



SEND INFORMATION REPORT



REVIEWED JANUARY 2022

**DREAM BIG
ACHIEVE TOGETHER**



OUR VISION

Stoke Damerel Primary Academy promotes an inclusive environment where all staff support children to 'Dream big and achieve together'. Our pupils will be supported intellectually, creatively, emotionally, physically, spiritually, culturally and morally to achieve the best they can.



Learning takes place in a caring and happy environment, in a school that aspires to provide an outstanding inclusive education for all.

We want our pupils to be confident, happy, caring and healthy individuals, successful learners and responsible members of our community.

WHAT IS SEND?

A child or young person has Special Educational needs (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- ◆ Have a significantly greater difficulty in learning than the majority of others of the same age; or
- ◆ Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in a mainstream school.

This means that a pupil may need:

- Special resources to help them in the classroom
- To be a part of a small group with adult support focusing on their class work, social skills, developing independent skills or their emotional well-being
- To work with someone specially trained to help them in the area that they need; this may include professionals from outside of school
- A SEND personal plan detailing individual targets, including a profile detailing the pupils strengths, interests and how they would like to be supported





WHO IS RESPONSIBLE FOR SEND AT STOKE DAMEREL?

Mrs Isla Ellis is the school Special Educational Needs and Disabilities Co-ordinator (SENDCo). She can be contacted through the school office or by email at:

i.ellis@sdps.plymouth.sch.uk

Areas of need

There are four areas where a pupil may have a difficulty that means that they are considered to have SEND.

- Communication and Interaction: this includes speech and language and social communication difficulties which includes pupils on the ASC spectrum.



- Cognition and Learning: this is where a pupil is learning at a significantly slower pace than others in their year group



- Social, Emotional and Mental Health: this includes pupils with challenging behaviour, anxiety, ADD, ADHD, or attachment disorder.



- Sensory and/or physical needs: this includes hearing difficulties, visual difficulties, mobility difficulties and sensory processing problems.



It is possible for children to have more than one area of need.



If Parents/Carers or children have any concerns about learning, progress and development then please discuss this with the classteacher or make an appointment to meet with Mrs Ellis (SENDCo). We want to work alongside you to meet the needs of your child.

HOW WILL THE SCHOOL KNOW MY CHILD NEEDS SPECIAL EDUCATIONAL PROVISION?

Pupil Progress Meetings are held at least three times a year. Here, the class teacher meets with the Senior Leadership Team (SLT) to discuss the progress of the pupils in their class. This shared discussion may highlight any potential learning needs in order for further support to be planned. It is the aim of the Trust that our parents are fully involved in their child's education. Where a parent has concern about their child's learning it is encouraged that they make contact with the class teacher or SENCo to discuss these concerns.

Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored. Schools must bear in mind that this conditions can be aged related and fluctuate over time.

- ◆ Once a pupil has been identified as possibly having SEND there will be additional monitoring by staff in order to gauge their possible difficulties.
- ◆ The child's class teacher will adapt the environment, pedagogy and curriculum to meet individual needs, working closely with the SENCo.
- ◆ The SENCo will be consulted in order to ascertain if further support, advice, training, adaptation and resourcing may be needed.
- ◆ Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

How can I let the school know that I am concerned about my child?

- First, talk to your class teacher. If necessary they will talk to the SENDCo about your concerns. The teacher will keep you informed of these discussions.
- If you are still concerned please contact Mrs Ellis.
- You could also ask to meet with the Headteacher, Miss Smith, or the Deputy Headteacher, Mrs Blackie.



WHAT ARE THE DIFFERENT TYPES OF SUPPORT AVAILABLE FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES?

- Teaching and resourcing that is personalised to the child within the classroom
- Small group work (interventions) - many interventions are offered at Stoke Damerel including; Emotional Literacy Support (ELSA), Speech and communication groups, Lego Therapy and social skills.
- Individual learning with an adult

The School will follow a graduated approach with an assess, plan, do , review cycle. Good practice will be built upon to ensure appropriate support is in place. This support can vary from universal high quality teaching to SEND support and an Education Health Care Plan. (Please see the glossary for more information on these terms)

Sometimes we access support from professionals outside of school, these include:

- Multi-Agency Support Team (MAST)
- Communication and Interaction Team (CIT)
- Educational Psychologists
- Plymouth Information, Advice and Support Service (PIASS)
- School Nursing Team
- Child and Adolescent Mental Health Service (CAMHS)
- Counsellors
- Art and Drama Therapists
- Learning Mentors

More information about the Local Authority's Local Offer for children and young people with SEND and their families can be found on the Plymouth Online Directory (POD)

www.plymouthonlinedirectory.com



HOW ARE THE ADULTS IN SCHOOL HELPED TO WORK WITH CHILDREN WITH SEND?

- The SENDCo is a qualified teacher who has the skills and experience to work with and support staff on a variety of needs. Mrs Ellis is also highly experienced in working with pupils with specific behavioural difficulties and those on the Autism Spectrum
- Staff training takes place regularly to help all staff to understand and support children with SEND
- Individual teaching staff members are able to attend training course run by outside agencies that are relevant to the needs of the children
- Other specialist professionals are able to offer advice to staff

How do children and families shared their views and concerns and work collaboratively with SDPA?

Parents and carers are encouraged to discuss their child's needs with the school regularly. This may include:

- Parent/Carer Consultation events
- Personal Plan Reviews
- Early Help Assessment Tool (EHAT) meetings
- Team Around Me (TAM) meetings
- Annual Reviews for students who have an Education and Health Care Plan (EHCP)

If you have a query about the support that your child is receiving please talk to your child's classteacher or ask to meet with Mrs Ellis

What happens when my child moves class?

- All children make visits to their new class and meet the new team working with them at the end of the Summer Term.
- Classteachers meet in the Summer Term to pass on information about all pupils and their individual needs.
- Some children will have a transition booklet to take home over the holidays with pictures and information about their new class.
- Additional visits may be arranged to reassure more anxious children.



WHAT IS MY CHILD IS CHANGING SCHOOL?

When transitioning to a new school we will work closely with the other setting to ensure a successful and positive transition. Enhanced transition visits are planned and meetings with relevant staff and key workers are used to support more vulnerable students to make successful transitions.

HOW ACCESSIBLE IS THE SCHOOL FOR MY CHILD WITH SEND?

The school is set out across just one floor, with no stairs or steps in the school building. There are accessible toilets in the central area of the school and near the school hall. There are some steps leading to the main reception area and a ramp to aid accessibility. There is a designated park space available for blue badge holders if required.

Where can I find information about the school's approach to pupils with SEND?

Full details can be found in the Stoke Damerel Primary Academy SEND Policy which is available in the **Developing the Whole Child** area on the school website, there is a wide range of useful resources and links there too. Copies of all policies are also available by contacting the school office.

GLOSSARY OF TERMS

ASC—Autism Spectrum Condition Autism is a lifelong developmental disability that affects how people perceive the world and interact with others. Autistic people see, hear and feel the world differently to other people.

CIT—the Communication Interaction Team (CIT) can support schools to deliver provision for children and young people with Speech Language and Communication Needs.

EHAT—Early Help Assessment Tool The early help assessment is a tool to help the early identification of children and young people's emerging needs and strengths and promote coordinated, timely service provision. The assessment is a family based assessment meaning that each child's needs and strengths can be captured in one place, taking into account the whole family and its unique context. Effective early help assessments ensure everyone works together, and provides a forum for the whole family and the key professionals involved with them to form an assessment of the current situation of the child or young person. This reduces the needs for families to repeat their stories, and ensures that the right people are in place to quickly provide appropriate support and services.

EHCP—An Educational Health Care Plan is a legal document that describes a child or young person's special educational, health and social care needs. It explains the extra help that will be given to meet those

needs and how that help will support the child or young person to achieve what they want to in their life. EHC plans are for children and young people whose special educational needs require more help than would normally be provided in a mainstream education setting (a college, school, nursery).

ELSA—Emotional Literacy Support Assistants An educational psychology led intervention for promoting the emotional wellbeing of children and young people.

IEP—An Individual Education Plan.

MAST—Multi Agency Support Team, outside of school professionals who can support pupils with specific needs

PIASS—Plymouth Information, Advice and Support for SEND PIASS provides parents, carers of children and young people with SEND and also the children and young people independently with support at meetings and support around education and training issues.

POD—The Plymouth Online Directory (POD) is a directory of services that includes information for children and young people with special educational needs or disabilities, families and professionals

SENDCo—Special Educational Needs and Disabilities Co-ordinator

TAM—Team Around Me A meeting between the family and different professionals to find support and help for a family.