual schools regarding looked after or previously looked after children.
- Each Looked after child will have a Personal Education Plan that require reviewing by the local authority each term and an independent review that should occur bi-annually. School works closely with involved external agencies to ensure that these reviews are undertaken.
- Mrs Parsons is the nominated teacher that liaises with the external agencies regarding looked after children.

Working Together	
Who is involved in my child's education?	
<p><u>People responsible for my child at school</u></p> <ul style="list-style-type: none"> Primarily your child's class teacher will be the main person involved with your child's education. They may be supported by other teaching staff or support staff however, your child's class teacher is the main person. Your child may also meet a PE teacher during the week and a different class teacher when your child's class teacher is in receipt of the PPA (Preparation, planning and Assessment non-contact allocated time) <p><u>Others responsible for my child</u></p> <ul style="list-style-type: none"> Adults with parental responsibility are responsible for their children. Should your child be subject to a care order or Court order, please let school know and safeguarding arrangements can be made to ensure that your child remains safe whilst at school Children are only released at the end of school to designated adults who are nominated on the school collection form – it is a parent's/carer's responsibility to make sure school is aware of who your child is allowed to be collected and not collected by. Although Grandparents and family friends may be responsible for your child at certain times, it is important to know that they do not have parental responsibility unless under special guardianship or court order and so information will not be shared with them without your knowledge. 	
How do you ensure that the SEND information about a child is shared and understood by teachers and all relevant staff?	
<p><u>Information sharing:</u></p> <ul style="list-style-type: none"> School follows GDPR guide lines The SENCO ensures that all staff have relevant and up to date information about the pupil's in their care. Parents are encouraged to share information with their child's class teacher, however, they can also share information directly with the SENCO – either way the information is shared between the two. Communication occurs via email and through face to face meetings both formally and informally through the term. Should your child have a diagnosis that the SENCO or staff are not aware about, then the upmost will be done to ensure that staff are made aware of the needs and your help as a parents will be welcomed to share what you know about your child's needs. Medical needs of your child will not be shared by medical professionals without your direct consent to them. It is therefore important to share your child's medical needs with school as they will not automatically be made aware of them. Information from previous schools / high schools is shared via telephone or face to face verbally prior to transition so that staff are aware of a child's known needs. This remains subject to GDPR regulations. Paperwork for your child will only be passed on once a child is registered with the school. 	
What expertise do you have in relation to SEND?	
<p><u>Expertise in relation to SEND</u></p> <p>The SENCO has been a class teacher for over 17 years. I have taken my National SENCO Award qualification in 2016 and have been the SENCO at Stoneydelph since 2015.</p>	

Working Together

- The SENCO undertakes termly training to maintain knowledge and awareness of SEND related issues both locally and nationally
- The SENCO and work closely with the District SEND and Inclusion Hub in Tamworth.
- The SENCO have undertaken NASEN (National Association of SEN) training courses through the online training hub throughout 2023.
- The SENCO works closely with specialist services relating to SEND to ensure the most effective support is in place for pupils of SEND at Stoneydelph.
- All staff undertake regular professional development in relation to SEND and child protection
- All staff are aware of the SEND Code of practice and in particular section 6
- Identified staff undertake specific training in relation to priority areas such as autism or social emotional mental health needs
- Identified staff undertake specific training in relation to specific SEND programmes of support such as speech and language programme
- School has a mental health champion.
- The SENCO attends termly local authority network / update meetings; is involved with the district SEND and inclusion hub which meets twice every term; and the Community Academy Trust's Professional SENCO network in order to maintain knowledge and understanding of children's needs, local, district and national information.

Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)?

Relationships with External agencies

- The school works hard to develop and maintain relationships with a wide range of external services. These include:
- Universal medical services including paediatricians, well-being service, occupational therapists, and physiotherapists.
- Speech and language therapy services
- Local Authority Early Years forum
- Family Support services
- Specialist SEND Teacher
- Action for Children
- Local authority Autism Outreach Service, virtual school and outreach support services including Cornerpost and Rainbow Room
- Child protection services.

Relationships with the school Governors.

- The SENCO has a strong relationship with the School's SEND Governor, MrsTurford. The SENCO and SEND Governor meet once a year to discuss developments from the SEND Learning Improvement Plan and the SENCO reports to governors once a term on the SEND Learning Improvement Plan.

Who would be my first point of contact if I want to discuss something?

First Point of Contact:

Working Together
<ul style="list-style-type: none"> • If you think your child may have SEND or might need extra help, first speak with your child's class teacher by contacting the school office and requesting an appointment on 01827896666; Email them via office@Stoneydelph.staffs.sch.uk or use Class Dojo. • If you still have concerns after speaking with your child's class teacher or wish to speak directly to the school's SENCO please contact the SENCO, Mrs. Kate Devitt on 01827896666 via the school office; Email the SENCo via k.devitt@Stoneydelph.staffs.sch.uk or use class dojo. • Should you feel your concerns remain unaddressed, then please contact Mrs Parsons our head teacher on 01827896666 via the school office; Email the via headteacher@Stoneydelph.staffs.sch.uk or use class dojo.
Who is the SEN Coordinator and how can I contact them?
SENCO, Mrs. Katie Devitt on 01827 8966666 via the school office; Email the SENCo via k.devitt@Stoneydelph.staffs.sch.uk or use class Dojo.
What roles do your governors have? And what does the SEN governor do?
The SEND governor is Mrs Louise Turford, contactable through the school office.
How will my child or young person be supported to have a voice in the setting, school or college?
<p><u>Having a viewpoint.</u></p> <ul style="list-style-type: none"> • Your child can contribute their view to class teachers during class time • Your child can ask to talk to member of staff at any time and they will arrange a convenient time to speak with them. • Your child can put themselves forward for the roles and responsibilities we have in school such as school council or librarian. • Your child can forward suggestions to their school council representative • Your child can write to Mrs Parsons at any time with their suggestions. • Your child can contribute to their own parent's evening.
What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?

Parental Involvement

- Parent views and involvement are always welcome.
- Parents wishing to become a school governor should contact the school office for an informal chat with Mrs Parsons
- We are always looking for parent volunteers to help us within school.

Working Together

- We are open to ideas and suggestion from you.
- Contact the school office to find out more about our PTA.
 - To find out more about the school Governors, visit our website: https://www.stoneydelph.staffs.sch.uk/web/meet_the_governors/601703

What help and support is available for my family through the setting?

Family Support

- Families are encouraged to attend school events and share their worries or concerns with their child's class teacher or Mrs Devitt – the school's SENCO.
- Should you be concerned about your family and/or family relationships, Mrs Devitt can refer you towards the Family Support service who will be able to support your needs further and or signpost you on.
- Should you require additional help or support completing forms or paperwork, please let school know and they will see what can be offered to help you.
- Should you be unsure of who you need to speak to or how to obtain help and support for any reason, please contact Mrs Devitt on 01827 896666 via the school office; Email the SENCo via k.devitt@Stoneydelph.staffs.sch.uk or use class dojo.

Inclusion & Accessibility
How will my child or young person be included in activities outside the classroom, including trips?
<u>Inclusion and Accessibility</u> <ul style="list-style-type: none"> • All children with SEND are encouraged to access all of the curriculum. We strive to make our whole curriculum fully inclusive for your child's needs where possible. • Individual risk assessment may be made in relation to activities, events or need that are used to inform staff, parents/carers so that discussions can be held and decisions made.
How accessible is the setting's environment?
<u>School Environment Adaptations.</u> <ul style="list-style-type: none"> • School has limited adaptations however school does have disabled toilets, ramp access in some areas and is partially accessible. Where pathways are not accessible, alternative pathways of access are available although these may involve travel outside. <u>Wheelchair accessibility</u> <ul style="list-style-type: none"> • Is the building wheelchair accessible? Partially • Are disabled changing facilities available? No • Are disabled toilet facilities available? Yes • Do you have parking areas for disabled pick-up and drop-offs? Yes

Joining and moving on
Who should I contact about my child or young person joining your setting?
<u>Admission</u> <ul style="list-style-type: none"> • Visit our website or contact our school office on 01827 896666 or email office@stoneydelph.staffs.sch.uk
Joining and moving on
<u>Moving during the year</u> <p><input type="checkbox"/> Please contact our school office on 01827 896666 or email us at office@Stoneydelph.staffs.sch.uk</p>

How can parents arrange a visit to your setting, school or college? What is involved?

Open Days:

□ Please contact our school office on 01827896666 or email us at office@Stoneydelph.staffs.sch.uk

How will you prepare and support my child or young person to join your setting? How will you support them to move on to the next stage, or move on to adult life (as applicable for setting)?

Transition

- Transition considerations are made for children moving between all phases of their primary education.
- Meetings with parents and information regarding this is shared during the summer term.
- Children moving to Early years are asked to attend play and staff sessions during the summer term.
- Parents/carers of children moving between phases are given relevant information during the summer term and asked to attend a transition meeting.
- Teachers contact, meet and /or visit school to share information regarding pupils prior to their move when children move between settings
- Teacher meet to share information between classes during the summer term prior to transition.
- Additional conversations are held between the SENCo in settings to transition relevant information – meetings can be held with parents during this period.
- Additional conversation can be held with external agencies during the summer term to aid transition.
- Visits to the new setting are made within school hours and where needed additional visits are facilitated or encouraged.
- Any information regarding the next phase of your child's education will be shared with you in the summer term. Further information can always be found on the school's website or on your child's new school's website.
- Children experience settling in periods to their new phase during the first few weeks of term where their new class teacher can get to know the child.

Additional Information	
What other support services are there who might help me and my family?	
<ul style="list-style-type: none"> • Stoneydelph Primary: 01827896666 • NHS support services - GP: Contact your registered GP • Special Educational Needs and Disabilities information Advice Support Service (SENDIASS) - https://www.staffs-iass.org/ • Staffordshire Connects (Local Offer): https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page • Staffordshire Cares Website http://helpyourself.staffordshirecares.info/localoffer • SEND Family Partnership: 01785 356921 https://www.staffs-iass.org/home.aspx • Code of Practice for SEND 2014: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25 • British Dyslexia Association: http://www.bdadyslexia.org.uk/ • Equality Act 2010 guidance: https://www.gov.uk/guidance/equality-act-2010-guidance • Staffordshire County Council Single Point of Access: 0300 111 8007 • SEND Assessment and Planning: 0300 111 8007 • Family Support Service (Tier 2 support): 07741 655709 • Local Support Team (Tier 3 support): 01543 510196 Community Paediatrician (East): 01283 505160 • Autism Outreach Team via the Single Point of Access. 	
When was the above information updated, and when will it be reviewed?	
<ul style="list-style-type: none"> • Updated April 2023 • Reviewed July 2024 	
Where can I find Staffordshire's Local Offer?	
<p>Staffordshire's SEND Local Offer can be found at https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=0&lousertype=parents</p>	
What can I do if I am not happy with a decision or what is happening?	
<ul style="list-style-type: none"> • Firstly, contact your child's class teacher and discuss your concern • Next, contact the SENCO, Mrs Devitt to discuss the concern further if you remain unhappy. • If the complaint cannot be resolved with the class teacher or SENCO please contact the Head teacher Mrs Esther Parsons • Should you feel your complaint remains unresolved, the next step is to contact the Chair of Governors Mrs Ebery or the designated SEN Governor Mrs Turford through the school office. • For further information please look at our website under 'CAT Complaints' Policy 	

Additional Information	
Type of Setting (tick all that apply)	
<div> <input checked="" type="checkbox"/> Mainstream <input type="checkbox"/> Resourced Provision <input type="checkbox"/> Special </div> <div> <input checked="" type="checkbox"/> Early Years <input checked="" type="checkbox"/> Primary <input type="checkbox"/> Secondary <input type="checkbox"/> Post 16 <input type="checkbox"/> Post 18 </div> <div> <input type="checkbox"/> Maintained <input checked="" type="checkbox"/> Academy <input type="checkbox"/> Free School <input type="checkbox"/> Independent/Non/Maintained/Private <input type="checkbox"/> Other </div> (Please specify below)	
DFE Number	
<input type="checkbox"/> DFE: 850/ 2374	
District	
<div> <input type="checkbox"/> Cannock <input type="checkbox"/> Lichfield <input type="checkbox"/> East Staffordshire <input checked="" type="checkbox"/> Tamworth </div> <div> <input type="checkbox"/> Newcastle <input type="checkbox"/> Moorlands <input type="checkbox"/> Stafford <input type="checkbox"/> South Staffordshire </div>	
Specific Age range	
<input type="checkbox"/> Primary Age range plus Early Years including Nursery and Daycare Provision	
Number of places	
<input type="checkbox"/> PAN = 45	
Which types of special educational need do you cater for?	
<div> <input checked="" type="checkbox"/> inclusive mainstream school <input type="checkbox"/> special school </div> <p>Offer specialisms in. Tick all those that apply.</p> <div> <input type="checkbox"/> Resource for autism <input type="checkbox"/> Resource for social, emotional and mental health </div> <div> <input type="checkbox"/> Resource for cognition and learning difficulties <input type="checkbox"/> Fully accessible environment – for pupils with physical or sensory needs </div> <div> <input type="checkbox"/> Deaf friendly <input type="checkbox"/> Resource for moderate learning difficulty </div> <div> <input type="checkbox"/> Resource for physical disability <input type="checkbox"/> Resource for profound and multiple learning difficulty </div> <div> <input type="checkbox"/> Resource for severe learning difficulty <input type="checkbox"/> Resource for speech, language and communication needs </div> <div> <input type="checkbox"/> Visual impairment friendly </div>	

Other specialist support/equipment:

Additional Information

☐ Specialist technology

Comment:

Rebound trampoline

☐ Accessible swimming pool

☒ Outreach and family support

☒ Bought in support services

☐ Hydrotherapy

☐ Medical

☐ Therapy services

☐ Hearing loop

