

# Stanbridge Lower School



## Special Educational Needs and Disabilities (SEND) Offer

### **An Overview of Stanbridge Lower School**

Stanbridge Lower School is a community school which caters for children aged 3-9. We are based in the town of Stanbridge, but admit children from the surrounding villages and the town of Leighton Buzzard. We are an inclusive school and at Stanbridge we believe all children should achieve in school and make good progress; fulfilling their full potential. Diversity and difference is valued as a rich resource that supports the learning of all. Our school understands its responsibility to actively promote positive contributions to society. Parents know their children best and it is important to work together in partnership, enabling children to reach their full potential, make progress and learn. Our inclusive ethos recognises that in order to do this many steps are taken to enable children to achieve. Quality teaching and engaging creative learning opportunities are vital to all children, but for some children further additional help is needed. This is offered to families as soon as they start at Stanbridge.

Our SENCO is responsible for the operation of our Special Educational Needs and Difficulties Policy and for the coordination of all special provisions and interventions made to support individual children with SEND. We liaise with staff and hold regular progress meetings to monitor pupil progress and plan extra interventions to make sure additional support is given straight away. We have regular contact with a range of specialist and outside agencies that are able to give more specialist advice.

### **How will the school know if my child needs additional help and how will the school share information with me?**

We know when pupils need help if concerns are raised by parents/carers, teachers or the child, or if limited progress is being made or if there is a change in the pupil's behaviour or progress. In terms of what we offer children with Special Educational Needs and/or Disabilities, this is different for every child and it is important to emphasise that as much as possible. Following on from this concern the child's needs may be able to be met by writing an Individual Education Plan (IEP). If we write such a plan for a child it will be discussed with the parents/carers and the staff will ask for your help in achieving the plan's objectives at home. All IEPs written to meet individual needs are regularly reviewed and new plans written on the basis of the reviews. Parent/carers are involved in the reviewing process and can approach their child's class teacher at any time if they are worried about their child

Sometimes other professionals from outside agencies) such as a Speech and Language Therapist, Educational Psychologist or other relevant agency) will be notified to ensure that further needs can be met if possible. Meetings with these professionals will be organised and parent/carers will be fully consulted at every stage.

Parent/carers are invited to meet with the SENCO to support discussions at any stage in identifying the child's needs/ The SENCO can also obtain advice on how to help at home and with particular aspects of parenting or education support.

In certain cases the school might apply for an Education Health Care Plan (EHC) for your child so that they can obtain additional help with their education. This will be done in consultation and agreed with parent/carers. As a school we might arrange for your child to receive this extra help and in such cases they could be withdrawn from class to work on an individual basis or as part of a small group.

Parent/carers are given copies of any assessment reports and can discuss them with the SENCO.

### **What should I do if I think my child may have special educational needs?**

The class teacher is the initial point of contact for responding to parental concerns. If you have any further concerns then contact Miss Hughes who is our school SENCO via the school office on 01525 210328 all further details can be found on our website at [www.stanbridge.beds.sch.uk](http://www.stanbridge.beds.sch.uk)

### **What different kinds of support are available to children with SEND?**

Each pupil's education programme will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs through quality first teaching. This may include

- Additional general support by the teacher or learning support assistant in class.
- If a pupil has needs related to more specific areas of their education, such as literacy, spelling, handwriting, numeracy, behaviour skills etc. then the pupil will receive extra support and/or an intervention. This will be run by the teacher, support teacher or a learning support assistant.
- If progress is still a concern an EHC plan or Support and Intervention Plan (SIP) will be put into place detailing what provision and targets have been set for your child to ensure they make progress.
- The length of time of the intervention will vary according to need but will generally be for a set number of weeks. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning. These interventions will be recorded on the class provision map (this is a record of the interventions, timings, and impact of the intervention). If you have any queries related to the interventions please do not hesitate to contact the class teacher or SENCO.

Pupil Progress Meetings are held each term. This is a meeting where the class teacher meets with the Senior Leadership Team to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned.

- Occasionally a pupil may need more expert support from an outside agency such as the Psychologist, Speech Therapist, Paediatrician etc. A referral will be made, with your consent and forwarded to the most appropriate agency. A programme of support is provided to the school and parents/carers.
- Curriculum adaptations and differentiation will be personalised where needed
- Behaviour support will be identified and personalised where needed
- Support for health needs will be discussed with parents and adaptations/interventions used as identified. The School Nurse will be involved with this process.
- Access to quieter/personally structured learning outside of the classroom
- Specialist equipment and resources as recommended by professionals within our budget constraints.

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

When a pupil has been identified with special needs their work will be differentiated by the class teacher to enable them to access the curriculum more easily. Our support teacher or a learning support assistant (LSAs) may be allocated to work with pupils on a 1-1 or small focus group basis to target more specific needs. This will be detailed on our school provision map as an intervention for your child. If a child has been identified as having a special need, they will be given an Individual Education Plan, provisions will be allocated and targets will be set according to the area of need. These will be monitored by the class teacher and by the SENCO. Individual Education Plans will be discussed with parents at review meetings and/or parent consultations at least three times per year. Please see the chart below detailing the range of support available for your child at Stanbridge.

### **How will I know how my child is doing and how will I support their learning?**

Parents and carers are included in all aspects of the identification and assessment of needs. You will be able to

- contact the SENCO or class teacher to discuss your child at any point, but you will be able to discuss your child's progress more formally at parent consultations or at review meetings.
- Your child's class teacher will be available at the end of each day if you wish to raise a concern. Appointments can be made to speak in more detail to the class teacher or SENCO by contacting the school office
- Parents and carers will be given copies of all reports written by specialists and these can be discussed with the SENCO.
- Parents and carers will be given copies of all Support and Intervention Plans which detail interventions and targets in place for your child.

- A written Annual Report will be given out at the end of each year.

### **What support will there be for my child's overall well-being and how will the school involve my child in their provision?**

The school offers a wide variety of pastoral support for pupils to support overall well being.

These include:

- Members of staff such as the class teacher, Family Liaison Officer, Head Teacher and SENCo who are readily available for pupils who wish to discuss issues and concerns.
- Lunchtime Club is available for those who find lunchtimes a challenge or need support for their emotional wellbeing support.
- If a pupil has a medical need, then a detailed Care Plan is compiled with support from the school nurse and in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.
- Stanbridge has a programme of training in place to meet the requirements of children with individual medical and educational needs.

All children are actively involved in identifying and monitoring progress towards their personalised targets. We use your child's personal interests to inform our lesson content whenever we can. We have planned opportunities for your child to express his/her ideas about how they like to learn and use this information to inform our planning

### **What specialist services and expertise are available at or accessed by the school?**

At times it may be necessary to consult with outside agencies to receive their more specialised expertise.

The agencies used by the school include:

- Early Years support specialists
- Educational Psychologist,
- Speech Therapist,
- Behaviour Support from the Jigsaw team
- Learning Community 2 Parent Support Advisor
- Occupational Therapist
- Physiotherapist

### **What training are the staff supporting children and young people with SEND receiving?**

Different members of staff have received training related to SEND.

These have included sessions on:

How to support children with a range of educational learning needs.

How to support pupils on the autistic spectrum.

How to support pupils with social and emotional needs.

How to support pupils with speech and language difficulties.

How to support pupils with physical and co-ordination needs.  
How to support children with seizures and epilepsy

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

Activities and school trips are available to all. Risk assessments are carried out and procedures are put in place to enable all children to participate fully.

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

As a school we are happy to discuss individual access requirements. Facilities we have at present include:

- Specialist changing facilities which features a wet room, separate toilets with support bars and emergency pull cord,
- Two disabled toilets both for boys and girls within the toilet block.
- Ramps to access all parts of the building and field with wide doors leading into the building.
- Stanbridge has a Disability Equality Scheme in place which addresses the schools needs and accessibility issues further.
- Risk assessments are arranged to ensure classrooms are safe for your child's specialist physical needs.

The Disability, Equality and Accessibility Plan is available to read on our website at [www.stanbridge.beds.sch.uk](http://www.stanbridge.beds.sch.uk) and this contains further information about accessibility at Stanbridge.

### **How will Stanbridge Lower School prepare and support my child when joining school or during transitions?**

Many strategies are in place to enable the pupil's transition to be as smooth as possible. These include:

- Discussions between the previous or receiving schools prior to the pupil joining/leaving in Pre-school, Reception and Year 4
- On joining or leaving Stanbridge all pupils attend a transition session where they spend time with their new class teacher.
- Additional visits are also arranged for pupils who need extra time to feel comfortable in their new middle school or when settling into Stanbridge.
- Miss Godwin (Head Teacher), Miss Hughes (SENCo), Mrs Davies (Family Liaison Officer) and the class teachers are always willing to meet parents/carers prior to their child joining or leaving the school.
- Middle school staff visit pupils prior to Year 4 joining their new school and the Year 4 pupils visit middle schools across their last year at Stanbridge to ensure they are familiar with their new environment.
- The SENCo and teacher liaise with the SENCOs/other teachers from the receiving schools to pass on information regarding SEN pupils and other pupils' needs.
- Where a pupil may have more specialised needs, a separate meeting may be arranged with SENCo and the teacher to discuss their requirements and any additional needs.



### **How are the school's resources allocated and matched to children's special educational needs?**

The SEN budget is allocated each financial year. The money is used to provide additional support, interventions or resources dependant on an individual's needs. The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them or the parent at another time during the year. Resources may include deployment of staff depending on individual circumstances.

### **How is the decision made about how much support my child will receive?**

These decisions are made in consultation with the class teacher, parent, SENCo and the Senior Leadership Team. Decisions are based upon termly tracking of pupil progress and as a result of assessments by outside agencies. During their school life, if further concerns are identified due to the pupil's lack of progress or well-being then other interventions and additional support will be arranged.

If your child has an Education Health Care Plan details of the provision and time allocations/budget for each target will be clearly shown on the plan.

### **Who can I contact for further information?**

If you wish to discuss your child's educational needs further, or if you think your child might have special educational needs; please contact the school office to arrange a meeting with Miss Hughes (SENCo) Mrs Davies (Family Liaison Officer) or Miss Godwin (Head Teacher).

Mrs Clarke is the named governor with responsibility for SEND and she can be contacted via the school office on 01525 210328.

For more information please visit our school website [www.stanbridge.beds.sch.uk](http://www.stanbridge.beds.sch.uk) or telephone us on 01525 210328.

# Stanbridge Lower School

## Provision and Intervention Plan

### Social and Emotional Learning

Additional support from SENCO, class teacher, LSA	Lunchtime Club and/or lunchtime supervisor support Quiet Zone at Lunchtimes	Social skills group	Circle time	1-1 support from Family Liaison Officer
Councillor or Play Therapist	Art Therapy	Time to Talk Programme	1-1 support or small group support from intervention teacher	Celebration Assembly to raise self-esteem (Stanbridge Star of the Week, achievements at home celebrated etc.,)
Digital Technology: laptops and ipads	Social, Emotional Aspects of Learning Programme (SEAL)	Social Games	Lunchtime Club	Learning Stars Programme: to understand how we think and learn
Chums				

### Access to Supportive Environment

Mastery Learning: Breaking learning into specific steps and Visual Timetable Topic Maps	Prompt and reminder cards to encourage independence	Digital Technology: laptops and ipads	Meta Cognition and Self Recognition. Awareness of learning styles: visual, kinaesthetic and auditory	Self and peer assessment
Collaborative learning	Awareness of how the brain learns using learning stars programme	Meet and Greet welcoming by all staff daily	Support from the Family Liaison Officer	

### Strategies and Programmes to Support Speech and Language

Mastery Learning: Breaking learning into specific steps and visual timetable. Topic Maps	Speech or 1-1 speech therapy Session give by SALT	Individualised speech therapy programme set by SALT and delivered by class teacher/LSA	LSA support during whole class, and group teaching sessions	Pre-learning and over-learning opportunities to introduce and rehearse new learning
Increased visual aids	Advice from outside Professionals:		Time to Talk	Social Games

	EP, Outreach schools, Advisory Teachers, Speech & Language Therapist, Behaviour support Team		Chatterboxes
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<b>Mentoring Activities</b>				
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Training in routines of school day	Buddy and using children as positive role models.	Development of positive attitudes and building relationships with others Working in teams/as groups/individuals	Class Assembly time	1-1 support or small group support from intervention teacher
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Support from the Family Liaison Officer	Use of talk partners	Social, Emotional Aspects of Learning Programme (SEAL)	Learning Stars Programme: to understand how we think and learn	
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<b>Strategies and Programmes to Support Occupational Therapy, Physiotherapy and Physical Needs</b>				
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Pencil grips/Specialist pencils/Posture support	Further differentiation of physical activity (fine and gross motor)	Physical Adjustments and support as necessary Provision of specialist equipment & resources	Class Teacher, LSA and SENCo support for handwriting skills fine motor skills	
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Advice from outside Professionals: EP, Outreach schools, Advisory Teacher for Physical Development, Occupational Therapist / Physiotherapist, Medical Team		1-1 support or small group support from intervention teacher		
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<b>Strategies to Support/Reduce Anxiety and Promote Wellbeing</b>				
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Communication with parents	Training in routines of school day	Support from class teacher/LSA/Family Liaison Officer	Promoting self-care & personal hygiene	LSA support using counselling/play techniques
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Regular planned and unplanned meetings with the SENCo as required.	Achievements and Celebrating Success	Middle School Transition Programme for some pupils	Working in teams/as groups/individuals	Use of talk partners
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Planned transition and meeting with Year 4 parents	Additional Support: Referral to CAMHS/Counselling/IC2 Parent	1-1 meetings with Family Liaison Officer	1-1 support or small group support from intervention teacher	Meet and Greet welcoming by all staff daily
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	Support			
<b>Strategies to Support Literacy</b>				
Differentiated Curriculum Planning, activities, delivery and outcome	Pre teaching of strategies, concepts and vocabulary	Self and Peer assessment	Individual homework - needs specific	Small Group - guided teaching/booster sessions such as High Five
WOW events to capture interest and develop vocabulary	Target, guided and paired reading support	1:1 mentoring led by learning support assistants and the support teacher	Meta Cognition and Self Recognition. Awareness of learning styles: visual, kinaesthetic and auditory	Digital Technology: laptops and ipads
Letters& Sounds	Multi-sensory approach to letter formation spelling	Advice from outside Professionals: Educational Psychologist, Outreach schools, Occupational Therapist		1-1 and small group teaching of reading and writing
Homework Club	Peer Tutoring - reading and writing support	Tracks: phonics, spelling and handwriting support programme	Time to Talk: A programme to support speech and literacy	Quest: Reading intervention programme
Language Games	Learning Stars Programme: to understand how we think and learn			
<b>Strategies to Modify and Support Behaviour</b>				
Circle Time to raise self esteem	Buddies on playground	Social skills group	Time out/Individual working station	Behaviour Focus Days
1-1 behaviour program e.g. anger management techniques / individual contract/behaviour books / individual reward systems led by the Head Teacher, SENCo and Family Liaison Officer	1-1 Support Support from SENCO supported by LSAs Involvement from Head Parental Involvement	1-1 Lunchtime Support by Lunchtime Supervisor Lunchtime Club	Celebration Assembly to raise self-esteem (Stanbridge Star of the Week, celebration of achievements at home etc.)	Consistent and positive Behaviour policy framework based on rights, rules, responsibilities and encouraging good choices Whole school and class rules Whole School and Class reward systems promoting learning behaviour
Intervention from external professionals EP, Behaviour Support Team, Jigsaw, Counselling, CAMHS, , Access and Inclusion Team		Cohesive and consistent, calm approach to dealing with behaviour across the school	Breakfast Club	Digital Technology: laptops and ipads

Additional Support  
Early Help Assessments

### Strategies to Support and Develop Numeracy

Class Teacher/LSA led booster groups	Additional use of visual and practical resources	Individualised programmes of maths development coordinated by the Maths Coordinator	1:1 mentoring led by LSAs	Advice from outside Professionals
Peer Tutoring in specific conceptual areas	1-1 and small group support led by the support teacher or learning support assistants	Digital Technology: laptops and ipads	Homework Club	Learning Stars Programme: to understand how we think and learn

### Provision to Support and Facilitate Access to the Curriculum

Accessible school and classrooms	Accessible toilet in both boys and girls toilets Hand dryers	Specialist changing facilities Wet room Separate toilets with support bars and emergency pull cord	Small group or 1:1 support from Teaching Assistant or Learning Support Assistant	Provision of outdoor learning environment Trees and gazebo for shade
Flexible teaching arrangements	Visual Timetables	Tables and chairs at appropriate heights	Personalised Curriculum and timetable	Use of ICT - whiteboards, laptops, ipads and PCs
Continence Support	Slopes and ramps to access all areas of school including the school field	Disabled Parking	Meet and Greet welcoming by all staff daily	Advice and support from the Family Liaison Officer

### Strategies and Support to Develop Independent Learning

Flexible Teaching Arrangements	Success Criteria Peer and Self-Assessment	Achievements and Celebrating Success as well as building self-esteem and confidence	A Transition programme to support some children in moving class	Use of different groupings (Mixed ability teams, talking partners, ability groups)
Training in routines of school day	Promoting self-care & personal hygiene	Structured School and Class Routines	Visual timetables, aids, labels and modelling as well as Classroom displays - word walls, magpie ideas, interactive and tactile resources	Development of positive attitudes and roles and responsibilities for the children
School Council - Pupil Voice	Special Pupils on Trust (SPOT) children	Learning Stars Programme: to understand how we think and learn		

<b>Support for Personal Care</b>				
Individualised support to develop continence through Self Care Plans Continence support for children and parents Support with toileting routines	Support and referral to /from outside agencies e.g. school nurse, health visitor, LC2 Parent Support Worker	1-1 support from Family Liaison Officer	Reward charts to celebrate success and set out expectations	Continence support for children and parents Support with toileting routines
<b>Medical Interventions</b>				
Individual support to facilitate access to the curriculum	Further differentiation of physical activity	Care plans in place	Medical support from the School Nursing Team	Physical Adjustments and support as necessary as well as Provision of specialist equipment & resources
Medical support (e.g. Monitoring of Diabetes, asthma, allergies etc)	Intervention and staff training from external professionals E.g. Asthma, allergies, epilepsy, dealing with seizures	Risk Assessment of environments for children with physical and other specific needs.	Support with diet and making healthy choices	
<b>Transition</b>				
Session in with parent / carer before starting Visit to meet new class teacher	Additional visits to new environment to ensure familiarity	Photographs of new environment and faces taken home to talk about with child	Meetings with parents/outside agencies	Visits from receiving school to child in old environment
Peer appointed to befriend new child for transition period	Open days for children to see all of school and see all classrooms	Meetings between previous and new teachers	Support from the Family Liaison Officer	

## Glossary of Terms

AAP	Attendance Advisory Practitioner
ADD	Attention Deficit Disorder
ADHD	Attention Deficit & Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
BESD	Behavioural Emotional & Social Difficulties
CAF	Common Assessment Framework
CAMHS	Child & Adolescent Mental Health Service
COP	Code of Practice
CP	Child Protection
DCD	Developmental Co-ordination Disorder
EAL	English as an Additional Language
EHA	Early Help Assessment
EHC	Education, Health and Care Plan
EP	Educational Psychologist
FSM	Free School Meals
HI	Hearing Impairment
IEP	Individual Education Plan
ISR	In School Review
KS	Key Stage
LAC	Looked After Child
LEA/LA	Local Education Authority
MLD	Moderate Learning Difficulty

NC	National Curriculum
OT	Occupational Therapist
PSP	Pastoral Support Programme
SaLT	Speech & Language Therapy
SEN	Special Educational Needs
SEND	Special Educational Needs & Disability
SENCO	Special Educational Needs Co-ordinator
SpLD	Specific Learning Difficulty
VI	Visual Impairment