



Stowford School

SEND Information Report

1. How can I let the school know if I think my child is struggling at school?

- If you have concerns about your child's progress, you should speak to your child's class teacher.
- If you continue to be concerned that your child is not making progress, you may speak to the Special Needs Co-ordinator, known as the SENDCO Miss Zofia Rumistrzewicz. If you leave a message with the main office, Miss Rumistrzewicz will contact you to make an appointment.
- The school SEND Governor (Dr Deana Gallichan/Mr Alan Williams) can also be contacted via the school office for support.

2. How will school let me know if they have concerns that my child may not be progressing appropriately at school?

In the first instance, this will be a conversation you will have with the class teacher. They will also discuss ways that they will support your child in school. They may offer some advice on ways for you to also support your child at home which would benefit their learning at school. They may also discuss whether further advice needs to be requested from the SENDCO or outside agencies. Remember, parents are welcome to make an appointment with the SENDCO at any time. Gaining the best outcomes for your child will always be the priority.

3. If my child does have Special Educational Needs and/or Disabilities (SEND), who is the best person that I can talk to at school?

The class teacher is always your FIRST stop.

They are responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the SENDCO know as necessary.
- Writing Targets for your child, based on the small, achievable steps and sharing and reviewing these with parents at least once each term and planning for the next term.
- Your child is receiving the best provision to suit his or her needs.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The Special Needs Co-ordinator: Miss Zofia Rumistrzewicz

Responsible for:

- Liaising and supporting class teachers on the implementation of the above
- If your child does not have an academic difficulty but has a behavioural difficulty, a Behaviour Support Plan (BSP) may be written in conjunction with yourselves and your child's class teacher.
- If your child may need support socially or emotionally, a Pastoral Support Plan (PSP) may be written as above.
- Co-ordinating all the support for children with special educational needs or disabilities (SEND)

- Developing and reviewing the school's SEND policy/SEND information report.
- Liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology.
- Updating the school's SEN register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.
- Monitoring progress data through the school to ensure that all children make good progress.

The Medical Officer: Mrs Sue Williams

If your child has a disability or medical need that may impact on their learning, you may prefer to speak to Miss Rumistrzewicz too.

The Headteacher: Mrs Sue Williams

Responsible for:

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- The Headteacher will delegate responsibility to the SENDCO and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Headteacher must make sure that the Governing Body and SENDCO is kept up to date about issues relating to SEND.

The SEND Governor: Dr Deanna Gallichan/Mr Alan Williams

Responsible for:

- Making sure that the necessary support is given for any child with SEND who attends the school.

4. What training or specialist expertise does your staff have around SEND?

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class, e.g. Communication and Interaction, Speech and Language and or Funfit. Stowford School also has two members of staff who are THRIVE trained and run the intervention in the afternoons.

All class teachers are qualified (QTS) and operate *quality first teaching* within every class.

For your child this means that all teachers and teaching assistants have the highest possible expectations for your child to do well. The teaching will be built on what your child already knows, can do and can understand. Opportunities to extend their learning are also expected in every class. There are different methods of teaching in place so that your child is fully involved in learning in class. This may involve things like using more practical learning where photographs record this.

If quality first teaching is not meeting your child's needs then there may be:

- Interventions that are staffed and planned by adults either working in your child's class or other members of staff within school.
- Outside agencies such as the Education Psychology Service (EP), Child and Adolescent Mental Health Service (CAMHS), Speech and Language Service or the specialist in Autism.

What could happen:

- You may be asked to give your permission for the school to refer your child to a specialist professional in order to receive some advice/support within school, e.g. a Speech and Language Therapist or Educational Psychologist (EP). This would be after a discussion with yourself and based on your child's lack of progress evidence. This will help the school and you to understand your child's particular needs better and be able to support them more effectively in school. Again, always seeking the best outcome for your child.
- The specialist professional would then work with your child in school to understand their needs and make recommendations as to the ways your child is given support. This will also be shared with you.

Specified Individual Support

This type of support is available for children whose learning needs are severe, complex and lifelong and have been identified by the local authority.

This is usually provided via an Education, Health and Care Plan (EHCP), previously known as a Statement of Educational Needs. This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through class teaching and intervention groups.

For your child this would mean:

- The school or you can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.
- After the reports have all been sent in, a 'panel of professionals' will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP).
- If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The Statement or EHCP will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used, and what strategies must be put in place. It will also have long-term and short-term goals for your child.
- An additional adult *may* be used to support your child with whole class learning, run individual programmes or run small groups including your child.
- You will be involved throughout the process with a team leader to coordinate the process. Reviews will then be made annually as to whether this support will continue, terminate or alter.

5. Where can I find information about the Local Authority's local offer for children and young people with SEN and their families?

Please see the separate tab called 'Devon's Local Offer' where there is a direct link or via the Devon County Council website:

www.devon.gov.uk/schools/SEND

Tel: 01392 380000

6. What support can the school provide for my child with SEND?

- The school budget, received from Devon LA, includes money for supporting children with SEND.
- The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school.
- The Head Teacher and the SENDCo discuss all the information they have about SEND in the school, including:
 - i) the children getting extra support already;
 - ii) the children needing extra support;
 - iii) the children who have been identified as not making as much progress as would be expected.

From this information, they decide what resources/training and support is needed.

- The school identifies the needs of SEND pupils on a register and then the support available is recorded on the provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

7. How will the teaching staff adapt to my child's needs?

- Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.
- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs.

8. How accessible is Stowford School to my child with SEND?

- The school has easy access, double doors and ramps.
- There is an accessible parking bay near the main building with signage on the main gates for public to contact the main school office if they have concerns about accessibility.
- The school also has two lifts to allow wheelchair access to all levels of the school
- There are accessible toilets in all buildings and a medical room fitted with hoist and height adjustable change bed.
- We ensure wherever possible that equipment used is accessible to all children regardless of their needs.
- After-school provision is accessible to all children, including those with SEND.
- Extra-curricular activities are accessible for children with SEND.

9. What support is available when my child moves to the Community College?

- Staff from both schools meet with you to discuss major needs when your child is in Year 5. This enables the Community College to prepare if training is required or preparation of specialist equipment
- When your child is in Year 6, extra transition time may be arranged with the Community College for you and your child.
- If appropriate, extra parent and child transition visits and/or visits with a TA are planned in July prior to the Year 7 induction day, so that your child is confident to make the next step in their education.
- Year 6 staff and the SENDCO work closely with Community College staff to ensure a smooth transition.
- Staff are also available to be alongside you if you would like to make further appointments with staff at the Community College.
- You are always welcome to be fully involved in this vital transition process.

10. If I am not happy with the provision at the school/setting, how can I share my concerns or make a complaint?

- Talk to the class teacher.
- Discuss your concerns with the SENDCO, Miss Rumistrzewicz.
- Discuss your concerns with the Headteacher, Mrs Williams.
- Speak to the SEND Governor, Dr Gallichan or Mr Williams.
- Write to the Chair of Governors, Mr Simon Scott, c/o Clerk to Governors.
- If you are still unsatisfied with the response, contact the local authority, Devon County Council under the SEND department.

N.B. The Complaints Policy is available on the school website or from the School Office.